



**COURSE BROCHURE FOR THE PART-TIME
CONTINUING PROFESSIONAL DEVELOPMENT
DOCTORATE IN EDUCATIONAL PSYCHOLOGY
(DEDPSY)**

The professional Doctorate in Educational Psychology (DEdPsy) is a continuing professional development programme for qualified and experienced Educational Psychologists

An invitation to join our CPD Doctorate in Educational Psychology (DEdPsy)

Are you interested in joining the next cohort of practising Educational Psychologists embarking on our part-time continuing professional development Doctorate programme?

Launched following extensive collaborative research in 1999, the DEdPsy course at UCL aims to provide busy educational psychologists with a supportive learning environment in which to obtain their doctorate qualification, whilst maximising their contribution to the advancement and development of professional practice and the knowledge base in educational psychology.

This innovative and carefully structured programme is one of a group of highly regarded professional doctorates offered by UCL. It has close links to the initial professional training doctorate in Educational & Child Psychology, and is sited within the UCL Research Department of Clinical, Educational and Health Psychology which was rated in the last national research excellence evaluation exercise as 'world leading' and 'internationally excellent'.

The DEdPsy programme offers course members:

- the challenge and satisfaction of intellectually stimulating, in-depth study and research
- a carefully structured doctoral programme, purposefully designed for practising educational psychologists juggling the demands of doctoral study with work
- taught components tailored to support the development of research skills and the ability to apply that knowledge to professional practice
- a high level of support and constructive challenge from encouraging tutors with a range of professional expertise
- the enjoyment and motivation of belonging to a supportive, high-performing group of educational psychologists from a range of geographical and professional contexts
- a well-organised and resourced study experience, outlined in detail in an accessible Programme Handbook and supported by an excellent administrative team
- the opportunity to study in a world renowned department of applied psychology, based in the heart of Bloomsbury, London



An Introduction to the Programme

We are very pleased that you are interested in finding out more about the CPD Doctorate (DEdPsy) programme at UCL as we prepare to welcome our next cohort of educational psychologists to the course.

The course was set up in 1999 following consultation with a number of services in London and the Home Counties and based on data from a national survey exploring the needs, expectations and aspirations of EPs practising at that time. The course has run consistently since, evolving in response to annual feedback from course members, research advisers and external examiners. We aim to ensure that we provide the best possible learning experience for a wide range of practitioners, within our ever changing professional context. We have welcomed an increasing number of course members in recent years working in independent practice and working in private and not-for-profit companies. We are also receiving increasing expressions of interest from EPs working in international contexts. Meanwhile we continue to welcome EPs working in Local Authorities from across England and the UK and working in the national EP service and a variety of other settings in Ireland.

We aim to give practising educational psychologists the opportunity to:

- acquire new knowledge and understanding in the field of educational psychology across the age range 0-25 years
- acquire and update knowledge of research and a range of research methods
- become critical and creative applied researchers
- enhance the breadth and depth of their functioning as reflective practitioners, with a particular focus on developing ethical sensitivity in both research and practice

The objectives of the programme are:

- To equip course members with the skills and knowledge to design and conduct high quality applied research in the field of educational psychology.
- To enable course members to apply leading edge psychological theory and research to improving professional practice within their professional context; local authority, voluntary or other service context.
- To provide course members with models of self-evaluation which allow them to reflect on their work and skills in effective problem management and, importantly, ethical practice as an EP.

As a course team we aim to do this through reflecting on the following principles and core values which we see as central to our approach:

- promoting the effective application of psychological theory and research in achieving key outcomes for children, young people and other clients
- promoting practice-based research which combines professional relevance with academic rigour
- promoting equal opportunities and ethical, accountable and evidence-based practice in child and educational psychology
- respecting and building on course members' existing knowledge, skills and expertise
- utilising the psychology of adult learning and promoting ideas related to lifelong learning
- encouraging co-operative as well as individual self-directed learning
- providing a clear course structure, balanced with a flexible approach tailored to the needs of individuals, particularly in the latter years of the course

How is the course structured?

<p>A)</p> <p>Applied research</p>	<p>This strand of the curriculum contributes towards the first programme objective:</p> <p><i>To equip course members with the skills and knowledge to design and conduct high quality applied research in the field of educational psychology.</i></p> <p>We have a carefully designed research methods curriculum developed specifically for the programme and taught by core members of the tutor team across all four years of the course. Teaching in year 1 focuses on introducing topics and developing skills to the whole group, whilst in the later years, the approach becomes increasingly tailored to individual needs. Course members are encouraged to seek specialist support as needed for their particular research project, alongside attending more in-depth workshops. There are six broad areas of teaching within this strand of the curriculum which partially overlap: research principles and epistemology; research ethics, literature review; research design and research planning; quantitative methods and qualitative methods (including mixed methods).</p> <p>The research methods curriculum is delivered through:</p> <ul style="list-style-type: none"> • Group teaching sessions (including a joint research methods workshop with colleagues on the initial training doctorate) • Access to UCL's excellent web-based learning environment (Moodle), library and our innovative research methods course and Wiki • Regular 1:1 tutorials with a tutor, alongside additional access to support and advice about more specialist research methodologies from other tutors within the team • Regular group opportunities to discuss and share developing individualized research plans with a supportive group of peers and tutors • Annual progress review meetings with a tutor and research adviser where, with course members, we aim to ensure that satisfactory standards of competence are attained and that timely and specific advice and support are provided
<p>B)</p> <p>Professional practice</p>	<p>This strand of the curriculum contributes towards the second programme objective:</p> <p><i>To enable course members to apply leading edge psychological theory and research to improving professional practice within their professional context; local authority, voluntary or other service context.</i></p> <p>In addition to the above, this aspect of the curriculum is delivered through:</p> <ul style="list-style-type: none"> • Group discussion sessions to share, explore and reflect on issues experienced in practice and to consider the relevance of psychological theory and research in understanding and in seeking to address the issues raised. • Regular 1:1 tutorials with a tutor, to discuss progress in this area and specifically regarding the professional practice assignments. • Annual progress review meetings with a tutor and research advisor, whose perspective is informed by current practice perspectives and by their own experience of completing a CPD doctorate. • Leading Edge Psychology Days and Workshops (see page 7) on topical areas chosen by course members, with input from nationally known keynote speakers as well as practice components.
<p>C)</p> <p>Development as a self-reflective professional practitioner</p>	<p>Our third programme objective is as follows:</p> <p><i>To provide course members with models of self-evaluation which allow them to reflect on their work and skills in effective problem management and, importantly, ethical practice as an EP.</i></p> <p>We aim to support you in developing these skills by providing opportunities to reflect on and practice critical analysis and evaluation skills within the context of equal opportunities, respecting diversity and promoting ethical sensitivity and practice. The application of these principles will be explored in relation to practice in your professional context, and your evaluation skills.</p> <p>We provide timetabled sessions focused around research ethics and integrity, as well as on critiquing research, but the main focus of this work will be delivered through tutorials, feedback on your developing work and through discussion in tutor facilitated peer group sessions.</p>



What are the assessed components of the course?

On the DEdPsy, the summative assessment requirements link with the three curriculum objectives above. The requirements are:

(a) A research thesis of 30-40,000 words in length which makes a distinct contribution to the knowledge of the subject and which offers evidence of originality shown by the discovery of new facts and the exercise of independent critical power. The third chapter of the thesis consists of a critical appraisal where course members provide a critical reflection on their research. They may also include here a reflection on the development of their skills as a researcher.

(b) Four professional practice assignments of 7,000 words each, which offer course members the chance to critique, develop and evaluate aspects of current or future practice in Educational Psychology through a critical review of relevant psychological literature. Three assignments must relate to the following three core topics in applied psychology:

- Psychological Assessment and Intervention
- The Profession of Educational and Child Psychology and its Context.
- Personal Effectiveness in a Professional Context

The fourth assignment may relate to any of the above.

Which topics do DEdPsy students write about in their assignments and study in their research?

Practising educational psychologists working on the DEdPsy course take full advantage of the wide range of topics relevant to our professional context. Topics chosen are often at the cutting edge of EP practice.

Recent examples of PPA topics include:

- *'It's no good just listening to pupils, what are you going to do with what you hear?'* – An evaluation of ways to involve pupils more effectively in the practice of one Local Authority Educational Psychology Service
- *Mathematical difficulties in young people: Consideration of the origins and influences, and how to support mathematical development*
- *Social media uses and the context of educational psychology practice: What are the issues for educational psychologists?*
- *Bridging the gap between mental health, schools and communities for the refugee population...Is this a potential role for Educational Psychologist?*
- *Meeting the needs of vulnerable young adults aged 16-25 years: How can educational psychologists contribute effectively?*

Recent examples of research topics include:

- *The relationship between sleep duration and working memory in children*
- *Preventing depression in adolescents - school-based intervention implementation and perceptions of change*
- *Quality dynamic assessment: Using the Delphi Technique to identify the competencies needed for effective dynamic assessment*
- *Teacher consultation groups: Introducing a new form of educational psychologist support in Irish mainstream primary schools*
- *Developing the Ideal Self Drawing Technique to gather the views of children with an Autism Spectrum Disorder*

You can find a full list of research project and professional assignment topics on our website at:

<http://www.ucl.ac.uk/educational-psychology/dedpsy/>

Attendance at UCL

The DEdPsy is unusual as it runs from January to December each year. Days are timetabled throughout the year for taught elements of the programme. In year 1 there are 16 scheduled days (5-6 per term), with 9 days (3 per term) timetabled in years 2,3 and 4.

The timetable for the course provides a summary of the days when teaching is scheduled, the content and required formal and informal submissions for the current year. It can be viewed at: http://www.ucl.ac.uk/educational-psychology/resources/dedpsy_timetable.pdf

A typical day on the DEdPsy: The day generally begins at 9.30am with a group teaching session. After a coffee break in the café, teaching continues until 12.00pm when there is a group review – a chance for the whole group to meet with members of the tutor team to share programme updates and to explore and problem solve issues arising for course members. Most afternoons consist of individual tutorials alongside opportunities to seek support from our research methods tutor, or on occasions to receive support with literature searching from one of our library colleagues. The timetabled day ends at 4.30pm.

The DEdPsy at UCL is an intensive and challenging 4-year programme and, in addition to attending the 43 timetabled days at UCL over the course of the 4 years, course members advise us that participants are likely to need to commit at least 5 hours each week of term time, and/or substantial time within holiday periods, to work on their doctorate studies. Further time may need to be allocated for data collection and other research activities based in the work-place.



What support is there for course members on the DEdPsy?

At the beginning of the course, you will be allocated a professional tutor who will meet with you for individual tutorials on the majority of timetabled days on the course. Your tutor will be a member of the core DEdPsy team. They will support you with developing your ideas for both your assignments and research. They will also provide you with regular detailed formative feedback on your written work, as well as encouraging you to reflect on your own learning and development needs. As a tutor team, we recognise the demands that studying for the DEdPsy makes on individual course members already juggling work and personal lives and providing pastoral support is also a key part of our role. In addition, if required, we will discuss with you the availability of relevant support from the wider UCL community, e.g. student psychological services or student disability services.

We aim for you to stay with the same tutor over the course of the programme. Your tutor will support you throughout the process of submitting your thesis, providing you with an opportunity for a mock viva examination and supporting you with any corrections. They may also be able to work with you to prepare a paper for publication from your work at the end of the programme if this is something you wish to do.

How is the progress of course members monitored on the DEdPsy?

The work of each course member on the programme is monitored, supported and evaluated by their professional tutor and also by a linked Research Adviser (RA) who is a highly experienced, senior member of the profession who has completed the DEdPsy course at UCL.

Course members meet with their tutors and RA for an annual progress review meeting. The RAs also provide feedback on course members' written work at the following stages:

- Thesis outline
- Yearly Progress Reports against agreed objectives
- Second submissions of each of the 4 professional practice assignments
- Penultimate draft of the entire thesis

This model of doctoral supervision was adapted from that employed by universities in the USA. The small team approach aims to support the broader focus of applied research and the wider range of skills and knowledge which are relevant to course members' areas of interest. Our RAs are knowledgeable about the academic standards required on the course and between them, can provide a high level of expertise across a range of relevant knowledge and skills, as well as ensuring a continuing link with national and professional perspectives.

Course members' progress is also monitored by our Board of Examiners which meets on a biannual basis. An overview of our progress monitoring process is provided in the Programme Handbook.

Our Research Advisers:



Dr Cerian Hughes, Educational Psychologist, Hampshire County Council



Dr Louise Tuersley-Dixon, Principal Educational Psychologist, Wigan Council



Dr Kirsty Quinn, Area Senior Educational Psychologist, Surrey County Council



Dr Rachael Green, Lead Psychologist (Headways) & Academic & Research Tutor (Tavistock Clinic)

The Tutor Team:

The majority of teaching on the programme is carried out by members of the Educational Psychology Group core staff team. Please see:

<http://www.ucl.ac.uk/educational-psychology/people/>

for further information about our individual interests and experiences.



Dr Susan Birch, DEdPsy Programme Co-Director and DECPsy Deputy Programme Director, Educational Psychology Group at UCL and Senior Educational Psychologist, Hampshire



Dr Phil Stringer, DEdPsy Programme Co-Director, Educational Psychology Group at UCL and Area Senior Educational Psychologist, Hampshire



Dr Roger Booker, Academic and Professional Tutor, Educational Psychology Group at UCL and Consultant Educational Psychologist and Executive Coach in independent practice



Dr Tony Cline, Academic and Professional Tutor, Educational Psychology Group at UCL



Dr Gavin Morgan, Academic & Professional Tutor, DECPsy, Academic & Professional Tutor, DEdPsy & Area Senior Educational Psychologist, Northamptonshire



Dr Ravi Das, Lecturer in Educational Psychology Research Methods and Statistics, UCL

What are the Leading-edge Psychology days and workshops?

These two days contribute to both the 'professional practice' and 'research' components of the programme. The Leading Edge Day is held in March/April each year and involves exploration of research and practice components of cutting edge topics in educational psychology, led by eminent researchers and innovative EP practitioners. The annual Leading Edge days are open to other EP practitioners from across the country, although they are organised primarily to cater to the needs and interests of the four year groups on the DEdPsy programme. The Leading Edge Workshop is held in October and is for course members from across the four cohorts. The format is similar to that of the Leading Edge day, but we aim to provide a more in-depth focus on practice and more extensive opportunities to explore and develop skills.

Leading Edge days and workshops have focused on numerous topics to date including:

Leading Edge Days	Leading Edge Workshops
Children and young people in the digital age: what do EPs need to know?	Depression and self harm in adolescence: redefining the EP role
What does resilience mean for educational psychologists? Concepts and applications.	The role of EPs in working with children who are refugees or asylum seekers
Austerity: how should educational psychology respond?	Acting ethically in EP research and practice
Educational Psychologists and infant mental health?	Person-centred planning
Educational Psychologists working for 16-25 year olds: What are the possibilities?	Implementation Science
The changing landscape of special educational needs and disability legislation and procedures: Implications for educational psychologists.	Personal Construct Psychology

Please visit our Leading Edge Days webpage for further information:

<http://www.ucl.ac.uk/educational-psychology/leading-edge-days>



How is the course evaluated and what do current course members say about the programme?

Each year we conduct a comprehensive evaluation of all aspects of the DEdPsy. We seek feedback from course members on an ongoing basis about the quality of teaching sessions. In addition, we have an annual end of year evaluation and a biannual staff-student course consultative committee meeting with student representatives from each year group. Feedback contributes to ongoing evaluation and, importantly, to course planning. We also seek feedback from our RAs and external examiners.

Our annual end of year evaluations routinely highlight a high level of satisfaction, with almost all individual course workshops sessions rated as "very good" or "good" by 85-100% of respondents. In recent years feedback, on the whole, has been overwhelmingly positive with over 90% of participants describing themselves as "highly satisfied" or "satisfied" with course content, tutor support, the relevance of the course to their personal & professional development needs and to their work as educational psychologists.

A small selection of the feedback received in previous years is included below, relating to particular assets of the course and general opinions:

“ Well organized and structured. I like the way that the requirements of the course build up over time and there is a clear overview of the 4 years from the beginning. ”

“ Excellent teaching, time with fellow students, excellent admin support and access to online resources. ”

“ The opportunity to reflect on practice and discover new developments/approaches to the practice of EPs, particularly through the act of research. The opportunity to discuss current dilemmas within the profession. ”

“ High quality and calibre of tutors. Very empathetic to the work of EPs and personal circumstances that may arise during the programme. ”

“ Fantastic support from peers and tutor group. Excellent value for money. I have found the experience extremely rewarding in terms of professional growth. It allows time to explore areas of interest more deeply. ”

“ I think I'm able to provide a better service: I think I have grown in thinking critically as well as becoming more creative. ”



Studying at UCL

University College London (UCL) is one of the foremost teaching and research institutions in the United Kingdom. It was founded in 1826 to provide higher education for all who could benefit from it, regardless of religion, race or class, and is both the longest established and largest of the various colleges and institutes that make up the University of London. The College was the first to admit women to higher education on equal terms with men, and also pioneered the teaching of many subjects at university level, including psychology. Over half of the diverse 38,000 strong student community is engaged in graduate studies, with almost half of these pursuing research degrees.

Ideally situated in the heart of Bloomsbury, central London's huge array of libraries, museums, public gardens, cinemas, theatres, cafés, bars and restaurants are all within easy reach. The UCL campus provides graduate students with many useful amenities, including university bookshops; a language centre offering numerous evening courses; a multi million pound fitness suite; UCL's very own West End Theatre, the Bloomsbury; numerous fine and diverse museums and collections and extensive well resourced library facilities cited by many current DEdPsy course members as a particular asset to research.



At UCL we are proud of our long and distinguished tradition of research and teaching in applied psychology. UCL was the site of the establishment of the first psychological laboratory in the country in 1897 (and the second in the world after Leipzig) and the first one-year professional training Diploma in Educational Psychology in this country was introduced at UCL by Sir Cyril Burt in 1946. Many of the educational psychologists who trained at UCL now hold senior positions in the profession, both in Britain and abroad.

The Educational Psychology Group is situated within the Research Department of Clinical, Educational and Health Psychology, which is part of the Division of Psychology & Language Sciences which, in turn, forms part of the Faculty of Brain Sciences. We are located in UCL's Bedford Way building on the corner of Tavistock Square, within easy reach of the UCL Institute of Education and the UCL Science Library. Euston, Euston Square, Russell Square and Goodge Street tube stations are all only a 10-15 minute walk away.

Fees and Funding

Course fees are payable for each year of formal registration and cover all elements of College and University registration, tuition, supervision and evaluation. Please see our website for the annual fees for your year of commencement. Fees become payable immediately students commence the programme in January, although in subsequent years, three payments are required in September, February and May. Accounts must be paid within two weeks of the date of issue. The process is managed centrally – the fees office being located within the student centre in the Chadwick Building (at the entrance of the famous UCL Quadrangle on Gower Street).

Current fee amounts can be found on our website: www.ucl.ac.uk/educational-psychology/dedpsy

Interested applicants are strongly encouraged to seek support from their employer (including support with the payment of programme fees). An intention of this brochure is to highlight some of the potential benefits to them, as well as to prospective individual course members. Where an applicant's employer contributes financial support, an annual report on their progress can be made to the employer if requested. This report is open to the applicant.

Application and Selection

At UCL we welcome applications irrespective of age, disability, gender, race, religion or sexual orientation. The building in which the programme is located offers wheelchair access and applications from people with disabilities will be welcomed. We aim to make the selection process as transparent as possible. Please see our website for further information about the process and for some FAQs which we have developed in response to queries from applicants in recent years:

<http://www.ucl.ac.uk/educational-psychology/dedpsy/>

All application forms and accompanying references will be rated on the following criteria:

Essential

- A British Psychological Society recognised Master's (or equivalent level) qualification in educational psychology
- At least one year practising as an HCPC registered educational psychologist (or equivalent)
- Evidence of keeping up-to-date with developments in psychology
- Evidence of an understanding of current issues in educational psychology and practice
- Evidence of the ability to write logically and clearly

Desirable

- Evidence of innovatory/creative work in professional practice
- Evidence of recent involvement in applied small-scale action research carried out within present practice
- Evidence of published paper(s) in professional journal(s) and/or conference presentations
- Where applicants are employed full-time in an organisation such as an LA EPS and/or are seeking financial support from their employer, evidence of the agreement and support of the head of service to embark on a 4-year CPD Doctoral programme at UCL is required (see below).

Please note, the following are **required** alongside the completed application form:

a) Two references (forms are provided) supporting the candidate's ability to undertake the DEdPsy. For applicants seeking financial or other support from their employing LA or equivalent organization, one of the two referees should be the head of service in which the applicant is working. Please contact us if

you need advice re suitable referees.

b) A draft 'research proposal' of approximately one side of A4 outlining an appropriate proposal for an area for research which should:

- identify a relevant question arising from research or practice
- explain why this might be an important focus for research within educational psychology and why this area is of particular interest to you as a practising educational psychologist
- explore possible ideas for how research in this area might be carried out, in light of any reading completed, referring to any possibilities and/or challenges already identified.

How to Apply

Candidates should apply using the UCL Graduate Application Form, available as part of the application pack which can be downloaded from:

<http://www.ucl.ac.uk/educational-psychology/dedpsy/>

We are happy to receive application and reference forms emailed directly to us at edadmin@ucl.ac.uk or if you are unable to email the required forms, by post. Please note the following for reference forms:

- Referees should email their completed forms directly to us at UCL at edadmin@ucl.ac.uk. We can only accept emailed reference forms from an email address recognizable/identifiable as being linked to the referee. We are unable to receive reference forms emailed by the applicant.
- If hard copies of reference forms are used, please ask your referees to place these in a sealed envelope, sign them across the back and then send this to us with your completed application form (or separately as soon after as possible).

The programme begins in the first week of January. Normally we require applicants to complete and return their application including their personal support statement before 30th September. The application forms are reviewed as they arrive. You will be contacted either with advice about what needs to be done to meet the course requirements; with clarification questions relating to the application or an invitation to interview. **Places on the course are limited and are allocated on a first come first served basis, so early application is advised.**

Interested parties are invited to contact either Dr Susan Birch (s.birch@ucl.ac.uk) or Dr Phil Stringer (p.stringer@ucl.ac.uk) to arrange an informal telephone discussion about the programme and the interview procedure.

DEdPsy Admissions - UCL Educational Psychology Group

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Email: edadmin@ucl.ac.uk

Website: <http://www.ucl.ac.uk/educational-psychology/dedpsy/>