

Introduction

The Doctorate in Educational and Child Psychology (D.Ed.Ch.Psych.) is accredited by the British Psychological Society (BPS) as a three year full-time initial professional training programme for educational psychologists and is based in the Educational Support and Inclusion (ESI) Group, led by Professor Peter Farrell, within the Faculty of Humanities at the University of Manchester. The Faculty of Humanities at the University of Manchester has established a national and international reputation as a centre of excellence in research, teaching and consultancy in educational psychology, special needs, inclusive education, school development and counselling. Faculty staff are active in securing funded research contracts from a range of bodies, including ESRC, DCSF, The British Academy and Local Authorities/ National Health Service.

The John Rylands University Library has one of the largest collections in the UK. Teaching on the programme is supported by a wide-ranging and up-to-date library of dedicated resources for students' use during University work and fieldwork as a trainee psychologist.

The programme maintains good links with educational psychology services in the North West and most fieldwork placements are within the region. Regional educational psychologists contribute to programme developments through their representation on the programme's Stakeholders' Committee and many are invited to the programme as outside speakers.

The content of the programme reflects the belief that children and families have a right to be involved fully in all aspects of work and decision-making that concern them. We are sensitive to the possibility that the education system may not always act in the best interests of the diversity of groups and individuals. We believe that the educational psychologist, alongside others, has an active responsibility to ensure that such groups and individuals are supported. The programme team aims at all times to provide friendly and approachable support.

Entry Requirements

See trainee psychologist person specification below.

We encourage most positively any applications from people who may identify themselves or be identified as belonging to groups conspicuously under represented in the profession, such as those from ethnic minorities, those with disabilities and males.

You can pursue Graduate Registration with the British Psychological Society by consulting directly with the Society on 0116 254 9568 or at www.bps.org.uk.

CRITERIA (E) = Essential; (D) = Desirable	Evidence from application form	Evidence from interview	Evidence checked after offer
Qualifications and Status			
1. Degree in Psychology or an equivalent conferring eligibility for Graduate Basis for Registration (GBR) with the British Psychological Society (BPS) - First degree Class I or Ii, or GBR conversion degree at 'merit' level. E	✓		✓
2. 'Enhanced' level disclosure from the Criminal Records Bureau showing satisfactory conduct for direct work with children E			✓
3. Trades' union membership or other appropriate professional liability insurance D			✓
4. Written confirmation of GBR from the British Psychological Society E			✓
Knowledge, Skills and Understanding			
5. Understanding of theories in Psychology that apply to Education E	✓	✓	
6. Understanding of the effects of educational philosophies and practices upon children's learning E	✓		
7. Understanding of the social and familial contexts within which children develop and of how children may be disadvantaged in accessing educational opportunities E		✓	
8. Ability to communicate effectively in person and in writing E	✓	✓	
9. Ability to work collaboratively with other adults E	✓	✓	
10. Effective personal organization and study skills E		✓	
11. Ability to plan, implement and evaluate a research project E		✓	
Experience			
12. Equivalence of 12 months full-time, paid, direct experience of planned and evaluated work with individual and groups of children/ young people (time may be added across different employments) E	✓	✓	
Other requirements			
13. Willingness to develop Information and Communication Technology skills E		✓	
14. Willingness to work on some evenings/ weekends E		✓	
15. Willingness to travel E		✓	

UNEQUIVOCALLY SATISFACTORY REFERENCES TO REFLECT THE ABOVE

Selection Procedure

Selection for interview will be based upon the quality of the written evidence provided within the application that demonstrates the candidate's goodness of fit to our trainee psychologist person specification. Criteria 5, 6, 8, 9 and 12 should be addressed directly within the 'additional information' section of the application form.

Please note that, in the past, successful applicants to the programme have had differing experience of planned and evaluated work with individual and groups of children/ young people (criterion 12). For example, some successful applicants have worked as qualified schoolteachers, some have worked as teaching assistants and others have worked as behaviour mentors, education welfare officers or therapists. We consider that a wide range of direct work experience is relevant to the development of understanding about applied psychology and we do not give preference to one type of experience. It is important that the experience has entailed some detailed evaluation of outcomes for children/ young people and work process, and the contribution or potential contribution of psychological approaches.

For 2009, the programme is likely to be over-subscribed. Twenty-four applicants will be interviewed by a panel comprising programme tutors and local educational psychologists. The interview will last for half a day and will be based upon the trainee psychologist person specification. The interview will include a group task, a written task and an eight-minute presentation in which the applicant is requested to detail their direct experience of planned and evaluated work with either individual or groups of children/ young people. Further information about the required format of the presentation will be provided to those applicants whose written applications result in selection for interview.

A written policy, overseen by the programme Stakeholders' Committee, guides the selection process. Funding of fees is provided by the Children's Workforce Development Council (CWDC)¹, which also provides a bursary in Year 1. Application packs should be available before November 2008 via the website of the CWDC at www.cwdcouncil.org.uk

At present, direct application to the University is not possible as our current policy is not to offer places outside of the public service funding scheme.

Information Evening

We welcome the opportunity to meet potential applicants to the programme on our Information Evening which will be held on Tuesday 13th October 2009 from 6.45pm – 8.30 pm in the University's Stopford Building (Lecture theatre TH2). This is an opportunity to find out more about the programme, and to ask and hear questions to a panel comprising tutors and trainee psychologists. If you would like to attend this meeting, there is no need to book a place in advance but please note that the evening begins with a short presentation at 7pm sharp.

¹ The national arrangement for the funding of training are currently in a state of change and updates will be provided at the Information Evening.

Programme Structure & Fieldwork Opportunities

Structure

The programme will run for thirty-six months from the 1st September 2009 to 31st August 2012. In view of the significant fieldwork requirements of the programme, it will not be confined to University semesters. At the start of the programme, trainees will be provided with a comprehensive programme handbook which will include an outline timetable for the three years, the dates of required fieldwork practice, dates for the submission of assessed work and dates when holidays may be organised.

Teaching is conducted in seminar form, with active participation and links to practice throughout. 'Problem-based learning' methods will be used extensively in Year 1 in order to develop knowledge relevant for each individual student and to share expertise among the group, hence learning from each other as well as from the programme tutors.

Research methods teaching will form a significant component in Year 1. Throughout the programme, teaching will be supported by a schedule of regular and flexible group and individual tutorials designed to develop professional practice and enable successful completion of the assessed requirements of the programme.

Most teaching will be led by programme staff; other staff from the ESI group will also contribute to teaching and will be available to supervise research projects. A number of outside speakers, most of whom are experienced or specialist educational psychologists from the region, will also contribute to the programme.

Programme Content

The five modules of the curriculum plan are designed to provide effective coverage of the required core curriculum for training in educational psychology provided by the British Psychological Society.

These concurrently taught modules are:

- ❖ Research in Educational and Child Psychology
- ❖ Consultation, assessment and intervention 1: Social, Organisational and Ecological Context
- ❖ Consultation, assessment and intervention 2: Child and Adolescent Development
- ❖ Mental Health and Well-being
- ❖ Communication and Interpersonal Effectiveness

The programme will draw upon a range of theoretical perspectives and psychological paradigms which inform the practice of applied educational psychology. We promote an 'interactionist' perspective that accepts that for complex human behaviours it is often not possible to quantify respective contributions from 'nature versus nurture' but look instead at influential factors within the interaction between the individual and the environment.

We promote rigorous evidence-based practice that makes the best attempt to integrate knowledge from theory, research and practice. Opportunities are incorporated throughout the programme for reflection on practice, which involves evaluation of the effectiveness of the work of the educational psychologist.

Fieldwork Opportunities

Practical work is a central component of the programme and learning outcomes specific to fieldwork activity are identified. These cover evaluation of the context of schooling

and its effects on children's learning and behaviour, as well as the essentials of psychological assessment, programme planning, team working and communication skills. Trainee psychologists will undertake supervised fieldwork activity, overseen by programme staff, for one day per week in Year 1 until December and then two days per week in Year 1 thereafter. There is a requirement for three days fieldwork per week in Year 2 and four days fieldwork per week in Year 3. Arrangements for fieldwork in years 2 and 3 is currently under negotiation with the CWDC. It is likely that trainee educational psychologists at Manchester University will be placed within one psychological service in Year 2, then transfer to a different service for Year 3.

A Fieldwork Learning Agreement is made between the trainee, the fieldwork provider and the University. Trainees maintain a record of their developing fieldwork experience to ensure that it will allow their successful completion of the programme's assessment requirements. Trainees are required to develop a Professional Practice Portfolio and also to utilise and direct some of their practical work towards the production of a Research Assignments in Years 1 and 2, and the Thesis in Year 3. A regional research group will support trainees' Thesis project research, to possibly include some cross-Authority opportunities.

All supervisors of trainee psychologists are required to be psychologists eligible for Chartered status with an appropriate commitment to training of psychologists. Supervisors will be required to attend training on supervisory skills at the ESI and further. University tutors will visit and monitor trainee psychologists at fieldwork venues.

Assessment

For assessment purposes, the programme is divided into two parts.

Part 1

1. Research Assignment 1 – Evaluating the social, organisational and ecological context of children's learning (10,000 words)
2. Research Assignment 2 – Thesis proposal and literature review (10,000 words)
3. Research Assignment 3 – The psychologist as scientist practitioner (10,000 words)
4. Professional Practice Portfolio (approx 20,000 words).

Part 2

1. Written thesis of 40,000-50,000 words with satisfactory oral defence (viva voce).

Research Assignments and the Thesis must be to a standard that would make a potentially publishable and original contribution to the knowledge base of the discipline of applied educational and child psychology.

Programme Staff

Director:

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Programme Administrator Ms Jackie Chisnall