



# DOCTORATE IN EDUCATIONAL PSYCHOLOGY

## Academic and Research Handbook

**2022-2023**

The information in this handbook is provided as a guide to the academic and research components of the Doctoral Programme in Educational Psychology. Details about the content of the programme are subject to change. The University calendar should be consulted for the formal regulations governing the award of this degree.

NB: Updates of the handbook may be issued during the Academic Year. Please make sure you are working from the latest version which you will find on Blackboard.

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## **Section 1 - Introduction and Overview**

### **1.1 Introduction and Overview**

The Doctoral Programme in Educational Psychology at the University of Southampton was established as an initial training Programme in 2006, accredited by the BPS as conferring eligibility for Chartered Educational Psychologist status, and recognised by the Department for Children, Schools and Families (DfES) as enabling its graduates to work within Local Authority Children’s Services. From 2009 the programme was also approved as a practitioner training programme in psychology by the Health and Care Professions Council (HCPC), allowing fully qualified trainees to apply to join the register. In 2011, open-ended approval was given subject to major change.

The framework for the programme is closely linked to the requirements for professional training set by the Health and Care Professions Council (HCPC) and the British Psychological Society (BPS). The programme was reaccredited in May 2017 and received six commendations.

The programme is taught and assessed via diverse educational and placement opportunities that are supported via academic teaching from the University and learning placements supervised by educational psychologists working in the field. The different components of the programme are designed to provide an integrated and complementary experience for trainees to allow them to make strong associations between the research, academic and practical aspects of the doctorate. The programme is designed to encourage trainees to effectively utilise an academic and research base to foster the development and subsequent implementation of evidence-based practice in the field.

### **1.2 Core Purpose**

A major tenet of the philosophy of the programme in Southampton is the integration of theory and practice within the twin frameworks of evidence-based, and evidence-generating practice. This approach requires the trainee both to select methods of intervention at all levels based on a critical evaluation of the published research on effectiveness of the approach (evidence-based) and to see practice as an important means of extending that knowledge base (evidence-generating).

The core purposes of the Programme are:

- trainee educational psychologists to work to the highest educational, professional and ethical standards of practice, enabling them to demonstrate the Health and Care Professions Council (HCPC) standards of proficiency (SOPs) and the BPS competencies (See Appendix 1).
- to promote an inclusive approach to professional practice and encourage trainees to identify and build on the strengths that children, young people, and those who work with them, bring to the consultation.
- to equip trainees with the psychological and research skills needed to deliver a

professional service and to contribute to the knowledge base of the profession.

- to promote equality, diversity and inclusion and to equip trainees to challenge prejudice and discrimination.

### 1.3 Core Aims

The broad aim is to develop trainees’ knowledge, understanding and application of theory, using empirical evidence core to the practice of educational psychology in an environment in which there are frequent opportunities for critical reflection and personal review.

Specific aims are to:

- develop trainees’ ability to apply and evaluate core knowledge of psychological theory and research in a range of child, community and educational settings across the age range and level of presenting problem.
- provide trainees with a knowledge of central theoretical and empirical approaches to educational psychology.
- gain experience of the application of theoretical models and therapeutic approaches to psychological problems in the child, community or educational field to acquire in-depth knowledge of specialist areas of interest.
- develop competence as an applied psychologist with the critical skills and analytical abilities of a scientist practitioner.
- develop trainees’ competence in research design in the field of child and educational psychology enabling them to work with key partners to conduct and disseminate robust evidence-based research.
- develop trainees’ ability to work independently and cooperatively as professionals in multi-disciplinary and multi-agency settings.
- develop an understanding of professional issues associated with the practice of educational psychology.
- develop trainees’ understanding of equality and diversity principles and actively promote inclusion and equity in professional practice.

The programme is structured to achieve its aims as follows:

<b>Year 1</b>
Knowledge and skill development through problem-based learning and seminars at university Research Methods Independent study Placement with a Field Tutor for 1.5 days a week for the year from October to July (Hampshire, Portsmouth and Southampton) A small-scale research project commissioned by the Local Authority
<b>Year 2</b>
Knowledge and skill sessions at university Independent study (Mondays) Placement in local authority through our bursary scheme (130 days)
<b>Year 3</b>

Knowledge and skill sessions at university  
Independent study  
Placement in local authority through our bursary scheme (130 days)  
Research thesis

The core purpose and philosophy of the Programme is regularly reviewed through the Staff Student Liaison Committee, with student representation, through its Advisory Committee of local practitioners, and through the Academic Unit of Psychology Education Committee. The Programme is also subject to review by the HCPC, its approving body and the University Internal monitoring processes.

#### **1.4 Approach to Learning**

A problem-centred approach, which derives from the same problem-solving origins as many other psychological approaches to therapeutic intervention and consultation style is very much at the centre of the Southampton programme. The models drawn on are the revised Problem Solving Framework (Monsen & Frederickson 2008), the Gameson & Rhydderch (2008) Constructionist Model of Informed Reasoned Action (COMOIRA) and the Integrated Framework (Woolfson, L., Stewart, A., Whaling, R. and Monsen, J. 2003, 2008<sup>1</sup>). The programme holds that the psychologist is there to facilitate change rather than take responsibility for the problem and aims to give experience of applying the problem centred framework at a number of levels:

- at the level of an individual (approached either through direct contact, or through parents, carers or teachers, or in groups).
- at the level of parents, carers or teaching staff, for example in in-service training or advisory work
- at the level of the organisation, such as whole schools or agencies at the level of policy maker, in local authority services

#### **1.5 Staff Resources**

The Academic and Professional Tutors (APT) are typically seconded educational psychologists with designated academic responsibilities to the programme. In addition to the core staff listed below considerable research support (e.g., thesis supervision) as well as teaching on the Statistics modules (RESM) is provided by the academic staff in the Psychology Department.

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<sup>1</sup> In Kelly, B.; Woolfson, L. and Boyle, J. (2008) Frameworks for Practice in Educational Psychology: A Textbook for Trainees and Practitioners.



## 1.6 Course Team

Dr Sarah Wright - [S.F.Wright@soton.ac.uk](mailto:S.F.Wright@soton.ac.uk)

Programme Director and Placement Coordinator

Overall management of Programme and Co-ordination/oversight of Placement

Dr Cora Sargeant - [C.C.Sargeant@soton.ac.uk](mailto:C.C.Sargeant@soton.ac.uk)

Research Co-ordinator

Teaching, Research Supervision and SSRP

Dr Tim Cooke - [T.Cooke@soton.ac.uk](mailto:T.Cooke@soton.ac.uk)

Programme Tutor Year 1

Year 1 Curriculum and Co-ordination

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Programme Tutor Year 2

Year 2 Curriculum, Co-ordination and Placement Handbook

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Programme Tutor Year 3

Year 3 Curriculum and Co-ordination

Dr Fiona Okai - [F.Okai@soton.ac.uk](mailto:F.Okai@soton.ac.uk)

Programme Tutor

Teaching and Supervision

Dr Henry Wood - [Henry.Wood@soton.ac.uk](mailto:Henry.Wood@soton.ac.uk)

Programme Tutor

Teaching and Supervision

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Programme Tutor

Pastoral Support

Angela Goodall - [edpsych-fels@soton.ac.uk](mailto:edpsych-fels@soton.ac.uk)

Programme Administrator

## 1.7 Field Tutors (Year 1 Placement)

A strong feature of the programme is the role of the field tutors. These are educational psychologists employed in the local authority hosting the placement learning of trainees in year 1 in one or two named schools, typically a primary and a secondary school. They all hold visitor status and have full access to university services e.g., library.

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## 1.8 Physical Resources

The Programme is largely based in the Psychology Department in Building 44 although we have access to a range of rooms across campus, particularly Building 100. The Programme's accommodation includes:

- access to common teaching spaces
- office space for the Programme  
Administrator offices for the Director and other academic staff
- computer suites in the main Psychology Department building and elsewhere on the main campus.

## 1.9 Academic and Research Resources

The programme has excellent research facilities, including access to the Psychology Department's graduate research training and the University of Southampton's generic skills programme. There are opportunities for trainees to conduct their research theses in conjunction with the work of a number of research teams in the Psychology Department. Further information on the Psychology Department's research divisions can be found [here](#)

## 1.10 Libraries, Computing and Office Facilities

Trainees and Programme staff have access to the University of Southampton libraries services and resources. The library webpage ([www.library.soton.ac.uk](http://www.library.soton.ac.uk)) allows users to search its catalogue (WebCat), recall and reserve books, renew items on loan and check their own borrower record. The library makes available extensive electronic resources including Web of Science, Psyclit and several thousand electronic journal titles. The library also provides access to material not

held at Southampton by means of an inter-library loan service. Training in related library usage is provided in induction and at key points in the programme.

The Programme has use of many photocopiers across the university using their ID badges. Trainee photocopying at the University is incorporated into the Programme budget.

### **1.11 The Psychology Department Test Library**

The Programme holds developmental, educational and psychometric tests and intervention material which are available for trainee use under supervision on placement, or for research. [The Test Library](#) is generally for Year 1, but we recognise that some Year 2's and 3's may need to borrow specialist tests, or request tests the service does not have. Trainees should click to book equipment/tests and you will be required to accept the T&C's before progressing to the booking system. Further information about the Test Library can be obtained from the test library administrator Paul Reynolds ([P.Reynolds@soton.ac.uk](mailto:P.Reynolds@soton.ac.uk)). Please can you aim to borrow tests for no longer than 2 weeks at a time.

Year 2 and 3 Trainees can expect to use resources available on placement.

### **1.12 Computing Facilities**

As part of the Psychology Department, the programme staff and trainees have access to the University's Information Support Service (ISS) and relevant support. These include computing facilities (e-mail, word processing, access to literature search facilities and on-line journals, qualitative and quantitative data analysis packages). Further technical equipment (video recording and editing equipment, tape recorders, etc.) is available through the Psychology Department. Additionally, trainees can obtain licensed copies of word-processing, database, spreadsheet and data analysis software packages for installation on their own computers ([www.software.soton.ac.uk](http://www.software.soton.ac.uk)). Several laptop computers are also available for use from the Psychology Department.

### **1.13 Resources on Placement**

The Programme aims to ensure that trainees have adequate facilities whilst they are on placement (please refer to Placement Handbook). The University iSolutions ensures home working is facilitated by a web-based arrangement, and emails are also accessible by this route.

### **1.14 Organisation and Structure**

The Programme is administratively placed within the Psychology Department at the University of Southampton; it is also subject to the approval as a practitioner training programme by the HCPC. In addition, it is reliant on the placement learning opportunities provided by local Educational Psychology Services who offer placements co-ordinated through the [SEEL Consortium placement panel](#).

Accountability to the Psychology Department is via the Head and the School Education Committee (SEC). Accountability to the local authorities is via the Programme's Advisory Group. Finally, the Programme ensure that it meets national standards for Educational Psychology training through the appropriate external validation procedures involving our External Examiner – Dr Beth Hanna, University of Dundee.

### **1.15 Staff-Student Liaison Committee (SSLC)**

The SSLC provides a regular forum for staff and student reps to meet and discuss matters related to the programme. It is concerned with quality issues, including student evaluation and curriculum development. Trainee representation is key to this process; and we want trainees to take an active role in helping us deliver the best training experience we can and together using this space to work to achieving this. Membership consists of programme staff and student representatives from each year; we ask each year group to identify one or two members who take responsibility for representing their year group at the liaison meeting.

There are 3 of these meetings a year. These take place over lunchtime on days when as many year groups as possible are already on campus for teaching. This year the dates are 5<sup>th</sup> December 2022, 20<sup>th</sup> March 2023 and 26<sup>th</sup> June 2023 (12.15-1.15 pm please see the course calendar for the rooms). However, it is important to say that for most issues talking to programme staff to resolve these will be the best approach rather than waiting for a committee meeting, and we would always encourage trainees to do this.

#### **Terms of Reference**

- To establish effective communication between students and academic staff.
- To consider issues which would enhance the student experience, including, but not limited to:
  - quality of programmes and modules overall
  - external examiner reports (these should always be discussed at the appropriate meeting of the SSLC)
  - learning and teaching methods
  - assessment methods
  - feedback on assessed work
  - the provision of study skills support, general student support and / or supervision
  - learning resources, facilities, and study space
- To consider feedback from trainees and stakeholders to ensure the programme remains fit for purpose.
- To make recommendations about the overall structure
- To monitor response to student issues raised.
- To consider issues relating to health and safety, reporting to the Faculty Health and Safety Committee where necessary.

#### **Trainee Representation**

Each year identifies one or two representatives who will represent the cohort at the SSLC. The reps are asked to represent their year group by:

- Being proactive in collecting students' views, concerns, and suggestions and presenting their feedback effectively. This can be positive feedback on aspects which work well as well as concerns about issues which negatively impact on the student experience. As well as hearing about issues that affect individual members of the cohort, the programme team are particularly interested to hear about issues or views that are shared across multiple members.
- Contributing to improving students' experiences by raising issues and achieving change through working in partnership with the University. Reps will also be invited to comment on, and provide experience of proposed changes to modules, assessments, procedures as well as external examiner feedback.
- Reporting back to their year group on issues raised and any decisions taken, or changes made.

### **1.16 Programme Exam Board**

The exam board meets at the end of each academic year in July and is the formal mechanism by which it is ensured that all trainees have successfully completed course requirements for their specific year. For Year 3, it marks the point where all their work has been seen by the external examiner, and pending thesis corrections, they are in a position to be awarded. It is also where any issues arising from external examiner comments can be addressed. It is the responsibility of the exam board to address any special considerations. This is attended by the external examiner.

An additional exam board also meets in November. This is where we progress trainees from years 1 and 2 and scrutinise any work that had not been presented at the July board, as by this point all the work has been marked, moderated and a sample seen by the external examiner. At this board there would also be an annual summary of special considerations. The external examiner is not required to extend in person.

The final award is awarded by the Awards Committee on the recommendation of the Programme Exam Board to candidates who have satisfactorily completed the course and have satisfied all the assessment requirements. (27<sup>th</sup> July and 21<sup>st</sup> September, 16<sup>th</sup> October, 13<sup>th</sup> November, 4<sup>th</sup> December 2023 plus further dates in 2024)

### **1.17 Programme Advisory Group**

The role of the Programme Advisory Group (PAG) is to provide support and challenge to the programme and help ensure that the training programme continues to prepare trainees for placement and employment. It exists to represent the interests of placement providers involved in delivering the programme, to maintain good working relationships between those parties, and to provide a forum to

exchange ideas, strengthen skills and share examples of good practice. It also exists to identify and discuss any issues of common concern. These aims will be achieved in and between meetings through formal and informal contact.

Membership of the group is open to anyone offering a placement to a Southampton trainee. If the Principal Educational Psychologist is not able to attend, a senior member of staff can deputise. Meetings are held yearly with agenda items sent to the Programme Director /Administrator.

### **1.18 Geographical Boundaries**

The programme at the University of Southampton currently operates as a national resource, with potential applicants from the UK. As part of the SEEL (South East, East and London) Consortium, which has been contracted by the DfE it is intended to meet the workforce requirements of Local Authorities in the three government offices in the South East, East and London regions. All placement learning takes place in Year 1 in Hampshire, Portsmouth and Southampton, and in Years 2/3 within the SEEL consortium. Given the wide geographical area SEEL covers, trainees must apply for a placement within the SEEL region in Years 2 and 3 and can express preferences for specific placements. For more information, please see webpage [here](#)

### **1.19 Programme Funding**

Funding for trainees in Year 1 is determined nationally by the DfE. In Years 2 and 3 trainees across the SEEL consortium are allocated placements by the Placement Panel. The bursary for Year 1 for September 2022 is £15,950 and the bursary for Years 2 and 3 for September 2022 is currently £17,000 with some additional funding for travel to placement. An increase is proposed

### **1.20 Monitoring of Programme Performance**

In addition to the monitoring of teaching and learning at the level of the programme board, within the University, teaching programmes are formally reviewed regularly via a five yearly Programme Review, coordinated by Psychology and carried out by both programme staff and external representatives. The last review, undertaken as part of a bigger review of the Faculty's taught professional doctorates took place on 8<sup>th</sup> May 2018. A number of commendations were received by the Faculty, those with particular relevance to Educational Psychology are listed below:

- The range of opportunities for choice of thesis/project and the support arrangements in place across the DEdPsych and DClinPsyc programmes.
- The DClinPsyc mentor scheme and the DEdPsych peer support/buddy scheme, both of which were received positively by trainees.
- The provision of whole-cohort days for the DEdPsych programme which are considered by trainees to be both educative and social.

- The feedback processes which offer a range of opportunities for trainees to engage and provide feedback and the responsiveness of the programme teams.

A number of recommendations were also made at Faculty level.

As an additional measure of programme performance, employment outcomes for trainees are also monitored. Since 2009 all the trainees graduating from the course have successfully secured employment.

### **1.21 Selection and Registration**

Nationally there are currently 203 funded places to study educational psychology in England. The annual intake at Southampton for 2022 was 16 funded trainees. We do not accept self-funding trainees. As a minimum, applicants are considered for the Doctorate in Educational Psychology programme at Southampton if applicants meet the criteria as indicated on our [webpage](#)

The attention of potential applicants is drawn to the requirement that trainees are expected to maintain their health and well-being throughout the duration of the programme and in line with the HCPC's guidance on conduct and ethics, to let the Programme Director know if their health status changes.

Applicants offered a place are required to complete the University Postgraduate Application form before they start on the programme. This application form contains a question about criminal convictions and all successful applicants are required to complete an enhanced Disclosure and Barring Service (DBS) check. The cost of this is paid for by the Programme. Further information can be obtained from the [DBS website](#). Disclosure of criminal convictions will be assessed on an individual basis according to the University Student Convictions [policy](#) and the Psychology Department Fitness to Practise [policy](#)

Once on the course, trainees are directed to the HCPC [Guidance on Conduct and Ethics for Students](#) which require them to tell their education provider if they are convicted of, or cautioned for, any offence. In the case of a trainee disclosing a conviction or caution this would be dealt with on a case-by-case basis.

The University Postgraduate Application pack also asks about additional needs. Potential trainees are encouraged to declare any health condition and detail any adjustments that may be needed. Following an academic assessment of the application, the University's Disability service may then invite a trainee to discuss requirements. Trainees do not have to declare any health conditions. Disclosure of health needs is assessed according to the Psychology Department Fitness to Study and Fitness to Practice Policies. All reasonable adjustments in line with equality and diversity law will be made, supported by a range of university services.

Once on the programme, it is the trainee's responsibility, in line with the HCPC *Guidance on Conduct and ethics for students*, to maintain their health and well-

being and to let the programme know if there is any change. Changes in health or well-being would then be considered in the light of the Psychology Department Fitness to Practice policy on a case- by-case basis.

All trainees are registered full-time with the University of Southampton. It is expected that candidates complete the Programme within the three-year duration of the Programme. In exceptional circumstances, candidates may complete all parts of the examination within five years of first registering. Performance is reviewed throughout the programme. Unsatisfactory performance in academic, research or practical work may lead to end of registration.



## **Section 2 - Educational Experience**

### **2.1 Overview**

The programme at Southampton is designed to enable trainees to work in partnership with a diverse population of children, young people, their families and services in a range of contexts and settings. Successful trainees will demonstrate the [Standards of Proficiency \(SOPs\)](#) as outlined by the HCPC [www.hcpc-uk.org/publications](http://www.hcpc-uk.org/publications)

The research requirement of the programme is integrally linked to the placement and academic components and culminates in the preparation of a thesis that aims to address an issue relevant to the psychological development of children and young people in an educational psychology context. While access to participants is often derived from placements, the lead supervisor of the research thesis will always have a substantive post in the Psychology Department.

In accordance with the University's Code of Practice for Research Candidature and Supervision, the taught element of the programme in Year 1 is assessed at Masters' level. All components of Year 2 and 3 are assessed at Doctoral level. The placement component of these years combines the learning requirements of the HCPC with the opportunity for trainees to demonstrate the advanced scholarship and reflection.

### **2.2 Academic Requirements**

Consistent with the National Qualifications Framework, the doctoral level of the programme requires trainees to demonstrate a systematic acquisition and understanding of the substantial body of knowledge which is at the forefront of professional practice in educational psychology, and that reflects the creation of new knowledge through original research and enquiry to inform the discipline's practice.

Through a range of academic and practical assignments trainees will be required to make informed judgements on complex issues in the field, and to communicate their ideas and conclusions clearly and effectively to clients, colleagues and academics. At the end of the three-year programme successful trainees will have the qualities and skills necessary for entry to the profession, requiring the exercise of personal responsibility and independent initiative.

### **2.3 QAA Masters and Doctoral Level Descriptors**

The transition from Masters to Doctoral level at the end of Year 1 as outlined by the QAA qualification descriptors in the framework for higher education includes:

#### **2.3.1 Masters degree**

*Trainees should be able to demonstrate:*

- A systematic understanding of knowledge, including a critical awareness at the forefront of a discipline
- An understanding of techniques applicable to research
- Originality in the application of knowledge and an understanding of how research can create and allow an interpretation or evaluation of new knowledge

*Trainees should be able to:*

- Systematically deal with complex issues (sometimes without complete data) Show problem solving skills that reflect self-direction and originality Continue to develop further skills linked to the continuous advancement of knowledge

*Trainees will be able to show transferable skills necessary for employment related to:*

- Taking initiative and personal responsibility to make decisions in complex environments
- A learning ethos to allow for CPD

### **2.3.2 Doctoral Degree**

*Trainees should be able to demonstrate:*

- A systematic understanding of a substantial body of knowledge, including a critical awareness at the forefront of a discipline
- A detailed understanding of research techniques and academic enquiry
- An ability to think through, design and implement a project for the generation of new knowledge
- The creation and interpretation of new knowledge (via original research) that extends the discipline and merits publication

*Trainees should be able to:*

- Make informed judgements on complex issues in specialist fields (sometimes without complete data) and communicate ideas effectively to specialist and non-specialist audiences
- Continue to undertake research at a high level

*Trainees will be able to show transferable skills necessary for employment related to:*

- Taking largely autonomous initiative and personal responsibility in complex and unpredictable professional (and equivalent) environments

These are taken from the QAA (2008) and described in full [here](#)

## **2.4 Programme Structure and Curriculum**

The curriculum is based on the standards of proficiency specified by the HCPC and the core competencies outlined by the BPS. The programme content is arranged

overall in 19 modules which in total attract the 540 credit points required for Doctoral (D) level study in Higher Education (see Appendix 2.1). Each module has a separate credit rating which indicates the notional amount of study effort required through attendance at University teaching sessions, on related placement activity or in independent study. The level of assessment is indicated by M (Masters) or D (Doctoral), with D level implying that a higher level of original work, advanced scholarship, critical analysis and reflection will be expected. Doctoral trainees must demonstrate that they have acquired and understood the systematic knowledge base of the profession, and that they have developed relevant skills to carry out research which will generate relevant new knowledge.

The programme is organised over three full time years and trainees are expected to complete all elements. There is no exit award. In terms of trainee effort, the three years each anticipate an average of 180 credit points (1800 hours). Timetabling is designed to provide basic theoretical and practical knowledge in Year 1, required for the closely supervised practice in Year 2, which then leads to increasingly independent practice in Year 3. Each year the programme aims to provide a balance of theory and practice that is integrated in assignments and collaborative activity and consolidated by placements outside the University. Topics will be returned to at deeper levels across the three years.

## **2.5 Vertical Curriculum Strands**

Running across the teaching and learning over all three years are a number of core professional practice areas which are critical to professional development in this field. These are embedded core to our teaching and learning activities, congruent with the HCPC standards of proficiency (SOPs) and reflected in the learning objectives in the [module descriptors](#)

- Ethical considerations
- Multicultural, inclusion and diversity issues
- Systematic and contextual issues such as political factors, LA factors, wider school factors
- Community Practice: Principles and practice of inter-professional work and our role with stakeholders.

A rolling programme of whole cohort days across the year addresses these core areas. This year we have days on Thursday 15<sup>th</sup> December 2022, Friday 24<sup>th</sup> March 2023 and Tuesday 2<sup>nd</sup> May 2023.

## **2.6 Placement learning across the three years**

The Programme includes practice placements across the three years of training that are designed to develop skills and competencies in working as an educational psychologist. In Year 1 trainees are linked in pairs to a designated Field Tutor, a practitioner from the field who works with trainees to coach and model the requisite

skills and to observe practice, following the University based curriculum. Trainees are introduced to casework with individual pupils, with the aim of achieving initial casework competence in preparation for placements in Years 2 and 3. Shadowing opportunities with other educational psychologists are also provided in Year 1 to allow trainees to experience a range of approaches and develop a greater awareness of the breadth of the role of an educational psychologist.

For Years 2 and 3 collaborating educational psychology services identify a supervision coordinator (Year 2) or supervisor (Year 3), for each trainee who organises agreed placement activities at all levels of practice and provides advice, guidance and feedback.

A total of 58 placement days is provided in Year 1. In Years 2 and 3 trainees undertake placement activities for 130 days in each year. The number of placement days reflects the BPS requirement for at least 300 days experience of the generic work of an educational psychologist. It is consistent with the HCPC requirement that the “number, duration and range of placements must be appropriate to support delivery of the programme and the achievement of the learning outcomes” (p10; Standards of Education and Training).

The Placement Coordinator has responsibility for ensuring that each placement provides the appropriate experience of practice for the trainee to meet assessment requirements and to demonstrate the required learning outcomes. In year 1 the academic and professional tutor for Year 1 meets regularly with field tutors to ensure that the learning experiences are appropriate for each trainee and are in line with the curriculum delivery at the University.

In Years 2 and 3 placements are monitored through two triangular reviews and an appraisal each year that include the trainee, supervision coordinator or supervisor and personal tutor. Reports of these reviews are sent to the placement coordinator who will raise any concerns with the programme director.

In Year 2 academic input focuses on low-incidence needs such as sensory impairment, language difficulty, cognitive limitations, physical or neurological impairment, emotional dysfunction or challenging behaviour. Placement activities complement this University based learning. In Year 3 trainees are expected to develop independent approaches within a supervision framework, increasingly mirroring autonomous professional practice.

## **2.7 Research across the three years**

Research is the basis for practice in Educational Psychology. Learning to select appropriately, judge critically and use relevant aspects of psychological research is an integral part of training and is one of the profession’s key strengths. The Southampton Programme was developed to provide trainees with the necessary research and other generic skills to allow them to read research reports with

critical understanding and to conduct innovative research relevant to childcare, community and educational settings.

The *objectives* of the research training programme are to:

- familiarise trainees with the research base of the profession
- facilitate the development of skills of critical analysis of the research base acquire competence in core aspects of research design and statistical analysis
- enable trainees to independently develop, design and execute research in relevant settings
- teach trainees skills to communicate research findings for different audiences (e.g., presentations, writing papers, press releases).
- consider and reflect on racial inequality in psychological research and whose voices are represented

In the first year, core research skills are provided in conjunction with other postgraduate research trainees in the Psychology Department. Trainees are expected to use the skills they develop in all aspects of their training and related assessments across the three years.

## **2.8 Computing facilities**

All trainees are entitled to borrow a University of Southampton Laptop for the three years of study. Trainees also have access to computing facilities provided by iSolutions (including site licences for SPSS, for use at home or on placement).

## **2.9 Research Co-ordination**

A member of the academic staff, Dr Cora Sargeant is responsible for coordinating the research activity of trainees, from first choice of topic, through the monitoring of research training and the organisation of supervision. The Research Coordinator invites trainees to consider areas of research interest guided by the interests and agendas of potential supervisors in the department towards the end of Year 1. The Research Coordinator then approaches potential supervisors on behalf of trainees with the aim of matching trainee interests to supervisor interests equitably. Over the summer and particularly at the start of Year 2, trainees are invited to book a conversation with the potential supervisor with whom they have been matched to talk through potential projects and decide together whether they would like to begin a supervisory relationship around the DEdPsych thesis.

## **2.10 Ethical Issues in Research**

All research projects carried out in the Psychology Department should meet the BPS requirements for ethical research. No project may be carried out without formal approval from the relevant ethics committee(s); these include the Psychology Department Ethics' Committee, Research Governance and, if appropriate, a Local

Research Ethics' NHS Committee (LREC).

Ethical issues in research are introduced to trainees applied research methods training in Year 1 and further guidance can be found in the Code of Ethics and Conduct published by the British Psychological Society. Prior to conducting any research, trainees are required to submit online ethics' committee and research governance applications which must be approved before the research can start. All forms related to ethics' applications can be accessed [here](#)

### **2.11 Research Governance**

Once an ethical application has been approved by the Psychology Department, it will be sent to the Research Governance office (RGO). The aim of the RGO is to provide researchers with sponsorship and insurance for their research projects. The University of Southampton stipulates that any member of the university should not carry out research without having received confirmation from the RGO of their sponsorship and insurance.

### **2.12 DBS Check**

Edpsych trainees do not need to attach a copy of their DBS check to their ethics application(s).

### **2.13 Local Research Ethics' Committees (LRECs)**

If research involves participants or resources linked to the NHS then in addition to going through internal ethics and research governance procedures a further application to the local LREC is needed. An LREC application must be submitted if the proposed research participants fall into one of the following categories<sup>2</sup>

1. They are patients or users of the NHS.
2. They are individuals who have some relationship to users of the NHS (such as cares of patients).
3. They have access to past or current information about NHS patients (including "data, organs or other bodily material, foetal material and IVF").
4. They have recently died on NHS premises.

Or if the research involves:

1. Using NHS facilities or premises.
2. Using NHS staff.

### **2.14 Teaching and Learning**

To meet the required programme learning outcomes trainees will effectively be engaged in active learning and research. They will also undertake a number of

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<sup>2</sup> This information was taken from United Bristol Healthcare NHS

collaborative projects, both benefiting from the group learning and the development of key skills of team working appropriate to practice. All trainees are therefore encouraged to explore and develop an independent working style to be adapted to their eventual place of work. They will also be encouraged to identify knowledge and skill requirements to be pursued through continuing professional development (CPD) opportunities, once they enter employment with a psychological service. The HCPC sets standards for CPD which need to be met in order to renew registration, and the programme encourages the level of self-reflection required for this.

Different types of learning outcome pursued by the programme are each associated with particular teaching/learning and assessment activities.

### **2.15 Knowledge and Understanding**

Knowledge and understanding are developed through problem-based learning where learning is driven by challenging, open-ended problems with trainees working in collaborative groups. Tutors take on the role as “facilitators” and trainees are encouraged to take responsibility for their group and organize and direct their learning. They are also required to present their findings using a range of approaches which will serve to inform the ways in which they may later work with parents, teachers and children.

Learning is also based on seminars from a range of academic and practitioner psychologists, using problem-based learning activities including school and service-based project work, supported by reading suggestions and other activities. Assessment is by essays, academic critiques, reports of practical activity and role play simulations

Trainees will also develop subject specific intellectual skills, with learning implicit in the reading, discussion and reflection expected during the programme, as well as through the coaching and feedback supplied in tutorials and supervision.

Trainees will also be expected to develop subject specific practical skills. In this case, learning is largely derived from supervised practice on professional placements, supplemented by specific teaching input on problem-solving, consultation and appropriate interventions. Here, assessment is through:

- reports of casework activity (ROCs) in Year 1 and Service Reports with Reflective Commentary (SRWRC) in Year 2, which document professional placement casework and reflection;
- the casework viva in Year 3, in which trainees present and discuss key casework over the past year;
- Objective Structured Professional Assessments (OSPA), in which trainees take part in observed, simulated consultations;
- a work file of practical assignments undertaken in all years.

### **2.16 Research and Enquiry Skills**

Trainees will also be supported in developing key knowledge of research design, data collection and analysis appropriate to producing an evidence base to guide professional practice. The skills gained will also inform practice through the fostering of critical thinking in relation to empirical findings. In addition to the development of the research thesis, these skills are used in the different assessments across the programme (e.g., Essays, Small Scale Research Projects, ROCs, Academic Critiques).

### **2.17 Generic or Transferable Skills**

They are assessed in the written assignments and practical experiences prescribed in the programme and include, for example, the development of interpersonal communication, conciliation and negotiation, verbal and written presentation, project work and report writing.

### **2.18 Doctoral College Professional Development**

Throughout your three years on the doctorate, you will have access to a range of opportunities for training and development. For more information about what is available and how to access the courses please click [here](#)



## Section 3 - Curriculum Overview Year 1

There are 10 modules in Year 1.

- [PSYC6070](#) Cognitive Elements of Learning 1 – Module Coordinator: Tim Cooke
- [PSYC6071](#) Emotional Elements of Learning 1 – Module Coordinator: Tim Cooke
- [PSYC6130](#) Psychology in Professional Practice 1 – Module Coordinator: Tim Cooke
- [PSYC6131](#) Consultation, Assessment & Intervention 1 - Module Coordinator: Tim Cooke
- [PSYC8042](#) Small Scale Research Project – Module Coordinator: Cora Sargeant
- [PSYC6127](#) Evidence Based Practice – Module Coordinator: Cora Sargeant
- [RESM6009](#) Qualitative Methods – Module Coordinator: Felicity Bishop
- [RESM6010](#) Group Comparisons – Module Coordinator: Catherine Brignell
- [RESM6011](#) Correlational Methods – Module Coordinator: Sarah Kirby
- [RESM6012](#) Designing Research – Module Coordinator: Catherine Brignell

### 3.1. Academic Modules

There are two core academic modules in Year 1 (PSYC6070 and PSYC6071). The academic focus in Year 1 is on biological, cognitive and behavioural perspectives in child development and learning. Trainees are encouraged to explore, for example, physical, linguistic, emotional and social development in children including the contextual and environmental impacts on typical development and family, organisational or wider system responses. The academic modules link to trainees' placement learning where they are encouraged to utilise their understanding of child development and learning in the context of learning and teaching, and related mainstream educational practice. They also look at approaches to assessment and intervention. These modules are assessed via a critique and a 4,000 word essay (see assessment section below).

### 3.2 Research Modules

In addition to the academic and placement learning in Year 1 trainees also take 6 research- related modules. The aim of these modules is to facilitate the development of research skills that allow trainees to conduct research during the doctorate and beyond as a practising educational psychologist that is of high quality and which allows trainees to exercise evidence-based practice, i.e., to integrate their own judgement in relation to individual children with knowledge of research findings to facilitate decision making processes as an educational psychologist.

### 3.3 Applied Research Methods

The RESM modules are taken with other PGR trainees within Psychology and cover applied research methods. These modules expose trainees to a wide variety of research methodologies (e.g., qualitative, correlational and experimental designs) and are designed to give trainees hands-on experience with diverse data analytic techniques, including the use of statistical software. Each session will consist of a

lecture and some active group work (e.g., carrying out a short interview or focus group session, hands-on computer-based exercises in data analysis). These sessions are designed to provide trainees with a conceptual understanding of research methods, as well as practical experience. Within each module trainees are asked to complete computer-based learning exercises (e.g., statistics revision exercises).

Learning outcomes are assessed through four assignments, enabling trainees to gain experience in the use of a range of methodologies and related analyses. If trainees have taken these modules within the past two years they are not required to repeat the modules. However, via discussion there may be occasions where the recommendation may be that trainees audit the modules to reacquaint themselves with the material. They would not be required to do the assessments.

### **3.4 Small Scale Research Project (SSRP)**

In Year 1 trainees utilise the research skills acquired in the core research methods modules to develop a project with practising Educational Psychologists (PSYC8042). Through group-based projects, TEPs work with a local authority EP and a University supervisor to design the research, submit ethics, collect and analyse the data, where appropriate, and write a final project report submitted in September (5,000 words).

### **3.5 Working in Groups**

Trainees work in small groups of 3-4 to design the project, submit ethics, collect and analyse data, but are required to work independently to write up parts of the project. Specifically, the project abstract, method and results sections are written collaboratively, while the introduction/ literature review and discussion sections are written individually.

Once trainees and LA and University supervisors are happy that the project can proceed as planned, trainees can submit an ethics application. Trainees are strongly advised to ensure that their supervisors in the local authority and the University are kept informed of steps along the way including regular updates, and discussion of any project changes required. The key to remember is these are collaborative projects set by the local authority, and an opportunity to conduct real-world practice informing research.

The SSRP write up (PSYC8042) is marked using the standard Edpsych categories: Fail, Low Pass, Pass and Distinction. The assessment criteria and feedback sheet for the proposal and the project are in Appendix 4.9. The module coordinator is Cora Sargeant, and the SSRP supervision is shared between Cora Sargeant, Sarah Wright and Henry Wood.

### **3.6 Thesis**

Trainees will all meet with the Research Coordinator in June/July at the end of their first year to start to think about a possible research topic and supervisor.

### 3.7 Placement Learning

Field tutors seconded from Hampshire, Portsmouth and Southampton Educational Psychology Services play a key role in facilitating the placement learning of trainees in year 1. Trainees are linked to these field practitioners who organise school and service experiences to complement the academic teaching and provide opportunities for research activity in a practice environment. The approach allows for a graduated progression to fluent and adaptive practice. Trainees maintain a practical work file, completing the log of evidence for BPS competencies linked to SOPs and write two casework reports, and report on a teaching intervention.

### 3.8 Summary of Year 1 Modules and Assessment deadlines

Module	Assignment	Assignment Overview	Submission
RESM6012	Designing Research	Short Answer - exam	04/11/2022
RESM6009	Qualitative Methods	Qualitative Methods - coursework	23/01/2023
RESM6010	Group Comparisons	Group Comparisons - coursework	10/03/2023
RESM6011	Correlational Methods	Correlational Methods - Coursework Exam	15/05/2023 12/06/2023 <sup>3</sup>
PSYC8042	SSRP	Small Scale Research Project (5000 words)	04/09/2023
PSYC6070	Cognitive Elements of Learning 1	PBL Critique (2500 words)	05/11/2022
PSYC6071	Emotional Elements of Learning 1	Essay (4000 words)	27/03/2023
PSYC6127	Evidence Based Practice	Critique of a paper (1000 words)	28/04/2023
PSYC6131	Consultation, Assessment and Intervention 1	2 x Casework reports (5500 words each)	14/07/2023
PSYC6130	Psychology in Professional Practice 1	Practical Work file <sup>4</sup>	21/07/2023

<sup>3</sup> Coursework and Exam dates are confirmed

<sup>4</sup> The Practical work file in Year 1 will contain the teaching intervention report and the field tutor report on Practical Experience

## Section 4 - Curriculum Overview Year 2

During this year there will be an increasing requirement for trainees to reflect critically both on their practice, and how it has been informed by the research literature. In particular, the casework model derived from a consultation/problem-solving stance permits a form of causal modelling and formulation consistent with high quality casework. The assessment criteria include the doctoral level elements of the creation and interpretation of new knowledge, through original research or other advanced scholarship, and the systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice.

Year 2 includes six modules.

- [PSYC8040](#) Emotional Elements of Learning 2 – Module Coordinator: Colin Woodcock
- [PSYC8041](#) Cognitive Elements of Learning 2 – Module Coordinator: Colin Woodcock
- [PSYC8022](#) Research Proposal<sup>5</sup> – Module Coordinator: Cora Sargeant
- [PSYC8045](#) Consultation, Assessment & Intervention 2 – Module Coordinator: Colin Woodcock
- [PSYC8043](#) Psychology in Professional Practice 2 – Module Coordinator: Colin Woodcock
- [PSYC8039](#) Dissemination and User Engagement – Module Coordinator: Cora Sargeant

### 4.1 Academic Modules

The focus of the academic input in PSYC8040 and PSYC8041 in Year 2 is on atypical development in children, and the educational settings and provision designed to meet their needs. Topics include, for example, low incidence areas such as language impairment, sensory impairment, physical disability, severe, profound and multiple learning difficulties; emotional, social communication and attention regulation difficulties. The academic content is complemented by exploration of local authority provision for children with complex needs. The learning outcomes for the two core academic modules in Year 2 are assessed with two Academic Critiques. In PSYC8039 Dissemination and User Engagement, TEPS work with their PSYC8034 Small Scale Research Project (SSRP) group members and Local Authority supervisors to write a plan and disseminate the research findings generated in their SSRP. There is also a Supervisor Feedback Form (Appendix 4.10 and 4.11).

### 4.2 Research Thesis

Trainees start to think about, and formulate, a question for their research thesis towards the end of Year 1. Trainees are asked to identify potential research topics for their thesis and work with the Research Coordinator to identify potential supervisors from the Department of Psychology. Ultimately, all projects require a supervisory team

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<sup>5</sup> This module spans two years as it includes the thesis completed in Year 3

of at least two supervisors. At least one supervisor should be a member of the academic staff in Psychology. Co-supervisors can include additional members of staff or appropriately qualified individuals who are external to the university (e.g., staff from other institutions or educational psychologists). Trainees will start to consolidate this process by writing (with their supervisor) a research proposal early in their second year. The proposal is reviewed by the supervisor and the Research Coordinator.

In Year 2, trainees develop their thinking in terms of their thesis area and start to formulate a clear question for their thesis. The progress trainees make on their doctoral thesis is monitored through the programme via the completion of one progress reports in Year 2, and two in Year 3.

21<sup>st</sup> July 2023 (Year 2)

The research thesis represents an opportunity for trainees to pull together the research skills developed in the first year of training. It consists of two publishable papers: a systematic review and an empirical paper. Trainees work with their research supervisors to develop a set of primary and secondary research questions; they will also think of a question to inform their systematic review; the systematic review should use systematic and replicable methods to identify, select, and critically appraise the literature able to contribute to answering the question of interest. The term 'systematic review' is used here as an umbrella to capture several different review methodologies, from meta-analyses to narrative reviews, to thematic syntheses.

Trainees should pre-register their systematic review protocol with an appropriate registry where possible. Prospero was the first registry and remains the University's preferred option, however, it is not accepting scoping reviews, literature reviews or mapping reviews. The Registry of Systematic Reviews, Meta-Analyses in Research Registry, INPLASY, and the Open Science Framework have all started more recently and are worth being aware of; Pieper and Rombey (2022) looked at each in some detail. When you're running a systematic review, please also ensure you check the relevant registries to avoid accidentally doubling up on someone else's work and please take the time to register your own as a courtesy to other scientists in the field.

Pieper, D., Rombey, T. Where to prospectively register a systematic review. *Syst Rev* 11, 8 (2022). <https://doi.org/10.1186/s13643-021-01877-1>

The empirical paper involves working closely with supervisors to design and implement a study, using appropriate data collection and analysis techniques.

The research thesis represents a more substantial piece of work than the SSRP. It must make an original contribution to knowledge in the field of child and educational psychology. Research design, execution, analysis, and interpretation should be of a high standard and appropriate to the research problem.

On completion of the thesis, trainees should be able to:

- demonstrate skills involved in formulating a research question
- place a research question clearly within a broad theoretical and empirical psychological literature
- think through appropriate methodologies to test a research question collect, analyse, and interpret data for the generation of new knowledge
- disseminate results through the production of two clear and concise papers (empirical and a systematic literature review) to extend the discipline

### **4.3 Guidelines on the preparation and submission of the Thesis Proposal**

#### **Submission process**

The Dissertation Research Proposal must be submitted electronically through eAssignment by the candidate by the specified submission deadline. Please ensure that your supervisors have provided a comment on your proposal prior to submission (using the relevant Dissertation Proposal Feedback Form for Primary Supervisors Appendix 4.10 or 4.11 as appropriate) and that they have approved the research rationale, aims/hypotheses and methodology. The proposal will then be read by the Research Coordinator in order to help ensure that it represents a relevant, practicable and appropriate project to pursue for the award of the doctoral degree (Appendix 4.12). In some circumstances a second review of the proposal may be requested. This usually occurs when there is concern that the proposal will require considerable amendments.

#### **Content**

The proposal must provide the reviewer with sufficient information to make a reasonable judgement about the relevance and appropriateness of the project. The proposal should be approximately 1500 words and must clearly articulate the purpose, design, measures, participant group(s), data management, ethical issues and theoretical/clinical relevance of the project. [Click here](#) for a recommended outline with suggestions and guidelines for inclusion in each section.

**Ethics:** Provide a brief statement about the ethics committee approval procedure(s) to be followed. Following the panel's written feedback, a completed University Ethics Committee application form must be submitted for review by members of the Psychology ethics committee and/or the University Research Governance office.

NHS Ethics Committee and Trust R&D/Governance approval may also be required (e.g., if recruitment is conducted through clinical settings, or the data collection involves any DNA e.g., saliva). Candidates should be mindful of the time taken to achieve this.

Following consultation with their supervisor(s) and Research Coordinator as necessary, trainees should decide whether they believe their research requires NHS ethical approval. This decision should be explained in the proposal. If a detailed case needs presenting, please add this as an Appendix to the proposal. If trainees do not

feel they can come to a conclusion, then they should indicate what steps they are taking to gain advice. Advice may be sought from Trust Audit Offices, R&D Departments, Trust Data Protection officers, University Research Governance Office and members of the Research Team and from local NHS ethics committees themselves.

You are **not** required to submit copies of your information sheet(s) and consent form(s) or de-briefing statements with the proposal. You will, however, need to make sure that these are checked with your supervisor before submitting them to any Ethics Committee. Please remember that written material for the public must be word perfect and of the highest standard in terms of written English.

Postgraduate Research Supervision Agreement: In conjunction with their supervisor, trainees should complete the Postgraduate Research Supervision Agreement (see Appendix 3.1) and submit this with their proposal.

### **Collaboration**

Occasionally trainees collaborate in data collection with another researcher. Be aware that you will be constrained by the other researcher who may not be working to your timetable, and this could affect your ability to meet deadlines. You should negotiate a timetable with the other researcher, involving your supervisor. You should meet regularly with the other researcher to review progress and solicit your supervisor's assistance at the earliest possible moment, if a problem begins to arise in data collection.

### **Data Management Plan**

Research data management is an important skill to help keep data safe, findable and reusable. All 2<sup>nd</sup> year trainees are required to take the Data Management course, created by the library research engagement team. It provides a general introduction to data management and enables you to complete the PGR Data Management Plan. The course takes approximately 3 hours and provides a certificate of completion to upload for you to provide to your supervisor. This link takes you to the [BB course](#)

The library has also provided a number of helpful guides [here](#)

#### **4.4 Proposal submission checklist**

1. Research proposal approved by research supervisor. This may be submitted with your research supervisor's comments in track changes.
2. Gantt Chart approved by supervisor
3. Completed budget (signed by supervisor)
4. Completed Supervisor Proposal Mark Sheet. Make sure your supervisors have time (2-4 weeks) to review, comment on your proposal before submission.
5. Completed Supervisor Agreement

## 6. Completed Data Management Plan

**Combine all 6 documents into a single word/pdf and upload to eAssignments by 5<sup>th</sup> December 2022**

### 4.5 Approval process for dissertation proposals

Your proposal will be assessed by the Research Director and then returned with one of four categories of feedback:

1. Approved
2. Approved conditional on addressing the issues raised
3. Re-submission with major amendments
4. Unfeasible

#### **Approved**

Your proposal has been approved without the need for amendments. You may go ahead and submit an Ethics Committee application to the University Psychology Ethics Committee.

#### **Approved conditional on addressing the issues raised**

If your proposal is assigned to this category, it means that the research team has provisionally approved your project and that you may proceed with the study, but that there are minor problems which will be detailed in the feedback from the reviewer.

You must discuss the feedback with your supervisor and decide how you will respond to the suggestions and comments that have been made. You do not necessarily need to make all the changes that are suggested, but you do need to consider any suggestions carefully. If you decide not to make some of the changes, you need to be able to explain why you have decided not to do so.

You may apply for Ethics Committee approval following provisional approval. However, you would be advised to ensure that the proposal you send to the Ethics Committee with your application takes account of the concerns raised by the reviewer.

You should do the following:

1. Submit a **brief** summary of how you propose to respond to the criticisms and suggestions that have been made **within 3 weeks** of receiving this feedback. **You do not need to revise the proposal.**
2. Put your name and project title on the comments **and resubmit it electronically in eAssignment.**

The reviewer will check that they are satisfied with the amendments and then you



will receive notification from the Research Coordinator that full approval has been awarded.

### **Re-submission with major amendments**

If your project is graded in this category, it means that the Programme has serious concerns about one or more aspects of the project. These concerns will be specified in the feedback together with suggestions on how to resolve the difficulties.

You must consult your supervisors and address the problems. If your project falls in this category you will have to re-submit your research proposal by a date that will be communicated to you (usually 6 weeks following written feedback from the team). You may submit earlier and are encouraged to do so whenever possible.

If you need to discuss the project after you have consulted your supervisor, please arrange to meet with the Research coordinator.

When you re-submit your proposal, please ensure that:

- You submit a brief summary of how you propose to respond to the criticisms and suggestions that have been made **within 6 weeks** of receiving this feedback;
- You include the reviewer's comments with this summary;
- You put your name, project title and the date on your summary and resubmit it electronically in eAssignment;
- You mark the re-submitted proposal with the new date of submission and the words "re-submission"

Your re-submitted proposal will be reviewed. Please do not submit to the Psychology Ethics Committee until your amended proposal has received either full approval or conditional approval. Only, after receiving Ethics Committee approval, may you submit for NHS ethical approval, if required to do so.

### **Unfeasible**

If your project is graded in this category, it means that the Programme believe your study is not feasible in its present form and that you need either to choose a new project or to make very substantial alterations.

In either case you must submit a new proposal by a date that will be communicated to you (usually 8 weeks following written feedback from the team).

## **4.6 Ethics**

### **Committee approval**

You will require Psychology Ethics Committee approval and may require approval

from the NHS and HRA Directorate for the region in which you plan to conduct your research.

Although you may wish to draft your Ethics application forms, you should not send them to either of these committees until you have received approval, or provisional approval of your proposal from the primary research supervisor, since you may be required to modify your study design, and hence your Ethics application forms.

If NHS ethics is required, we strongly recommend that you allow sufficient time to submit your application first to the Psychology panel and following approval from Psychology then to the NHS ethics panel (any substantial amendments requested by the NHS panel can then be resubmitted to the Psychology panel). You will also require University research governance

- Please send copies of all approval letters that are required before you commence your study (e.g., University of Southampton Research Governance, NHS ethics) to your supervisor.

#### **4.7 Research budget**

As postgraduate research students, trainees are allocated a sum of money (currently £1,200) to support research related activities. Most trainees use their funding to support work related to their research thesis. It can also be used to attend research conferences where a trainee is presenting work related to their thesis. The research proposal should include a full outline of the thesis costs (e.g., questionnaires, travel to and from schools, programming etc.). The research proposal will not be approved without this information. Please note any tests bought from a trainee's research budget must be returned to the programme once the dissertation is complete. This is monitored by the course to ensure that all trainees can benefit from the tests purchased as part of previous TEPs research. To purchase items, including participant vouchers (which require participant receipt signatures) from your research budget, send your requests and your costs code (provided by the Doctoral College team) to [buy@soton.ac.uk](mailto:buy@soton.ac.uk). Vouchers brought outside this system will not be honoured. You can claim back funds you have spent out of pocket by completing a claim form available on the University finance intranet website. Login via Sussed. Note that all expenses need to be approved by the supervisor, or in the case of a seconded member of staff being your primary supervisor, Cora Sargeant, prior to claiming.

#### **4.8 Postgraduate Research Supervisor Agreement**

Support for the thesis supervision process is formulated through a postgraduate research supervisor agreement (see Appendix 3.1). This agreement outlines the aims and objectives of supervision, as well as the responsibilities of trainees and their supervisors. In addition, it goes through what steps will be taken in the event of illness and provides an outline for authorship and publication of joint work.

#### **4.9 Placement learning**

Links between the academic content and placement learning in Year 2 is facilitated via supervision coordinators. Supervision coordinators organise and monitor placements within their own services, in accordance with the HCPC guidelines and the programme's stipulations for content and supervision arrangements.

In Year 2, at a time agreed between the LA and the trainee, trainees have the opportunity (9 days – over 3 weeks) to pursue an area of specialist interest addressing one or more aspects of diversity and cultural difference by undertaking a specialist diversity placement. The 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 BPS competencies related to Equality, Diversity and Inclusion:

- Demonstrate appreciation of diversity in society and the experiences and contributions of all.
- Demonstrate understanding and application of equality and diversity principles and actively promote inclusion and equity in their professional practice.
- Demonstrate understanding of the impact of inequality and poverty and their implications for wellbeing, access to resources and services.
- Take appropriate professional action to redress power imbalances and to embed principles of anti-discriminatory and anti-oppressive practice in all professional actions.
- Demonstrate knowledge and understanding of varying family characteristics and/or structures
- 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.
- 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 identities 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. Trainees receive supervision from their placement supervisor whilst undertaking this placement.

Placement learning is recorded in trainees' practical work files and in two service reports with reflective commentaries. Trainees also undertake four role-played professional scenarios at the university, each relating to an aspect of working within the post-16 age range (OSPAs). This assessment forms part of your placement assessment but is not graded pass/fail rather the focus is on identifying areas of strength at this point in training and areas for further development.

Trainees’ knowledge and understanding of psychometrics will be assessed through open book multiple choice questions and will assess knowledge of:

- Normal and non-normal score distributions and how measures of central tendency and spread relate to different score distributions.
- Differences between raw standardised scores and the implications of different scoring systems when comparing candidates
- Reliability and validity
- Classical Test Theory, and the assumptions it is based on, and the main sources of error in testing.

The aims and objectives for Year 2 modules, along with indicative syllabus, key skills and specified learning outcomes and related assessments are summarised below and outlined in <https://www.efolio.soton.ac.uk/blog/handbook-jw-dedpsych/>

#### 4.10 Summary of Year 2 Modules and Assessment deadlines

Module	Assignment	Assignment Overview	Submission deadline
PSYC8022	Thesis Progress Report		21/07/2023
PSYC8022	Thesis Proposal		05/12/2022
PSYC8039	Dissemination & User Engagement Portfolio <sup>6</sup>	Portfolio	24/04/2023
PSYC8041	Cognitive Elements of Learning 2	Critique Reflective Grid	07/11/2022
PSYC8040	Emotional Elements of Learning 2	Video Reflective Grid	02/05/2023
PSYC8045	Multiple Choice Psychometric Paper	MCQ	30/01/2022
PSYC8045	RAC 1 of 2 or SRWRC	Reports with Commentary	27/02/2023
PSYC8045	RAC 2 of 2 or SRWRC		14/07/2023
PSYC8043	Practical Work file Psychology in Prof Practice 2	Work file Supervisor Report	21/07/2023

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<sup>6</sup> DUE Portfolio consists of 4 pieces: poster, draft paper and letter to the editor and a dissemination example

## **Section 5 - Curriculum Overview Year 3**

### **5.1 Research in Year 3**

Year 3 trainees will continue to work towards the completion of their research thesis. In order to achieve this goal two days each week are set aside for trainees to focus on their thesis work (typically Mondays and Fridays). They also attend the University for a minimum of 10 taught sessions, 3 whole course days, 2 days at the PG Conference (June dates tbc) as well as additional assessment (e.g., casework and thesis viva days) and appraisal sessions.

The progress trainees make on their doctoral thesis is monitored through the programme via the completion of two progress reports in Year 3, and one in Year 2.

10<sup>th</sup> October 2022 and 30<sup>th</sup> January 2023 (Year 3)

Trainees and their supervisors are both asked to comment on progress (see Appendix 3.3). Trainees should complete the form and email it to their supervisor for comment, copying Cora Sargeant in by the deadlines above. It is likely that trainees and supervisors will have agreed a date for submission of a first draft of their literature review. Past trainees have found this helpful in terms of meeting the final deadline in June, if this is before Christmas. This is not formally submitted but given to individual supervisors. Please comment and include detail about timelines within your progress report, alongside any slippages of time relative to the Gantt chart submitted with the thesis proposal. Submit new and previous versions of your Gantt chart for comparison.

#### **5.1.1 Research Co-ordination and Research Thesis**

Teaching in this module is comprised of individual meetings with trainees and their research supervisor. The supervisor plays an important role in the successful completion of both the systematic review and empirical paper. It is important that trainees meet with supervisors frequently, at least during the early stages of the research process and it is their responsibility to arrange these meetings.

#### **5.1.2 Thesis Format**

Thesis guidance follows guidance for the PhD three paper thesis format. The thesis must include a substantial introduction that:

- Demonstrates the papers form a coherent body of work;
- Demonstrates that the papers represent a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or an area of professional practice;
- AND in the case of multiple authors, establishes the candidate's contribution to the published papers.

This introduction to the thesis should be approximately 2,500 words but does not count as a substantive contribution in its own right. It should set the work in context and may for example contain a brief and focused orientation to the research topic and an outline of the methodology/epistemology employed. Any material of substance that would not go in the publishable paper may be added as an appendix. The length of the two papers will depend on the requirements of the journal for which you are writing.

The papers are substantial, self-contained, and published or publishable in reputable peer reviewed journals. Collectively the thesis must demonstrate the capacity to meet the requirements listed in Section 5 “*The Difference between PhD and MPhil*” of the [Code of Practice for Research Candidature and Supervision](#).

The candidate must be the principal author of the papers and the writer; however, it would be expected that supervisor(s) would also meet criteria for authorship on a manuscript submitted for publication. The supervisor must certify the centrality of the trainee role at the front of the thesis.

The layout of the thesis must adhere to that outlined in the document [Producing your thesis – a guide for research students](#), both in the format, length and sequence of material (including a single list of references and/or bibliography only, with all appendices located at the end of the thesis). Please go to the Library website and select the [Whole Thesis format](#) option. Where formatting is not stipulated in the above guidance, please use APA 7 formatting.

### **5.1.3 Research Thesis and the Oral Examination**

Vivas are scheduled for **13<sup>th</sup> July 2023**. To have your viva on this day you need to submit an e copy of your thesis via eAssignment by Monday **5<sup>th</sup> June 2023**.

If you submit after **5<sup>th</sup> June 2023**, we cannot guarantee that you will have your viva on **13<sup>th</sup> July 2023**, and you may have your viva at a later date. This later date is determined by the availability of examiners and will be arranged only after you have submitted.

If you do not plan to submit on **5<sup>th</sup> June 2023** you should make this clear in good time. You do not need to apply for an extension until **31<sup>st</sup> August 2023**. At this point, if in discussion with your supervisor and the Research coordinator, you felt there were exceptional circumstances which would potentially warrant an additional extension, your request would be considered under [special considerations](#) (please note this is NOT the usual extension form):

Part of the assessment of this piece of work involves an oral examination also known as a *viva voce* involving an internal and an external examiner. Examiners are asked to comment on the thesis and the candidate’s performance in the viva in relation to

whether they have demonstrated (“yes”, “partially” “no”): the creation and interpretation of new knowledge through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline and merit publication a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or an area of professional practice the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems a detailed understanding of applicable techniques for research and advanced academic enquiry.

Examiners’ recommendations (shown in Appendix 3.4) are based jointly on the thesis and the viva performance. A candidate who fails to submit a corrected or revised thesis by the date set by the examiners shall typically be regarded as having failed the examination and the recommendations of the examiners shall lapse.

### **5.1.4 Submission of Final Thesis**

This will be done via [PGR Manager](#)

Please note the following checklist:

1. Your supervisor needs to see and approve your amendments before you resubmit to the admin team ( [edpsych-fels@soton.ac.uk](mailto:edpsych-fels@soton.ac.uk) ).
2. Permission to Deposit Form
  - No embargo - this is not commonly ticked anymore as many publishers do not count theses as publications
  - Data sharing. You need to select permanent embargo unless you got specific permission to share your data from participants
  - Consider whether there are datasets underpinning this thesis for deposit
  - You must also list the Journals that you plan to publish in
1. Supervisors need to have a copy of all of your data electronically (SPSS or NVIVO file, excel spreadsheets etc.)
2. Paper copies of data and consent forms need to be put into secure storage – Angela can coordinate this
3. If your ethics has said you will delete electronic / digital audio files following transcription please ensure this has been done – particularly if you used a transcriber
4. If you purchased any measures, manuals, books, equipment on your university budget, please can you return these to your supervisor or the Research coordinator.
5. When you address the amendments, your examiners have requested please provide the examiner(s) (via [edpsych-fels@soton.ac.uk](mailto:edpsych-fels@soton.ac.uk) ) with two documents:
  - A document that clearly lists how you addressed each comment (this can be done by pasting the comments provided by the examiners and providing

your response to each recommendation and signposting to where this is in the thesis (page and paragraph number)

- A copy of your amended thesis where the additional corrections are clearly indicated through highlighting or track changes

## 5.2 Placement learning

Year 3 focuses on interventions to address increasingly complex issues, in both the learning and behaviour domains, in a different local authority service, where learning and therapeutic programmes can be trialed over time. Trainees demonstrate greater autonomy in practice and work towards demonstrating mastery of all the standards of proficiency. As part of their placement trainees are expected to undertake longer term project work at organisational or policy level including collaborative work with other educational psychologists.

This continuing professional development is assessed in Year 3 through university-based sessions in which trainees focus on the BPS competencies, and HCPC Standards of Proficiency.

The aims and objectives for Year 3 modules, along with key skills and specified learning outcomes can be found [here](#) and the assessments are summarised below:

## 5.3 Summary of Year 3 Modules and assessment deadlines

Module	Assignment	Assignment Overview	Submission deadline
PSYC 8022	Thesis Progress Report 1		10/10/2022
	Thesis Progress Report 2		30/01/2023
	Thesis submission Viva	Literature Review Empirical Paper	05/06/2023 13/07/2023
PSYC 8046	Casework Viva	Casework	26/05/2023 <sup>7</sup>
PSYC 8044	Practical Work file	Work file Supervisor Report	30/06/2023

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<sup>7</sup> Casework vivas will be held on 13<sup>th</sup> June and 14<sup>th</sup> June 2023



## Section 6 - Assessment

The Psychology Department is committed to the use of assessment methods that properly assess the intended learning outcomes of each of the modules across the programme. It further aims to ensure that its assessment methods map on appropriately to the key skills that it would like trainees to acquire.

The general principles that guide specific policies and practices specify that assessment should:

- represent an integral part of the curriculum design and development
- provide an opportunity to assess student learning throughout all elements of their programme
- be made explicit in each module and map onto expected learning outcomes measure not only what has been taught, but also what has been learned
- be incremental and sufficiently demanding across the programme
- be reliable (i.e., yield consistent results) and valid (i.e., reflect intellectual attainment) afford all trainees an equal opportunity to perform well
- be monitored to capture innovative change be associated with timely feedback
- change and develop appropriately to reflect student comments

### 6.1 Assessment outcome

Assessments are used across the programme that reflect the learning outcomes and the development of key skills within each module. All academic and research assessment in Years 1 and 2 are typically given one of four categories (See Appendix 4 for the feedback forms):

- Fail
- Low Pass
- Pass
- Distinction

The exception to this is the ROC and RAC assignments where a “met/not met” judgement is made against each a number of criteria (See section 8.11 and 8.12). For the ROC to pass, all criteria must be met.

The course expects all assignments to reach a good standard of spelling, punctuation, grammar (SPAG) and APA guidelines, and failure to reach this standard as indicated on the feedback sheet for the essay and the academic critiques will result in the overall assignment of any assignment originally meriting a Distinction or a Pass grade achieving a lower grade. For example, an assessment marked as a PASS but failing the criteria set for APA and/or SPAG would be awarded a LOW PASS. If an assignment is marked overall at Low Pass, but also fails on any of standard of writing, APA or SPAG, it will not automatically be lowered to an overall Fail grade, but the feedback will note the need for improvement in the failed criterion/criteria.

The Year 1 and 2 work files are marked formatively (Feedback sheets in Appendix 4.8 highlight the assessed areas. Should an assessment criterion not be met, attention is drawn to the aspects that must be met in the next year, and the Work file is awarded a PASS with the stipulation that the criteria were partially met.

In Year 3, the categories used in the assessment of the practical work file are (see Appendix 4.8 for the feedback forms):

- Fail: where the work fails to meet the criteria for a significant number of the criteria
- Conditional Pass: This category is used where the report or file is basically sound but where further work of a relatively minor nature is needed before it can be considered a pass. This would include, but is not limited to, cases where there is an unacceptable degree of syntax, spelling, referencing inaccuracies or breaches in confidentiality. It may also include cases where minor amendments to section(s) of the work file would result in the work file being considered a pass
- Pass: where the work meets all of the criteria detailed on the marking sheet

## **6.2 Rules of Progression and Programme Failure**

In order to progress formally from one year to the next, trainees are expected to have received a pass mark in every module. An additional exam board is held in November to formally record that work from the previous academic year has been completed.

A candidate will have been deemed to have failed the programme on any part of the examination without the right of re-entry, on one or more of the following grounds:

- Failure to complete all elements of summative assessment to a satisfactory standard within five years of first registration, or by such a date as will have been agreed by the Board of Examiners.
- Where a piece of work has been failed on resubmission.
- Candidates must pass at least 50% of the credits in each year at the first attempt.
- In exceptional circumstances, such as gross misconduct or a serious breach of the Code of Conduct of the British Psychological Society, or if the placement is terminated or suspended after disciplinary action, the Board of Examiners reserves the right to fail a candidate without permitting re-entry.
- Failure of a practical placement will lead to failure of the programme, unless there has been successful corrective action of the failure as agreed by the Board of Examiners.

Information for trainees on university guidelines for appeals and complaints can be found [here](#)

## **6.3 Resubmissions**

Only one resubmission is allowed for any one piece of work. This timescale for resubmission is laid down by the Board of Examiners. The Board of Examiners has agreed that all trainees are required to resubmit failed assignments for Psychology

modules on the doctoral programme within 6 weeks of the feedback date, with any extension requests being handled through special considerations.

Failed assignments for all other modules (for example RESM) will be handled via the University's normal referral process, with the referral method as outlined in the module profile for the relevant module. A trainee with a pattern of repeated resubmissions within the same academic year, even where there may have been extenuating circumstances, must attend a review with their personal academic tutor and the Programme Director to consider whether the Doctorate in Educational Psychology continues to be the right programme of study.

Should a trainee fail any assessed piece of work, the trainee will receive clear guidance to clarify which areas need addressing in the second submission. For all resubmitted assignments the word count is lifted unless the assignment has failed for exceeding the word count. The trainee may wish to meet their personal tutor/and or the marker to discuss their response. Trainees will need to indicate how they have responded to marker feedback using the resubmission form (see Appendix 4.14) and tracked changes to indicate where these changes appear. Trainees can only re-submit a piece of work once, and resubmitted work is capped at a low pass.

The Programme Administrator will notify trainees of the resubmission date via email. The resubmitted work (with the resubmission form) should be uploaded via eAssignment. Following resubmission, the marker will confirm whether the resubmission has met the resubmission criteria using the attached resubmission form. The timescale for receiving this feedback is within 4 weeks.

## **6.4 Feedback**

Feedback on coursework can take several forms. For example, it can be verbal (e.g., explained aloud by a member of the programme team) or written (e.g., written as comments or ratings). In addition, it can be individual (i.e., about your own work) or collective (i.e., about the work of the group as a whole). Furthermore, it can be specific (e.g., pointing out one error or misunderstanding) or general (e.g., pointing out a tendency towards making unsupported assertions).

Trainees receive feedback for all assessment components. The aim of feedback is to enable trainees to think through and monitor their learning across different modules. It should also enable them to identify their own strengths and weakness, and clearly indicate points for improvement. In order to provide timely and comprehensive feedback, the Psychology Department uses *feedback sheets* for all written coursework (e.g., essays and research reports). The advantage of feedback sheets is that performance in terms of particular assessment criteria can be clearly and quickly indicated. Feedback sheets used on the doctorate programme are designed to reflect the assessment criteria for different forms of assessment.

Feedback is given to trainees online via eAssignment. The Psychology Department aims to return all coursework with feedback within four weeks of the submission date.

All programme tutors will be informed of individual trainee marks for assessed pieces of work via the moderation report; trainees are expected to share feedback with tutors in tutorials and to reflect on their learning.

## **Section 7 - Assessment Descriptions**

In keeping with the overall course aim to integrate theory and practice, all academic work should also address any practical/professional implications. In addition, all written work will be considered in the light of the Health and Care Professions Council's (HCPC) requirement to be able to demonstrate effective and appropriate skills in communicating information in a manner consistent with professional practice, demonstrating effective use of language & grammar and avoiding inaccuracies of spelling or punctuation. The author should ensure connections are made within and between sentences, paragraphs, and sections in order to ensure ideas flow together smoothly and logically.

### **7.1 Assessment criteria for PBL Critique**

Following trainees' group work and presentation for the Language and Literacy Problem Based Learning (PBL) which is linked to PSYC6070, trainees are asked to prepare a response to 3 key prompts.

1. Summarise the text which was identified as a focus text for your group presentation and locate it within the psychological literature.
2. Consider the strengths and weaknesses of the arguments and methods used in that text
3. Bearing in mind the above critique, consider how well that text can address the practice issues raised in your PBL prompt.

Each section has a word limit of approximately 800 words with a maximum of 2,500 words for the whole submission. This assignment meets the same learning outcomes as the later essay (PSYC6071) but is designed to capture the work already achieved with the PBL and to provide a bridge to the skills needed for the later essay.

The graduated criteria for the PBL Critique are:

#### **Distinction**

- The trainee presents key texts in their own words and describes them clearly, accurately and succinctly, so that the texts' scope is clearly defined
- The trainee links key texts to underpinning theory and other related evidence in a way that clearly demonstrates understanding of that theory and which highlights points of similarity and difference
- The trainee presents evidence and prioritises it by drawing attention to the strengths and weaknesses of the sources of evidence for the PBL question showing consistent, coherent and systematic evaluation of the source material
- The trainee demonstrates an awareness of wider application to practice settings, specifically addressing all the issues raised in the PBL prompt
- The trainee's standard of writing stands out as exceptional and consistent with something of publishable quality

## **Pass**

- The trainee presents key texts clearly, accurately and succinctly
- The trainee links key texts to underpinning theory and other related evidence in a way that demonstrates understanding of that theory
- The trainee presents evidence and prioritises it by drawing attention to the strengths and weaknesses of the sources of evidence for the PBL question
- The trainee demonstrates an awareness of application to practice settings, addressing most of the issues raised in the PBL prompt
- The trainee's standard of writing is generally good, with only a small number of errors of spelling or grammar, which have limited impact on the sense made by the reader

## **Low Pass**

- The trainee presents key texts in a way that is incomplete, confusing or misleading
- The trainee links key texts to underpinning theory and other related evidence in a way that suggests an incomplete understanding of the theory and its links to the key texts.
- The trainee presents evidence without sufficient consideration of the strengths and weaknesses of the source texts, meaning that they have not been sufficiently weighed for its contribution to the PBL question
- The trainee either does not fully demonstrate awareness of application to practice settings in a way that addresses the issues raised by the PBL prompt, or does so in a way that is weakly supported by the evidence presented and critiqued earlier
- The trainee's standard of writing is generally satisfactory, but there are errors in composition (in any of spelling, punctuation or grammar) which make it difficult for the reader to follow meaning

## **Fail**

- The trainee presents key texts in a way that is inaccurate
- Although the trainee presents underpinning theory or related evidence, no clear link has been made between source texts and the related theory, or, no underpinning theory or related evidence has been presented
- The trainee presents evidence without consideration of its strengths and weaknesses
- The trainee either does not demonstrate awareness of application to practice settings in a way that addresses the issues raised by the PBL prompt, or does so in a way that has only passing support or no support from the evidence presented and critiqued earlier
- The trainee's standard of writing is consistently low, such that meaning is hard to follow. There may be a high number of errors in composition (in any of spelling, punctuation or grammar) which detract further from the coherence of the assignment

**The pass/fail criteria are:**

### **APA guidelines followed**

*Pass:* There are only occasional slips in formatting and APA style; multiple slips are typically a single type of error made several times

*Fail:* There are frequent errors slips in formatting and APA style; multiple slips are typically several different types of error

### **References – accuracy and completeness**

*Pass:* Dip sampling of references showed fewer than four errors of citation, so that complete references were present for claims made, and where references led accurately to the source text

*Fail:* Dip sampling of references showed four or more errors of citation, where claims were made without references, or where references were incomplete or led to the wrong source text

### **Suggested structure**

Note that there is no marking criterion for a particular structure for this assignment and that trainees are therefore at liberty to choose their own structure. However, bearing in mind the structure of the guidance information, a suggested 5-part structure is as follows:

1. *Key texts and PBL prompt.* Provide references to your two chosen PBL peer reviewed texts in full APA format. Include the PBL prompt. Note that this section will not count in the word count
2. Summarise the texts and locate them within the psychological literature
3. Consider the strengths and weaknesses of the arguments and methods used in these texts
4. Bearing in mind the above critique, consider how well these texts can address the practice issues raised in your PBL prompt
5. *References*

There is no need to provide linking sections from one section to another. That skill will be required in your EEL essay; this assignment assesses the component skills of handling source texts, rather than your ability to integrate these elements. Similarly, there is no need to provide a conclusion section.

### **Word count**

Any tables or diagrams used should generally not contain large blocks of text, but should, instead be supplementary to the main content of the PBL critique. If core information is presented in tabular form, then it will be counted within the general word count. Similarly, if appendices are used, these must be supplementary, so that the PBL critique should be able to be read without constant reference to the appendices. A word count for each PBL critique must be included. The word count will be taken to start immediately after the last word in Section 1, which includes references to your

articles along with the PBL prompt. The word count will finish at the last word before the References title. If the stipulated length is exceeded the trainee will only be assessed on the portion of work that falls within the word limit, which may result in a lowered mark.

## **7.2 Assessment criteria for Essay**

In Year 1 trainees write a 4,000-word essay linked to PSYC6071. The Essay represents an opportunity for trainees to demonstrate their knowledge about a specialised topic within educational psychology in relation to relevant theoretical frameworks, research and application.

Essays will also be awarded a simple Pass/Fail grade for: fair and accurate presentation of evidence; adherence to APA writing and formatting guidelines; and accurate and complete presentation of references. The marking/feedback sheet for essays is shown in Appendix 4.1

The graduated criteria for essays are:

### **Distinction**

- the author succinctly presents a clear rationale for discussion of the topic, demonstrating with the use of relevant literature an awareness of all the current key ideas in the area under consideration and explaining the value of the essay's proposed synthesis of its materials
- the author identifies and accurately defines all key terminology including concepts, theories, methods and methodological issues that are relevant to its topic
- the author gives the essay a coherent structure including an overview, a strong narrative and a concluding section that addresses its title and the issues raised in its introduction
- evidence is presented and prioritised by drawing attention to the strengths and weaknesses of the sources of evidence for the essay question in consideration, by being explicit about how a judgement of these strengths and weaknesses has been reached and by reaching a conclusion which gives greater weight to the stronger sources
- the author successfully integrates a wide range of evidence (which can include empirical and theoretical evidence), drawing clear links in the chain of argument which support the conclusions drawn
- the author demonstrates an awareness of wider applications of its conclusions to applied settings, including identifying gaps in the research that subsequent work could address.
- the trainee's standard of writing stands out as exceptional and consistent with something of publishable quality.

### **Pass**



- the author presents a clear rationale for discussion of the topic, demonstrating with the use of relevant literature an awareness of the key ideas in the area under consideration and the value of the essay's proposed synthesis of its materials
- the author identifies and defines key terminology including concepts, theories, methods and methodological issues that are relevant to its topic
- the author gives the essay a coherent structure including an overview and a concluding section that addresses its title and the issues raised in its introduction
- evidence is presented and prioritised by drawing attention to the strengths and weaknesses of the sources of evidence for the essay question in consideration, and by considering the implications of these for the conclusion drawn
- the author integrates the evidence presented (which can include empirical and theoretical evidence) and shows links in the chain or argument which support the conclusions drawn
- the author demonstrates an awareness of wider applications of its conclusions to applied settings
- the trainee's standard of writing is generally good, with only a small number of errors of spelling or grammar, which have limited impact on the sense made by the reader.

### **Low Pass**

- the author presents a rationale for discussion of the topic which is not well supported by references to the literature and/or demonstrates gaps in the author's awareness of some of the key ideas in the area under consideration
- some key terminology, including concepts, theories, methods and methodological issues, remains undefined or poorly defined in the essay
- the author gives the essay a structure that is sometimes difficult to follow and may be lacking an overview or a concluding section that clearly addresses its title and the issues raised in its introduction
- there is some indication that the strengths and weaknesses of the evidence base has been considered, but this has had only minimal impact on the conclusions drawn
- there is minimal presentation of evidence and an overreliance on secondary sources, which leads to a weakly supported conclusion
- the author gives minimal consideration to wider applications of its conclusions to applied settings.
- The trainee's standard of writing is generally satisfactory, but there are errors in composition (in any of spelling, punctuation or grammar) which make it difficult for the reader to follow meaning

### **Fail**

- the author provides no coherent rationale for the approach they take to the topic and/or the author's position suggests they have misunderstood fundamental ideas or key questions in this area
- key terminology, including concepts, theories, methods and methodological

- issues, remains undefined or poorly defined in the essay
- the author gives the essay a structure that is difficult to follow and lacks an overview and/or a concluding section that clearly addresses its title and the issues raised in its introduction
  - the evidence presented has been presented uncritically with insufficient indication of weighing its strengths and weaknesses
  - the evidence is presented in a way which does not allow the secure support of the essay's conclusion (for example, by presenting insufficient evidence or by relying on secondary sources)
  - the author gives no consideration to application of their conclusions or makes suggestions that lack credibility.
  - The trainee's standard of writing is consistently low, such that meaning is hard to follow. There may be a high number of errors in composition (in any of spelling, punctuation or grammar) which detract further from the coherence of the assignment.

The Pass/Fail criteria for essays are:

### **Evidence is presented fairly**

*Pass:* Evidence is presented fairly and impartially in a way that represents the available literature

*Fail:* Evidence is presented partially or misleadingly, for example by not considering (and not explaining this lack of consideration) a significant part of the evidence base, or by misinterpreting or misreporting some key elements of the source texts

### **APA guidelines followed**

*Pass:* There are only occasional slips in formatting and APA style, which are typically a single type of error made several times

*Fail:* There are frequent errors slips in formatting and APA style, which are typically multiple different types of error

### **References – accuracy and completeness**

*Pass:* Dip sampling of references showed less than four errors of citation, so that complete references were present for claims made, and where references led accurately to the source text

*Fail:* Dip sampling of references showed four or more errors of citation, where claims were made without references, or where references were incomplete or led to the wrong source text

## **7.3 Assessment criteria for Academic Critiques**

Year 2 trainees complete two academic critiques linked to the two core academic modules PSYC8040 and PSYC8041. One of these is written (3,000 words), and one is presented in video format (15 minutes). The intended audience is educational

psychologists, teachers and other education professionals. The purpose of the critique is to critically evaluate an intervention aimed at children and young people (from a theory and research perspective) in a manner that will help professions within the target audience in their consideration of its impact.

The amount and the quality of research into specific interventions varies greatly; accordingly, the format and content of critiques also varies. As outlined in the chart below, all critiques should:

- Address relevant psychological theory/models/frameworks. In some cases, these links will be explicitly claimed by the intervention authors; in others, no such links will be made, and it will be the job of the trainee to identify relevant theory. In both cases, the trainee should outline this theory and then consider critically the extent to which it is actually present in the 'mechanics' of the intervention.
- Employ a replicable systematic search strategy to locate research on the effectiveness of the specific intervention. It is more often the case than not that such searches return quite a low number of studies (in some cases, no studies at all): for this reason, it is important that the grey literature (in particular, dissertations and theses) is included in this search. Where there is an existing body of research into the intervention, it is still important to include the grey literature, since this might also uncover unpublished research which helps to counter publication bias. The [ProQuest](#) 'Dissertations and Theses' database (which the university subscribes to) is a good place to search the grey literature from. To reduce the number of studies to a manageable level, inclusion and exclusion criteria should be generated (and identified within the critique search strategy appendix, along with search terms used and databases searched in, and a PRISMA chart created to show the overall search strategy).
- Incorporate the results from the search into the body of the paper. For example: "a systematic search strategy was conducted. X article were found; x removed, leaving x for inclusion".
- Please note for the video presentation format the search strategy and the full list of references will need to be uploaded to eAssignment as a separate document in addition to the Mp4 format for the video itself. Video presentations should last ten to fifteen minutes.

Written critiques should also:

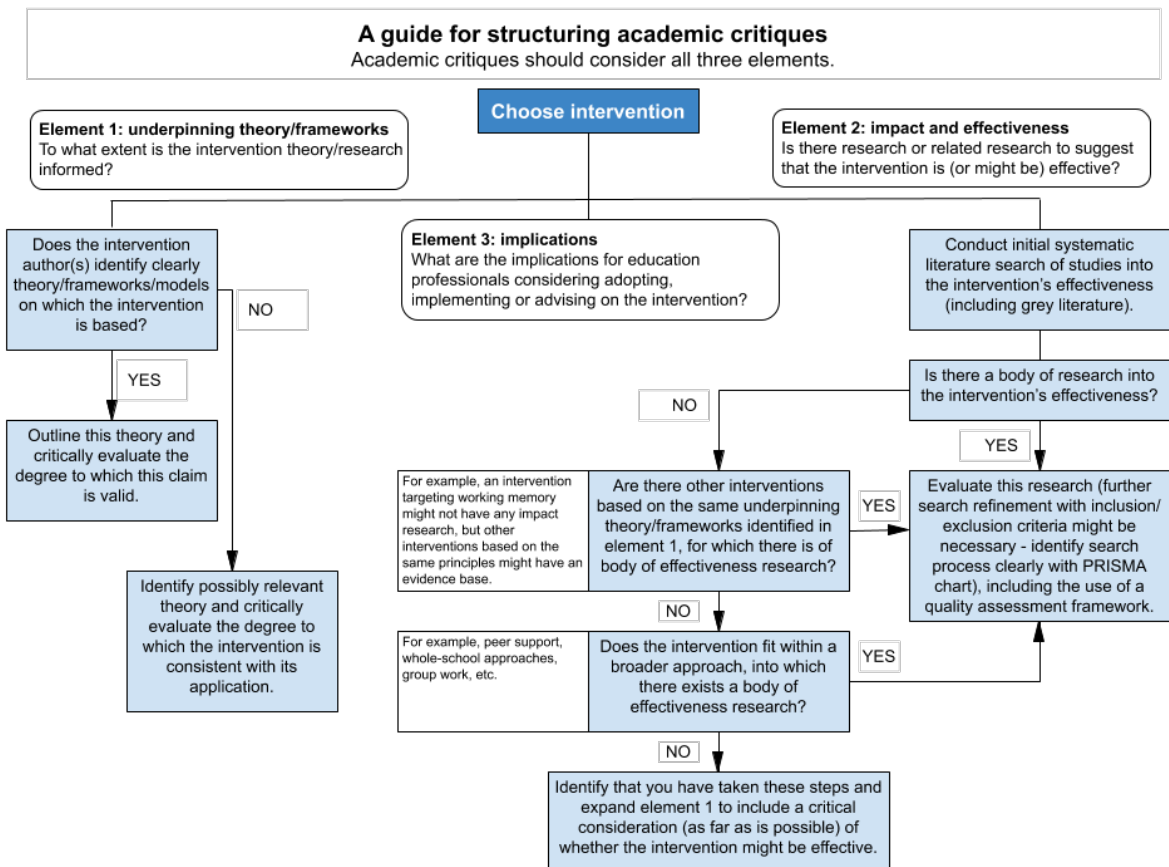
- Include a quality assessment of any research studies selected. This is particularly important given that grey literature studies will lack peer review. Trainees are free to choose (and adapt, if felt necessary) the quality evaluation framework which best meets their requirements.
- Please note you do not have to include a data extraction table.

At the start of the critique, trainees should give an introduction to the intervention which includes a brief description of its core components and method of

implementation. Trainees should also include at the end a professional implications section which draws upon information thus far presented. This section should go beyond just summarising points already made and take into consideration the requirements, restrictions and/or skill sets of the professionals identified. It is not necessary for trainees to reach a 'definitive conclusion' as to whether the intervention should or should not be used; rather, they should aim to identify important considerations to be taken into account if it is to be implemented.

In some cases, in the past, trainees have contacted the intervention author or publisher for information about the intervention. Any trainee who does this should make it clear in their communication that the purpose of their enquiry is to inform an academic critique and that this critique might be disseminated beyond university markers (for example, as a journal publication or on the course blog).

A guide for structuring academic critiques can be found below. The marking/feedback sheet for academic critique is shown in Appendix 4.4



The assessment criteria for academic critiques are:

**Distinction**

- The trainee has presented a clear and convincing rationale for use of the

intervention in question and drawn on wider contextual factors.

- The trainee has employed a structure which organises content very effectively and which makes the critique as a whole very straightforward to follow.
- The trainee consistently shows clear evidence of independent critical thinking, across the critique and demonstrates an appropriate balance between material that is supported and rejected through critical analysis.
- The trainee has integrated systematically material from a variety of sources, demonstrating an awareness of the varying degrees of relevance of different material to the intervention under discussion. Where the trainee has identified differing opinions or conclusions expressed within the literature, the trainee attempts to synthesise these or to explain the reasons for such differing conclusion.
- The trainee has demonstrated a very clear understanding of the wider applications of the critique's conclusions to professional practice and discussed with clarity how these conclusions might impact on professional advice in a variety of settings.
- Search strategies are systematically described and documented in detail, such that the search could be easily and precisely replicated.
- The standard of written or verbal content stands out as exceptional and consistent with something of publishable quality. References are complete and accurate, and all written content adheres to APA style. Visuals are consistently clear, easy to read and add significant value to the assignment. Verbal content is delivered with confidence and clarity.

### **Pass**

- The trainee has presented a rationale for use of the intervention in question.
- The trainee has structured content effectively.
- There is evidence of critical thinking in a number of places, including material that is supported and/or rejected through critical analysis.
- The trainee has integrated systematically material from a variety of sources.
- The trainee has demonstrated an awareness of some of the wider applications of their conclusions to professional practice.
- Search strategies are documented in such a way that the search could be replicated.
- The standard of written or verbal content is generally good. Written content contains only a small number of errors (spelling, punctuation, grammar, APA style, and/or referencing accuracy/completeness), which collectively have a limited impact on the sense made of the assignment by the reader. Visuals are generally helpful and well-presented. Verbal content is clear and easy to follow.

### **Low Pass**

- The trainee has presented an incomplete or unclear rationale for use of the intervention in question.
- The trainee has made some attempt to structure content, but some aspects of the organisation of material are unclear or unhelpful.

- There is some evidence of critical thinking in one or two places, but more generally conclusions of other authors are accepted uncritically and/or there is over-reliance on material that supports only a single line of argument.
- The trainee has not addressed the literature in a systematic fashion or shown sufficient awareness of the range of possible sources of material relevant to the intervention in question.
- The trainee has given minimal consideration to the wider applications of their conclusions to professional practice.
- Search strategies are incompletely presented, such that additional information would be required from the trainee in order that the search be replicated.
- The standard of written or verbal content is generally satisfactory, but in places there are errors in composition which make it difficult for the reader/viewer to follow meaning. Written content might include multiple errors (spelling, punctuation, grammar, APA style, and/or referencing accuracy/completeness). Some visuals may be difficult to access or make sense of. Verbal content might be unclear in places.

### **Fail**

- The trainee has not presented a rationale for use of the intervention in question or has presented one which is inaccurate or incoherent.
- Little or no attempt has been made by the trainee to organise information in a structure.
- There is insufficient evidence of independent thinking, such that the conclusions of other authors are accepted uncritically and/or unsubstantiated and subjective claims/judgements are made.
- The source material for the critique reflects a superficial understanding of the intervention and relevant research.
- The trainee has given no consideration to the application of their conclusions or has made suggestions that lack credibility.
- Search strategies are missing or documented in such an incomplete manner that no replication could possibly be attempted.
- The standard of written or verbal content is consistently low, such that meaning is very hard to follow. Written content might include a high number of errors (spelling, punctuation, grammar, APA style, and/or referencing accuracy/completeness), which detract further from sense. Visuals may be consistently difficult to access. Verbal content might be consistently unclear.

### **7.4 Assessment criteria for Review for Evidence Based Practice**

In Year 1 you will be required to critically evaluate a published article. The aim of this assignment is for you to demonstrate your ability to systematically assess the quality (ie. strengths and weaknesses) of a piece of published research, and to gain experience of using a structured framework. Structured frameworks are routinely used for evaluating the quality of research papers and you will use this in your systematic

review for your thesis. You will be provided with a journal article paper to review. You should first read the paper and then select a structured evaluation framework by which to consider different elements of the paper. You are free to select from the list below, or to source your own evaluation framework.

### **Quantitative controlled studies**

[Downs and Black](#)

### **Qualitative studies**

[RATS](#)

### **Quantitative and qualitative**

CASP tools <http://www.casp-uk.net/casp-tools-checklists>

You should then produce a critical review of the paper, keeping to a word limit of 2000 words (not including the Appendix or References). Your work will be marked against the following criteria:

**Discussion of theoretical base and background literature, including explanation of what the contribution of the paper will be. Where the authors fail to provide explanation of this the trainee is expected to comment on this)**

- Fail – Insufficient demonstration of low pass criterion
- Low Pass – Acknowledges rationale and the journal article's place in the literature and theoretical context.
- Pass – Shows how the article's method and hypotheses are derived from the literature and theoretical context.
- Distinction – provides evidenced evaluative comment on the application of literature and theoretical standpoint.

### **Discussion of the strengths and weaknesses of the applied methodology**

- Fail – Insufficient demonstration of low pass criterion
- Low pass – Describes methodology accurately: provides some or limited critique (such as sample size).
- Pass – Identifies strengths and weaknesses of the research design and its ability to answer the research questions (or test the stated hypotheses).
- Distinction – Passes comment on the appropriateness of the selected methodology to answer the research questions (or test the stated hypotheses) and considers any appropriate alternatives.

### **Discussion of the strengths and weaknesses of the applied analytical techniques**

- Fail – Insufficient demonstration of low pass criterion
- Low pass – Describes the applied analytical techniques accurately, provides some

or limited critique (such as the limits of correlational analysis or the lack of generalisability of qualitative studies)

- Pass – Identifies strengths and weaknesses of the statistical analysis and/or analytical framework as applied to the collected data. Comments on the degree to which the results are supported by the applied analysis and the presented data. Considers the author's rigour in the application of their chosen analytic technique (e.g., does the data conform to necessary assumptions for the applied statistical test; has there been appropriate consideration to issues of reliability, credibility, and bias).
- Distinction – Passes insightful comment, perhaps drawn from a wider base of literature, to support conclusions drawn about the strengths and weaknesses of the analysis.

### **Discussion of the overall quality, conclusion and its implications**

- Fail – Insufficient demonstration of low pass criterion
- Low pass – Accurately describes the authors' stated conclusions but inadequately considers the extent to which these conclusions are supported by the supplied evidence. Makes some comment about the overall quality of the piece but the comment is disconnected from the prior discussion.
- Pass – Considers the ability of the results to support the authors' stated conclusions. Passes comment on the appropriateness of the contribution of the conclusions to the academic literature. Passes comment on the overall quality of the work in a way that is informed by the prior discussion.
- Distinction – Passes well-evidenced and insightful comment on the overall quality of the work that is then used to identify well-reasoned future directions for research or ways in which the conclusions can be applied.

### **Evidence is presented fairly**

- Pass – Evidence is presented fairly and impartially in a way that represents the available literature.
- Fail – Evidence is presented partially or misleadingly, for example by not considering (and not explaining this lack of consideration) a significant part of the evidence base, or by misinterpreting or misreporting some key elements of the source texts.

### **Includes a completed checklist with rationale**

You should include an Appendix that contains your completed checklist/evaluation framework along with a brief (no more than 200 words, whose word count is not included in the total submission limit of 1500 words) explanation of why this framework was chosen.

### **Standard of writing and presentation**

To pass this criterion, your work should be presented in a manner consistent with professional practice, demonstrating effective use of language & grammar and



avoiding inaccuracies of spelling or punctuation. You should ensure that your work makes connections within and between sentences, paragraphs and sections in order to ensure ideas flow together smoothly and logically.

### **APA guidelines**

To pass this criterion, your work should be formatted and written in a manner that is consistent with APA guidelines.

### **References**

To pass this criterion, your work should include a full set of references in a separate section, appropriately formatted in a style consistent with APA guidelines.

## **7.5 Assessment criteria for SSRP**

In addition to the assessed pieces of work linked to the Research Methods courses (RESM6009, RESM6010, RESM6011, RESM6012), trainees in Year 1 complete an SSRP (PSYC8042).

The assessment criteria for the SSRP are:

### **Distinction**

- the report fully explores the relevant research question(s), and offers substantial evidence of the trainees' own insight and analysis
- the report is presented with a coherent structure, and with a clear rationale
- the important issues, theories, findings relevant to the research questions are comprehensively and critically evaluated
- the report draws on and comprehensively integrates material from a variety of sources
- conclusions are drawn that effectively summarise the issues investigated and the arguments developed; and they are well supported by carefully evaluated empirical evidence
- there is evidence of independent thought and deduction
- \*the report outlines clearly its novelty and relevance to the creation of new knowledge
- \*the report is of a sufficient standard to potentially merit publication

### **Pass**

- the report explores the relevant research questions and shows evidence of a questioning and analytic approach
- It is presented with a coherent structure
- It shows an ability to appreciate an extensive body of knowledge relevant to the research question
- It presents a comprehensive and balanced discussion

- \*it shows some awareness of how the findings extend knowledge in the field

### **Low Pass**

- the report contains some substantive information but does not adequately address the relevant research questions
- It lacks coherent structure
- \*it makes little or no effort to demonstrate the significance of the findings

### **Fail**

- The report reveals a failure to understand the issues under investigation
- It contains superficial or subjective statements without supporting evidence
- Material presented reflects little knowledge beyond that which might be obtained by common experience or reading etc. newspapers
- \*there is no attempt to highlight the importance of the findings

NB: \* indicates additional criteria designed to address additional learning outcomes associated with doctoral level work.

The SSRP will also be assessed in terms of basic written expression, including spelling, grammar and punctuation; cohesion, adherence to APA writing guidelines; and accurate and complete presentation of references. The feedback sheet is shown in Appendix 4.9



## Section 8 Placement Assessment

### 8.1 Placement criteria learning and the practical work file

The practical work file is a product of the trainees' placement learning. It aims to assess the BPS Competencies (in Year 3 this will include direct reference to appropriate HCPC SOPs that guide trainee learning and professional development. The work files form a report of activity relevant to the acquisition of practitioner competencies. Across each year, trainees may use examples from placement and their academic work to provide evidence of competency attainment (e.g., peer feedback, tutor feedback, reports of casework, project work etc.). Trainees should identify and reference sources of evidence and provide a reflective comment.

### 8.2 Assessment criteria for Practical Work Files

- A Table of Contents
- Casework Table
  
- Statements that confirm that:
  - All the relevant consent for any work with children and young people has been obtained in line with university expectations (in section 1.6.2 of the placement handbook) and the procedures of the placement authority.
  - Names of children, young people and schools and any other information that could identify a particular child or young person have been changed throughout this document.

An account of the placement with all the required elements.

A clear rationale for each piece of evidence and a link to the competencies being addressed (in Year 3 this should include reference to specific SOPs as appropriate; this might be as track changed in highlighted evidence e.g., weekly log, or in the overall reflection).

Fully anonymised. All information in the work file must be written in a manner that does not compromise data protection and confidentiality. All references to people or organisations including your host placement must be anonymised (either to refer to "Pupil X" or to a replaced name), and the work file should make clear that names have been replaced. The best way to do this is through a statement at the front of the file that makes clear "Names of children, young people, parents, professionals, schools and organisations and any other information that could identify an individual or organisation (with the exception of the field tutor/supervisor have been changed throughout this document". Supervisor and field tutor names are permissible, but you should ensure you also anonymise your placement partner. In almost every other case, it will not lose "information value", nor be hard to cover out the name. However, in the highly unusual and exceptional case where you are unable to anonymise or pseudonymise, you would need to obtain written consent and place this prominently in front of the item where an individual person is named. Trainees should think carefully about the need to include any materials that have the branding of their local

authority on them and seek to avoid the presence of such branding. You should be aware that under the GDPR (General Data Protection Regulation), anyone you name has a right to see anything you write about them. Please note that failure of anonymity at point of submission needs to be corrected prior to any marking and the TEP will bear the consequence of potential late feedback.

- All accountability records: e.g., supervision records, evidence of supervisor observation, weekly/daily log of evidence, interim reviews, and summative reports as appropriate.
- Feedback from service users: teachers, parents, young people.
- Evidence of consistency between the account of the placement; reflections and the other presented evidence.
- Clear presentation and indexing of all documentation. Please see below for more detail re electronic submission.

Below are further details about the specific work file requirements. Please note some relate to specific years, where this is the case, it is clearly stated.

### **8.3 Placement Account**

A short, written account (suggested 2000 – 2500 words) of the placement experience. Please use the prompts below to guide your writing.

- Provide a brief overview of the placement: context, size of service, model of service delivery etc. This should include highlighting what percentage of children in your LA have EHCPs as part of that context and what proportion are in special schools
- Casework – the overview is covered by the casework table. However, you may want to focus on a case or activity of which you are particularly proud; consider how it shaped your practice.
- Give consideration to any work beyond the individual CYP. This might include group work with CYP or adults; training; audits; project work. In essence, it includes any work aimed at lasting change in the environments in which CYP live and learn. In Year 1 this could be discussion with your field tutor regarding the ways in which they are currently working or would like to work with schools beyond the level of the individual child.
- What area of your practice has seen the most development? Can you evidence this?
- What aspect(s) of your university-based training has/have stood out as something you have been able to apply successfully in practice?
- Reflect on the support and supervision you have received and how you have used this.
- Identify future areas for your development over the next year (Year 3 see point (2) below)

**Year 3 only** – please include a critical appraisal of your Year 2 and Year 3 placements. Should you not have changed placements you can still reflect on the experiences in the different years. Useful areas to consider might include:

- the similarities/differences in working model adopted by the placement authority. For example, in what ways does the working practice specifically represent the needs of the community that it serves, and the lead given by local politicians? Does the funding model of the service lead to any particular opportunities or challenges? To what degree is the service integrated within the wider local authority, and what are the implications of this? How does the service interpret the phrase “evidence-informed practice”? How do existing structures or systems within the LA placement act as either psychological practice in schools or with CYP themselves?
- Are there any areas of particular interest that are emerging for you? How much you progress these?
- How will you continue to progress your learning as a qualified practitioner? This will also be discussed in your final appraisal

#### **8.4 Casework Table**

Casework overview: a brief anonymised summary of casework with which there has been involvement. An example of this can be found in the Placement Handbook Appendix 11. Details should include gender, ethnicity, focus area, details about your involvement and outcome and reviews (latter not required for Year 1).

**Year 3** will need to include the three reports on which the casework viva is based

**Year 2 only** – low incidence and experience record with reflective commentary/ Please provide an overview of your experience of low incidence casework and provisions. Examples of this can be found in the Placement Handbook Appendix 10.

#### **8.5 Log of BPS Competencies**

This should include evidence for each competency, and a reflective comment for the section. This should include evidence for each competency and an overall section reflective comment. We expect to see feedback from a wide range of service users e.g., young people, parents and teachers. The Field Tutor Report (Year 1) and the Summative Report (Years 2 and 3) will be a rich source of evidence of your competency development. Please include any additional material related to placement activity or university input which provides evidence of your developing competencies e.g., using ERS (Evidence Recording Sheets) or Individual Evaluation Forms see Placement Handbook appendices).

#### **Year 3 only**

Include your Year 1, Year 2 and Year 3 logs in order for your acquisition of competencies across the three years to be evidenced. Please could you add the following signed and dated statement to the front page of your BPS Log of Competencies: I confirm that I have met all the HCPC SOPS during the course of my three-year training and that I have provided evidence of this.

#### **8.6 Accountability**

We ask you to provide evidence of the required number of days on placement in the form of an overview. The Placement Calendar can be found in the Placement Handbook Appendix 15 as well as placement logs (Daily and Weekly Appendices 4 & 5). There are also some specific Year group requirements.

**Quality Assurance Year 2 and 3** as part of the SEEL placement quality assurance, Year 2 and 3 trainees are asked to complete two online questionnaires and evidence completion of this in their work files; one is a workload survey, and one is a placement quality assurance one.

### **8.7 Intervention monitoring – Year 1**

Year 1 are required to provide an “Intervention monitoring” report in line with one of the learning outcomes of PSYC 6131 to “support and monitor a targeted teaching intervention”, e.g., precision teaching [1]”. The trainee should not deliver the programme directly as the intention is for them to have experience of issues of intervention fidelity, resource provision, record keeping etc. in schools. Instead, the trainee should be involved in supporting the implementation of the intervention, perhaps by helping train those that deliver it, or by helping design the objectives, and how they will be taught. Note that it is not acceptable for this simply to be an account of training delivery. Instead, it should be an account of monitoring the implementation, fidelity and efficacy of an intervention. It is acceptable for trainees to work together on supporting the intervention, but reports should be written individually. Trainees should include their report in their practical work file. The report need not be extensive (approximately 500 words) but should cover:

- A brief summary of the design of the intervention programme to be monitored (what it is, and why the pupil(s) were identified as likely to benefit from this particular programme)
- The teaching objectives of the programme (i.e., the objectives on which each pupil was working)
- Information on how the objectives were:
  - Identified
  - Taught and
  - Monitored
- Timetable and summary of the nature of TEP involvement
- Any issues regarding intervention fidelity, frequency, record keeping etc. and how these were resolved
- Summary of lessons learned as a result of this intervention

### **8.8 Diversity Placement Year 2**

During the diversity placement, trainees should also aim to become involved in a small project which is useful to the placement organisation and facilitates immersion within the service. Year 2 need to include a write-up of the ‘diversity placement’ in their work files. Copies of the Diversity Placement Report should also be sent to the service with which the trainee was placed and the host educational psychology service. A third copy should be added to the trainee’s practical work file. Through this write-up trainees will need to:

- demonstrate knowledge and understanding of their selected area
- show an awareness and understanding of the demographic characteristics of this particular group
- demonstrate an understanding of the impact of difference, diversity and disability on life opportunities, and the implications for promoting equal opportunities and ethical applied educational psychology practice.

It is against these criteria that the write-up will be assessed. It is likely that the write-up will follow the following general format.

- A general introduction with details of the placement and rationale for work in this
- Discussion of the impact of difference, diversity and disability on life opportunities, and the implications for promoting equal opportunities and ethical applied educational psychology practice
- Reflection on what has been learnt, a conclusion, and any necessary appendices.

### **8.9 Electronic submissions of work files**

Electronic submissions should be made via SharePoint. Please include a table of contents page, which has hyperlinks to the main sections of your work file, to allow the marker to navigate easily to the relevant supporting documents. To ensure that these hyperlinks work you need to upload the unlinked documents to SharePoint and then made the links. Further guidance in this and tips and sharing digital work files can be found on Blackboard

### **8.10 Work File FAQs**

Q1: Do I need to have to include page numbers in my work file? How should it be organised?

A1: The marking criterion requires clear presentation and indexing and there is no requirement that each page should have its own number. You have freedom of choice to help you find a structure that will help you meet the marking criterion, but one way to do this would be as follows:

The work file could start with a contents page and an acknowledgement that names have been changed to protect anonymity. Sections could be arranged as follows and separated by tabbed card sheets:

1. Competencies log
2. Account of placement
3. Casework table
4. Placement days calendar
5. Weekly logs, supervision logs
6. Evidence performance review
7. Evidence recording sheets
8. Other types of feedback (e.g., from service users)
9. Academic and research feedback sheets



10. ROCs if used as supporting evidence
11. Essay or PBL critique if used as supporting evidence
12. Research submissions if used as supporting evidence
13. Service reports if used as supporting evidence
14. Other supporting evidence (possibly presented as separate sections according to the range and nature of the evidence used)

The “Evidence” column of the competencies log should show the section in which the supporting evidence for a particular competency will be found. Given that a section may contain more than one piece of evidence, it has been helpful in the past where some work files have been organised with sticky tabs on each piece of supporting evidence that show the related competency e.g., a ROC might be cross tabbed to show it refers to 1.10, 2.1 etc.)

Q2: How much evidence do I need?

A2: The simple answer is that the key is quality of evidence, not quantity, so for all years one piece of evidence for each competency may be sufficient. However, it may be the case that the quality of a single evidence may not be so good, so you wish to use several pieces which together provide stronger evidence. Whatever you decide, the key is the reflection you make at the end of the set of competencies regarding the extent to which you feel a competency is one that is achieved, needs developing, or is one that you are at the very early stages of acquiring (Haring’s Learning Hierarchy can help here). By the time you reach Year 3, the three work files should be testimony to proving evidence of, and reflecting on, all the competencies as listed with at least three pieces of evidence (a different example and reflection each year).

There will be some competencies (according to your individual experiences this year, these might include 7f, 7h, 8a, 9h, 9i that you cannot reasonably be expected to achieve in year 1. For these, simply record this in your reflection column and make a note to look out for this in future years.

Q3: I am not required to include my appraisal document, but can I still include if I want to refer to it as supporting evidence.

A3: Yes, it is your decision, and you may include a relevant section as appropriate.

Q4: Do I need to include the whole document if I am using it as supporting evidence? For example, if I am referring just to one part of an essay, do I include it all?

A4: No, an extract is fine but ensure that the part of the essay/ROC/SSRP etc. you are including is highlighted to show which competency it illustrates and that it is clear from where the extract comes.

Q5: If I have been asked to make amendments to a document, should I include the original document or an amended one?

A5: This depends on what you are trying to illustrate. If it is your response to feedback, clearly the amended one. If it is your demonstration of a particular competency that you were able to show in your amended document, but not in the original document, then again, the amended one. But if you are simply now aware of some grammatical infelicity or punctuation error, then don’t worry about correcting it – you are not being marked on the content of previously submitted work.

Q6: How should I refer to attendance at timetabled sessions, e.g., re ethics, or diversity?

A6: Simple attendance at a taught session is a weak way to evidence a competency. Instead, you should focus on how you can demonstrate having put the content covered in that session into practice, e.g., through reference in your ROC, through field tutor/placement supervisor feedback, or through planning/record sheets from your casework.

Q7: If I want to use assignment feedback as evidence of a competency (e.g., if the marker has commented on my ability to think critically and evaluatively, then do I need to include a hard copy of the assignment, or is the feedback enough?

A7: If it is as specific as using that feedback to evidence a particular competency, then just the feedback sheet will do. However, in practice, you may often need to include the original assignment, as you may be using that to provide evidence about other competencies as well.

Q8: What counts as involvement for the casework table?

A8: The casework table exists to help you and us reflect on the range of work that you've been involved with, and therefore to identify areas of need that you may want to look out for specifically in the following year. One off observations are highly unlikely to count as involvement from the casework table point of view, but if you have been involved with a child in your own work, with a casework partner or in supporting/observing the field tutor/ placement supervisor on a number of occasions it would.

Q9: How do I maintain my own privacy and ensure confidentiality for others in my work file?

A9: Your work file cannot be an entirely confidential document: it will be marked (and potentially moderated) by a member of course staff; it will also be available for scrutiny by the external examiner.

What you include in your work file is (broadly) up to you, as long as it enables you to meet the competencies required, and as long as it matches the assessment criteria. For example, you are not required to include your appraisal documents, nor any specific feedback from assessed work. (While you will note from the answer to Q1 above that we have recommended a structure, and that one "section" is titled "Academic and research feedback sheets", you are not obliged to include anything in this section if you can demonstrate competencies without including these documents). If you choose to include this sort of document as evidence of meeting a particular competency, you are at liberty to "redact" the rest of the document, or to cut and paste only the relevant parts, since course staff have access to the originals.

You should note that one of the requirements for the work file is that it should be "fully anonymised" (see assessment criteria above). However, you can include your own and your field tutor's name (these are likely to appear as signature on several documents). You may also refer to a taught session from a specific person (e.g., naming a specific outside speaker, since their input and materials will be a matter of public record).

## **8.11 Reports of Casework (ROCs)**

Reports of Casework (ROCs) provide Year 1 trainees with the opportunity to demonstrate their understanding of a systemic psychological problem-solving model of service delivery (e.g., problem analysis, Monsen & Frederickson, 2008; Monsen, Graham, Frederickson, & Cameron, 1998). ROCs are written in Year 1 and made up of two 5,500-word reports linked to casework – one based on a primary school case, the other on a secondary school case.

Trainees are required to embed their ROCs in psychological literature to support any recommendations related to individual cases (e.g., assessment or intervention). Casework should reflect that ethical, non-discriminatory and non-oppressive considerations have been addressed in decisions around assessment and communication with key stake holders.

### **Selection of Cases**

Trainees should select pieces of casework to write up that enable them to demonstrate the casework they have carried out in each year. This should therefore reflect a mix of different ages and referring questions as well as, where possible, a mix of gender, ethnic group and school attended. Casework that has involved a one-off piece of work with no follow-up or review is unlikely to be a good example to choose to write up as a ROC as it is difficult to demonstrate that all stages in the psychological problem-solving process have been followed in sufficient detail. Instead, trainees should select casework where there has been an initial consultation and planning meeting, information gathering and assessment that has been carried out on subsequent occasions, followed by a further consultation and action planning meeting on a third occasion, and finally a review meeting to discuss the outcomes of any interventions that have been implemented.

### **Joint Work**

Casework can be submitted where there was joint work and where the TEP took the leading role. Casework where the TEP took a subsidiary role should not be submitted.

Where joint work has been carried out, it should be made explicit which elements of the casework were carried out by the TEP submitting the ROC, and which by the collaborator. Any joint work submitted should be accompanied by a signed statement from a third party (e.g., Placement Supervisor) attesting to the differential contributions of all parties involved.

### **Structure of ROCs**

ROCs should be written to reflect the problem-solving model. Chronological dates and assessment tools are generally not helpful as ways of structuring a ROC as the emphasis should be on making explicit the thinking process behind any actions that were taken in order to provide professional accountability, rather than simply listing what happened and when. It is not necessary to include any service reports written by the TEP as part of the casework on behalf of the Local Authority with which they

are on placement. This is because the ROC is intended to articulate the thinking behind the casework not the casework itself. TEPs should not include copies of published materials such as tests/scales for which there is copyright, but instead they should make sure they have described these in sufficient detail in the body of the ROC. Generally, it is better to include Interactive Factors Frameworks in the body of the report. Trainees are advised to include IFF diagrams as pictures, to avoid any difficulties of scaling and possible omission of key text when ROCs are reformatted on different digital viewers.

### **Anonymity**

ROCs must be written in a manner that does not compromise data protection and confidentiality. All references to people or organisations must be anonymised (either to refer to “Pupil X”, or to be a replaced name, and the ROC should make clear that names have been replaced). The best way to do this is at the first mention of the young person’s name, with a footnote or similar statement along the lines of “Names of children and schools and any other information that could identify the child have been changed throughout this document.” It is not acceptable to just use initials. Please note any failure of anonymity at point of submission needs to be corrected prior to any marking and the TEP will bear the consequence of potential late feedback.

### **Word Count for ROCs**

ROCs should not exceed 5,500 words (excluding any contents page, summary of involvement, tables, IFFs, references and appendices). Tables should generally not contain large blocks of text, but should, instead be supplementary to the main content of the ROC. If core information is presented in tabular form, then it will be counted within the general word count. The ROC should be able to be read without constant reference to the appendices. A word count for each ROC must be included. The word count will be taken to start at the end of whichever is later of the table of contents/summary of involvement, and to finish at the last word before the References title. If the stipulated length is exceeded the trainee will only be assessed on the portion of work that falls within the word limit, which may result in a lowered mark.

### **Marking of ROCs**

Feedback on ROCs is provided in two ways:

- Judgements against specific criteria and
- Formative feedback related to key areas of the ROC

Assessment criteria for the ROC

Each ROC is assigned a “met/not met” judgement against each of the criteria below. In order for the ROC to pass, all criteria must be met.

The ROC:

- Shows how the TEP communicates appropriately and effectively by listening to service users and carers and displays a person-centre approach.
- Explicitly considers ethical issues related to the casework
- Shows how the TEP has promoted and protected the interests of service users and carers by demonstrating a collaborative approach to casework that is informed by the context in which the casework takes place, and the different perspectives of those involved in the casework
- Shows why hypotheses have been developed, and how they have been explored and reformulated into a revised understanding
- Uses a variety of approaches and sources of evidence to explore hypotheses
- Shows how the exploration process has been informed by relevant research literature and psychological theory
- Shows how interventions generated are informed by the problem dimensions, relevant research literature and psychological theory
- Includes a review, or where necessary a future review, of progress achieved over time, and considers the implications of this progress
- Includes a reflection on the casework and identifies implications for the TEP's future practice
- Is presented in a professional manner

Trainees should note that the skills assessed in the criteria should be demonstrated explicitly. For example, it is not sufficient to simply say that the trainee behaved in an ethical way. Instead, there should be a specific example of an action that demonstrates this, and this should be signalled by linking it to, for example, one of the BPS four principles.

### **Formative feedback**

Formative feedback is provided to the trainee against each criterion above, as follows:

#### **Displays a person-centred approach**

How does the TEP describe the process of involving the child or young person (CYP)? How does the TEP take steps to represent the CYP's views and opinions to others? Do the actions taken throughout the casework reflect the priorities and viewpoint of the young person? If not, is there a commentary explaining this?

#### **Explicitly considers ethical issues related to the casework**

Does the TEP demonstrate due regard to ethical issues? For example, is the casework described carried out with the BPS principles of respect, competence, responsibility and integrity in mind? Does the ROC demonstrate the TEP's ability to work in a manner that is consistent with the HCPC Standard of Proficiency 2: "be able to practise within the legal and ethical boundaries of their profession?" Does the self-reflection and critical evaluation section include a discussion of how the trainee's casework was directly influenced by these principles and any specific dilemmas arising? Does the trainee articulate the process of considering whether this was an appropriate piece of work?

Does the TEP explicitly acknowledge that the ROC is written in an anonymous manner to protect the identity of the young person? Is anonymity maintained throughout the document?

If there are any doubts about anonymity, for example if the ROC contains more than one name for the child, then the marker will stop marking and, through university staff will require the trainee to submit a fully anonymised version. This may delay marks release and may lead to failure on this criterion

**Demonstrates a collaborative approach to casework that is informed by the context in which the casework takes place, and the different perspectives of those involved in the casework?**

How has the TEP identified the priority problem to be addressed, and who will be the primary “problem owner”? How has the TEP drawn on the perspectives of all of those connected to the situation? Is it clear how those perspectives have been used to inform the process of investigation and the outcomes of that process? How does the TEP demonstrate an awareness of the cultural practices of the family, or the working practices of the school? How does the TEP consider the ethical principles, service expectations and any other influencing factors around their work?

Does the TEP demonstrate an interactionist and whole child perspective, for example by considering the strengths and challenges experienced by the young person in the context in which they are living and learning?

Does the TEP make clear how the interventions have been generated in a collaborative manner?

**Shows why hypotheses have been developed, and how they have been explored and reformulated into a revised understanding**

How does the TEP demonstrate the process of developing initial guiding hypotheses? Does the TEP make clear how these are based around initial information gathering, e.g., an initial discussion with a school’s SENCO? Has an IFF been used to illustrate the guiding hypotheses (Frederickson & Cline, 2009; Morton & Frith, 1995)? Is there evidence of specific action being taken that is linked to the initial guiding hypotheses? Is it clear, for example, why a particular assessment tool was selected (rather than any possible alternatives), why any observation took place within a particular context (i.e., why observe during a maths lesson rather than an unstructured session etc.), and why further information was gathered from any particular source.

the TEP demonstrate how their initial understanding has been developed and synthesised around particular problem dimensions? Is there a reformulated IFF and an integrating statement that makes clear how the problem dimensions are interconnected?

**Uses a variety of approaches and sources of evidence to explore hypotheses**

Does the TEP show how information has been gathered from a variety of sources

e.g., information gathered from direct work with the CYP; discussion with the parents, school staff etc.; observations; curriculum-based assessment; dynamic and standardised assessment tools etc.?

**Shows how the exploration process has been informed by relevant research literature and psychological theory**

Does the TEP use an evidence informed approach to demonstrate why certain hypotheses have been developed and prioritised for further exploration? Does the TEP make explicit reference to the psychological theories, frameworks or published studies that have informed the way that they have gone about their work? Are these sources of evidence appropriately referenced in a full References section?

**Shows how interventions generated are informed by the problem dimensions, relevant research literature and psychological theory**

Does the TEP make clear the links between problem dimensions and intervention areas, i.e., how do the interventions generated actually relate to the understanding developed through the casework? Does the TEP make clear why certain areas have been selected as priority areas for intervention? Does the TEP demonstrate an awareness of the literature that supports the specific interventions generated?

**Includes a review, or where necessary a future review, of progress achieved over time, and considers the implications of this progress**

Does the TEP provide a clear summary of an action plan that records the agreed interventions? Does the TEP demonstrate that, at the time of the development of the action plan, there was an agreed understanding of the approaches and measures that would be used to measure the effectiveness of the action plan? Does the TEP show how the CYP's view was included within the review process? Does the TEP provide evidence that they have reviewed progress against these actions? Does the TEP reflect on the factors that have influenced the effectiveness of the action plan? See section below for further information if it is not possible to carry out a review.

**Includes a reflection on the casework and identifies implications for the TEP's future practice**

Is there a critical review and evaluation of the casework? Is there a personal evaluation and reflection on the process? Does this evaluation consider, for example, how the TEP felt and thought about this piece of work, any issues that the casework raised (personal, ethical etc.), how this piece of work relates to other work undertaken etc.? Does the TEP identify what they would do differently were they to repeat this piece of casework and what learning they have taken from it? Does the TEP refer to, and reflect on, any feedback received about their role in this piece of casework (e.g., feedback from the school, parent etc.)?

**Is presented in a professional manner**

Is the ROC structured in a manner that makes the process of hypothesis investigation

clear? (In order to make explicit the rationale behind any assessments undertaken, it is generally more helpful to use initial guiding hypotheses as sub-headings to structure the report, rather than using chronology or methods of assessment as the section headings).

Is the ROC presented in a manner consistent with professional practice, demonstrating effective use of language & grammar and avoiding inaccuracies of spelling or punctuation?

Does the author should make connections within and between sentences, paragraphs and sections in order to ensure ideas flow together smoothly and logically?

We are looking for a level of writing where it is easily possible to discern the meaning. A small number of proofreading or grammatical errors are acceptable, but where they become so frequent that they distract from the meaning, then a Fail would be awarded.

### **Future reviews**

TEPS should make every effort to plan their casework cycle to allow time for a full review of the intervention programme. However, we acknowledge that casework delays can sometimes make this difficult or impossible.

In such cases, TEPs should include details about a future review. Where a future review is necessary, the TEP should still make attempts to review and report on progress so far, across a shorter period. However, if a full casework review has not been possible, then the trainee should detail information about a “future review”. This should set out what actions the TEP has put in place for the work to be reviewed after the end of the summer term. This should answer questions such as “Who will review the work?” “When?” “With what information?” “What does the TEP anticipate will be the effect of the delayed review?” “How might the TEP manage that effect?” “How can the TEP lay the groundwork to allow the necessary learning to take place from the review?” Markers will use the answers to these questions to guide them towards whether or not to mark the “includes a review of progress” criterion at Pass or Fail.

TEPs should aim to think about this not so much as a “hypothetical review” but as a “future review that they will not be involved with”. The differences is that they should set up the actions that will enable that future review to be effective, rather than just write a series of “I would have done this if I could have”. Instead the TEP should write about “I did put this in place so that .....

If the TEP includes a future review in their ROC, they should be sure to provide information either in that section or in the reflection section that makes clear why this was necessary, along with reflections on what has been learned from this experience.

### **Failure**

In the event of a candidate failing a ROC, the trainee will be required to re-write the report, or submit a new report within a specified time frame. Rewritten reports should



show clearly where alterations have been made according to feedback received. Trainees should assume that the word limit does not apply for any resubmissions (see section 6.3). However, if a ROC has failed for exceeding the word count, then the resubmission will need to be made within the word limit, so that the trainee can demonstrate the appropriate skill of working within the required constraint.

## **8.12 Service Report and Commentary (RAC)**

The Year 2 service Report and Commentary (RAC) replaces the Report of Casework (ROC) undertaken in Year 1. This assignment consists of a report written in the style of the trainee's host authority accompanied by a reflective commentary of 2,000 words, the two pieces together identifying work undertaken and the thinking behind a piece of case work conducted over time. Two RACs are submitted during Year 2: one at Easter and one in the summer.

Of the two pieces of work, only the reflective commentary is marked: the format for service reports varies widely from local authority to local authority and trainee service reports should already have been overseen by placement supervisors. The commentary is expected to identify aspects of the casework which would not ordinarily be written into a service report, in particular the thinking and research which informed decisions made and reflection on what was learned from the work.

A suggested structure for the commentary is as follows:

- Ethical issues arising
- Interactionist factors identified
- Relevant research literature and psychological theory
- Reflections and implications for future practice

### **Anonymity**

Both the service report and the reflective commentary submitted must be written in a manner that does not compromise data protection and confidentiality. All references to people or organisations must be anonymised (either to refer to "Pupil X", or to a replacement name), and the RAC should make it clear that names have been replaced. The best way to do this is with an anonymization statement at the start of the RAC and, at the first mention of the young person's name, with a footnote or similar statement along the lines of "Names of children and schools and any other information that could identify the child have been changed throughout this document." It is not acceptable to just use initials. Please note any failure of anonymity at point of submission needs to be corrected prior to any marking and the TEP will bear the consequence of potential late feedback.

### **Word Count**

There is no word limit for service reports. Commentaries should not exceed 2,000 words (excluding any contents page, tables, figures, references and appendices). Tables should generally not contain large blocks of text but should instead be supplementary to the main content of the commentary. If core information is presented in tabular form, then it will be counted within the general word count. The

commentary should be able to be read without constant reference to the appendices. A word count for each commentary must be included. If the stipulated length is exceeded the trainee will only be assessed on the portion of work that falls within the word limit, which may result in a lowered mark.

## **Marking of RACs**

Since service reports are pieces of work which have been overseen, both in the casework described and the write-up itself, these are not marked.

Feedback on reflective commentaries is provided in two ways:

1. Judgements against specific criteria and
2. Formative feedback related to key areas of the commentary

### **8.13 Assessment criteria for RAC**

Each commentary is assigned a “met/not met” judgement against each of the criteria below. In order for it to pass, all criteria must be met.

The commentary:

- Displays a person-centred approach
- Demonstrates an awareness of interactionist issues related to the casework
- Considers ethical issues related to the casework
- Demonstrates how thinking has been informed by relevant research literature and psychological theory.
- Includes a reflection on the casework which includes implications for the TEP’s future practice
- Is presented in a professional manner

### **Formative feedback**

Formative feedback is provided to the trainee against each criterion above, as follows:

#### **Displays a person-centred approach**

How does the TEP describe the process of involving the child or young person (CYP)? How does the TEP take steps to represent the CYP’s views and opinions to others? Do the actions taken throughout the casework reflect the priorities and viewpoint of the young person? If not, is there a commentary explaining this?

#### **Demonstrates an awareness of interactionist issues related to the casework**

Does the TEP demonstrate an interactionist and whole child perspective, for example by considering the strengths and challenges experienced by the young person in the context in which they are living and learning?

#### **Considers ethical issues related to the casework**

Does the TEP demonstrate due regard to ethical issues? For example, is the casework described carried out with the BPS principles of respect, competence, responsibility and integrity in mind? Does the commentary demonstrate the TEP's ability to work in a manner that is consistent with the HCPC Standard of Proficiency 2: "be able to practise within the legal and ethical boundaries of their profession?" Does self-reflection/critical evaluation include a discussion of how the trainee's casework was directly influenced by these principles and any specific dilemmas arising? Does the trainee articulate the process of considering whether this was an appropriate piece of work?

### **Demonstrates how thinking has been informed by relevant research literature and psychological theory**

Does the TEP reference and describe appropriately at least one psychological model or theory and make a clear connection between this and the piece of casework presented?

### **Includes a reflection on the casework which includes implications identified for the TEP's future practice**

Is there a critical review and evaluation of the casework? Is there a personal evaluation and reflection on the process? Does this evaluation consider, for example, how the TEP felt and thought about this piece of work, any issues that the casework raised (personal, ethical etc.), how this piece of work relates to other work undertaken, and how they would like to work and report their work, etc.? Does it include an identification of the things they chose not to do (and the reasons why)? Does the TEP identify what they would do differently were they to repeat this piece of casework and what learning they have taken from it? Does the TEP refer to, and reflect on, any feedback received about their role in this piece of casework (e.g., feedback from the school, parent etc.)? Does the TEP identify what, in their opinion, was the added value of their involvement in the casework as opposed to that of a different professional?

### **Is presented in a professional manner**

Is the commentary structured in a manner that makes it easy to follow? Does it demonstrate effective use of language and grammar, and avoid inaccuracies of spelling or punctuation? Does the author make connections within and between sentences, paragraphs and sections in order to ensure ideas flow together smoothly and logically?

### **Failure**

In the event of a candidate failing a Report and Commentary, the trainee will be required to re-write it or submit a new RAC within a specified time frame. Rewritten commentaries should show clearly where alterations have been made according to feedback received.

## **8.14 Casework Assessment (Year 3)**

By the end of Year 3 trainees will be expected to have become familiar with the process of casework exploration through the application of the problem-solving approach. The casework viva gives trainees the chance to demonstrate their fluency with this model and to evidence an understanding of the wider and broader ethical framework in which they practice, and which should inform all casework decisions.

Prior to the viva, trainees will be asked to provide 3 casework reports and their casework table (complete to that point) as this will set the context for casework discussion.

- Please ensure submitted reports are fully anonymised using culturally appropriate and sensitive pseudonyms in replacement of actual names.
- Please add a running head to the reports to give report number, pseudonym and age.
- Please ensure you have highlighted the cases you are submitting/discussing in the viva on your casework table
- Please ensure you do not delete where the reports have been signed by your supervisor.

The casework viva will be one of the ways in which trainees demonstrate that they understand, and are able to meet, the expectations associated with being a regulated HCPC professional. Meeting these standards is an essential part of being fit to practice. Please refer to the HCPC Guidance on Conduct and Ethics for Students (2016). Some of the questions you will be asked will explore your understanding of these expectations.

During the viva, trainees will also be expected to demonstrate that psychology has informed their thinking, and that they have given consideration to:

- The application of a problem-solving model
- promoting and protecting the interests of service users and carers
- communicating appropriately and effectively
- working within the limits of their knowledge and skills
- delegating appropriately
- respecting confidentiality
- managing risk
- reporting concerns about safety where appropriate
- being open when things go wrong
- being honest and trustworthy
- keeping records of your work

Additional questions will cover:

- The legal and ethical boundaries of Educational Psychology
- Non-discriminatory practice
- Informed consent
- Professional duty of care
- Effective self-management and resources

- Working in partnership with other professional support staff service users and their families
- The evidence base for their interventions
- Their role as a psychologist
- The impact of their work

Trainees will be asked to wait at the end of the oral examination in order to give the examiners time to confer and produce a written feedback summary (see Appendix 4.7).

Outcomes will be one of the following:

- Pass: the trainee meets all the specified requirements to the examiners' satisfaction.
- Conditional Pass: there are minor aspects of the trainee's ability to explain their work and justify their thinking that the examiners feel could be improved. The trainee will be given detailed written feedback and asked to present one of their 3 cases again for oral examination within two weeks.
- Fail: the trainee has not satisfied the examiners of their ability to explain and justify their work at an appropriate level in a majority of the required areas. The trainee will be given detailed written feedback and asked to present all 3 of their cases again for oral examination at a date to be negotiated with the Programme Director, not later than 6 weeks from the date of the first examination.

The Casework Viva Feedback Form should be included in the Practical Work file.

### **8.15 Objective Standardised Professional Assessments (OSPAs)**

In June Year 2 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. This assessment forms part of placement assessment but is not graded pass/fail rather the focus is on identifying areas of strength at this point in training and areas for further development to take forward into Year 3.

These scenarios enable us to assess your developing professional skills:

- Communication
- Perspective Taking
- Information gathering and synthesis
- Management
- Professional Integrity

These role plays also provide a further opportunity for trainees to demonstrate an understanding of the expectations regarding professional behaviour as they cover ethics, decision making, communication and interaction with service users. Further information about these will be given in detailed preparation sessions prior to this. There is also further information on the development of this assessment as well as

videos of the process and trainee feedback [here](#).

## Section 9 - Assessment Policies and Practices

### 9.1 Marking

All marks trainees receive are provisional until they are confirmed by the Examination Board on 28<sup>th</sup> November 2022 and 13<sup>th</sup> July 2023 and then in November 2023 (date to be confirmed) as appropriate.

Prior to the exam board meetings, the following will have occurred:

Every module is internally moderated. This means that another member of the programme team checks a sample of work for a module, including one piece of work in every marking category. Every module is also externally moderated. Our external examiner, Dr Beth Hannah, inspects a sample of marking categories across the range of submitted work.

Trainees do *not* have the right to have their work remarked, even if they receive a mark that they do not expect. The procedures above are considered sufficient to ensure a satisfactory outcome. Trainees may formally appeal the decision of the Examination Board. Note, however, that disagreement with the academic judgment of the Board is *not* considered legitimate grounds for appeal.

### 9.2 Moderation

Moderation involves an independent academic scrutiny of marks awarded, on a sample basis, to verify that the marks awarded are appropriate and consistent in relation to the relevant assessment criteria.

Moderation of all fails, one for each category, is undertaken for each module. For those modules with very small numbers, a sample greater than 5% will be used to cover all classifications awarded. The marks of individual trainees included in the sample are adjusted as a result of moderation. If the moderator has concerns about the marking standards of the sample, arrangements should be made for the marks for all the work for the specific assessment item to be reviewed. Where this occurs, the outcome should be documented and communicated to the Board of Examiners.

### 9.3 Special Considerations and extension requests

A trainee may apply for Special Considerations if they can prove that there were exceptional circumstances outside of their control; and these have or will negatively affect their performance in an upcoming assessment (special considerations), or ability to meet a deadline for submission of an assessment ([extension](#))

This form should be submitted as soon as possible, before the submission deadlines. Extensions cannot be accepted after the deadline. If you have been unable to submit on time, please use the Special Considerations process and [form](#). This is then sent to the Programme Director who considers whether the extension meets the criteria

for an extension (see below).

Have your supporting documents ready before completing the form and note it should be submitted as soon as you can – usually **no longer than five working days** after any assessment or deadline may have been affected by exceptional circumstances. In this case the request is submitted to the [Special Considerations Board](#) which will make provision to deal with any requests. Normally this board would meet in July prior to exam board but should there be a time critical issue an emergency board can be convened. The board will make a specific recommendation to the board of examiners.

The following is a non-exhaustive list of examples that the university would commonly regard as falling within the definition of special considerations i.e. exceptional circumstances outside of the trainee's control that may have a negative effect upon performance or ability to meet a deadline:

Bereavement – death of close relative/friend/significant other  
Serious short-term illness or accident  
Significant adverse personal/family circumstances  
Severe adverse weather conditions  
A significant failure of due process by the University  
Other significant exceptional factors for which there is evidence of stress caused

Further information, with examples of the kinds of requests which fall into this category can be found [here](#)

## 9.4 Academic Conventions

### Formatting your coursework

Please use the following guidelines when submitting coursework.

Title page: all work should include a title page with a student ID number, the intake year, the programme title, title of the work, the relevant module title, followed by the type of work (e.g., Essay, Report of Casework) the date and the word count. It should also include a statement which says whether you are happy/not happy for this work to be shared with fellow trainees.

I agree that this assignment, but not its associated feedback, **can / cannot** be made available for teaching purposes. *Please delete as appropriate.*

**APA format:** you should follow the conventions of American Psychological Association style, or APA style. *Publication Manual of the American Psychological Association: 7th Edition (2019)*. A quick guide to APA style can be found [here](#)

Figures and tables should be placed in the text of the reports rather than at the end.

**Appendices:** these only need to include additional information that has direct



relevance to the piece of work. Please ensure that work can be read without constant reference to the appendices.

## **9.5 Coursework length**

Each assessment within the programme is allocated a word limit. The word count should be declared on every piece of submitted work. If the stipulated length is exceeded the trainee will only be assessed on the portion of work that falls within the word limit, which may result in a lowered mark. The word count starts after the final word of the title, which should be on the page following the abstract, unless individual assessment guidance says otherwise, for example ROCs where it specifically says that word count starts after the table of involvement. References, tables and figures are all excluded but quotes, whether in the text or in tables are included in the word count.

All assessed written work is submitted electronically through [eAssignment](#)

Practical work files are submitted electronically through within Sharepoint.

## **9.6 Late Submission**

A delay in submitting coursework (without a valid reason or authorised extension) up to and including five calendar days beyond the agreed deadline (where the first 24 hours after the deadline count as the first day) will result in the overall mark being capped at a Low Pass and this being noted on the feedback. Where binary, the grade will not be reduced but the late submission will be noted on trainee feedback. In all cases late submission will be noted on the trainee's file and may result in a short delay in feedback. Work submitted more than five days late for any piece will automatically receive a Fail.

## **9.7 Fitness to Study and Fitness to Practise**

Please note that trainees can request a limited number of deadline extensions without their fitness to study undergoing review and the possibility of some consideration of voluntary or involuntary degree suspension or termination following sympathetic consultation with the Programme Director. A broad guideline would be: no more than three requests for an extension for the same reason, and no more than six for any reason, in the same year.

The University Fitness to Study policy (referred to as Student Support Review) has been updated and can be accessed here: [Student Review](#)

As a programme of study which has a practice component leading to HCPC registration trainees also need to ensure their 'Fitness to Practise'. For more information please see the University policy: [Fitness to Practise](#). Such programmes depend upon the satisfactory completion of theory and practice assessment and course work, and standards of behaviour, health and professional conduct relevant to future employment

in the associated profession.

For more information on University of Southampton regulations on [attendance](#) and [interruptions](#) please see the links.

## 9.8 Attendance and absence

All local educational authority placements and university taught sessions are compulsory. Trainees are expected to arrive promptly both at university and on placement. Attendance across the year will be reviewed in appraisals. The expectation is that any leave you wish to take should be booked within the school holidays, and only in very exceptional circumstances will holidays booked in term time be considered.

Requests for any **Unplanned absence** (i.e. illness on the day of the session) or lateness:

For university sessions, contact the programme administrator and Year APT/or module appropriate if different as soon as possible and follow up with an [MS absence form](#)

For absence from placement, Year 1 trainees should contact their Field Tutor and any relevant service users as soon as possible and follow up with an online absence form. Year 2/3 trainees should follow the absence reporting system for their placement and complete the online form. In all cases, please complete a form for each day of absence and let your APT/and personal tutor, as appropriate, know when you return. Forms can be completed retrospectively.

Requests for any **planned absence** (i.e. where the trainee is aware in advance):

For absence from any session please request permission from the Year APT giving reasons for the request and including any details of relevant conversations you may have had with the placement supervisor/field tutor about this. The APT will make a decision, in some cases they may need to discuss this with the Programme Director. You will still need to complete an [MS absence form](#) You will also need to consider plans for catching up on missed content.

The programme administrator keeps a record of all university and placement absence and individual absences are monitored; we use this to monitor course coverage, accountability to the bursary provider, and for consideration of potential support arrangements. We no longer provide this information in references. Only a limited number of absences from compulsory sessions can be authorised without the trainee's fitness to study undergoing review. Repeated requests for absences from sessions might trigger a review.

Where trainees miss taught sessions, they are expected to make arrangements to cover as much of the missed curriculum as is possible, perhaps by additional reading, viewing recorded sessions, reviewing the notes of colleagues, or other individual

arrangements negotiated with the session leader. This is monitored at the end of year appraisal.

Should the request be to attend a session remotely, you still need to make contact with your Year APT, but you do not need to complete an absence form; instead let Angela know of the session you have permission to attend remotely. Please note that requests for remote attendance are only made in very exceptional circumstances.

Where trainees miss placement days, a more individualised approach is necessary and should be agreed with the tutor. The goal of placement is to prepare trainees to demonstrate BPS competencies, and this can often be achieved even if one or two sessions are missed.

Where a trainee is ill, they would not generally be expected to “make up” the period of placement absence, although they may need to make arrangements in the short term to make an additional visit in order to reschedule specific pieces of work. In Years 2 & 3, it will be important to liaise with the local authority to discuss arrangements for service delivery of the agreed 130 days of placement; however, it is expected that the local authority would take the action of any reasonable employer by accepting occasional periods of absence for illness. In the event placement days are missed, and if your Field Tutor or placement supervisor agreed, it is therefore acceptable to complete the year with fewer placement days (to match the period of absence due to illness) than expected. The weekly/daily log and the placement calendar should clearly show days when this has applied. Of course, the proviso is that by the end of year 3 all trainees need to have completed 300 days, but the current allocation of 58 days in Year 1 gives some space for unexpected absences.

Where a trainee misses placement for other authorised reasons, they would typically be expected to “make up” the period of absence by attending placement on an additional day.

Where a trainee has an extended period of absence, an individual plan will be put into place to allow them to return to study. This is not usually likely to require “catching up” on missed days, in order to avoid placing the trainee under additional pressure as they return to the course.

In all case of absence, trainees should use the appraisal document each year to record which if any sessions were missed, the number of absences and action taken.

## **9.9 Trainee Expectations**

You will normally need to be at university, or on placement from 9.00 am – 4.00 pm on the allocated days. Regular study days are also allocated for working on assignments and undertaking research and administrative tasks. University taught sessions run from 9.00 am – 12.00 pm and 1.00 pm – 4.00 pm; any alterations to these core times will be rare. Please do not assume that attendance at university will not be required during Study days. It may be necessary to re-schedule sessions from time to time; for example,

tutor illness may lead to timetabled sessions being swapped for Study days at short notice. However, we will give you as much notice as possible of any changes so that you can plan your time effectively.

On placement days expected arrival times and working hours should be clarified with field tutors (Year 1) or supervisors (Year 2 and 3). You are expected to be on time for all sessions. The maintenance of high standards of personal and professional conduct is one of the key HCPC standards of proficiency (1.1)

Managing time well on this challenging course is essential. It is also a necessary skill for your future work as an educational psychologist. At University we will start and finish all sessions on time and expect you to arrive prepared for the session in advance of the start time. It is recognised that major transport and other problems may affect us all from time to time, however good planning and organisation should minimize the impact of these on attendance. If at all possible, please let the office or one of your peers know if it is clear that you are going to be late and make sure that you talk to the tutor at the end of any teaching session about the reasons for your late arrival.

The course is set up to provide a balance between understanding theoretical perspectives and the acquisition of practical skills. The balance of activity will shift over the three years from intense academic and professional learning in year 1 towards an increasing time spent on Placement, in years 2 and 3 in an Educational Psychology Service. Emphasis in year 3 will be on the successful completion of the HCPC SOPs and the dissertation.

All trainee educational psychologists should be guided by the [Health and Care Professions Council's Standards of Conduct, Performance and Ethics \(2016\)](#). Further information about how these apply to trainees is available [here](#).

Throughout the programme there will be opportunities to learn about professional conduct and to evidence an understanding of the types of behaviour which are appropriate for a professional and which are not. These expectations which cover ethics, decision making, communication and interaction with service users, carers colleagues and others are integrated into a range of experiences which will allow you to demonstrate that you meet the HCPC Standards of Professional Behaviour, both as a trainee, and as a future Educational Psychologist. Core to the curriculum and assessment strategy are a range of experiences which enable you to demonstrate the HCPC standards of conduct, performance and ethics:

- promote and protect the interests of service users and carers
- communicate appropriately and effectively
- work within the limits of your knowledge and skills delegate appropriately
- respect confidentiality manage risk
- report concerns about safety be open when things go wrong be honest and trustworthy keep records of your work

### **9.10 Academic Integrity**

Scientific fraud is a threat to the academic integrity of any discipline. It is the responsibility of all researchers to behave to the highest ethical standards, to engage in good scientific practice and to refrain from deliberate misconduct. The two ways that researchers may deliberately or accidentally engage in behaviour that might be considered fraudulent is to plagiarise or deliberately misrepresent their data. The university regulations explicitly state that this behaviour is unacceptable. This is conduct which could bring the university into disrepute; therefore, this behaviour will not be tolerated and will invoke the application of the University's disciplinary procedures. You should be aware that these procedures apply to draft versions of your work as well as to the final version that is submitted for examination. Finally, trainees who have been caught cheating usually feel that their reputation with their tutors and fellow trainees has been damaged and find it hard to put the incident behind them, so please don't do it! Further details can be found in the [postgraduate handbook](#)

The programme uses TurnitinUK anti-plagiarism software. For more information click [here](#)

### **9.11 Complaints**

If a trainee has a concern or a complaint about any aspect of the programme they are encouraged to raise this with the Programme Director in the first instance, or a member of the programme team. Further guidance is available in the common [postgraduate handbook](#)

### **9.12 Appeals**

There is an appeals mechanism for Academic work – following University of Southampton Guidelines (A full set of guidelines for the University Appeals Procedure can be found [here](#))

## **Section 10 - Trainee Support and Resources**

### **10.1 Private study**

Trainees in Year 1 are allocated an average of a day per week for private study throughout the programme. In addition, they have further blocks of time to enable them to plan their own placement and academic commitments. In Year 2 trainees have a day a week for thesis preparation and private study. In Year 3 this increases to two days a week, although there is compulsory half day attendance on a number of Mondays.

### **10.2 Team Meetings**

Cohort team meetings will be held regularly in all years. This is a chance for the cohort to discuss any aspects of the course, give, or seek information from the group or year tutor. These will also provide opportunities for the year representatives to identify any themes or issues to take to the SSLC.

### **10.3 Appraisal**

The Programme has a formal system appraisal. Interim appraisals are held in February for Year 1 and are attended by the trainee, field tutor and Year 1 APT, or Programme Director. End of year appraisals are held in July for all Years. In all cases these are attended by the trainee, and the Year APT, or the Programme Director.

All aspects of the trainee's progress are covered in the appraisal, including both academic and practical assignments and attendance. It is a Programme requirement that satisfactory progress is made before progression to the next year. Field tutor and supervisor input to end of year appraisals is in the form of a summative placement report, although supervisors are invited to attend part of the appraisal if they wish (either in person or via Teams/Zoom). Prior to both appraisals, trainees are required to complete sections of an appraisal form (Appendix 3.6). Targets are aimed at helping trainees work towards BPS competencies, and will build on strengths, as well as highlighting areas of development. These will be jointly discussed by all those present at the review. The targets set at the final appraisal in July in Year 1 and 2 will be reviewed at the 1st interim review in the following November. Those from the end of Year 3 will be carried over as CPD targets for trainees post qualifying year.

### **10.4 Personal Academic Tutor and Tutorials**

A personal and academic tutor is allocated to each trainee and tutorial appointments offered in all years. In addition to tutorials, the personal and academic tutor will also be the one who conducts the interim placement reviews which take place twice a year thereby providing a valued sense of continuity. The expectation is that tutorials will be in person. It is likely that one of the reviews will be in person and one online.

Tutorials provide a progress check on programme work requirements, an opportunity to identify development needs and to support the trainees with any personal issues which may bear on trainees' professional performance and academic achievement. Tutorials also provide an important forum to reflect on professional and personal growth and to encourage the development of trainees' self-reflection as well as consideration of feedback. Trainees are required to complete a tutorial planning sheet (see Appendix 3.5 in advance of the meeting. As far as is possible the course aims for the trainee to have the same personal tutor throughout the 3 years.

### **10.5 Tutor support on assignments**

Personal tutors can offer support to trainees as they work towards assignments. Where trainees have particular questions about the content of the assessment, or the curriculum which the assessment addresses, they should raise these questions with the module coordinator. However, where the trainee wants support with regard to their own personal response to the assessment prompt, the personal tutor can offer support. While they will not offer to read and comment on whole drafts, personal tutors may for example:

- Recommend relevant resources
- Discuss and help shape outline plans
- Offer suggestions and feedback with regard to short excerpts from a draft submission

### **10.6 Information sharing**

Where a personal tutor is aware that the trainee is experiencing personal factors that are having an impact on academic or placement activities, the personal tutor will strongly encourage the trainee to share this with other members of the staff team (e.g., APT, thesis supervisor) or, if the trainee is happy with this, will seek permission to share this at a team meeting on their behalf.

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

### **10.7 Buddy System**

Towards the end of their first year, all year one trainees are invited to opt in to being a buddy for incoming year one trainees. We emphasise that this is voluntary rather than a course requirement where the buddy's role is to answer any queries from the

incoming year one about the trainee experience. It is an informal system, not intended in any way to replace the formal tutorial process but is designed instead to allow new entrants to the course to gain a peer perspective on how the Year 2 buddy has already navigated typical issues faced in the previous year. The frequency and amount of contact is at the discretion of the buddied pair, but pairs are encouraged to make contact before the course begins and to link up on the first day of the course, at the welcome campus tour.

The buddy's role is not to provide pastoral support. In cases where the Y2 buddy has any concerns about their partner's wellbeing, the Y2 buddy should firmly encourage their partner to seek support through the usual systems and should remind the Y1 partner of the right to break confidentiality where the Y2 buddy has significant concerns for their partner.

### **10.8 Support on Placement from University Tutors**

In Years 2 and 3, interim review meetings are held twice a year on placement, with the personal and academic tutor and supervision coordinator (Year 2) / supervisor (Year 3).

### **10.9 Support from the Psychology Department**

Trainees in difficulty can ask for further support from their field tutor (Year 1), personal tutor (all years), supervision coordinator (Years 2 and 3) or from Hanna Kovshoff, Deputy Head of School of Education ([H.Kovshoff@soton.ac.uk](mailto:H.Kovshoff@soton.ac.uk)). Trainees can also seek support and advice from Dr Sarah Kirby ([psy-support-pg@soton.ac.uk](mailto:psy-support-pg@soton.ac.uk)).

### **10.10 Trainee Feedback on Teaching**

The Psychology Department is keen to ensure that evaluation by trainees is both sought and that a response is given. The Psychology School Programme Committee oversees this process. Trainees are asked to complete end of year programme evaluations, and for some modules, trainees are also asked to complete module evaluations at the end of the year.

Module evaluations are used to raise broader issues regarding the strengths and weaknesses of the curriculum and to demonstrate the programme's response. It is a university requirement that trainees should be informed of the results of their feedback. The module evaluations are presented in an Annual Report to the Psychology School Programme Committee. More immediately teaching sessions are evaluated by trainees and feedback passed both to the presenter and to the programme tutors. In addition, tutors share certain teaching sessions to enable peer review to take place.

### **10.11 Quality Assurance**



Trainees in Years 1 and 2 are asked to submit an End of Year Review. In Year 3 the end of year review takes the form of an exit interview, both looking back at the year and ahead to the first year in practice.

In addition, as part of the SEEL placement quality assurance, Year 2 and 3 trainees are asked to complete two online questionnaires and evidence completion of this in their work files; one is a workload survey, and one is a placement quality assurance one.

## **10.12 Support for Student Learning**

In the Psychology Department support is provided by:

- A Programme Director (Sarah Wright) who has the main responsibility for the coordination of learning and teaching and who retains an overview of all aspects of the programme including Placement coordination and governance.
- Professional and Academic Tutors (seconded from Local Authorities) who take responsibility for programme components and pastoral support work with nominated trainees
- Field Tutors who provide modelling and feedback on early skills performance and initial casework, and review professional development in Years 1, 2 and 3.
- A member of the Psychology Department staff who is designated as Research Coordinator (Cora Sargeant) across all years of the programme, and additional members of the academic staff who support research.
- Supervision Coordinators/Supervisors from local services to coordinate and provide support for all professional placement learning in Years 2 and 3.
- The Psychology Department's learning and teaching resources, including access to photocopying, phone, computer, email and internet facilities

## **10.13 Equal Opportunities**

In keeping with the University's Equal Opportunities policy, support is available through the Learning Differences Centre for study skills, and through Assistive Technology for those with more complex needs. Support is also available from university counselling staff where other problems threaten to interfere with successful learning. More information can be found on the [website](#)

## **10.14 Parental Leave**

The University Executive Board has approved an extension to the Maternity and Shared Parental Leave policy for doctoral researchers. It brings doctoral researchers who are directly funded by the University, or who receive funding directly from the University as part of an external (non-charitable) contract into line with the terms and conditions of those who are funded by UKRI (or previously RCUK). The system will be administered through the Doctoral College.

Please see here for the University [policy](#)

### **10.15 Equality, Diversity and Inclusion (EDI)**

Our aim is for EDI to be included in all areas of our teaching and practice and to create a space where everyone feels welcomed. We recognise that the path to training is not an equal one for everyone and by being more aware of the barriers people face, we are in a better position, as training providers, and practising psychologists, to focus on removing those we can. Southampton University's EDI Strategic plan (2020-2025) can be found [here](#). EDI remains a core focus for the programme.

### **10.16 Dignity at work and study**

The University of Southampton is committed to supporting, developing and promoting equality and diversity in all of its practices and activities. It aims to establish an inclusive culture, free from discrimination and based on the values of dignity, courtesy and respect. Please [click here](#) for more information.

### **10.17 Using Social Media**

The popularity of social media has grown rapidly in recent years. There is widespread use of sites such as Facebook and Twitter amongst trainee educational psychologists and there are a growing number of well-established blogs and internet forums that are aimed specifically at professional psychologists, such as EPNET. Educational Psychologists also increasingly make use of internet based professional networking media such as LinkedIn.

While many educational psychologists use social media without encountering any difficulties, there is the possibility that individuals may unknowingly expose themselves to risk in the way they are using 'web 2.0' applications and uploading personal material onto the internet. Although professional psychologists should be free to take advantage of the many personal and professional benefits that social media can offer, it is important that they are aware of the potential risks involved. Please see additional guidance in Appendix

3.7. This guidance provides practical and ethical advice on the different issues that educational psychologists may encounter when using social media.

### **10.18 Technical support**

#### **University Computer Services**

iSolutions provides over 1,400 computers for learning and teaching purposes. They are located in rooms on all major campuses and in most halls of residence. Many of these rooms are open evenings and weekends with some offering 24-hour opening. Please contact the iSolutions Service Line with enquiries about the facilities (phone 25656 internal, 023 8059 5656 external, or [email](#))

As a student of the University you are entitled to use ISS facilities and you are bound by the regulations for their use. When using email, you are advised to treat correspondence with the same care as you would when using paper. Details of the ISS regulations may be found on the ISS web pages described above.

### **Psychology Department Computing Services**

Postgraduate computer needs are met in a variety of ways according to principles agreed by Policy & Resources Committee. The Psychology Department has a large Interactive Research Laboratory seating 70 people, equipped with 70 computers. These machines are equipped with advanced teaching and experimental packages to support research methods teaching and all practical classes. They are integrated with a multimedia audio-visual suite. Although prioritised to teaching, these computers are available to undergraduate and postgraduate students on a walk-in basis at other times. Whilst being used on a walk-in basis they are configured to work in an identical manner to the public machines (see below). There are two further public clusters in the Shackleton Building (rooms 1061 and 1063 which are accessible via the North side of the building and not the main entrance).

The iSolutions website details them [all](#)

The Psychology Department has also opened an informal learning environment called i- Zone which is designed to foster team and collaborative learning and to also provide a structure which helps staff-student interaction. It provides a comfortable work environment, facilities for refreshments, and a wireless 'hot-spot'.

### **Psychology Department Technical Support**

There is a team who provide experimental, technical and web operation support directly to the Psychology Department. The team augment the support provided centrally by other Professional Services such as Information System Services (ISS) and the Library. Where necessary, they setup and run extra services which are needed specifically by Psychologists.

Your contact with the team will be through a variety of routes. You will meet the team when using facilities such as the teaching laboratory or i-Zone. Additionally, all teaching rooms within the Psychology Department are equipped with data-projection and other multimedia equipment. The Psychology Department's intranet plays an important part in keeping you up to date with developments within the Psychology Department. Much of your taught material will be distributed through this medium.

To make the best use of innovative teaching technologies, the intranet links you directly to your personal 'portal' which is a configurable interface to all the Psychology Department and University information and systems that you will require during your stay with us. Depending on your personal research interests in your final year of study you may require software to be written, or an experiment generator configured, to enable you to collect and/or analyse data. This could be, for example,

a game simulator which is driven by psychological principles, a web-based questionnaire, or a series of stimuli which are designed to evoke physiological responses to be recorded by other laboratory equipment.

Between them, the team have skills in:

- web programming & design software development hardware maintenance
- electronic design and construction mechanical construction
- systems engineering digital media production

If you need help, the Psychology Department's intranet is the first resource for answering frequently-asked-questions. It has a Knowledge Base and a News Feed which between them can normally provide the answer to any problem which is affecting a large number of people. If the help you require cannot be found there, there is a Technical Help Point (ext. 28528) which is staffed during teaching hours.

In the wider University you can expect:

- Library facilities – and an early induction to the library and its facilities. A small subject specific library is also maintained within the Psychology Department.
- Blackboard, a web based medium accessible from all computer points on the campus and, by arrangement, from homes to support learning
- Sports and recreational facilities that are open to all registered trainees.

### **10.19 Health and Safety**

The University guidelines should be noted. Staff and trainees have a duty to cooperate to enable the University to comply with the law and to ensure that the workplace is safe for everyone. They must consider health and safety in all of their activities and use the control measures identified by risk assessments. In particular, all reasonable steps must be taken to ensure personal health and safety, as well as that of others. During the course of their work, if any member of the University becomes aware of any hazard, or any situation arises for which they have not been trained, they should inform their manager or supervisor so that appropriate corrective action can be taken.

Trainees should ensure that they have followed the guidance provided by their placement local authority and health and safety guidance given by schools. Trainees have a duty to inform their placement provider of any health and safety issues of which they made need to be aware and for which a risk assessment may need to be undertaken.

**NB:** In particular, direct work with children and visits to clients' homes, needs special attention, and the advice and guidance of local authorities should be sought during placement learning.

The University statement of Health and Safety Policy Statement and Management System, which defines commitment, governance, responsibilities and management of health and safety is available [here](#)

The Faculty's Health and Safety Local Arrangements document is available [here](#)

Trainees are responsible for the safety of all equipment bought to the University. In particular all electrical items, e.g., computers, laptops, mobile phone chargers etc. must be safe to use in the UK. Electrical equipment should be checked regularly for any obvious sign of damage, and not used if it is damaged. Obvious examples of damage are cracked cases/plug tops and cuts to electrical leads. If further advice on the safety of equipment is needed, please contact your tutor or supervisor, or Faculty Safety Officer, in the first instance.

## **Section 11 - Appendices**

### **Appendix 1: Health and Care Professions Council (HCPC)**

- 1.1 HCPC

### **Appendix 2: Programme Summary**

- 2.1 Programme Overview
- 2.2 Marking Grid

### **Appendix 3: University of Southampton Academic Conventions**

- 3.1 Postgraduate Research Supervision Agreement
- 3.2 Doctoral Thesis Research Budget Sheet
- 3.3 Doctoral Thesis Progress Report
- 3.4 Doctoral Examiners' Joint Report and Recommendation

### **Appendix 3: University of Southampton Accountability**

- 3.5 Tutorial Planner
- 3.6 a) Appraisal Form – Year 1 – Interim
- 3.6 b) Appraisal Form – Year 1 – Final
- 3.6 c) Field Tutor End of Year Report – Year 1
- 3.6 d) Appraisal Form – Year 2
- 3.6 e) Exit Interview – Year 3
- 3.7 Using Social Media

### **Appendix 4: Assessment feedback forms**

#### **Academic**

- 4.1 Essay Feedback Form (Year 1)
- 4.2 Evidence Based Practice Assignment Feedback Form (Year 1)
- 4.3 PBL Critique Feedback Form (Year 1)
- 4.4 Academic Critique Feedback Form (Year 2)

#### **Placement**

- 4.5 Reports of Casework (ROC) Feedback Form (Year 1)
- 4.6 Service Report and Commentary (RAC) Feedback Form (Year 2)
- 4.7 Casework Viva Feedback Form (Year 3)
- 4.8 Practical Work File Mark Sheet (Year 1)

4.8 Practical Work File Mark Sheet (Year 2)

4.8 Practical Work File Mark Sheet (Year 3)

### **Research**

4.9 Small Scale Research Project Feedback

4.10 Research Project Planning Sheet – Quantitative

4.11 Research Project Planning Sheet – Qualitative

4.12 Dissertation Proposal Feedback Form Programme Review

4.13 SSRP/DUE: Supervisor review

### **Resubmission**

4.14 Assignment Resubmission Form

### **Additional Documents**

Work file guidelines

Guidelines on the preparation and submission of the Thesis Proposal