

*The Initial Training of Educational Psychologists
in England*

Practice Placement Partnership Framework

April 2015

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Background

The Department for Education (DfE) review of initial educational psychology training (2011¹) recommended the development of a system of accrediting placements where Trainee Educational Psychologists (TEPs) undertake the practical aspects of their training. This is intended to improve the quality and consistency of the TEP's practice experiences during their training.

The practice placement partnership framework has been developed by the Initial Training of Educational Psychologist National Steering Group in England². It is expected to be in place prior to and during a TEP placement.

Aim

The aim of the practice placement partnership framework is to support equality of placement provision for all TEPs in England and to promote best practice.

Purpose

The purpose of the framework is to provide both an audit tool and checklist to ensure that all placements are able to support the general, and the specific training and development needs of TEPs. It recognises that TEPs are placed in different service models within the public, private, and voluntary sectors, and that the day-to-day work carried out by individual TEPs during their placements may vary considerably.

The framework is not designed to assess the performance and competence of TEPs. These are comprehensively covered by both the curriculum requirements of the university doctoral training programmes, and the core competencies required by the Health and Care Professions Council (HCPC) and the British Psychology Society (BPS).

In order to support TEP placements effectively, this framework highlights the need for a close working partnership between the university training programme, the placement provider, and the TEP. In addition, the agreement complements a range of existing requirements/frameworks which cover other aspects of the initial training of educational psychologists, such as university regulations, regulatory standards, local authorities (LA) processes and practices, current relevant legislation, and bursary contracts with LAs and the National College for Teaching and Leadership (NCTL).

¹ DfE (2011). *Developing Sustainable Arrangements for the Initial Training of Educational Psychologists*
<http://media.education.gov.uk/assets/files/pdf/r/review%20of%20educational%20psychologist%20training%20final%20report.pdf>

² Appendix 4: Initial Training of Educational Psychologists National Steering Group membership.

Practice Placement Partnership Framework

This framework clarifies the expectations and responsibilities of the **Trainee Educational Psychologist (TEP)**, the **placement provider** and the **university**. The BPS stipulates that 300 days of three-year doctoral programmes must be spent on placement, with the majority of placement time spent in Years 2 and 3 of training. This framework, therefore, covers the substantive placements in Years 2 and 3.

Practice Placement Arrangements

- At the end of Year 1, the **university** will ensure that the **TEP** is able to provide clear and accurate information to the **placement provider** about the competencies that they have demonstrated in Year 1 and any development needs which have been identified. Competencies should be defined in relation to the HCPC Standards of Proficiency for Practitioner Psychologists³ and the BPS⁴ required learning outcomes for educational psychology.
- Prior to the start of Year 2, the **university** will nominate a **University Tutor** who is responsible for monitoring all aspects of the **TEP's** learning in relation to the HCPC Standards of Proficiency and BPS required learning outcomes for educational psychology.
- Prior to the start of Year 2, the **placement provider** will nominate a **Placement Supervisor** who is: registered as an educational psychologist with the HCPC; eligible for Chartered Educational Psychologist status with the BPS; and has at least two years' experience. The **Placement Supervisor** is responsible for the co-ordination of all aspects of the **TEP's** practice in conjunction with the **University Tutor** to ensure that an appropriate range of learning opportunities is provided. Specific placement requirements are detailed in **Appendix 1**.
- The **Placement Supervisor** will provide the university with their Curriculum Vitae and attend regular supervisor briefing meetings, organised by the university, in order to plan placement activities in advance⁵.
- Professional Development Plans will be constructed by the **University Tutor** in agreement with the **TEP** and **Placement Supervisor**.
- The **university** will provide placement guidelines for the information and advice of **TEPs** and **placement providers** based on HCPC Standards of Education and Training (SETs)⁶, BPS required learning outcomes and university

³ Health and Care Professions Council (2012) *Standards of proficiency: Practitioner psychologists*. www.hcpc.org.uk

⁴ British Psychological Society (2012) *Accreditation through partnership handbook: Guidance for educational psychology programmes in England, Northern Ireland and Wales*. www.bps.org.uk

⁵ Health and Care Professions Council (2012) *Standards of education and training guidance*. Set 5 Practice Placements: sections 5.6 and 5.7, page 47. www.hcpc-uk.org

⁶ Health and Care Professions Council (2012) *Standards of education and training guidance*. Set 5 Practice Placements page 41. www.hcpc-uk.org

requirements and procedures, for example, relating to assessment of TEP progress.

- The **placement provider** will provide the **TEP** with information on requirements and expectations in relation to policies, procedures and practices with which they are to comply in their work. This will include the induction information and experiences such as Guidance on LA and Educational Psychology services policies and office procedures, making clear what is appropriate to **TEPs** (e.g. Safeguarding Processes, Lone Working, Health and Safety).⁷
- The **placement provider** will also ensure that **TEPs** have the resources⁸ necessary for their work and development (e.g. office equipment, assessment and intervention materials, local induction, and facilities) and that they are effectively utilised where appropriate.
- The **TEP** will provide the **placement provider** with information about their Disclosure and Barring service (DBS) checks that have been completed by the university. In some instances, **placement providers** may require a repeat DBS. For further information please go to www.homeoffice.gov.uk/dbs .
- The **university** will provide the **TEP** with initial child protection training. The university should ensure that **Placement Supervisors** are informed of training dates well in advance.
- The **placement provider** will provide the **TEP** with more advanced child protection training specific to the work context.
- The **university** will offer **placement provider** supervisor training (including refresher training) across Years 2 and 3⁹. Certificates of attendance will be provided on request, as evidence in relation to meeting HCPC Standards.
- **Placement Supervisors** will attend all required supervisors' training and contribute to the evaluation of these training events. Notification of these events should be given at least 3 months in advance.

⁷ Health and Care Professions Council (2012) *Standards of education and training guidance*. Set 5 : Practice Placements section 5.2 page 43. www.hcpc-uk.org

⁸ Health and Care Professions Council (2012) *Standards of education and training guidance*. Set 3.8 Programme Management and resources page 23. www.hcpc-uk.org.

⁹ Health and Care Professions Council (2012) *Standards of education and training guidance*. Set 5. 28 Practice Placements page 48. www.hcpc-uk.org.

Supervision and monitoring progress

- The **placement provider** will ensure that supervision adheres to the BPS accreditation criteria which stipulate a minimum level of formal supervision of one half hour per day on placement. A Supervision Contract should be agreed at the start of the placement. A joint record of the supervision meetings should be kept. Both the **Placement Supervisor** and the **TEP** should also maintain their own records.
- A three-way review of progress and learning opportunities involving the **University Tutor**, **Placement Supervisor** and **TEP** will take place at least once per term. The **Placement Supervisor** should gain feedback from service users to contribute to the evaluation of the **TEP's** performance and progress. Written records should be made with distinct elements provided from the perspectives of all parties. In addition, completion of the TEP Placement Plan (**Appendix 2**) should be used to plan, check and record the variety and balance of placement experiences.
- The **Placement Supervisor** will observe the **TEP** working at least once a month covering a range of workplace activities, as well as carrying out a joint activity with the **TEP**. The **Placement Supervisor** will provide clear and specific feedback in relation to the observation as well as more general on-going formative feedback.
- The **Placement Supervisor** will ensure that a range of experiences are made available to the **TEP** that allows them to gather evidence that demonstrates the achievement of the relevant competencies. The range of placement experiences should be balanced with regard to:
 - work allocated (proportionate to time on placement)
 - complexity (considering the level of experience of a **TEP**)
 - levels of responsibility and autonomy and
 - breadth (variety of work)
- If there is any area in which the **placement provider** is unable to offer appropriate experience, the **Placement Supervisor** will advise the **University Tutor** who will make arrangements for a short period of the placement to be spent elsewhere. This includes, when requested, opportunities for working with educational psychologists in private practice and / or the voluntary sector.

Changes to the Placement Supervisor and University Tutor

Placement providers and the **university** will give each other and the **TEP** at least four weeks' notice of a need to discuss or negotiate any changes in the **Placement Supervisor** or **University Tutor**, respectively. During any periods of absence in excess of two weeks, another member of staff from the respective organisation should be appointed to fulfil these roles.

Attendance and accountability

- Attendance at the **university** is required on the days specified by the **university**. The **university** will advise the **TEP** and **placement provider** in advance of these dates and the **TEP's** time should be protected for attendance.
- The BPS stipulates that 300 days of three-year doctoral programmes must be spent on placement, with the majority of placement time spent in Years 2 (130 days) and 3 (130 days) of training. It is envisaged that these placement days will usually take place in school terms.
- The **TEP** should keep a record accounting for their use of time on placement.
- The **TEP** should notify both the **university** and **placement provider** of any absence due to illness. Permission relating to absence for any other reason, including hospital appointment and funeral attendance, should be sought in advance from the **TEP's university** and the **placement provider**. The **TEP** must fulfil the required amount of placement days.
- The **TEP** will adhere to all university deadlines for the submission of formally assessed work.
- The **TEP** should advise their **Placement Supervisor** and **University Tutor** at the earliest opportunity of any personal or other circumstances that may affect their work. The **university** will be responsible for providing additional tutorial support as required to **TEPs** experiencing difficulties. Professional Development Plans will be constructed by the **University Tutor** in agreement with the **TEP** and **Placement Supervisor**.
- A programme of support, led by the **University Tutor** will be agreed and review dates identified. All parties will be bound (as appropriate) by the HCPC guidance on student conduct and ethics, the HCPC Standards of conduct, performance and ethics¹⁰, the BPS Code of Ethics & Conduct (2006)¹¹ and the BPS Division of Educational and Child Psychology (DECP) Professional Practice Guidelines (2002).

¹⁰ <http://www.hpc-uk.org/aboutregistration/standards/standardsofconductperformanceandethics/>

¹¹ http://www.bps.org.uk/the-society/code-of-conduct/code-of-conduct_home.cfm

Research requirements (where the thesis is carried out on placement)

- Most **TEPs** undertake their research during their placement. The topic for the doctoral thesis should be agreed in discussion between the **university**, the **placement provider** and the **TEP** at the earliest opportunity.
- The research should have high relevance for educational psychology practice generally and a clear connection to psychological theory and research with a unique element, as is required for a doctoral thesis.
- Thesis supervision will be provided by the **university** although this person may be different from the TEP's **University Tutor**. However, the **University Tutor** retains responsibility for liaison with the placement provider, including matters concerning the **TEP's** thesis work. The appointed **Thesis Supervisor** will be responsible for advising the **TEP** on their methodology, data collection, data analysis, ethical consent, and research write up.
- **TEP** thesis data collection and analysis will normally be carried out in study time, separate to the 130 days practice placement time in years 2 and 3.
- Where a **TEP** is carrying out research that is within a **placement provider's** priority area of work and is, therefore, representing the **placement provider** through direct contact with schools, families, and children and young people (e.g. in an intervention study), aspects of the thesis (e.g. delivering the intervention; some data collection) should be undertaken during the 130 days placement time. However, data analysis and writing up of this work using the required university formats should be carried out during the **TEP's** study time.

Managing difficulties

- The process for dealing with **TEP** concerns about the quality of the placement is detailed in **appendix 3** – this process should be followed in the event of any issues arising. Resolution should be sought through open discussion and active problem solving with individuals directly involved.
- The **university** has ultimate responsibility for ensuring that **TEPs** are provided with good quality placement experiences¹². They also have overall responsibility for decision making in relation to **TEP** progression on the academic, placement and research elements of the doctoral programme.
- Partnership between university staff and placement providers is vital in making decisions about **TEP** progress on placement. The three-way meetings are essential to this process. Should significant concerns be raised by either the **University Tutor** or **Placement Supervisor** about the **TEP's** progress, then

¹² Health and Care Professions Council (2012) *Standards of education and training guidance*. Set 5. 2 Practice Placements page 43. www.hpc-uk.org.

targets and additional support will be identified with the **TEP**, in accordance with documented university procedures.

- With regard to fitness to practise, ethical and other disciplinary concerns that may arise on placement and result in the **TEP** failing to complete it satisfactorily, their studies may be terminated by the university. The **TEP** then has the right to appeal through the university procedures as set out in the regulations.

Appendix 1: Practice placement requirements in Years 2 and 3

The learning and community context

TEPs should have a range of learning opportunities. The following list is illustrative of the placement-based training curriculum. It is not exhaustive and should be read alongside the **universities'** placement documentation, and with consideration given to the particular skill profile and learning and development needs of each **TEP**.

Visits

These should include visits to:

- facilities and special provision offered by placement LA for children and young people with special educational needs (SEN)
- Child and Adolescent Mental Health Services (CAMHS) and social services
- Parent Partnership Services and Parent / Carer Forums

Shadowing

Shadow a range of educational psychologists including, when requested, educational psychologists working in private practice.

Joint activity with other professionals in complex casework

Engage in joint activity with a variety of professionals from different backgrounds, for example, opportunities for working with educational psychologists in private practice and / or the voluntary sector, clinical psychologists, counsellors, speech and language therapy, physiotherapy, occupational therapy, and psychiatry, etc.

Casework

TEPs should have experience of casework with a range of children and young people, that covers:

- the different age phases from 0 - 25 years
- a diverse range of backgrounds, including those with English as an additional language
- a diverse range of needs including those who show; difficulties with communication, interaction, thinking or learning; with a physical or sensory impairment; and whose behaviour or social or emotional responses may be problematic.
- those from vulnerable groups including those who are looked after

Casework needs to be undertaken at three different levels:

i. Consultation and Assessment

This should include consulting with teachers and parents to help establish priorities, assessment including observation, normative and curriculum based, as well as formulation and evaluation of interventions.

This area of casework should be carried out in a range of settings including:

- early years
- a small number of differing primary schools
- a number of secondary schools
- tertiary provision e.g. Further Education and 6th form colleges; or the opportunity to work with children and young people post statutory school age
- special resourced provision or schools
- other e.g. home visits for pre-school or home-educated children

ii. Direct Work

Direct intervention with individual young people, such as cognitive behavioural therapy (CBT), solution focused, counselling, and systemic approaches. This also needs to be carried out in a range of settings including when requested in private practice and / or the voluntary sector.

Direct group intervention with young people and other service users, including:

- Young people and student (primary/secondary/ further education)
- group work with adults, including parents / carers and Individual advice to parents / carers

iii. Statutory work

- Completing of psychological advice as part of a statutory assessment of SEN, including the parent / carer perspective.
- Contribute to an annual review meeting.
- Attend a SEN panel meeting.

Organisational Change

- Evaluation or change project within an organisation.
- Protocol or policy development.
- Practice development through training.

Appendix 2: Trainee Educational Psychologist Practice Placement Plan

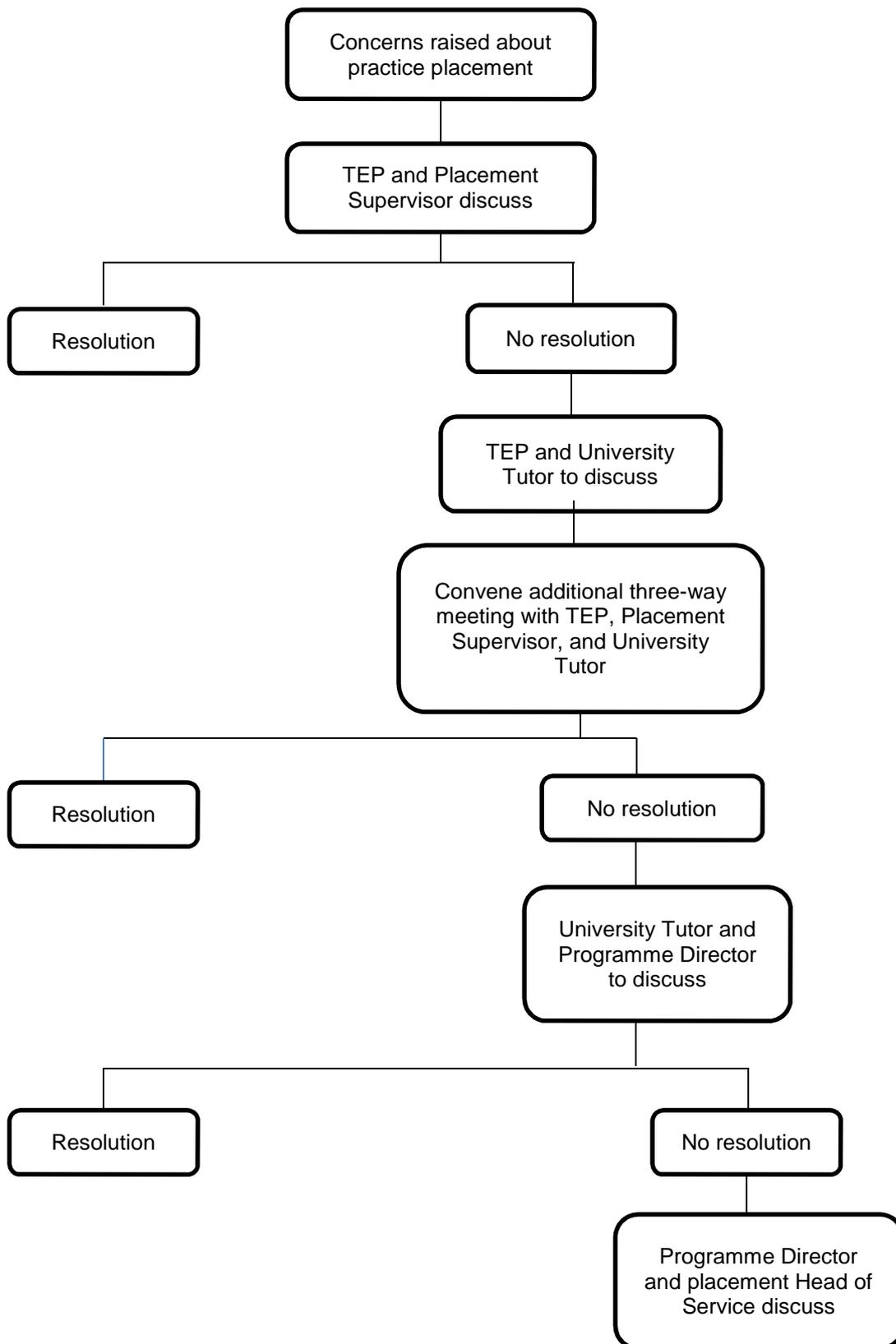
Course		Cohort		Year	
Placement		Placement Supervisor		Course Tutor	
Start date		End Date		Days of week	M Tu W Th F (circle)
Number of days per week				Number of placement weeks	

Course Learning Outcomes for the placement	Consultation and Assessment						Joint activity with other professionals and parents / carers in complex casework		
	Early Years sectors	Differing Primary Schools	A Secondary School	Tertiary Provision e.g. F.E. & 6 th Form College	Special resourced provision	Other setting With parents / carers	Familiarity with range of settings through visits / shadowing	Contributing through joint work with EP	Joint activity with other professionals and parents/ carers in complex cases

Appendix 2: Trainee Educational Psychologist Practice Placement Plan (continued)

Course Learning Outcomes for the placement	Direct Individual Intervention with young people					Direct work / group work with young people and other service users		Statutory work			Organisational Change, Projects and Research			
	Cognitive Behavioural Therapy	Solution Focused	Counselling	Systemic	Other	Pupils (Primary / Secondary)	With Adults including parents – group sessions / workshops and individual advice e.g. EP drop-in service	Completing psychological advice as part of statutory assessment of SEN, including parents / carers' perspectives	Contribute to an Annual Review meeting	Attend a SEN Panel	Evaluation or change project	Protocol or policy development	Placement Project	Practice development through training

Appendix 3: Process for dealing with Trainee Educational Psychologists concerns regarding their practice placement.



Appendix 4: Membership of the Initial Training of Educational Psychologists National Steering Group.

Name of Representative	Organisation
Julia Katherine Inclusion Commissioning Manager, Portsmouth City Council	Association of Director of Children's Services (a Director of Children's Services) (ADCS).
Kate Fallon, General Secretary.	Association of Education Psychologists (AEP).
Brendon Edmonds, Head of Educational Development.	Health Care and Professional Council (HCPC).
Mohammed Bham, Principal Educational Psychologist, Solihull Metropolitan Borough Council	National Association of Principal Educational Psychologists (NAPEP).
Ann Ricketts Principal Educational Psychologist, Hertfordshire County Council	National Association of Principal Educational Psychologists (NAPEP).
Harriet Martin Principal Educational Psychologist, Luton Borough Council	British Psychological Society (BPS)
Terri Hall, Founder of ACHIPPP.	Association of Child Psychologists in Private Practice (ACHIPPP).
Sandra Dunsmuir Course Director at University College London	British Psychological Society (BPS).
John Franey, Course Director at Bristol University.	Nominated Course Director.
Sam Kelly (Y3 TEP, University of East London)	Trainee EP representative.
Scilla Morgan	Parent Representative.
Ged Fitzpatrick, St. Mary's Sports College, Hull.	Head Teacher Representative.
Department for Education including its Executive Agencies	
Hilary Ellam (Chair)	Educational Psychology Delivery Team
André Imich	Special Educational Needs Professional Adviser
Pam Osborne	Project Manager
Helen Lucarelli	Secretariat for the Steering Group

Appendix 5: Roles and Responsibilities

The Service providing the placement holds responsibility for the activities and experiences of the trainee whilst on placement. These responsibilities are set out clearly in this document

To enable the trainee to make an effective contribution to the placement service, induction to the service is required. Whilst on placement, the trainee will be required to follow the policy and practices of their host service. As a minimum, trainees should have been fully informed of:

- the child protection safeguarding policy
- health and safety policies relevant to the delivery of educational psychology services, e.g. lone working policy
- information sharing/confidentiality policy
- data protection policy.

Placement Provider Responsibilities

Professional liability, legal and case responsibility lies with the placement provider for the activities undertaken by the trainee whilst on placement. Decisions about appropriate practice must remain with work setting supervisory structures.

Trainee Responsibilities

A trainee on placement is bound by the policy and practice of their host placement provider whilst carrying out duties in line with any agreement made with the supervisor. As part of this trainees need to ensure that they are conversant with the placement provider policies on lone working, health and safety (see above).

Glossary

ACHIPPP	Association of Child Psychologists in Private Practice
ADCS	Association of Director of Children's Services
AEP	Association of Education Psychologists
BPS	British Psychological Society
CAMHs	Child and Adolescent Mental Health
CBT	Cognitive Behavioural Therapy
DBS	Disclosure and Barring service
DECP	Division of Educational and Child Psychology
DfE	Department for Education
FE	Further Education
HCPC	Health and Care Professions Council
LA	Local Authority
NAPEP	National Association of Principal Educational Psychologists
SEN	Special Educational Needs
TEP	Trainee Educational Psychologist

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**Initial Training of Educational
Psychologists
National Steering Group**

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