

## **The Move to Doctoral Training: A Study in Systems Change**

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### ***Introduction***

The vignette that sets the scene for this chapter reports on a very positive professional learning process that equips educational psychologists (EPs) well to make a positive difference to the education and well-being of vulnerable children and young people in a range of contexts. However, this ‘fit for purpose’ training in educational psychology has only recently been achieved and it is a testament to all involved that the hoped for positive benefits have been so quickly realised, particularly in the light of the less than ideal circumstances in which three year doctoral programmes replaced the longstanding one year masters training route in England, Wales and Northern Ireland.

According to the first government report on psychologists in the United Kingdom (UK) (DES, 1968), the first one year programme of professional training in educational psychology was a post-graduate diploma programme developed at UCL in 1946. This was disputed by the director of that programme who located the inauguration of the UCL diploma in the early 1930s, and reported having previously led a masters programme at the London Day Training Centre (the precursor of the Institute of Education) from 1923 (Burt, 1969). However the training in place from 1946, described by the

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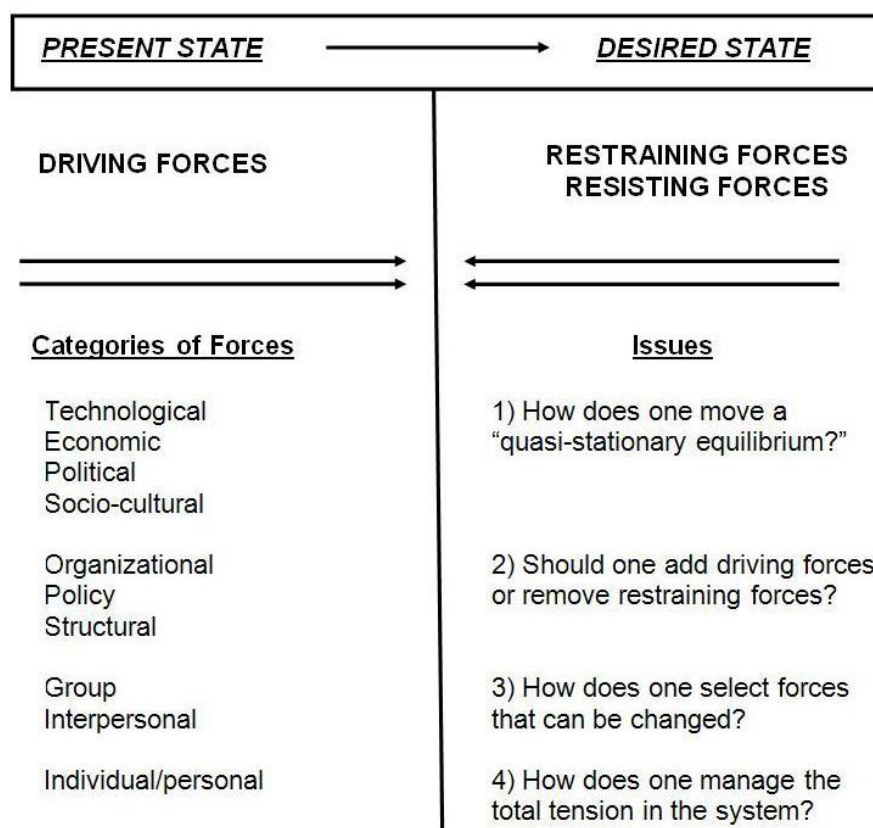
International Bureau of Education as 'a university degree ..... with honours in psychology or its equivalent, teaching experience from two to five years and a year of specialisation in child psychology'(UNESCO, 1948, p.29), would remain essentially unchanged for the following 60 years, despite influential calls for its extension from as early as 1968. Over the same period professional training in clinical psychology was extended from one, to two, to three years, with most programmes awarding a doctoral qualification from the mid 1990s (Turpin, 1995). This chapter examines the history of failed attempts to extend training from one year to two years, as well as the eventual success in introducing three year doctoral level training in England, Wales and Northern Ireland in 2006. Lessons about the conditions necessary for achieving systemic change of this kind are drawn to inform future developments.

Reference will be made to an influential model of change in human systems, that developed by Kurt Lewin (see Lewin, 1952), which has served as the foundation for most models of change processes in the literature, across diverse disciplines (Elrod & Tippet, 2002). The model comprises two key concepts, the first of which proposes that 'force fields' determine whether social systems maintain a balanced status quo, or are unbalanced into a change process resulting in a new state. Force field analysis (see for example Figure 1 from Schein, 2002), based on this aspect of the model, is a widely used technique in organisational development whose value has been recognised in educational psychology (see for example Fox & Sigston, 1992; Jensen, Malcolm & Phelps, 2002; Smith & Reynolds, 1998).

The second of Lewin's key concepts was a three step model of change:

1. Unfreezing – involves destabilising the equilibrium that is held in place by the balance of forces in a particular situation.
2. Moving – involves engagement with a change process, iteratively identifying and evaluating possible alternatives.
3. Refreezing – involves stabilising around a new point of equilibrium where the changes are incorporated into the new modus operandi.

Although criticisms have been levelled at Lewin's model, in particular for being too linear and static, more recently it has enjoyed a resurgence (Burnes, 2004, 2009). It will be used in this chapter as a frame within which to reflect on the profession's experience of the move to three year training.



**Figure 1.** A Sample Force Field Analysis (Adapted from Schein, 2002)

***From One to Two Years?***

There is many a slip between a clear recommendation in a government commissioned report and its implementation. It has been cyclical pattern in the history of training in educational psychology that the professional arguments are won, the independent recommendations made, and then implementation founders on the rocks of politics and economics. The first clear example of this pattern can be seen in the fate suffered by the recommendations on training in the Summerfield Report on Psychologists in the Education Services (DES, 1968). In a scenario now all too familiar the then Secretary of State for Education and Science, replying to a question in parliament on 13<sup>th</sup> November 1969, pushed the responsibility for acting on the report back to the local authority employers and the training course providers.

*The Local Education Authorities, as employers, and the establishments responsible for providing courses in educational psychology, are I am sure carefully considering the recommendations made, including the proposal for 2-year postgraduate courses following directly on graduation as an alternative to the present one-year course following on a period of experience as a teacher. The latter qualification seems likely to be the main one for some time to come, but there may well be scope for experimental 2-year "end-on" courses as well, and if initiatives are made in this direction I shall be willing to see what, within the resources available, can be done from the point of view of student support. (Hansard HC Deb 13 November 1969 vol 791 cc131-2W)*

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The Summerfield Committee, which had been established as a result of a 25% shortfall in the number of educational psychologists to available posts, recommended the new 2-year postgraduate courses as 'a practical and economic pattern of training' (DES, 1969, para 7.29) not only more likely to address the shortfall in supply but also to extend curriculum coverage in important ways:

*...it should be possible to give more comprehensive treatment to the basic courses on normal and abnormal human development, parent-child relationships, learning problems and methods of instruction, and the psychology of social groups including schools and classes.....There would also be opportunities for improving the balance and the range of skills in observing, in interviewing children, their parents and other adults, and in making investigations and assessments by tests and other means (DES, 1969, para 7.29).*

The proposed new programme no longer required experience as a teacher, and this quickly emerged as a key issue. The Summerfield Committee had acknowledged that teaching experience might certainly be of value to candidates, but questioned why this substantial investment of time was required, and what exactly was supposed to be learnt from the experience that was essential to becoming an educational psychologist. However, levelling criticism at the weight given by Summerfield Committee to evidence from the British Psychological Society (BPS) in concluding that teaching experience was not essential, Currie (1969) noted that it was a membership

requirement of the Association of Educational Psychologists (AEP), founded seven years earlier, and that many promotion opportunities for educational psychologists were restricted to qualified teachers. Teaching experience was to be a recurrent issue for debate between the BPS and the AEP over the next 50 years. While the AEP had significant influence in local authorities (LAs), it is doubtful that opposition to the loss of teaching experience was a decisive resisting force. The Secretary of State also highlighted an increase in the numbers being trained in universities between 1965 and 1969, substantially above the projections of the Summerfield Committee. It seems that workforce planning in educational psychology has long been an imprecise endeavour. The very significant weakening of the driving force that had led to the establishment of the Committee was probably of greatest importance in maintaining the status quo post-Summerfield.

The next government sponsored report to support an increase in the length of professional training in educational psychology was not followed by a period of suspense regarding implementation. On this occasion the 'in principle' support for extending training was qualified in the report itself by a recognition that 'for practical reasons of resources, supply and demand it is unrealistic to expect a general extension to two years in the immediate future' (DES, 1984, p.14). The use of the word 'general' here is relevant as two training centres (Newcastle and Sussex) had established courses of longer duration. In the light of the conclusions of this report it is not surprising that they failed to survive, as a two year programme in the case of Newcastle, and as a provided of EP training in the case of Sussex (Maliphant, 1994).

The driver for change on this occasion came from proposals made to the Department for Education and Science in 1981 by the higher education institutions offering professional training in educational psychology. At the forefront was the increasing difficulty of covering all the relevant knowledge and skills needed to equip educational psychologists to fulfil their steadily expanding role in local authorities.

*The tutors for Professional Training Courses in Educational Psychology have for some years been conscious of the fact that they have been in the business of cramming quarts into pint pots. The breadth and depth of academic and practical skills which we wish to teach to educational psychologists in training will no longer conveniently fit into an academic year, nor even a calendar year. The problem is growing steadily more acute, with a fairly constant widening of the role of educational psychologists in local authorities and with a considerable increase, in recent years, in the number of assessment and intervention strategies which are available to them. (Elliott, 1981a, para 1.1)*

However in the background was the serious job shortage being experienced by newly educational psychologists at the time. While the paragraph above, albeit slightly edited, opened both the proposal to the DES on the 24<sup>th</sup> September 1981 and the earlier draft circulated to course tutors on 18<sup>th</sup> March 1981, the following paragraph was contained only in the earlier document.

*A second concern of tutors, which has arisen in more recent years, has been the problem of the over production of professionally qualified educational psychologists. Our best and most recent estimate is that we are currently producing approximately twice as many psychologists as there are posts available, and this problem appears likely to get worse in the foreseeable future. Clearly something has to be done about this, but a simple 50% reduction in intake is hardly likely to be acceptable to any of our training institutions. (Elliott, 1981b, p.1)*

Instead the proposal submitted in September concluded with the following paragraph.

*Funding of courses. This is to some extent a separate issue. The course tutors are keenly aware of the financial implications of these proposals. They are eager to participate with the DES and the LEAs in future manpower planning. As a first step, they would propose to reduce intakes on two-year courses to half their present levels. (Elliott, 1981a, para 5)*

This proposal appeared to represent a potentially neat proposed solution to the over-production problem, which was clearly generating considerable anger among unemployed newly qualified EPs, as evidenced by the letter published in the Bulletin of the British Psychological Society accusing course tutors of insensitivity and smugness (Birnbaum et al., 1980). This provides a context for the consideration given in the report (DES, 1984) to fund two year



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training within existing resources by reducing the numbers being trained by half. However once again the primary driver for change, graduate unemployment, had become significantly weakened by the time the report was produced.

*Following the passing of the 1981 Education Act a number of LEAs reassessed their demand and a number of new posts was created in 1983. The figures produced by the DES and the AEP ... suggest that this increase in the number of authorised posts has mopped up this pool of unemployment and still left some unfilled vacancies. (DES, 1984, p.12)*

The 1984 Working Group drew representation from the Association of County Councils, the Association of Metropolitan Authorities, the Society of Education Officers, Her Majesty's Inspectorate, the DES, the University Grant's Committee, the AEP and the BPS. Whether influenced by the substantial employer representation, the nature of the drivers for change, or some other factors, in this report there was no debate about teaching experience. Despite taking particular note that it was not a requirement for professional training in Scotland, the Working Group expressed conviction that teaching experience was an essential prerequisite to training as an educational psychologist. Indeed consideration was given as to whether the minimum of two years teaching experience was long enough. However it was also noted that since the early 1970s psychology graduates had, in addition, to complete a one year post-graduate teaching qualification, and asserted that: 'since it was now accepted that psychology, although not generally a subject taught in schools,

was relevant to teaching in schools, there should be no difficulty for a suitable psychology graduate to obtain a place on a PGCE course' (DES, 1984, p.11). Over the following decade psychology graduates encountered increasing difficulty obtaining places on PGCE courses, despite the increasing popularity of psychology as a school subject. Indeed there was evidence that substantial difficulties were being experienced by psychology graduates applying for teacher training in the early 1980s (Brady, 1982; Long, 1982) despite the assertions in the report to the contrary. These difficulties were subsequently compounded by the introduction of the national curriculum in the late 1980s and the corresponding focus on recruiting graduates able to teach national curriculum subjects.

### ***Broader Economic and Social Forces***

In a further foreshadowing of difficulties to come, the funding arrangements for training, whereby LAs could reclaim the whole cost of seconding a teacher to train as an EP, or an EP to tutor on a training programme, were described in the 1984 report as 'somewhat exceptional'. It was noted that a reduction in the percentage was under discussion elsewhere. It took some years for this reduction to come, following the introduction of the DfE Grants for Education and Training scheme. By this time many course centres were also providing a range of post-experience training opportunities for practising educational psychologists, as had been strongly recommended by the 1984 Working Party report. Both strands of training were hit hard by the change in funding arrangements in the late 1980s/early 1990s.

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At the same time a major change was introduced by the BPS in 1988 following an amendment to its Royal Charter permitting the establishment of a Register of Chartered Psychologists. Designed to offer protection to the public from inappropriately qualified persons offering psychological services, entry to the register was granted to those who had completed accredited postgraduate training in psychology. Across all branches of psychology it was specified that this postgraduate psychology training must comprise, or equate to, three years fulltime study or supervised practice in psychology. BPS approved training routes for Clinical, Counselling, Forensic, Health, and Occupational Psychology were quickly established. By 1993 the approved three year postgraduate training in educational psychology in Scotland comprised a two year university based programme, followed by a year of supervised practice in an educational psychology service accredited by the BPS Scottish Division of Educational and Child Psychology for this purpose.

Exceptionally, the BPS allowed Educational Psychology training in England, Wales and Northern Ireland a very long lead in time for the introduction of three year postgraduate training in order to facilitate the re-alignment of funding streams. In the interim a year of supervised practice was needed following the one year professional training programme. However, unlike the situation in Scotland, there was no system of service accreditation, instead it was specified that the third year should be supervised by someone eligible for Chartered Educational Psychologist status. The less than ideal arrangements for the third year leading to chartered status paled into insignificance compared with the unsatisfactory nature of interim arrangements agreed in relation to the first of the three years. For this first year, two years qualified

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teaching experience was accepted as equivalent, even though it usually contained no formal postgraduate study of psychology and might actually take place prior even to the acquisition of an undergraduate degree in psychology.

While the anomalous position of educational psychology training programmes in relation to the criteria for chartered status was an increasing focus of concern for the BPS (Lunt, 1993), the predominant issue for training in the early 1990s was the crisis in funding. Given the diminishing percentage of the cost of a secondment available through the DfE Grants for Education and Training Scheme, the supply of educational psychologists to LEAs failed to keep up with demand due to the reduced number of secondments.

Secondments were not linked to course places so each secondment advertised was applied for by almost all successful applicants to courses across the country, creating a large administrative task for services and a further disincentive to offer a secondment.

Following discussions between the BPS, the AEP the DfE and the Local Government Association (LGA), in 1995 the DfE allocated earmarked funding for training educational psychologists via a mechanism involving a top slice from the Revenue Support Grant, to be administered centrally initially by the LGA. This created a period of relative financial stability in training, until 2007 when the top-slice mechanism was abolished and replaced with arrangements for pooling of LA contributions. The rapid and complete failure of this approach again demonstrated, hopefully for the last time, the need for central funding of EP training (which was re-established in 2012).

The period of financial stability from 1995 and the establishment of a nationally representative steering group for EP training (the lack of which had been commented on as a barrier to change by the 1984 Working Group) facilitated the move to extend the length of training, which gathered momentum again in the mid 1990s. The national steering group comprised PEP representatives from each regional grouping of LAs in England. Chaired by a Director of Children Services who was a former EP, the group also had representation from the higher education institutions, the BPS, AEP, DfES and HMI. In addition to the removal of a key restraining force through the establishment of this national body with responsibility for EP training, the mid 1990s saw the emergence of new drivers for change.

### ***New Drivers for Change***

Europe was the source of the first of the new drivers for extension of the length of EP training in the 1990s. Lunt and Farrell (1994) described how the European Community Directive 89/84/EEC on the mutual recognition of professional qualifications led to concern that this could be used by governments to reduce qualification requirements. Consequently the European Federation of Applied Psychology Associations agreed a minimum 6 year training period which, in the UK, would involve GBR and 3 years of professional psychology training. Resolving the anomalous interim arrangement in educational psychology training in England Wales and Northern Ireland had become a European as well as a national issue.

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Adopting the Scottish model was seen as the minimum acceptable change, and one to be urgently pursued.

The second new driver related to the level of the award increasingly being given for completion of the established 3 year programmes of professional training in clinical psychology.

*..... finally, as a matter of status, which may be less important, but does remain relevant, clinical psychologists will have doctorates, counselling psychologists will have them soon, and most other sections of the psychological profession may be moving in this direction. Clearly we do not want educational psychologists to be the 'poor relation'. (Gersch, 1997, p.15)*

At the same time the BPS was developing its own 3 year qualification in educational psychology and, since the Society had become able to award its own degrees, active consideration was being given to the award of doctoral degrees (Lunt & Farrell, 1994). This meant that the BPS could establish a training route where individuals employed in trainee posts registered for the Society's qualification, which would meet chartering and European requirements, whereas one year courses from existing EP training centres did not. However EP training centres had not been slow to develop continuing professional development (CPD) doctorates in educational psychology, starting with the University of East London (Wolfendale, et al., 1995). Farrell (1996) reported that a further three programmes had been established within 12 months of the first, and more were to follow. This was an important

development, less so as a driver, than as a means of overcoming resisting forces, both in universities where there were initially some reservations about the status of professional doctorates, in relation for example to PhD programmes, and among the profession where these CPD doctorate programmes offered opportunities for existing practitioners and diminished concerns about the possible development of a 'two-tier' profession.

It should be noted that the 'status' argument quoted above was the final point raised by Gersch (1997) in his analysis of the future requirements of EP training. Writing as chair of the DECP training committee, but also as a principal educational psychologist, his primary focus was on preparing new entrants to EP services for the range of roles they had to fulfil in addressing the needs of vulnerable children and their families. He drew attention to major demands on EP services from legislation enacted since the agreement in 1984 that two year training was required (the 1989 Children Act, the 1993 Education Act and the 1994 Code of Practice), and to other expansions in the EP role, relating for example to crisis intervention, tribunals and training delivery. A review and updating of the core curriculum for EP training carried out in response to these developments by the DECP training committee had failed to identify a valid way in which the necessary competencies could be developed in one year. This led to the establishment in 1995 of a BPS Division of Educational and Child Psychology (DECP) Working Party on Doctoral Training in Educational Psychology. When first formed it was led by an EP course tutor and consisted of an equal number of practitioners and trainers, although it was reported that steps were being taken to co-opt PEP

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representatives from different regions (Farrell, 1996). The AEP was also represented, and by the time the working party's report was ready to be presented to the BPS Membership and Qualifications Board in May 1997, practitioners were in the majority on the working party and held the chair. In the mid 1990s, by contrast to the early 1980s, the move to extend training was driven by the profession, not the training institutions.

A range of consultations were carried out by the DECP working party: with educational psychology services (Portsmouth, O'Riordan, Morris & Gersch, 1995), Principal Educational Psychologists (Morris, 1997), and course tutors (Frederickson, Curran, Gersch & Portsmouth, 1996). Frederickson (1997) summarised commonalities and differences in the views of these groups.

There was widespread support for the principle of extending initial training and agreement across groups on a number of potential benefits: an increase in the quality of training, for example in the breadth and depth of knowledge and the integration of theory, research and practice; more comprehensive practical experience leading to increased quality of service delivery by new EPs;

improvements in image/status/self-esteem of the profession; and opportunities for developments to the research base of professional practice.

However alongside broad support for the principle, there were a number of concerns relating to the implementation of extended training in practice. Of universal concern were funding and demands for increased placement supervision from services. The likelihood of recruitment problems during the transition period and the potential loss of teacher qualification/experience were also raised in more than one of these consultations. In addition to these



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more formal consultations regular liaison was established with key groups, both within the BPS and outside, for example with the Department for Education and Employment (DfEE) and LGA.

### ***The Watershed***

On the 9<sup>th</sup> May 1997 the BPS Membership and Qualifications Board accepted the report of the DECP Working Party on Doctoral Training in Educational Psychology and endorsed the proposal the professional training course in educational psychology should be extended to three years of full time study, one year courses ceasing to be accredited by the BPS from September 2001. Despite the extensive consultations that had gone before, this decision elicited some criticism, in particular for committing to the implementation of three year training before securing answers to questions of how the change would be implemented, and indeed funded. However the BPS took the stance that it was important to put principles first and pragmatics second, arguing that taking a stand on what needed to be done would stimulate action in working out the details of how it could be done.

Described as 'a watershed in the history of the profession' (Farrell, Gersch & Morris, 1998, p.50), this decision can be seen in terms of Lewin's model to have had the effect of 'unfreezing' the system. LAs were legally required to obtain advice from EPs in carrying out the statutory assessments of special educational needs. It was inconceivable that EPs could be engaged for that purpose who were not considered appropriately qualified by the professional body whose royal charter conferred the authority to set appropriate standards

of training and qualification. While the situation had clearly passed into the 'moving' stage of the change process, there were few were under any illusion that rapid change was likely, or the eventual nature of the change certain. The following cautious prediction on timescale proved remarkably accurate.

*I think the BPS proposals are so much pie-in-the-sky. Sorry as I may be to say this, I really do not think that three-year, wholly doctorate training has got a snowflake's chance in Hades of being in place by 2001 ..... What the BPS has done, and I greatly welcome it, is to set us all a target ..... provided we are realistic we have now got something to aim for. It may be three year training in place by, say, 2003, 2004 or 2005. Or it may be two-year training by 2001, to be extended again to three-years by, say, 2006. I am not advocating either of these time frames ... I am just trying to temper the profession's enthusiasm and optimism for the start of the new century with realism and pragmatism. (Harrison-Jennings, 1997, p.52)*

In response to the identification of a need for change in EP training in 1997, the DfEE took exactly the same action as on previous occasions, in 1965 and 1981, and set up a working group on the role and training of educational psychologists. The working group was established in November 1998 and the BPS agreed to await publication of its report, before drawing up an action plan to implement restructured training. The DfEE Working Party report on the role of the educational psychologist in July 2000 (DfEE, 2000) was followed in December by a detailed consultation document on the training and

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professional development of educational psychologists. It was distributed to: Chief Education Officers in England, the Local Government Association, the Local Government National Training Organisation, British Psychological Society, Educational Psychology Professional Associations, Teacher Associations, Higher Education Institutions and Special Educational Needs Organisations. In May 2001 the DfEE published a summary of the 101 responses (of which 77 were from LAs) and reported clear endorsement that the proposed new model of training (graduate basis for registration with the BPS + 3 years postgraduate professional training): would meet the future training needs of the profession (90% agreed), and would be viable from the perspective of higher education institutions and employing LAs (94% agreed).

The DfES then funded two implementation studies in 2003, that brought together all interested parties in working out the details of arrangements and costs for a recommended start in September 2005, subject to the necessary funding being secured in the 2004 government spending review. The first sign that this was at risk came on 2<sup>nd</sup> March 2004 when the Schools Minister, writing to the AEP, indicated that despite the agreed need for change, there could be no guarantee that Ministers would prioritise the additional funding required. Despite parliamentary questions and letters to ministers, a lengthy period of uncertainty followed for prospective applicants, courses and the profession generally until, at the DECP conference in January 2005, a senior civil servant announced that the additional funding required to fund the agreed model of restructured training would not be forthcoming. It seemed that history

had repeated itself and the move to extend training had foundered for the third time in the face of restraining economic forces.

### ***The Resolution***

In a break with the past, the DfES decision not to provide additional funding in 2005 was not allowed to form an insuperable barrier to extending training. By then there was a new and powerful driver, which had not even featured in the list of arguments for extending training in the 1990s. For over 30 years the BPS had been lobbying the government to introduce statutory regulation of psychologists in order to better protect the public. The establishment of the voluntary register of chartered psychologists had been a key step towards this. In March 2003 the Minister of Health announced that statutory regulation would be introduced, although not through the establishment of a regulatory body specific to psychology as the BPS had hoped, but through the Health Professions Council (HPC). It was then expected that the Statutory Register would open in 2006 and the BPS made explicit through the curriculum guidance provided to the HPC that the standard for entry onto the statutory register would be equivalent to Chartered Psychologist/Doctoral level.

The new model of EP training would meet the requirements for statutory registration of psychologists, whereas the old model would not. Educational psychology training in England, Wales and Northern Ireland was an anomaly that urgently needed to be resolved. There was also significant concern among the profession, and among service managers in particular, as the Every Child Matters agenda (DfES, 2004) appeared to be bringing ever closer co-located

multi-agency teams under Children's Trusts, and including clinical psychologists with doctoral qualifications, that newly qualified educational psychology needed to be eligible for HPC registration on the same basis as clinical psychologists.

In February 2005 the BPS responded to the Department's announcement by issuing a statement that re-affirmed the position that re-structured training for Educational Psychologists was necessary and should be pursued. The accreditation of the existing masters courses was extended for one further year only (2005-6). A default position for the future of training was identified which involved completion of the BPS three year qualification in educational psychology while working as an assistant educational psychologist. For the second time in ten years the BPS had acted to unfreeze the situation and, as before, the disequilibrium generated created some concern, not least among the existing training providers. A working party was convened to identify other ways in which the three year doctoral training could be implemented in the absence of additional funding from central government. The working party, which included representatives from key stakeholder groups, suggested an interim training model, to allow the implementation of three year training within existing resources, pending resources becoming available to implement the model developed by the DfES Working Group, which was universally considered the preferred training model. The interim training model that was proposed comprised:

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- Year 1 – a full time University-based programme with reduced placement experience (compared to existing MSc programmes), aspects of which may be largely supervised by university tutors.
- Years 2 and 3 - the trainee would need to secure employment as a trainee Educational Psychologist whilst still registered as a full time postgraduate student on a doctoral programme. As this would be done by applying for vacant EP posts in the period 2006-8 when no EPs were qualifying, and as the trainees would be paid some £10,000 less than qualified EPs, this would release the money needed to pay for the university fees and supervision in the service.

In April 2005 Tony Dessent, chair of the national steering group for educational psychology training, called an extraordinary meeting to discuss these proposals. The DfES representative decided not to attend, effectively washing the Department's hands of any responsibility in the matter, in terms strikingly reminiscent of the ministerial response in 1969 (see earlier):

- Educational psychologists are not our employees, and our locus with respect to EPs is very limited.
- The proposed new training route for EPs did not originate with us, though we sought in good faith to facilitate the development of a way forward.
- When it became clear that there would be a financial cost to the route which was being proposed, we put this to Ministers and they indicated quite clearly that they saw the new route as too expensive. If anything the financial position has tightened even further since then, and there is no room for negotiation.

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- In this context - which has been communicated clearly by the Department - we do not understand why the BPS seem apparently intent on undermining the crucial role of EPs in improving outcomes for children with additional needs.
- But given our extremely limited locus, we are not in any position to get involved in detailed negotiations about the way forward. We have nothing to bring to the table, and the statement from the BPS is certainly not going to change that. (Coates, 2005)

However, Tony Dessent took a different view. Describing the BPS position as principled he made it clear that compliance with its requirements was a necessity. The LGA could not provide funding to support training on a course unless it had professional body accreditation and no public service would take the risk of employing graduates of an unaccredited programme. The BPS proposals were supported by the great majority of the regional PEP representatives on the national steering group (albeit with the recognition that the details would take some working out and hard work to implement). A number of concerns were raised by the AEP, relating for example to stress on EPs from additional supervision demands and staff shortages during the first two years when there would be no supply of new EPs. There was also concern about the definition of an EP enshrined in the national pay negotiation framework and it was confirmed by the LGA that the requirements for employment as an educational psychologist in LAs would be changed to bring them in line with the new qualification route, which no longer required qualified teaching experience. Following further work by BPS, AEP, training provider and PEP representatives, in June 2005 Children and Young Persons

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Board of the LGA endorsed the model proposed by the BPS working group, and provided additional funding to cover payment of university fees in years 2 and 3.

### ***The Outcomes***

In September 2006 the first cohort of trainee educational psychologists commenced the new three year doctoral programmes. Upon completion of their training in August 2009, they were eligible to apply to the HPC register, which had opened the previous June. In this respect extended training had been achieved just in time. What of the other anticipated and desired outcomes, and what of the principal concerns? Juliet Whitehead's vignette, attesting to her positive experience of extended training, paints a picture that would be widely recognised in the profession. Two aspects are worthy of particular note. The first is the challenge, but also reward, experienced in relation to the research component of the programme, probably the largest qualitative difference between masters and doctoral training. Her account of the phased sequence of opportunities to acquire a range of practice relevant research skills, and the topics investigated, puts into perspective why fears of a shift from an applied to an overly academic focus have dissipated.

The importance of research skills to engagement in evidence based practice should not be forgotten (Frederickson, 2002; Fox, 2003), and in an international context it has been argued that greater emphasis should probably be placed in research training on preparation as an informed consumer of the literature than as a contributor to it (Oakland & Jimerson,



2007). However the UK's first LA EP saw an integral role he saw for research in all aspects of professional practice 'all my work in the Council's schools was of the nature of research. Even the individual cases .... had each to form the subject of a small intensive investigation' Burt (1964, cited in Rushton, 2002). Time will reveal the accuracy of the prediction about the move to doctoral training that 'the most important legacy will be the enormous expansion in research activity by educational psychologists' (Frederickson, Cameron, Dunsmuir, Graham & Monsen, 1998, p.14).

The other issue worth noting is the positive welcome in the vignette to the diversity of trainee background experiences, given that the loss of teacher training and experience as a prerequisite was the issue on which the profession had been most divided (Frederickson, Malcolm & Osborne, 1999). One of the reasons most consistently given for the retention of teaching experience was that teachers were very conscious of the qualifications of those who set out to advise them and that successful teaching experience was necessary if EPs were to retain credibility. Maliphant (1994) noted that there was no published data to prove or disprove this often quoted assertion, although EPs in Scotland did not report any substantive differences in teacher response to those who had and had not been teachers. Finally, some relevant research was conducted in England which discovered that the majority of teachers did not even know that EPs had themselves been teachers, and knowledge that EPs had been teachers was only associated with more positive perceptions by primary, but not by secondary or special, schools teachers (Frederickson, Osborne and Reed, 2001).

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Returning for the final time to Lewin's model, to what extent can the situation surrounding educational psychology training be said to have re-frozen? In many respects acceptance by the Health Professions Council in 2009 of doctoral level, or equivalent, as the threshold qualification for entry to the profession might be taken as an indication that a new status quo had been established. As such it would seem an appropriate point at which to conclude this chapter in the history of professional training in educational psychology. However given the significant drivers that have emerged since then, for example the report on sustainable arrangements for EP training (DfE, 2011) and the Children and Families Bill, it does appear that an eventful next episode is already in full production.

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