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Doctorate in Educational Psychology

**Placement Handbook 2024-2025**

2024-2025 Placement Handbook Version

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Appendices

Appendices are individual Word documents and can be downloaded from the Placement Handbook online area. Updates to these documents are made throughout the year. Please ensure you have downloaded the latest versions.

Appendix 1: BPS Competencies: Log of evidence

Appendix 2: BPS Core Competencies - Evidence Recording Sheet [ERS]

Appendix 3: Placement Learning: Individual Evaluation Form [IEF]

Appendix 4: Placement Learning: Weekly Log Years 2 and 3

Appendix 5: Placement Learning: Weekly Log Year One

Appendix 6: Placement Learning Supervision Record

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# Introduction

### Overview

This handbook sets out the overall model of practice learning which takes place on placement on the Southampton University educational psychology doctoral training programme. The development of professional practice skills is one of the three key strands of learning within the programme. At the end of the programme trainees should be able to offer Children’s Services:-

…*the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional environments …*

(in accordance with the National Framework for HE Qualification at doctoral level).

Practice learning is an essential aspect of training to allow trainees to experience the ‘generic role of the EP’ across the three years. Placements have particular significance both as an arena for exploring theory and for gaining experience across the range of Children’s Services, including schools. At Southampton placement learning is designed to enable progression towards independent work across all three years and is able to offer trainees extended placements with three Services; an arrangement which received strong endorsement from the BPS accreditation team during their visit in May 2017.

During the first year, with the close involvement of field tutors, the programme provides extensive coverage of underpinning psychological knowledge; the development of a problem-solving framework and experience of a wide set of Children’s Services contexts. Practice learning largely directed by a field tutor, is undertaken within the relative shelter of the field tutor’s own schools on a graded series of casework and school based activities Carefully integrated with the academic study at the university. By the end of the academic year, trainees will have carried out some individual casework, albeit with close monitoring from their field tutor. These experiences provide a secure foundation on which trainees entering Year 2 can build their practice.

Year 2 progresses to trainees spending regular time in a host local authority, under the wing of a supervision co-ordinator who is in touch with the University’s requirements and has the experience and authority to oversee a varied and graduated programme; a programme driven by the competencies the trainee has acquired in year one. Casework and project work opportunities may be offered by other educational psychologists in the Service, but formal supervision is provided by the supervision co-ordinator. During the placement, time is also given to the exploration of a specialist area to provide some diversity of experience.

In the final year, trainees experience working with a third local authority, taking increasing responsibility for their own practice and negotiating with service users appropriate activities for an applied psychologist. While Supervisors remain in close touch with trainees, the level of supervision is reduced and more independent practice encouraged.

Throughout the three years the university holds responsibility for the assessment of professional competencies, but clearly this requires a strong collaboration between university staff and local authority employees. Trainees maintain an individual profile of professional competencies supported by evidence, demonstrating a clear progression towards autonomy. Placements are reviewed throughout each year and in addition professional competence is assessed by Reports of Casework and service reports which demonstrate the ability to follow hypothesis-driven consultation and problem solving procedures and relate their practice to published evidence.

At the end of three years trainees who have completed all the course requirements and whose work has been assessed and passed will be able to demonstrate the standards of proficiency of Practitioner Psychologists as outlined by the Health Care Professions Council. (HCPC 2009).

### Placement Co-ordinator

The Placement Co-ordinator role is currently held by the Programme Director, Sarah Wright. The placement co-ordinator should be the first point of contact in issues concerning placement.

### Year 2 and 3 Placement Panel Process

Southampton is part of the SEEL (South East, East and London) consortium consisting of Institute of Education, Southampton, Tavistock, UCL and UEL. The boundaries of the SEEL region extend from Norfolk east to Oxford, south to Dorset and east to Kent.

From September 2024 onwards, the new consortium of SEAL (South East And London) comes into effect, consisting of Institute of Education, Southampton, Tavistock and UEL. The boundaries of the new SEAL region no longer include the Eastern region.

For the academic years 2024-2025 and 2025-2026, *SEEL and SEAL will coexist*. In Southampton, current Year 2 and Year 3 trainees will complete their training as part of SEEL; current Year 1 trainees, however, will receive Year 2 and Year 3 placements in SEAL.

Accepting a place on any of the SEEL/SEAL programmes carries with the expectation that you will take a placement within the region covered by the relevant consortium. This means that you must apply for a placement within the relevant region in Years 2 and 3. You can express preferences for specific placements.

Placements are decided annually by a placement panel consisting of 3 PEPs (one of whom, who is a SCEC PEP representative, will chair). There are an additional two advisors to the Panel: a programme director and a Year 3 trainee.The role of panel members is to ensure fairness of the process, not to advocate for a particular area or LA.

*Process*

PEPs are required to notify their regional PEP representatives whether or not they have funding for one or more TEPs by the end of the first week of May in order that the list of available placements can be issued to TEPs.  TEPs then have a maximum of two weeks to return completed forms indicating choices.  The panel is held in early June and TEPs are informed of their placements very soon after.

Placements will be allocated to SEEL/SEAL TEPs in accordance with the criteria below.

*Criteria for placement*

Southampton TEPS are expected to take up a placement within the SEEL/SEAL regions; a list of placements typically offered within this region can be found on the website, which is updated annually. Currently the 2024 version is still available so you can see which placements were pledged.

[http://www.ucl.ac.uk/educational-psychology/decpsy/bursary\_placements\_2024.html](https://www.ucl.ac.uk/educational-psychology/decpsy/bursary_placements_2023.html)

There are no criteria based on performance, as this is for the universities to affirm at the time of the panel that trainees are in line to pass all Year 1/2 course requirements by the September they start their placement, nor will PEPs be able to ‘choose’. Taking up a placement, however, will be contingent on the successful completion of year one of the course and good attendance.

Criteria for the allocation of placements are as follows:

* TEP additional needs
* Family circumstances e.g. dependent children
* Place of residence/distance from placement base/estimated travel time

TEPs express preferences for placements by selecting and rank ordering five from those placements that have been made available and complete a short form indicating distance from placement/estimated travel time and any other personal circumstances relating to the criteria.

While every effort will be made by the panel to place TEPs in one of their preferred placements, this cannot be guaranteed.  The panel reserves the right to make the final decision in the interests of all TEPs.

The placement co-ordinator (Sarah Wright) liaises with all new (to Southampton) placement providers in advance of the new academic year. Trainees are expected to share their development targets with their placement supervisors.

### Payment of bursary

Each trainee undertaking a bursary placement in 2024-2025 within the SEEL consortium will currently receive a bursary of £19,460 which includes a contribution towards travel/books, with some additional funds being available to each programme to support trainees who incur particular travel costs associated with home to placement travel. Bursaries will be paid by the university in quarterly instalments (September, December, March and June).

### Health and safety on placement

Trainees and their supervisors share responsibility for ensuring that trainees are aware of and follow all appropriate health and safety procedures. In Year 1, trainees are required to be aware of their host school’s policies and procedures, as well as those of its local authority; in Years 2 and 3, trainees are required to be aware of and follow their host authority’s policies and procedures, and when on diversity placement (in Year 2) become familiar with the policies/procedures followed by the host organisation. A number of induction checklists for trainees are included in Appendix 12, which should be returned to the tutor indicated within the appropriate time period. Awareness of health and safety policy/procedures should also be checked during placement visits made during the year (interim review meetings and diversity placement visits).

### SEEL Year 2 and 3 Placement Workload and Quality Assurance Surveys

Trainees are required to complete two placement surveys as part of the SEEL consortium (both in Year 2 and 3): a workload survey and a quality assurance survey. As evidence of completing these, trainees should include in their work file screenshots of the confirmation screen on completion of the surveys.

### Requesting continuation of placement

All SEEL placements across the consortium are initially for one year. However, with trainee and local authority agreement, and assuming funding is available for a bursary, the placement typically continues into year 3. This arrangement, however, does not usually apply to Southampton trainees as we run a two-placement model. We firmly believe in the value of seeing how different services operate, of working with different supervisors, and of benefitting from the different range of experiences on offer. We also recognise that in any year, some do better in terms of their commute than others and that putting all the bursaries back in the pot in Year 3 increases the chances for all to select a preferred geographical placement for Year 3.

In the past there have been a few exceptions to moving for Year 3, but these are not common, and would typically be related to two potential situations:

* Where no other local placements are feasible either due to geography OR because local services are only offering a 2 year placement.
* Exceptional individual circumstances.

Any trainee who feels this might apply can discuss this with their personal tutor during the spring interim review. If they feel that you have potential grounds for requesting to stay in your year 2 LA, you can make this request formally to Sarah Wright as placement coordinator using the form in Appendix 18. These requests will need to be made in April before the decisions are made re continuation of placements from Year 2 into year 3 (please see the SEEL website timeline).

# Placement Learning Overview

The following section gives a brief overview of the model of practice learning that takes place over the 3 years of the training programme.

Placement learning experiences should provide the opportunity for trainees to:-

* Develop fluency in applying systematic psychological problem solving and consultation skills to casework.
* Develop fluency in selecting and implementing appropriate information gathering and assessment tools.
* Develop fluency in planning and implementing interventions.
* Acquire experience of working with children and young people with a wide range of special educational needs.
* Further develop the necessary interpersonal and communication skills
required to respond to a wide range of situations and to work effectively with a wide range of people including children, young people, their parents and carers and other professionals.
* Further develop understanding of the way that the legislation concerning special educational needs is put into practice by local authorities, and the roles and responsibilities undertaken by EPs to assist this.
* Further develop their personal reflection skills to enhance the scope of their work.
* To put into practice their research skills and undertake projects of increasing complexity.

In order to achieve this whilst on placement, local authorities need to provide trainees with:-

* An induction to the Service.
* Information and guidance on the local context and local working practices.
* Opportunities for the trainee to shadow members of the EP team, and to undertake joint work, where possible.
* At least half an hour of formal supervision per day spent on placement (to fulfil BPS requirements).
* Observation of the trainee in order to provide them with formative feedback and written evidence to contribute to their portfolio.
* Guidance and feedback on written communication.
* Time for liaison with programme tutors, including the interim review meeting.

Administration support, as required.

### Year 1

During the first year of training, trainee educational psychologists (trainees) are placed with a field tutor for one and a half days a week over the year undertaking activities in a primary and secondary school. The field tutor demonstrates casework skills, undertakes casework collaboratively with trainees, and facilitates trainees taking on casework independently. It is also possible that the trainees will undertake some school based project work, working at an organisational level.

Over the course of the year trainees undertake casework with increasing independence (as shown in the table below). All casework is closely supervised by the field tutor and follows a model of systematic psychological problem solving.

A small scale research project (SSRP) is undertaken collaboratively by a small group of trainees, supervised by academic/research staff and supported by a local authority contact. This may take place in a different local authority.

Further detail is given in section 2, however, the format of practice activity in Year 1 is as follows:

|  |  |
| --- | --- |
| **1st and 2nd term** (October to April) | **3rd term** (May to July) |
| ***Casework experience and managed casework***Cases are modelled by the field tutor, observed by trainees and undertaken collaboratively between the field tutor and trainees. | ***Monitored casework***At this stage one primary and one secondary case is completed by each trainee, monitored and supervised closely by the field tutor.The SSRP is started in group of up to 4 and submitted in September at the end of Year 1 |

### Year 2

During Year 2 each trainee benefits from placement in a local authority. While on placement trainees are able to undertake generic EP work on behalf of the local authority. Casework will focus initially on high incidence needs, with a gradual progression to other types of work e.g. systemic work, possibly working jointly with other psychologists. Trainees can be expected to undertake work of increasing complexity and with increasing independence over the course of the year. Further detail is given in section 2.

### Year 3

During Year 3 each trainee typically benefits from placement in a different local authority to the one in which they were on placement in Year 2. Trainees can be expected to undertake work independently from the start of the year and it is expected that during their placement trainees will take responsibility for actively negotiating with service users activities appropriate for an applied psychologist. Trainees should be expected to be able to respond to all the generic casework requirements of schools, including high and low incidence casework, with close supervision. In addition, trainees can be expected to undertake other types of EP work including training, project and systemic work, with appropriate supervision and support.

Further detail is given in section 3.

### Research Thesis

Data collection and analysis for the trainees’ research project will continue through Year 3, and time is routinely allowed for this on Friday each week with further personal study time available in Year 3, usually on Monday. The thesis is submitted at the beginning of June after the summer term half-term break. There is scope for trainees to negotiate a block of time away from their placement to aid the process of submission. This, however, must be in agreement with the PEP and supervisor, and is at their discretion.

# Year 1 Placement

#

### 1.1 Context of placement

*1.1.1 Practice*

Trainees join the course with experience from a range of children’s service sectors, as well as a degree in psychology which is recognised by the British Psychological Society. The programme recognises the wide range of previous experience within the learning cohort and actively encourages group working in order to help use this to its maximal effect. The programme is also designed to provide an induction to Children’s Services settings through a programme of shadowing EPs and other professionals at the start of, and throughout the year, along with supervision from an experienced EP.

*1.1.2 Parallel activities in year 1*

Whilst it is not the responsibility of field tutors to oversee and monitor trainee progress across the other strands of programme activity it is helpful for them to understand the whole picture of a trainee’s working world. In Year One, trainees follow units of work to develop placement and casework skills. These include taught content to develop consultation and assessment skills, along with supervised practice in the field to apply these skills. Two units focus on aspects of learning & development and emotional & behavioural development. The emphasis in this year is on typical development, to provide a bedrock of knowledge on which Year Two can build in its emphasis on low incidence needs. Assessment of these units is through two reports of casework (ROCs) and two essays (one on learning and development, with another on emotional development). The research element of the programme is taught through the Faculty and contains units focusing on qualitative and quantitative methodologies. Trainees complete assignments to demonstrate their understanding of each of these different methodological models, as well as starting work on a Small Scale Research Project with a local authority.

### 1.2 Placement Planning and process

Each field tutor (FT) works with two trainees (TEPs). The FT organises school (and where relevant, service) experiences to complement academic teaching at the university. Trainees spend every Thursday and alternate Wednesdays on placement in the first year. The FT is present on average for half a day each week. TEPS are placed first with a host primary school, and in the third and final phase, they begin to work with one identified secondary school.

Trainees are required to spend 58 days on placement in the first year. 55 of these days are “out on placement” e.g., in schools or wider local authority settings. 3 further days are spent on whole course study days, focusing on topics relevant to placement. The purpose of the placement is to allow trainees to gain knowledge of the working practices of placement settings, to develop skills in casework and to begin to develop the skills required by educational psychologists to manage their working time. For this reason, it is a course expectation that most of this time is spent in placement schools (or visiting and travelling to and from other sites in the local authority). However, there are times when it may be more efficient for trainees to spend time working on placement activities away from the placement site.

The 55 days of school or LA related placement time must be recorded on weekly logs as follows:

* + Trainees are encouraged to spend as much time as possible from weekly placement time in schools in order to familiarise themselves with their routines, and to build relationships with schools and pupils. However, there will be times when trainees need to spend time off site, perhaps on activities such as familiarising themselves with test materials, scoring assessments, preparing materials, researching hypotheses and report writing. There will also be some times when trainees arrange remote meetings via Teams or Zoom which can be conducted away from the school site. In addition, there may be times when trainees choose to spend time outside of placement hours on placement related activities.
	+ If trainees are planning to work off-site, they should inform and gain agreement from their field tutor in advance.
	+ All placement related activities should be recorded on the weekly log; any off-site activities for a given week should be recorded in the “off-site” section of the weekly log.
	+ Trainees should supplement the single sheet placement calendar with a table summarising all off-site activity so that it is clear how a total of 55 days has been spent on placement.

Trainees may make local arrangements to swap placement days if this does not compromise effective casework and if it is convenient to the field tutor and placement school and if it continues to allow regular, weekly supervision. It may be particularly helpful to swap the “report-writing” or “SSRP work” days with placement days in order to prioritise effective casework.

It is assumed that trainees will be in their placement primary school on all placement sessions shown in the placement calendar at Appendix 15. If this is not the case (i.e., if a trainee is in a different school, or if a placement day has been swapped) this must be recorded on the “Soton TEPs Year One placement tracker” google calendar.

### 1.3 Field Tutor responsibilities

A document setting out the range of FT responsibilities is included in Appendix 14, but is also summarised below to show the following key responsibilities:

* To organise an introduction to the host Service in which Year One TEPs have a placement school
* To spend half a day per week (term time only) working with Year One TEPs, in an identified primary school, secondary school or elsewhere in a supervisory capacity
* To take responsibility for any service reports produced by Year One TEPs arising from managed and monitored casework
* To provide formative feedback on practice Reports of casework (ROC) and marking of formally submitted ROCs for Year One.
* To take part in Year One TEP mid-year appraisal
* To attend FT meetings at university
* To raise any concerns with the programme team
* To contribute to a standing annual item on the FT agenda as a final review of placement activities

### 1.4 Placement Activities

The first year’s placement and casework are divided into three phases:

*1.4.1 Phase One: Modelled casework*

We ask that, during this phase, the FT should arrange a period of shadowing in the local authority (approximately two days in this phase, with a further two days later in the year). Where possible, this should involve the TEPs shadowing EPs at work, perhaps in schools, early years settings, multi-agency meetings, or attending team meetings. If this is not possible, then it is nearly as good for them to shadow related professionals, such as EWOs, Prevention and Inclusion Social Workers. It would also be helpful if they could meet with the PEP briefly, and if there is one in the authority, a Year Two or Three TEP. It may also be helpful to spend some time at the start of this phase looking at relevant policies related to health and safety; trainees should also be informed of local authority expectations with regard to confidentiality/information sharing.

In the first few weeks of the placement, the TEP should work with the field tutor to ensure that they have completed all of the activities set out in Appendix Seven with regard to the induction process.

In this phase, the prime focus is for the FT to model to the TEPs the skills that make up effective casework practice. This will include observation, consultation and assessment skills. At some point through the three phases, it would also be helpful if it included some staff development work. Following each modelled session, the FT is expected to lead a reflection and discussion session with the TEPs to help them learn from what they have seen.

According to the previous experience of the trainees, it will also be possible in this phase for the TEPs to become involved with and contribute to some elements of the field tutor’s active casework, for example through observation and general data collection. In order for such experiences to be meaningful, it is expected that the TEPs will need to travel beyond their host placement school, to contribute to the field tutor’s work in other settings. However, it is unlikely that the TEP will be directly involved in individual assessment work with a child or in consultation work with teachers or parents at this stage. Most of the TEPs’ work at this stage will be joint, although there will be some tasks which can be better completed alone.

TEPs will also be able to develop their assessment skills outside of the context of specific casework where hypotheses are being explored. In such practice contexts, the purpose of the activity will be to help the TEP develop their use of specific assessment techniques, rather than to aid in developing an understanding of a child’s particular needs.

Supervision at this stage is joint with the placement partner, for an average of 90 minutes each week. Tutors should establish a supervision contract with trainees at the start of the year, which may need to be updated when moving from joint to individual supervision. Appendix Nine contains a relevant excerpt from DECP supervision contract guidance.

*1.4.2 Phase Two: Managed casework*

In the second phase, the FT and the TEPs work collaboratively on 2 pieces of casework, preferably one with a learning focus and another with a behaviour focus. At this stage, the TEPs increasingly begin to take responsibility for particular ways of exploring hypotheses that have been clearly identified by the FT – it is not until the third phase that the TEP (under the supervision of the FT) takes responsibility for identifying hypotheses and how to explore them. Where possible, each TEP will take the lead in one case. TEPs may also be involved in other identified tasks under the FT’s supervision.

It is normal for the TEP to work with the FT to contribute towards a Service report, which is signed off by the FT.

Early in this phase, perhaps around the Spring half term, the FT should identify the secondary school in which the TEPs will work in order to arrange an induction visit, some shadowed secondary experience and to start the third phase with some already identified pieces of casework.

During this phase, the TEPs will receive some teaching about Early Years. For this reason, it would be helpful if the FT could arrange some shadowing experience related to EY work during this term.

At the end of this phase, each TEP will produce a formative Report of Casework for a piece of primary casework. This is marked by the FT and is not assessed formally by the University but is instead an opportunity for the TEP to practise their skills ready for ROC submission at the end of Phase Three.

Supervision at this stage is joint with the placement partner, for an average of 90 minutes each week. The remainder of the FT’s contact time (a further 90 minutes per week) is taken up with joint activity with the trainees.

*1.4.3 Phase Three: Monitored casework*

In the third phase, the TEPs work their way through the problem solving process, under the supervision of the FT. This means that they work independently to identify a priority problem, form and explore some hypotheses, reformulate the problem, work with the problem owners to develop a joint action plan and finally monitor and review that plan. The TEP should have two pieces of casework: one primary and one secondary, and it is expected that these will be written up as Service reports (or reported formally in a manner that is consistent with the Service policy). At the end of this phase, the TEP submits two Reports of Casework (see below).

Supervision at this stage is individual, for 60 minutes each week. The remainder of the time (approximately 120 minutes per week) is taken up with joint activity with the trainees.

### 1.5 Data protection, confidentiality and safeguarding

Unless they are stored within the secure data storage systems and within the data protection policy of their local authority, trainees should not keep any records that count as personal data under the terms of the GDPR.

First year trainees should follow the following procedures:

* Where notes are kept, these should not carry any data with regard to specific names (of individual pupils, family members or professionals) or organisations (schools, outreach agencies etc.). All references must be anonymised (either to refer to “Pupil X”, or to a replaced name, where the context makes clear that the name has been replaced). It is not acceptable to just use initials.
* Where it is necessary to record a date of birth, for example for a practice pupil where standardised assessment is being practised, or where a ROC case makes it necessary to gain this data, it is acceptable to record this, again in the context of no personal data from which an individual can be identified
* Where trainees write reports in collaboration with their field tutor, it is essential that personal data is not stored outside of a secure system. For example, where the trainee is working on a draft report on their home computer, all references to individuals or organisations must be changed. This “non-secure” version can be emailed to the field tutor, who may hold a “master code” within their secure system, showing for example that Pupil X is Tommy Smith, that Mrs Y is Mrs Thompson etc. The master code must be stored securely, either in the field tutor’s authority secure computer system, or within their secure paper file system. The field tutor can then use the master code to include the names of individuals as required for the Service report. This, identifiable, service report can then be stored within the secure system of the field tutor’s authority.
* Trainees must not store personal data that identifies pupils. Where, for example, their casework requires them to see a report from another professional, this should be returned to the secure filing system managed by the field tutor rather than stored, even temporarily, by the trainee.
* The overriding principle is that trainees should not keep two or three pieces of data from which it is possible to determine an individual’s identity.

TEPs should also read the Safeguarding and Health & Safety policies in their school placements at the start of their placement and ensure that they follow these.

If a trainee has any concerns about safeguarding issues in school or any other education setting they should raise these directly with the DSL or a member of the safeguarding team. They should also, as a minimum, inform their placement supervisor that they have raised an issue with the DSL, and often should discuss the issue to plan any further action. Trainees should also be aware that it is responsible professional behaviour to check in with the DSL later to ask what action has been taken in response to the information they shared; however, they should also be aware that the DSL may not always be in a position to share such information.

Should a trainee be in a position where they need to raise a safeguarding issue with the DSL they should make a note of the date this was raised and add it to their work file (and likely use this as evidence to support competency 2f). This should not specify the child’s name or reason for the safeguarding concern.

### 1.6 Parental permission

Any contact between TEPs and students in school must be informed and must have parental consent. In their first year in schools, TEPs are likely to have two main types of interaction with young people in schools:

* **Activities to develop assessment skills**. This will involve working with young people where the main focus is for the TEP to gain skills in using a particular assessment technique. With this type of work, there will not be a negotiated question for which the assessment technique has been chosen and there will be no expectation of feedback to the school or to the parents. (However, if some information arises that will have a significant impact on the child’s educational experience, this will be discussed with the field tutor and may then be shared with the family.)

Following the trainee or supervisor’s work with a child in this context, a “Thank you” certificate must be given to the child (core components of the “thank you” certificate are set out below.

* **Activities as part of casework**. Here, there will be an identified assessment question, for which the particular assessment technique has been selected in conjunction with the field tutor. The information arising from the assessment will be expected to form part of the casework intervention, and there will be an expectation of feedback (either written or verbal) to the school and parents.

**Course requirements**

Field tutors are free to negotiate the style of letters of consent with representatives from the placement schools in order to reflect local needs. However, there are a number of elements that the Doctorate in Educational Psychology course requires should be present in each letter.

**Consent for activities to develop assessment skills**

It is expected that this letter would come from the school, on school headed notepaper. It must contain the following elements:

* Information about who TEPS are and what TEPs do
* Statement that they are supervised by a qualified EP
* Contact point for further information
* Example of the types of activities involved and acknowledgement that this may involve time out of class
* Statement that the impact of any time out of class will be managed in discussion with the class teacher
* Response form with parental signature that confirms that:
	+ They do/do not give consent for a TEP/Field tutor to work with their child
	+ They know that they will not usually expect to receive any feedback
	+ They know that they will be contacted for further consent if specific information arises that needs to be shared
	+ The parent has discussed their consent with the child

Returned consent slips should be processed as follows:

* Trainees should maintain a master list showing the names of all children whose parents have given consent.
* This list should be divided into individual class groups, and a class list provided to each teacher, to allow that teacher to cross reference to ensure consent has been granted before a TEP works with a named pupil.
* Each time that a TEP works with a named pupil, the list will be updated to record the name of the TEP, date of involvement, duration and activity which the child missed as a result of this. This will be used to minimise repeated impact on any child’s school experience.
* The field tutor should ensure that this list is kept up to date; a standing agenda item at the second field tutor meeting of the Autumn term will be used to formalise record keeping of the existence of this list.
* At the end of each term, field tutors will review with the TEPs the names of all named pupils with whom the TEPs have worked; a standing agenda item at the first meeting of Spring and Summer term will be used to record this review.
* Trainees should ensure that all returned consents are stored securely at the school, and destroyed at the end of the placement year.

**Consent for activities as part of casework**

It is expected that this letter would come from the field tutor, using Service headed paper. It must contain the following elements:

* Statement that trainee may do some of the work, but that the Field Tutor remains responsible
* Contact point for further information
* Statement that the school will still work to meet the child's needs even if the parent declines consent for the TEP to work with the child
* Response form with parental signature to confirm that they do/do not give consent for the trainee to carry out some of the work with the child

This letter is expected to supplement, and not replace the usual Service consent/permissioning process. Field tutors should store a copy of the returned letter on the pupil casefile.

**Consent for trainee involvement to support staff in the teaching intervention**

Trainees may also have involvement with named pupils where they are supporting school staff in delivering an intervention. There is a work file requirement for them to help set up, monitor and review an intervention for a given child. The exact details of consent will vary according to the circumstances as follows (but in all cases, for this work file requirement, the intervenor should be a member of school staff and the TEP role is to act as the consultant and supporter):

* If the pupil receiving the intervention is part of the FT’s regular or modelled casework, then regular TEP consent procedures apply (usual Service consent plus additional TEP consent)
* If the pupil is not known to the EP service and the level of TEP involvement means that they will not know the identity of the child, nor interact closely with data that refers to that individual, then no consent is necessary (in line with “staff surgeries/consultation clinics”). However, this is unlikely to meet the requirements of the teaching intervention write-up, so…:
* If the pupil is not known to the EP service, the school should send out a brief consent letter noting:
	+ TEP involvement to support school staff in an activity they were already planning (TEP is not direct intervenor)
	+ TEP is supervised by fully qualified EP

This letter should be stored on the pupil record in school.

**Consent for shadowing**

Trainees may shadow other professionals as part of their course experience. Where trainees are simply involved in observing other professionals as they go about their work, the guiding rule is that written consent need only be gained if the observed professional cannot speak directly to the parent in advance.

1. Where TEPs are e.g., visiting nurture groups, special provision or PRUs, (i.e., encountering children as members of groups rather than as individuals) or LA panels (when information about named individuals is shared but within a proscribed context) then the shadowed person should discuss with a contact person in that setting to see what the “cultural norm” is within that setting and should follow that norm.
2. Verbal consent is sufficient for situations where the shadowed person is consulting or meeting with parent/carer with PR. Such consent must be gained in advance, not in the moment and should be sought by the shadowed person, not by an intermediary. It is important for the shadowed person to speak directly to the parent/carer with PR, to be able to answer any questions about their role and the TEP role, and to maintain responsibility for the fact that they are being shadowed.
3. Similarly, if the TEP is present where the shadowed person works with a named child, then verbal consent needs to be gained previously.
4. If it is not possible for the shadowed person to speak directly to the person with PR to gain informed verbal consent, then written consent may be gained through the template letter. This can be adapted but must contain:
* Name of trainee
* Details of date and activity to be observed
* Statement that trainee is simply observing, not actively involved in casework
* Contact point for further information
* Statement that the agency will still work to meet the child's needs even if the parent declines permission for the TEP observe
* Response form with parental signature to confirm that they do/do not give permission for the trainee to observe
1. In all consent-seeking, the shadowed person should emphasise that they remain responsible for casework-holding; that the TEP is not actively involved in the casework; and that a decision to decline permission does not affect the shadowed person’s future work with the child.

Please see Appendix 13 for sample letters.

### 1.7 Record keeping

Trainees are required to keep a weekly log of their activity (appendix 5), recording activities and their reflections on such activities. FTs are required to sign these off as an accurate record. In addition, in the third phase (monitored casework), or earlier if the trainee moves to individual supervision earlier, the trainee should also keep an individual supervision log (appendix 6), which is again signed off by the FT. However, there is no need to replicate the “learning points” section, if these are already recorded in the weekly logs.

TEPs will also keep a log of competencies (appendix 1), showing the evidence they have kept against specific competencies, and they may ask FTs to sign off against such competencies.

### 1.8 Reports of Casework

Reports of Casework (ROCs) are marked by field tutors to criteria that are set out by the university in the Academic and Research Handbook. A sample is moderated by course tutors to ensure consistency of application of the marking criteria. At the end of the managed phase in Year One, the TEP writes a formative ROC (i.e. one that is not formally assessed within the University system, but is instead a chance for the TEP to develop their ROC writing before the formal submissions at the end of the year). This is submitted direct to the FT and it is expected that this be marked and the feedback returned within two to three weeks.

Year One TEPs then submit two assessed ROCs at the end of the year. These are marked blind (i.e. the FT does not know whose ROC they are reading but only that it is not that of a TEP for whom they are or have been the FT).

### 1.9 Field Tutor support

FT support is available through a number of sources. FT meetings are held half-termly, which offer an opportunity for group discussion and problem-solving. Outside of these times, if the query concerns an individual TEP, FTs should first contact the Year 1 APT. Any other queries can be addressed to any member of the programme team.

Field tutors have visitor status to the University, which provides access to the University Library facilities as well as to some electronic systems such as Blackboard and eAssignment.

### 1.10 Information sharing

TEPs should be aware that in field tutor (FT) meetings, the team discusses TEP progress against the core and desired activities, as part of the course’s accountability and monitoring procedures. Information about TEPS’ grades will be shared with the course team (including the Field Tutor) so that they can support them.

The FT meetings serve as a forum for FTS to provide and receive peer support and supervision to help them support their TEPs. This inevitably means that FTs need to share with the rest of the team some information about their TEPs’ placement experiences. TEPs should be aware that the focus of this conversation is on how to support the FT, not the performance of the TEP.

Where an FT is aware that the TEP is experiencing personal factors that are having an impact on their placement or wider experience, FTs will strongly encourage TEPs to share this with the staff team (usually the personal tutor in the first instance).

If the FT has concerns about a TEP’s competency, and is aware that this is influenced by personal factors that the trainee is experiencing, the FT will first discuss these with the TEP and will strongly encourage the TEP to raise this with the staff team. In some circumstances, in particular those where the FT is concerned for the TEP’s safety or wellbeing, or that of their service users, the FT will choose to pass on such concerns even if the TEP would rather keep these private. The FT will aim to tell the TEP that they have done so.

FTs should not share information about individual TEPs with colleagues or other professionals outside of their specific role as a FT. If an FT chooses, in their own service supervision, to raise an issue that they are experiencing in their FT role, they should do so in a non-attributable manner, and ensure that their supervisor is aware of their joint responsibility not to share information any further.

TEPs should be aware that the FT’s role extends to seeking information about the TEP from others who have come into contact with the TEP. This may include conversation with SENCOs, teachers, parents or others who have worked with the TEP, in order to gain an accurate perspective on a TEP’s strengths and development needs. In all cases, the TEP is also encouraged to seek and to share feedback directly from those with whom the TEP works.

### 1.11 Managing Difficulties

Where a FT is aware that the TEP is experiencing personal factors that are having an impact on their placement or wider experience, FTs will strongly encourage TEPs to share this with their personal tutor. Similarly, if a personal tutor has concerns that the TEP is experiencing personal factors that are having an impact on their placement, they will encourage TEPs to share this with their FT. As above, where the FT is concerned for the TEP’s safety or wellbeing, or that of their service users, the FT will choose to pass on their concerns even if the TEP would rather keep these private.

If these concerns extend to significant concerns about a TEP’s competency or well-being, the FT will first discuss these with the TEP and will then convene a meeting with the trainee and the personal tutor informing the Year 1 APT. This meeting will outline next steps, and detail how we can best support the trainee.

Should the situation be such that a trainee needs to take a break from placement. The process for picking up any outstanding casework, handing over key documents and informing the placement partner and host school should be considered and managed and documented through discussion with the Year 1 APT and the FT.

The process for dealing with a trainee’s concerns about the quality of the placement and/or placement supervision is detailed below. This process should be followed should concerns arise with resolution being sought through open discussion and active problem-solving with individuals directly involved.

If a trainee has concerns about the well-being of their placement partner, the trainee should raise these with their FT, who will then contact the Year 1 APT to discuss next steps.

#

Concerns raised about placement

Trainee and Field Tutor discuss

Resolution

No resolution

Trainee and Year 1 APT discuss

Convene a three-way meeting with trainee, Field Tutor and Year 1 APT

Resolution

No resolution

Year 1 APT and Programme Director to discuss

Resolution

No resolution

Meeting with FT’s line manager and Programme Director

# Year 2 Placement

### 2.1 Context of Placement

*2.1.1 Practice*

Trainees who have successfully completed Year 1 will enter Year 2 with a secure knowledge and capacity to approach situations using a problem solving framework. Trainees will have had experience of a range of local authority services and worked on a regular basis with their field tutor to develop casework skills addressing high incidence needs. Their casework will have been carefully managed with particular learning objectives in mind. Placement in Year 2 is an opportunity for trainees to put those skills into practice in a supported and supervised context and to begin to take responsibility for planning and implementing the approaches they may take. Trainees will also have undertaken a small scale research project (SSRP) in a local authority in collaboration with other trainees. Details of previous SSRPs can be found at <http://blog.soton.ac.uk/edpsych/?s=small+scale+research+project&submit=Search>.

*2.1.2 Parallel activities in Year 2*

Whilst it is not the responsibility of the supervision co-ordinator to oversee and monitor trainee progress across the other strands of programme activity it is helpful if supervision co-ordinators understand the whole picture of a trainee’s working world. On starting Year 2, trainees will have had little experience of low incidence needs and these are a focus for much of the academic content of the year. Assessment of the trainees in relation to the academic content will be through the submission of two academic critiques and two service reports with reflective commentary (SRWRC). Trainees will also be beginning to firm up their research plans for their thesis by submitting their proposal in December and applying for ethical approval. In the summer term their literature review will be underway and in some circumstances trainees may be collecting data.

### 2.2 Placement Planning and process

Trainees have 130 placement days during the academic year. With a small number of exceptions, Mondays are protected for academic and university research requirements; trainees are expected, therefore, to undertake practice activities during term time on Tuesdays, Wednesdays and Thursdays with Fridays reserved for research/thesis work. Based on three days a week from week commencing 2 September 2024 to week commencing 21 July 2025 (term ends on Tuesday 22 July), this works out as 118 days available during term time. Trainees can find the remaining 12 days from the following:

* A small number of Mondays across the year will be made available for placement activity (this will be in addition to Mondays ‘paid back’ when the course requires university attendance on a day which would ordinarily be allocated to placement, for example the CBT course).
* Working on placement for the remainder of the week during which the summer term ends (i.e., working 23 July to 25 July) and the week following this (ie, working 28 July to 1 August) – up to 8 days available;
* Working on placement during half term breaks – up to 14 days available;
* Working on placement during the Christmas and Spring breaks – up to 16 days available;

With the wider range of placement authorities used since September 2013, it is no longer possible to ensure that half term weeks observed by the university (identified according to the Hampshire school calendar) align with the half term weeks of all host authorities. With this in mind, trainees should check carefully their host authority calendar against the university calendar when planning personal holidays. Holidays should not be taken during term time.

In Year 2, the two major impacts on placement are the Diversity Placement (see section 2.3.3) and the Cognitive Behaviour Therapy course. The Diversity Placement is considered placement activity since it takes place within and on behalf of the host authority. It should take place over nine consecutive placement days at a time of the trainee and their host placement’s choosing. Where days of the CBT course take place on days which would ordinarily be used for placement, these are ‘paid back’ through a corresponding number of Monday sessions allocated to placement.

In addition, there are occasional individual days where the trainee might be required during the week for university-related activity. At present, these include the first day of the Southampton Postgraduate conference in June and the OSPA days (there are currently two OSPA days: trainees will only be required to attend one of these). Monday sessions will be allocated to placement to cover this time. Whole course days, of which there are three spread across the year, are considered placement days when they coincide with one; it is desirable for these days that trainees attend with their supervision co-ordinator.

Trainees may wish to negotiate with their supervisors some additional ‘blocked time’ during the year away from placement activities (though it is expected that these arrangements will not impact on the trainees’ required attendance at the university). Negotiated block time could provide some flexibility for trainees to manage their thesis requirements, for example when they need to collect data or spend a period of focused time on analysis.

### 2.3 Placement Activities

Across the placement year there are three elements of practice activity: casework, understanding of local authority approaches to meeting low incidence needs and project activity.

*2.3.1 Casework*

The format of Year 2 is as follows:-

|  |  |
| --- | --- |
| **1st term** (September to December) | **2nd and 3rd term** (January to July) |
| ***Monitored and closely supervised casework.***The first 2 cases undertaken by the trainee should be closely monitored and supervised by the supervision co-ordinator. This level of monitoring/ supervision can be reduced as the supervision co-ordinator becomes confident that the trainee can work independently. | ***Supervised casework.*** By this stage the trainee can be expected to be able to undertake high incidence generic casework independently, with supervision provided by the supervision co-ordinator or a fieldwork facilitator.  |

*Statutory work.* It is expected that trainees will start taking on statutory work during Year 2. Whilst it is understood that local authorities vary in their approach and time allocation to statutory work, the course would expect, broadly, that a Year 2 trainee would be working towards completing a piece of statutory work (assessment visit(s) plus writing up advice) within three days by the end of the year.

Expectations regarding workload will vary between settings, so it is difficult to give a hard and fast rule with regard to amounts of casework. Local authorities are asked, when pledging a bursary, to work within a recommendation that, if they choose to give trainees a patch allocation (which we do not advocate in year 2 but can be the case if LAs are organised this way), then this should be between 0.3 and 0.4 for a year 2. Beyond this, it is difficult to give guidance on the number of cases to be involved with. We want trainees to have a broad range of experiences, aiming to work across all age ranges, with a range of different population groups and across a variety of different presenting needs. But we do not set out a particular target of certain types of casework.

Nevertheless, by the first interim review, we would typically expect a year two trainee to have been actively involved in at least 2 or 3 pieces of casework, with the hope that they would take the lead in these. We would also want year two trainees to have at least shadowed, preferably contributed to some elements of EHC casework. By the second interim review, we might expect that year two trainees would have taken the lead (or have plans in the diary to take a lead) on a couple of pieces of EHC casework. The PPPF suggests that “contributing to an average of 12 Education Health and Care Plans (EHCPs) a year would be consistent with a realistic, balanced workload”. Note that this says “contributing” (rather than leading) and that it is not a target. A year two trainee is expected to work towards completing an EHC assessment in 3 days by the end of the year. Therefore, if a year two were to lead on 12 EHCs across the year, this would be expected to take at least 36 days – nearly a third of their placement time, which will likely be at the expense of wider training opportunities. Any trainee who finds themselves being encouraged to work up to this number, should discuss this in the first instance with their supervisor and, as appropriate, should seek support from their personal tutor or other course staff.

*2.3.2 Low incidence needs*

Year 2 academic study will cover a range of low incidence needs. These include:

* language delay and specific language impairment
* social communication difficulties.
* sensory impairment
* physical disability
* learning disability
* SEMH

Within each specialist area, where possible and where they exist, we ask that trainees visit a specialist provision. Across the whole of their Year 2 placement we would aim for then to have visited a wide range of such provision including a resourced unit, a referral unit and a day and residential special school. Also we ask that trainees meet with specialist teachers and related professionals and any educational psychologist with a lead in a specialist area to discuss the local authority approach to identifying and meeting need. Details of when the content is to be addressed in the programme are set out in the detailed timetable. Linking the placement experience with the presentation of the academic content will help consolidate learning where possible. Appendix 10 provides a grid in which these experiences can be recorded. A worked example is included.

*2.3.3 Specialist diversity placement*

During Year 2, trainees have the opportunity to pursue an area of interest addressing one or more aspects of diversity by undertaking a specialist placement with an organisation external to the Educational Psychology Service in which they are spending their placement year. This can be an organisation within the wider Local Authority (such as a Youth Offending team or ethnic Minority Achievement Service), a local organisation within Health or Social Care (such as Child and Adolescent Mental Health Services or a Children’s residential unit) or an independent local organisation outside of state-funded provision (such as a charity working with young people with mental health problems or an independent specialist provision). The Diversity Placement enables the TEP to diversify their experience of working with children and young people (and their families) across a wide range of needs and offers the opportunity to gain a more in-depth understanding of a specific minority and/or vulnerable population.

The importance of context on an individual’s behaviour cannot be underestimated, and one of the key aims of this placement is to give trainees the opportunity to focus on the nature and impact of diversity in a different setting. This placement will be negotiated taking account of opportunities available within the local authority and the trainee’s areas of interest and experience, and should enable the trainee to meet one or more of the following competencies:

3a Demonstrate appreciation of diversity in society and the experiences and contributions of all.

3b Demonstrate understanding and application of equality and diversity principles and actively promote inclusion and equity in their professional practice.

3c Demonstrate understanding of the impact of inequality and poverty and their implications for wellbeing, access to resources and services.

3d Take appropriate professional action to redress power imbalances and to embed principles of anti-discriminatory and anti-oppressive practice in all professional actions.

3e Demonstrate knowledge and understanding of varying family characteristics and/or structures.

3f Be aware of attitudes to impairment, disability, and neurodiversity and where relevant, redress influences which risk diminishing opportunities for all vulnerable children and young people including those with SEND and their families.

3g Demonstrate knowledge and understanding of race, religion or belief, gender, sexuality and their intersection as relevant to professional practice. This will include showing an understanding of the impact of stigmatising beliefs.

Importantly, this placement also enables trainees to learn with, and from, other professionals and is important in terms of helping trainees develop their own identifies as practitioner psychologists and preparing them for future professional practice. Educational psychology services and service users also benefit from any new perspectives resulting from the diversity placement.

The diversity placement takes place over 9 consecutive placement days (Tuesday to Thursday) at a time of the trainee’s choosing (in negotiation with the host authority). Trainees may choose to work the Fridays of these weeks in their regular EPS placement if they wish (eg, to reduce the impact of a three week absence on their casework).

In order to make the diversity placement a more immersive experience than nine days of shadowing, trainees are encouraged to undertake a project during this time for the host organisation. No guidelines are given for this project other than it be completed within the nine days of the placement. Past examples have included:

* Information packs/leaflets, etc for service users about the host organisation;
* training for service users on a relevant area of educational psychology (eg, behaviour management) or education policy (eg, Education, Health and Care Plans);
* Very small scale research activity, for example helping the service to design a survey questionnaire.

*2.3.3.1 Diversity placement report*

Trainees are required to complete a report on their diversity placement experience and submit this in their work file at the end of the year. Through the Diversity Placement Report (DPR), trainees will need to:

* demonstrate knowledge and understanding of their selected area, including the demographic characteristics of this particular group;
* demonstrate that they have considered the BPS competencies detailed above and reflected on the extent to which their placement has given them a chance to meet them.
* where the organisation in which the trainee is placed does not have EP involvement, identify areas of appropriate work for an educational psychology provider to be commissioned into; where an EP organisation is involved, how this involvement could be developed further.

It is against these criteria that the DPR will be assessed. There is no set format expected of the DPR, however trainees might like to consider the following when structuring their write-ups:

* A general introduction with details of the placement and rationale for work in this area.
* Discussion of the impact of difference, diversity and disability on life opportunities, and the implications for promoting equal opportunities and ethical applied EP practice as related to the BPS competencies.
* Identification of areas of work and support within the diversity placement service which an educational psychology provider could be commissioned into.
* Reflection on what has been learnt, a conclusion, and any necessary appendices.

The Diversity Placement Report is not marked pass/fail and can be cited by trainees as competency evidence. It also forms the basis for feedback to the Year 2 cohort in a group presentation session. There is no word limit.

Copies of the Diversity Placement Report should be sent to the service with which the trainee was placed and the host EP service.  These copies should not include the final reflections section. A third copy which does include this section – appropriately anonymised – should be added to the trainee’s practical work file.

*2.3.3.2 Diversity placement visit*

In order to maintain supervision contact during the diversity placement, trainees should make telephone contact with their supervision co-ordinator during the first week. A full 90 minute supervision meeting at the placement (ie, a visit by the supervision co-ordinator) should then be organised for either the second or third week of the placement. The main part of this meeting (60 minutes) should be between the trainee and their supervision co-ordinator, however 30 minutes should also be set aside for a review of the placement that includes the trainee’s key diversity placement contact. Trainees should prepare in advance of this meeting a standard supervision agenda.

In the past, the diversity placement visit has been carried out by members of the university course team. In recent years, however, LAs have become more active in identifying the Diversity Placement as an opportunity to make contact with local organisations with home they have little or no working relationship. As such, the value in the LA supervisor making this visit has become more apparent.

This said, it is important that the diversity placement visit prioritises the experiences and reflections of the trainee as the focus of the meeting. Since diversity placement organisations are often very different in their structure and operation than the LA trainees are familiar with, this meeting is an important opportunity for them to reflect and process. Items for discussion could include:

* The structure of the organisation and its key activity. }
* Current issues facing the organisation. } Items for discussion that
* The project undertaken, its scope and rationale. } includes host key contact
* How EPs might work with the organisation }
* The ethos of the organisation, how this compares to EP views } Items for discussion
* Ethical dilemmas encountered } between TEP and
* Systemic issues } supervision co-ordinator

*2.3.3.3 Health and Safety during the specialist diversity placement*

Trainees should inform the course administrative officer (Angela Goodall) and their personal tutor once they have organised the date for their placement. As soon as they can, trainees should inform the same people of the following information:

* Planned dates of the diversity placement
* The name and address of the organisation.
* The name and title of their key contact.
* Telephone and email contact details of the organisation.

This information is required by the university in case it needs to contact a trainee during the diversity placement period.

The diversity placement takes place as a part of the main Local Authority Placement in Year 2. As such, the LA health and safety policy still applies during the diversity placement period. TEPs should make themselves familiar with and follow the DP host organisation’s own health and safety processes (using the checklist in Appendix 12 – ‘Induction procedures (Diversity placement)’ – as a guide during induction); in the event of divergence between these and the LA policy, however, the stricter of the two should be regarded.

For example, if the TEP plans to undertake a home visit and the DP’s health and safety policy does not require the details of home visits to be logged in advance whilst the LA policy does, the TEP will need to discuss with the DP host (and, if necessary, with their regular placement supervision co-ordinator) how this will be resolved and their whereabouts logged if the visit is to go ahead.

*2.3.4 How should placement priorities be determined?*

We have been asked by trainees to provide more explicit clarification on course expectations of placement. For the present year, trainees should consult in their supervision the following key documents:

1. BPS log of competencies - in particular, being sure to plan in opportunities for:

* a broad range of casework and casework approaches (including assessment approaches) which includes some casework over time.
* delivering evidence-informed interventions.
* delivering at least one piece of direct therapeutic intervention.
* working at the systemic level, including the delivery of training.
* shadowing, co-delivering and delivering independently problem-solving consultations.
* gathering and reflecting on service-user feedback.
* working at the LA level, including work which enables learning about the legislative context for service delivery and opportunities to learn about effective service leadership.
* working collaboratively with a range of other professionals.

2. Low incidence grid.

Both of these documents should be used in the first instance as working documents to inform and guide essential placement activity.

### 2.4 Responsibilities

*2.4.1 Local authority*

The Service providing the placement holds responsibility for the activities and experiences of the trainee whilst on placement. These responsibilities are set out in the nationally agreed Practice Placement Partnership Framework (PPPF).

In order to ensure as much consistency of placement experience as possible in relation to workload, SEEL Principal Educational Psychologists were consulted on methods for allocating workload to trainees. Click on [this link](https://www.ucl.ac.uk/educational-psychology/resources/SEEL%20Recommendation%20on%20Placement%20Workload%20Allocation.pdf) to read about the background and rationale for the following agreed SEEL position: If trainee educational psychologists are to be considered part of the workforce, the recommended placement workload allocation should be between 0.3 and 0.4 for a Year 2 trainee.

To enable the trainee to make an effective contribution to the service, induction to the service is required (see appendix 12). Whilst on placement, the trainee will be required to follow the policy and practices of their host authority. 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.
* policy for raising concerns about the safety and wellbeing of service users (‘whistleblowing’ policy).

TEPs should also read the Safeguarding and Health & Safety policies in their school placements at the start of their placement and ensure that they follow these.

If a trainee has any concerns about safeguarding issues in school or any other education setting they should raise these directly with the DSL or a member of the safeguarding team. They should also, as a minimum, inform their placement supervisor that they have raised an issue with the DSL, and often should discuss the issue to plan any further action. Trainees should also be aware that it is responsible professional behaviour to check in with the DSL later to ask what action has been taken in response to the information they shared; however, they should also be aware that the DSL may not always be in a position to share such information.

Should a trainee be in a position where they need to raise a safeguarding issue with the DSL they should make a note of the date that this was raised and add it to their work file (and likely use this as evidence to support competency 2f). This should not specify the child’s name or reason for the safeguarding concern.

To provide a wide range of experiences and opportunities local authorities may choose to ask a number of educational psychologists to provide learning opportunities for Year 2 trainees. For clarity these psychologists are known within the placement model as fieldwork facilitators. It is key to the success of the placement, however, that one educational psychologist with substantial experience has overall responsibility to oversee all trainee activities to make sure there is sufficient breadth of activity and monitor and support development.

In line with section 1.8 of the PPPF, to which all placement providers have signed up, the placement provider will also ensure that trainees have the resources necessary for their work and development (e.g. office equipment, assessment and intervention materials, local induction, and facilities) and that these are effectively utilised where appropriate with reasonable adjustments made for disabled trainees.

*2.4.2 Supervision co-ordinator*

The supervision co-ordinator will be HCPC registered and is normally expected to have a minimum of three years’ experience as a qualified educational psychologist. The local authority will ensure that the supervision co-ordinator nominated by the Service has due regard for the DECP Guidelines, Professional Supervision: Guidelines for Practice for Educational Psychologists, 2010 and is able to undertake and fulfil the following responsibilities:

The supervision co-ordinator is responsible for:

* Ensuring that the trainee has opportunities to experience a broad range of educational
psychology work in order to achieve the placement learning objectives
* Ensuring that the trainee has opportunities to shadow a number of educational psychologists within the service during the placement and to undertake joint work, where possible
* With the trainee maintain an overview of achievements in relation to the BPS Competencies Log of Evidence
* Overseeing supervision arrangements to ensure that the trainee has sufficient high quality supervision for work undertaken, (at least half an hour of formal, recorded supervision per day on placement)
* Facilitating trainee access to appropriate resources.
* Allocating trainees to fieldwork facilitators, where necessary.
* Ensuring fieldwork facilitators have a clear understanding of their role.
* Supporting the fieldwork facilitators, as required.
* Ensuring the trainee is observed at least monthly during the placement.
* Ensuring all reports are countersigned.
* Meeting with the personal tutor and trainee to review the placement in November and March/April (Interim Review Meeting).
* Ensuring documentation following review meetings is forwarded to the university by the indicated deadlines.
* Producing a written summative report, at the end of the placement (with contributions from fieldwork facilitators as appropriate).
* Alerting the University in a timely manner of any concerns regarding trainee competence and practice that have not been able to be addressed through supervision.
* Attending the supervision co-ordinators’ meeting in September 2024.

The supervision co-ordinator will take overall responsibility for the Year 2 TEP whilst on placement.

Supervision co-ordinators may apply for honorary visitor status at the university. This means that the supervision co-ordinator in contributing to the assessment of trainee is recognised by the University. Visitor status also confers additional benefits in that it entitles access to the University library facilities. A form can be obtained from the course administrative officer 023 80 595321 (edpsych-fels@soton.ac.uk).

*2.4.2.1 Core supervisor responsibilities requiring EPS time allocation*

The course does not stipulate a minimum number of days to be allocated for the supervision of trainees on placement (since every trainee is different). In considering the time required for this, however, service leads should allow for the following:

* Weekly supervision - 30 mins per day on placement (90 mins per three-day week): multiplying 130 days by 30 mins totals 65 hours over the year (around 8.5 days).
* Attending the September supervisors' day university input (I day)
* Attending the November and the March/April three-way interim review meetings (and reading/contributing to the interim review report prior to each meeting). (1 day)
* Attending the first half hour (virtually) of the end of year appraisal (Year 2 only).
* Checking and feeding back on the trainee's reports.
* Monthly observation of (and feedback to) the trainee.
* Preparation of the supervisor's summative report.
* Miscellaneous other (signing off weekly timetable and supervision logs, arranging shadowing opportunities, responding to any issues arising which require additional support, etc).

*2.4.3 Fieldwork facilitator*

Where a local authority chooses to identify one or more educational psychologists as fieldwork facilitators their expected responsibilities are set out below:

* Liaising with school staff and other professionals in order to organise casework and other educational psychology work appropriate for a trainee to undertake.
* Direct supervision of the trainee in this work, e.g. case discussions.
* Observation of the trainee carrying out work in the field, as appropriate.
* Contributing to the written summative report as required with the supervision co-ordinator.

*2.4.4 Trainee*

It is expected that trainees will share responsibility with their supervision co-ordinator and the University for their own learning. Trainees are responsible for:

* Preparing for supervision by identifying issues to discuss, reflecting on current issues and completing the supervision log.
* In the event of illness, contacting both their host authority and the programme administration team on the first day of absence. Subsequently making sure that the programme administration team are aware of their return to placement.
* Completing records of practice activity.
* Adhering to the standards of conduct, performance and ethics of the HCPC and the Code of Conduct of the BPS.
* Adhering to the policy and procedures of their host authority.
* Adhering to health and safety requirements.
* Adhering to child protection procedures.
* Adhering to data protection requirements and making sure that any casework information included in their practical work file is fully anonymised (see guidance in academic handbook).
* Respecting the rights and needs of service users and of colleagues.
* With the supervision coordinator, maintaining an overview of achievements in relation to the BPS Competencies Log of Evidence
* Ensuring supervision co-ordinators countersign all reports.

*2.4.5 Disclosing a disability.*

It is the responsibility of trainees to draw their supervisor's attention to any issues which might impact on their ability to work in order that appropriate support can be discussed. Placement hosts should give trainees opportunities to disclose this information in a safe and confidential manner, however it is the trainee's decision whether or not to do so. We would strongly recommend that they do.

Further details of the shared responsibilities are in the Practice Placement Partnership Framework.

### 2.5 Supervision

Trainees are required to receive ½ hour of supervision per day of placement activity. It is the responsibility of the trainee to keep a record of supervision sessions and to provide a completed copy for their supervision co-ordinator. See appendix 6. The record should show:

* the agreed agenda,
* issues discussed
* agreed outcomes

It is expected that the supervision co-ordinator will meet regularly with their trainee but there may be occasions when it is appropriate for a fieldwork facilitator to provide supervision around a specific activity being undertaken. All supervision sessions should be fully recorded and records submitted by the trainee to the University as part of their practical work file.

Issues addressed in supervision are likely to be driven by the developmental needs of the trainee however the supervision co-ordinator should also use these sessions to address their duty of care to the trainee in making sure that activities they are undertaking are developmentally appropriate. The supervision co-ordinator is also asked to make sure that the trainee is adhering to Service health and safety policies; child protection policies; data protection and confidentiality policies.

### 2.6 Monitoring and record keeping

Trainees keep an individual log of evidence of BPS competencies (appendix 1) which is completed across each year and provides the starting point for identifying personal objectives at the beginning of Year 2 and throughout the placement.

How competencies are addressed will be a matter for negotiation between the supervision co-ordinator and trainee and in part depend on the opportunities presented within the local authority and the service delivery arrangements. It is the responsibility of the trainee to keep this under review and complete evidence recording sheets(ERS)as appropriate (appendix 2) and bring to the attention of their supervision co-ordinator aspects that need to be addressed. The attention of the supervision co-ordinator is drawn to the format of the summative report (appendix 8) which identifies the broader areas of development on which feedback is required and complements the trainee log of evidence.

Trainees are expected to keep a weekly log consisting of two sections (see appendix 4). The first is a log of daily activity on placement during that week, which supervision co-ordinators or fieldwork facilitators are asked to ‘sign off’ during supervision. In total the trainee is required to show evidence of placement activity for 130 days. Logs should include time spent undertaking administration tasks and written recording associated with placement activities. The second section is a reflective commentary on the learning resulting from key activities during the week. Reflection is a core HCPC SOP (10.1 understand the value of reflective practice and the need to record the outcome of such reflection to support continuous improvement); accordingly, the completion of weekly logs is regarded by the course as placement activity and a small amount of placement time should be allocated each week to them.

To support on-going monitoring of activity and provide further evidence for assessment of competencies, an individual evaluation form (IEF) is provided (appendix 3). This form is designed to elicit feedback from clients who have had direct contract with the trainee and largely relates to individual casework. It is the trainee’s responsibility to send out and collect these forms from their service users. It provides further evidence of the achievement of BPS competencies.

### 2.7 Liaison between supervision co-ordinators and university staff

Staff at the university are responsible for monitoring the progress of trainees through the year, although on a day-to-day basis whilst on placement this is delegated to the supervision co-ordinator.

*2.7.1 Interim reviews*

Through the year there will be points when a formal review of the placement takes place. Each meeting will be used to discuss:

* An overview of activities undertaken and planned and how these are addressing the competencies required for practice.
* Practical arrangements to facilitate learning opportunities.
* The on-going compilation of the practical work file.
* Scrutiny of some evidence to be included in the work file.

Through the year there will be specific emphases related to the stage and phase of the placement.

The first meeting takes place in November: a meeting between the trainee, their supervision co-ordinator and the trainee’s personal tutor. This meeting will:

* Review induction arrangements and initial goals set.
* Review the Practice Placement Partnership Framework to make sure both the trainee and the supervision coordinator understand their role and responsibilities.
* Review progress towards the project activity.
* Address any concerns that have arisen and set targets for completion by the next Interim review.
* Confirm that the trainee has been fully inducted into the health and safety policies relevant to the practice of educational psychology in the local authority.

Prior to the meeting the trainee will have completed a draft of the interim review form (appendix 7) and discussed it with their supervision co-ordinator, who will then add their own comments. Following the meeting, the trainee will add to the form targets and actions agreed on, plus any additional information arising.

The personal tutor will also take the opportunity to observe the trainee on placement (undertaking appropriate casework activity) and provide feedback between this observation and the interim review meeting.

The second meeting takes place in March/April and will again be a three-way meeting between the supervision co-ordinator, trainee and personal tutor. The personal tutor will again take the opportunity to observe the trainee prior to the meeting.Prior to the meeting the trainee will again complete a draft of the interim review document (appendix 7) and discuss it with their supervision co-ordinator for their comments.

The meeting will address:

* A review of the placement overall.
* Identifying aspects of activity that have not been experienced and which will need to be addressed in Year 3.
* A review of the BPS competencies-log of evidence and the evidence included.
* Identifying broad goals for placement in Year 3.
* Agreeing arrangements for the diversity placement.

Of the two interim review meetings:

* **One should take place in person,** with the tutor travelling to the trainee’s local authority for the observation and three-way meeting. It is acknowledged that the logistics of placement do not always make it easy (particularly early on in the placement) for the trainee to organise an appropriate activity for observation by their personal tutor on the day of their visit. Where this proves difficult, or where the trainee has a strong desire to be observed in a specific area of professional activity which is not possible to arrange for the day of the interim review, the trainee may instead choose to video themselves in activity and present this video for joint viewing and feedback on the day of the personal tutor’s visit.
* **One should take place online** using a suitable platform (eg, Microsoft Teams, Zoom, etc) and the trainee should arrange either to share with their tutor during this review a piece of pre-recorded video of them on placement activity or to invite them to attend virtually a live piece of work.

It is up to the trainee and tutor to determine which meeting will work best as online and which will work best as an in-person visit.

Informed consent should be obtained for the university tutor to observe work undertaken, whether this is in person, online or through watching a piece of pre-recorded video. Trainees should use university laptops equipped with cameras to record sessions, since these are password-protected machines. Recordings and consent forms should be stored and disposed of in line with GDPR requirements (see Appendix 17 for templates and guidance on video recording).

The final record of both interim review meetings should be emailed to the course administrator (edpsych-fels@soton.ac.uk) by Friday 13 December 2024 for the November meeting and Friday 9 May 2025 for the March/April meeting, **with copies to the trainee’s personal tutor, supervision co-ordinator and placement PEP.** In sending these, please note the guidelines for emailing personal information in section 2.10 below.

Signed versions of the final interim review record (including a signature from the service PEP) should be added to the work file. *Please note that these versions should not include the EPS name.*

These three-way meetings are the main formal points of contact between the University and the local authority. The supervision co-ordinator is also invited to attend the first part of the end of year appraisal (see 2.9.4 below). Informal contact is always welcome.

*2.7.2 End of year appraisals*

Supervision co-ordinators are invited to attend (either in person or via video link) the first half hour of the Year 2 appraisals in July so that their summative report can be discussed.

### 2.8 Raising concerns

It would be hoped that any concerns or issues raised by the trainee or supervision co-ordinator will be addressed and successfully resolved through the supervision process. However, where a trainee or supervision co-ordinator has on-going concerns these should be raised in the first instance with the trainee’s university tutor.

A flowchart outlining the process for dealing with a TEP’s or supervision co-ordinator’s concerns about placement is presented in Appendix 9.

### 2.9 Assessment

*2.9.1 Practical Work file*

At the end of placement trainees will be required to submit a practical work file. Details of this can be found in the Academic and Research Handbook. We expect the work files to be written in accordance with HCPC SOP 7.1 “use effective and appropriate verbal and non-verbal skills to communicate with service users, carers, colleagues and others” and 9.1 “keep full, clear and accurate records in accordance with applicable legislation, protocols and guidelines”.

*2.9.2 Service Reports with Reflective Commentary (SRWRC/RAC)*

Trainees are required to provide two distinct service reports with reflective commentaries to demonstrate their skills and competence in applying a systematic model of problem solving. Cases should demonstrate over-time assessment, intervention and review.

For details of SRWRC marking criteria, see the Academic and Research Handbook.

The first SRWRC is submitted during the spring term so that trainees may have feedback in time for the writing of the second SRWRC, which is submitted at the end of the year.

*2.9.3 Summative Report*

A format for the summative report to be provided by the supervision co-ordinator towards the end of the placement year is given in appendix 8. These reports should draw on information or feedback from other local authority staff with whom the trainee has worked and any feedback from other evidence sources. The report should be discussed with the trainee and signed by both the trainee and supervision co-ordinator. **An electronic copy – complete with trainee’s comments on the report – should be emailed to the course administrator (edpsych-fels@soton.ac.uk), by 30 June 2025, with a copy to the trainee’s personal tutor and supervision co-ordinator**, so that it can be discussed at the appraisal meeting at the end of the year. The signed copy should be added to the work file (with the LA name removed).

Whilst the completed summative report is submitted by the end of June, it should be regarded as a working document and added to over the year. A working copy should be presented for discussion at the March/April Interim Review.

It is expected that trainees will share their Year 2 summative report with their Year 3 host authority at the start of placement.

*2.9.4 Appraisal*

Appraisal of trainee progress is undertaken through an appraisal meeting at the end of the academic year with the Year 3 co-ordinator (Bee Hartwell) or the placement coordinator (Sarah Wright). Placement Supervision Co-ordinators are invited to attend the first 30 minutes of this meeting via video link, so that their summative report can be discussed.

The appraisal and trainee reflections on their activities provide the basis for discussion and target setting. The appraisal will set targets for placement learning in Year 3. Please refer to the course diary for dates.

*2.9.5 Objective Structured Professional Assessments (OSPAs)*

During the latter part of Year 2, trainees will undertake four role-played professional scenarios at the university, each relating to an aspect of working within the post-16 age range. Performance on each of these is assessed by two observers, usually comprised of a member of the programme team and a practising educational psychologist from a local authority in which trainees are placed by the course. Although this assessment forms part of placement assessment, it is not graded pass/fail. Rather, the focus is on identifying areas of trainee strength and areas for further development. Further information about these will be given in detailed preparation sessions run in advance of this. There is also further information on the development of this assessment available at <http://www.ucl.ac.uk/ospa-project/>

Trainees who are unable to attend either of the two OSPA days during Year 2 due to illness will be required to take part in the day on the following year (ie, during Year 3).

### 2.10 Emailing personal information

There are points during the year where trainees are required (or might need to) email personal information to both university and placement recipients. This includes (but is not restricted to):

* Emailing completed interim review forms following the three-way interim review meeting.
* Emailing other documents during the year, for example the completed Supervisor's Summative Report in June.
* Emails about personal circumstances arising, for example health or family matters, or concerns about placement.

Email is not a secure medium for the transmission of personal sensitive information. Whilst a trainee knowingly choosing to send information like this about themselves via email might not technically be carrying out a GDPR breach (since it is their information), any recipient hitting 'reply to all' to send a response that includes this original information would probably be risking this. Additionally, intercepted email content can be used to impersonate individuals in fraudulent activity such as phishing.

Accordingly, it is recommended that trainees adhere to the following guidelines:

* Any documents being sent to both university and placement staff should be sent in two separate emails: the trainee should use their LA email account to send these to placement staff and their university email account to send these to university staff.
* In circumstances where a conversation needs to be held between the trainee, placement staff and university staff, one of the following methods should be used:
* A text conversation is set up to take place in Microsoft Teams chat (this can be set up by the trainee on the university system, with the relevant placement staff invited in as guests).
* A Teams video/audio call is scheduled.
* An initial email message could be sent in the manner outlined above containing the relevant personal information. A second 'conversation email' could then be sent out whereby these details can be discussed without their repetition. This method should only be used where complex discussions are not anticipated (if a complex discussion is anticipated, methods 1 or 2 should be used).

Please note: these guidelines do not apply to emails which do not include personal information, for example emails to schedule interim review visits.

# Year 3 Placement

### 3.1 Context of the placement

*3.1.1 Practice*

Trainees who have successfully completed their second year will enter Year 3 with a secure knowledge and capacity to approach novel situations using a problem solving framework. They will have extensive experience of casework and will be able to respond to requests, generate a working hypothesis and together with clients generate appropriate intervention strategies. They will have had experience of providing a psychological service within a local authority and be familiar with working practices. Placement in Year 3 is an opportunity for trainees to extend these skills and work towards demonstrating the HCPC Standards of Proficiency for practitioner psychologists. Practice will also provide opportunities to engage in wider local authority practice, contribute to systemic practice and offer training.

*3.1.2 Parallel activities in Year 3*

Whilst it is not the responsibility of the supervisor to oversee and monitor trainee progress across the other strands of programme activity it is helpful if supervisors understand the whole picture of a trainees ‘working world’. Apart from practice activities trainees will be focusing on their thesis. During the autumn term trainees will be finalising their literature review and completing their data collection. The thesis is submitted at the beginning of June.

### 3.2 Placement planning and process

Trainees have 130 placement days during the academic year. Generally speaking, trainees are expected to undertake practice activities during term time on Tuesdays, Wednesdays and Thursdays, with Mondays and Fridays as thesis days. Due to the varied nature of thesis work, however, it might be necessary for trainees to negotiate time dedicated to thesis work during normal practice days, ‘paying back’ this time to the authority through working Mondays and Fridays as required.

Based on three days a week from week commencing 2 September 2024 to week commencing 21 July 2025 (term ends on Tuesday 22 July), this works out as 118 days available during term time. Trainees can find the remaining 12 days from the following:

* Working on placement for the remainder of the week during which the summer term ends (i.e., working 23 July to 25 July) and the week following this (ie, working 28 July to 1 August) – up to 8 days available;
* Working on placement during half term breaks – up to 14 days available;
* Working on placement during the Christmas and Spring breaks – up to 16 days available;

Additionally, in Year 3, there is the possibility to use some Fridays for placement work once the thesis has been submitted.

With the wider range of placement authorities used since September 2013, it is no longer possible to ensure that half term weeks observed by the university (identified according to the Hampshire school calendar) align with the half term weeks of all host authorities. With this in mind, trainees should check carefully their host authority calendar against the university calendar when planning personal holidays. Holidays should not be taken during term time.

In Year 3, trainees are expected to attend the University on a Monday each month to reflect on their professional practice. These are shown in the Year 3 timetable.

Whole course days, of which there are three spread across the year, are considered placement days when they coincide with one; it is desirable for these days that trainees attend with their supervision co-ordinator.

### 3.3 Placement activities

*3.3.1 Casework*

The format of Year 3 is as follows:-

|  |
| --- |
| **September to July** |
| Supervised casework arising from a small patch of schools (including high and low incidence casework as well as other types of EP work). All work will be supervised by a supervisor. Trainees will continue to require the equivalent of ½ an hour of formal supervision per day on placement. |

In addition trainees would benefit from opportunities to participate in wider local authority activities such as training and development across the wider Children’s Services.

*Statutory work.* Whilst it is understood that local authorities vary in their approach and time allocation to statutory work, the course would expect, broadly, that a Year 3 trainee would be working towards completing a piece of statutory work (assessment visit(s) plus writing up advice) within two days by the end of the year.

Expectations regarding workload will vary between settings, so it is difficult to give a hard and fast rule with regard to amounts of casework. Local authorities are asked, when pledging a bursary, to work within a recommendation that, if they choose to give trainees a patch allocation, then this should be between 0.4 and 0.5 for Y3. Beyond this, it is difficult to give guidance on the number of cases to be involved with. We want trainees to have a broad range of experiences, aiming to work across all age ranges, with a range of different population groups and across a variety of different presenting needs. But we do not set out a particular target of certain types of casework.

*3.3.2 How should placement priorities be determined?*

We have been asked by trainees to provide more explicit clarification on course expectations of placement. For the present year, trainees should consult in their supervision the following key documents:

1. BPS log of competencies - in particular, being sure to plan in opportunities for:

* a broad range of casework and casework approaches (including assessment approaches) which includes some casework over time.
* delivering evidence-informed interventions.
* delivering at least one piece of direct therapeutic intervention.
* working at the systemic level, including the delivery of training.
* shadowing, co-delivering and delivering independently problem-solving consultations.
* gathering and reflecting on service-user feedback.
* working at the LA level, including work which enables learning about the legislative context for service delivery and opportunities to learn about effective service leadership.
* working collaboratively with a range of other professionals.

2. Low incidence grid.

Both of these documents should be used in the first instance as working documents to inform and guide essential placement activity.

### 3.4 Responsibilities

*3.4.1 Local authority*

The Service providing the placement holds responsibility for the activities and experiences of the trainee whilst on placement. These responsibilities are set out in the nationally agreed Practice Placement Partnership Framework (PPPF).

In order to ensure as much consistency of placement experience as possible in relation to workload, SEEL Principal Educational Psychologists were consulted on methods for allocating workload to trainees. Click on [this link](https://www.ucl.ac.uk/educational-psychology/resources/SEEL%20Recommendation%20on%20Placement%20Workload%20Allocation.pdf) to read about the background and rationale for the following agreed SEEL position: If trainee educational psychologists are to be considered part of the workforce, the recommended placement workload allocation should be between 0.4 and 0.5 for a Year 3 trainee.

Trainees in Year 3 will have had extensive experience of working in one local authority but working practices vary markedly between authorities and there is a danger that trainees may assume that practice is the same. It is therefore important that trainees receive induction into their new host Service. (see appendix 12). Whilst on placement in the local authority the trainee will be required to follow the policy and practices of their host authority. The trainees should have access to:

* 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.
* policy for raising concerns about the safety and wellbeing of service users (‘whistleblowing’ policy).

TEPs should also read the Safeguarding and Health & Safety policies in their school placements at the start of their placement and ensure that they follow these.

If a trainee has any concerns about safeguarding issues in school or any other education setting they should raise these directly with the DSL or a member of the safeguarding team. They should also, as a minimum, inform their placement supervisor that they have raised an issue with the DSL, and often should discuss the issue to plan any further action. Trainees should also be aware that it is responsible professional behaviour to check in with the DSL later to ask what action has been taken in response to the information they shared; however, they should also be aware that the DSL may not always be in a position to share such information.

Should a trainee be in a position where they need to raise a safeguarding issue with the DSL they should make a note of the date that this was raised and add it to their work file (and likely use this as evidence to support competency 2f). This should not specify the child’s name or reason for the safeguarding concern.

In line with section 1.8 of the PPPF, the placement provider will also ensure that trainees have the resources necessary for their work and development (e.g. office equipment, assessment and intervention materials, local induction, and facilities) and that these are effectively utilised where appropriate with reasonable adjustments made for disabled trainees.

*3.4.2 Supervisor*

It is expected that the supervisor will be HCPC registered and will normally have a minimum of three years’ experience as a fully qualified educational psychologist. The local authority will ensure that the supervision co-ordinator nominated by the Service has due regard for the DECP Guidelines, Professional Supervision: Guidelines for Practice for Educational Psychologists, 2010 and is able to undertake and fulfil the following responsibilities:

The supervisor is responsible for:

* Ensuring that the trainee has opportunities to experience a broad range of educational
psychology work in order to achieve the placement learning objectives
* Ensuring that the trainee has opportunities to shadow other educational psychologists within the service during the placement.
* With the trainee, maintaining an overview of achievements in relation to the BPS Competencies Log of Evidence
* Overseeing supervision arrangements to ensure that the trainee has sufficient high-quality supervision for work undertaken, (at least half an hour of formal, recorded supervision per day on placement)
* Facilitating trainee access to appropriate resources.
* Providing supervision (at least half an hour of formal, recorded supervision per day on placement).
* Ensuring the trainee is observed at least monthly during the placement.
* Ensuring all reports are countersigned.
* Meeting with the personal tutor and trainee to review the placement in November and March/April (Interim Review Meeting).
* Ensuring documentation following review meetings is forwarded to the university by the indicated deadlines.
* Producing a written summative report, at the end of the placement.
* Alerting the university personal tutor in a timely manner of any concerns regarding trainee competence and practice that have not been able to be addressed through supervision.
* Attend a supervision co-ordinators’ meeting in September 2024.

The supervisor will take overall responsibility for the Year 3 trainee whilst on placement.

Supervisors may apply for honorary visitor status at the university. This means that the supervisor in contributing to the assessment of trainee learning is recognised by the university. Visitor status also confers additional benefits in that it entitles access to the University library facilities. A form can be obtained from the course administrative officer 023 80 595321 (edpsych-fels@soton.ac.uk).

*3.4.2.1 Core supervisor responsibilities requiring EPS time allocation*

The course does not stipulate a minimum number of days to be allocated for the supervision of trainees on placement (since every trainee is different). In considering the time required for this, however, service leads should allow for the following:

* Weekly supervision - 30 mins per day on placement (90 mins per three-day week): multiplying 130 days by 30 mins totals 65 hours over the year (around 8.5 days).
* Attending the September supervisors' day university input (I day)
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* Attending the first half hour (virtually) of the end of year appraisal (Year 2 only).
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* Monthly observation of (and feedback to) the trainee.
* Preparation of the supervisor's summative report.
* Miscellaneous other (signing off weekly timetable and supervision logs, arranging shadowing opportunities, responding to any issues arising which require additional support, etc).

*3.4.3 Trainee*

It is expected that trainees will share responsibility with their supervisor and the University for their learning. Trainees are responsible for:

* Preparing for supervision by identifying issues they wish to discuss, reflecting on their current issues and completing the supervision log.
* Adhering to the standards of conduct performance and ethics of the HCPC and the Code of Conduct of the BPS.
* Adhering to the policy and procedures of their host authority.
* Adhering to health and safety requirements.
* Adhering to child protection procedures.
* Adhering to data protection requirements and making sure that any casework information included in their practical work file is fully anonymised (see guidance in academic handbook).
* Respecting the rights and needs of service users and of colleagues.
* In the event of illness, contacting both their host authority and the programme administration team on the first day of absence. Subsequently making sure that the programme administration team are aware of their return to placement.
* Completion of records of practice activity
* With the supervisor, maintaining an overview of achievements in relation to the BPS Competencies Log of Evidence.
* Ensuring supervisors countersign all reports.

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The first meeting will take place in November: a meeting between the trainee, their supervisor and personal tutor. This meeting will:

* Review induction arrangements and initial goals set.
* Review the Practice Placement Partnership Framework to make sure both the trainee and the supervision coordinator understand their role and responsibilities.
* Review progress towards the project activity.
* Address any concerns that have arisen and set targets for completion by the next interim review.
* Confirm that the trainee has been fully inducted into the health and safety policies relevant to the practice of educational psychology in the local authority.

Prior to the meeting the trainee will have completed a draft of the interim review document (appendix 7) and discussed it with their supervisor, who will then add their own comments. Following the meeting, the trainee will add to the form targets and actions agreed on, plus any additional information arising.

The personal tutor will also take the opportunity to observe the trainee on placement (undertaking appropriate casework activity) and provide feedback between this observation and the interim review meeting.

The second meeting takes place in March/April and will again be a three-way meeting between the supervisor, trainee and personal tutor. The personal tutor will take the opportunity to observe the trainee prior to the meeting.Prior to the meeting the trainee will again complete a draft of the interim review document (appendix 7) and discuss it with their supervisor for their comments.

The meeting will address:

* A review of the placement overall.
* A review of the BPS competencies-log of evidence and the evidence included.
* Identify any outstanding aspects of the competencies which need to be addressed and how this may be achieved.

Of the two interim review meetings:

* **One should take place in person,** with the tutor travelling to the trainee’s local authority for the observation and three-way meeting. It is acknowledged that the logistics of placement do not always make it easy (particularly early on in the placement) for the trainee to organise an appropriate activity for observation by their personal tutor on the day of their visit. Where this proves difficult, or where the trainee has a strong desire to be observed in a specific area of professional activity which is not possible to arrange for the day of the interim review, the trainee may instead choose to video themselves in activity and present this video for joint viewing and feedback on the day of the personal tutor’s visit.
* **One should take place online** using a suitable platform (eg, Microsoft Teams, Zoom, etc) and the trainee should arrange either to share with their tutor during this review a piece of pre-recorded video of them on placement activity or to invite them to attend virtually a live piece of work.

It is up to the trainee and tutor to determine which meeting will work best as online and which will work best as an in-person visit.

Informed consent should be obtained for the university tutor to observe work undertaken, whether this is in person, online or through watching a piece of pre-recorded video (see Appendix 17 for templates and guidance on video recording). Trainees should use university laptops equipped with cameras to record sessions, since these are password-protected machines. Recordings and consent forms should be stored and disposed of in line with GDPR requirements.

The final record of both interim review meetings should be emailed to the course administrator (edpsych-fels@soton.ac.uk) by Friday 13 December 2024 for the November meeting and Friday 9 May 2025 for the March/April meeting, **with copies to the trainee’s personal tutor, supervision co-ordinator and placement PEP.** In sending these, please note the guidelines for emailing personal information in section 3.10 below.

Signed versions of the final interim review record (including a signature from the service PEP) should be added to the work file. *Please note that these work file versions should not include the EPS name.*

These three-way meetings are the formal points of contact between the University and the local authority. Informal contact is always welcome.

### 3.8 Raising concerns

It would be hoped that any concerns or issues raised by the trainee or supervisor will be addressed and successfully resolved through the supervision process. However, where a supervisor has on-going concerns these should be raised in the first instance with the trainee’s university tutor.

A flowchart outlining the process for dealing with a TEP’s or Supervisor’s concerns about placement is presented in Appendix 9.

### 3.9 Assessment

*3.9.1 Casework ‘Viva’*

Trainees are asked to select three cases from their casework table (see appendix 11), which will provide the basis for a forty-five minute discussion with a member of the course team and a practising Educational Psychologist from a placement authority. Trainees will be expected to show an understanding of the wider and broader ethical framework in which they practice, and to demonstrate the psychology that has informed their thinking and approach. Assessment is made on the quality of the thinking demonstrated rather than the casework content. The full assessment criteria for the casework viva can be found in the Academic and Research Handbook.

To set the context of the casework discussion, trainees should come to the casework viva with their completed casework table for the year with the cases selected for viva highlighted. Service reports (appropriately anonymised) will have been submitted in advance and should be brought to the viva and subsequently included in the practical work file.

*3.9.2 Practical work file*

At the end of placement trainees will be required to submit a practical work file. Details of this can be found in the Academic and Research Handbook. We expect the work files to be written in accordance with HCPC SOP 7.1 “use effective and appropriate verbal and non-verbal skills to communicate with service users, carers, colleagues and others” and 9.1 “keep full, clear and accurate records in accordance with applicable legislation, protocols and guidelines”.

*3.9.3 Summative Report*

A format for the summative report to be provided by the supervisor is given in appendix 8. These reports should draw on information or feedback from other local authority staff with whom the trainee has worked and any feedback from other evidence sources such as the IEF. The report should be discussed with the trainee; signed by both the trainee and supervisor. An electronic copy – complete with trainee’s comments on the report – should be emailed to the course administrator (edpsych-fels@soton.ac.uk), by 20 June 2025, with a copy to the trainee’s personal tutor and supervision co-ordinator. The signed copy should be added to the work file in time for Exam Board in July 2025.

Whilst the completed summative report is submitted by the end of June, it should be regarded as a working document and added to over the year. A working copy should be presented for discussion at the March/April Interim Review.

*3.9.4 Appraisal*

Trainees in Year 3 highlight targets on their Final Appraisal and Review Form (FAR) and these are carried over as CPD targets for trainees in their post qualifying year.

### 3.10 Emailing personal information

There are points during the year where trainees are required (or might need to) email personal information to both university and placement recipients. This includes (but is not restricted to):

* Emailing completed interim review forms following the three-way interim review meeting.
* Emailing other documents during the year, for example the completed Supervisor's Summative Report in June.
* Emails about personal circumstances arising, for example health or family matters, or concerns about placement.

Email is not a secure medium for the transmission of personal sensitive information. Whilst a trainee knowingly choosing to send information like this about themselves via email might not technically be carrying out a GDPR breach (since it is their information), any recipient hitting 'reply to all' to send a response that includes this original information would probably be risking this. Additionally, intercepted email content can be used to impersonate individuals in fraudulent activity such as phishing.

Accordingly, it is recommended that trainees adhere to the following guidelines:

* Any documents being sent to both university and placement staff should be sent in two separate emails: the trainee should use their LA email account to send these to placement staff and their university email account to send these to university staff.
* In circumstances where a conversation needs to be held between the trainee, placement staff and university staff, one of the following methods should be used:
* A text conversation is set up to take place in Microsoft Teams chat (this can be set up by the trainee on the university system, with the relevant placement staff invited in as guests).
* A Teams video/audio call is scheduled.
* An initial email message could be sent in the manner outlined above containing the relevant personal information. A second 'conversation email' could then be sent out whereby these details can be discussed without their repetition. This method should only be used where complex discussions are not anticipated (if a complex discussion is anticipated, methods 1 or 2 should be used).

Please note: these guidelines do not apply to emails which do not include personal information, for example emails to schedule interim review visits.