

POSTGRADUATE PROFESSIONAL TRAINING IN EDUCATIONAL PSYCHOLOGY



Working Together

University of Birmingham
Information for Prospective Applicants

Structure of the evening:

Information re: the UoB programme and selection arrangements:

Sue Morris and Huw Williams (UoB tutor team)

Exemplar Experiences and Reflections:

Current trainee EPs:

Lewis: Year 2 (Walsall MBC)

Faye: Year 3 (Dudley MBC)

Recently qualified EPs:

Annie: (Birmingham CC)

Tim (Sandwell MBC)

Small group discussion, questions and / or comments

- General points that relate to EP training
- Questions specific to the Birmingham programme
- Questions re: the Birmingham selection process
- Questions relevant to personal circumstances and career trajectory
- Questions re: preparation / transition-management

NB

All aspects of the Open Evening are wholly independent of the selection process!

PROFESSIONAL TRAINING IN ALL BRANCHES OF APPLIED PSYCHOLOGY

To become a registered psychologist, whether in clinical, educational, health, counselling, or any other branch of applied psychology, you will need:

- eligibility for GBC (the graduate basis for chartered membership of the British Psychological Society)
PLUS
- relevant postgraduate work (...for prospective EPs, with children, young people and young adults within education, health and / or social care in public sector or third sector settings)
PLUS
- three years' supervised postgraduate training and experience in the relevant branch of applied psychology

PROFESSIONAL TRAINING IN EDUCATIONAL PSYCHOLOGY

You will need:

- eligibility for GBC at the time of application (05.12.2018)
- English language competence (written and oral)
- knowledge, skills and understanding derived from work experience with children, young people and/or young adults within educational, health, social care and/or other community contexts (minimum of 9 months FTE employed work and 3 months FTE voluntary experience completed by 05.12.2018)
- a clear understanding of educational psychology practice in England, and factors influencing this
- to be normally resident in England
- to satisfy DBS clearance criteria and outcomes of a health declaration

Following graduation

- Keep Ψ -based knowledge and skills alive
- Apply Ψ -based knowledge and skills
- Maintain, strengthen and apply your research knowledge and skills
- Employment
 - Children, young people and young adults: previously predominantly 0-19 yrs, (now extending to age 25 yrs):
 - typical
 - atypical development
 - Settings:
 - public sector organisations
 - family and community settings

The Agreed Framework for Educational Psychology Training: England

- Entry requirements: eligibility for GBC along with English language competence and knowledge and experience of children and educational, social care and other community contexts
- Year 1: primarily university-based (to include supervised professional practice placements)
- Years 2 and 3: bursary-funded placement(s):
 - Y2 and Y3: 130 days per year supervised professional practice
 - Approx. 86 days per year study time
- Doctoral award and eligibility to apply to join Health and Care Professions Council (HCPC) Register
- Five-year commitment: two years' practice in England post-qualification

The Birmingham Programme:

Progression and development of student learning



YEAR 3

Advanced and specialist applications

YEAR 2

Consolidation; extended contexts; more complex needs; therapeutic interventions; organisations

YEAR 1

Profession and practice of educational psychology; core skills, mainstream contexts

NB Individually tailored learning agreements throughout Years 1-3

THE CURRICULUM:

Conforming to HCPC SETs and BPS criteria; Meeting HCPC SOPs and DECP required learning outcomes

Supporting the national and regional agenda

For example:

- inclusion and social inclusion
- accurate identification and assessment of special educational needs, and contributions toward accurately targeted intervention
- school improvement/raising standards
- promoting child and adolescent mental health & physical well-being
- preventing / reducing youth crime and anti-social behaviour
- preventing violent extremism
- reducing risks of transgenerational disadvantage
- contributing to the evidence base
- service user engagement and partnership
- evidence-based practice and developing practice-based evidence
- multi-professional education and multi-agency collaboration....

PROGRAMME STRUCTURE AND CONTENT

YEAR 1: Seven modules (180 credits)

- Supervised professional practice
(Two Local Authority Educational
Psychology Services; approx. 70 days)
- > 20% protected study time

YEARS 2 & 3:

- Supervised professional practice
- Research
- > 40% protected study time

PLACEMENT WORK AT A NUMBER OF LEVELS

- Individual children, young people and young adults
- Groups of children, young people and young adults
- Schools, early years and other settings
- Parents / carers
- Commissioning organisations and those which provide services for children, young people and young adults
- Local authority-level research and development
- Other agencies

VIA

- Consultation
- Assessment
- Intervention
- Training
- Research

The University of Birmingham: The Research Thesis

Volume 1: Research report: substantive
empirical study

Volume 2: Four Professional Practice Reports
(50,000 words overall:
360 credits)

The Degree and Professional Qualification

Doctorate in Applied Educational and Child Psychology
(App. Ed. & Child Psy. D.)

Eligibility to apply to Health Professions Council Register

(NB: Exit awards available to students unable to complete the degree)

Further information from:

educationalpsychology@contacts.bham.ac.uk

SOC-c-edupsychology@adf.bham.ac.uk

The Birmingham Programme: distinctive features?

- Benefits of being in an (excellent) School of Education (access to expertise in psychology *and* other disciplines – education; philosophy; sociology...)
- Social science research training (complements and extends positivist emphasis of undergrad. / prior postgrad. research training and experience)
- No conceptual dogma!
- Strongly integrated research orientation, teaching and applications
- Long-established areas of curricular expertise (e.g. organisational psychology; mental health; therapeutic skills; conversational science;...)
- Quality of relationships with regional services: placements; research opportunities; visiting speakers; congruence between Uni-based learning and teaching and placement expectations and support
- UoB Institute of Mental Health

THE BIRMINGHAM COURSE

“..unique research-based approach to practice,
underpinned by clear inter-locking frameworks...”

Tutorial system “...demonstrated the tutors’ commitment
to... support and continuing development...”

“..the process and structure of formative feedback used
on the course...”

“..the close and supportive working relationships
between the course and local Educational Psychology
Services...”

Commendations

(BPS 2010 and 2015: Quinquennial programme accreditation)

1. The exceptional commitment and support from the programme team to the trainees
2. The dynamic responsiveness to feedback from trainees and stakeholders, which positively informs programme development
3. Promoting and maintaining rigour in professional and academic standards
4. The highly effective leadership and management of the programme
5. The strength of the partnership between the University and local authorities/educational psychology services in the region is exceptional

Funding to Support Educational Psychology Training, 2018 entry

- Funding for 160 trainee EPs to train in England (13 at UoB)
- Two consortia: NORMID-SW and SEEL
(also UEA, from September 2018)
- Applications managed by AEP on behalf of DfE
- Year 1: Funding from DfE: University fees plus training grant (£15,950 / £16,390: income tax-exempt)
- Years 2 and 3: University fee paid by DfE; bursary (£15,950: income tax-exempt) and (normally, but not universally), travel costs (up to £1,000 per year) paid by placement provider

NB

Funding currently *assured* only for 2019-2022

<https://www.aep.org.uk/training/>

- **Application Start Date:**
- *Wednesday 26 September 2018 (12pm)*
- **References Deadline:**
- *Wednesday 28 November 2018 (12pm)*
- **Application Deadline:**
- *Wednesday 5 December 2018 (5pm)*
- **LATE APPLICATIONS NOT ACCEPTED!**
- **Interviewing and Shortlisting Deadline:**
- *Wednesday 20 March 2019 (12pm)*
- **Offer Release Date:**
- *Wednesday 27 March 2019 (12pm)*
- **Offer Accept Deadline:**
- *Wednesday 3 April 2019 (12pm)*

UoB SELECTION CRITERIA:

- Knowledge and skilled application of psychology
- Research knowledge, skills and understanding
- Interpersonal and communication skills
- Knowledge of professional educational psychology
- Experience and understanding of educational, health social care and / or community contexts (and evidence of learning outcomes)
- Orientation to anti-oppressive practice
- Understanding of safeguarding responsibilities
- Interest in and competence to undertake doctoral research programme
- Realistic, insightful self-evaluation

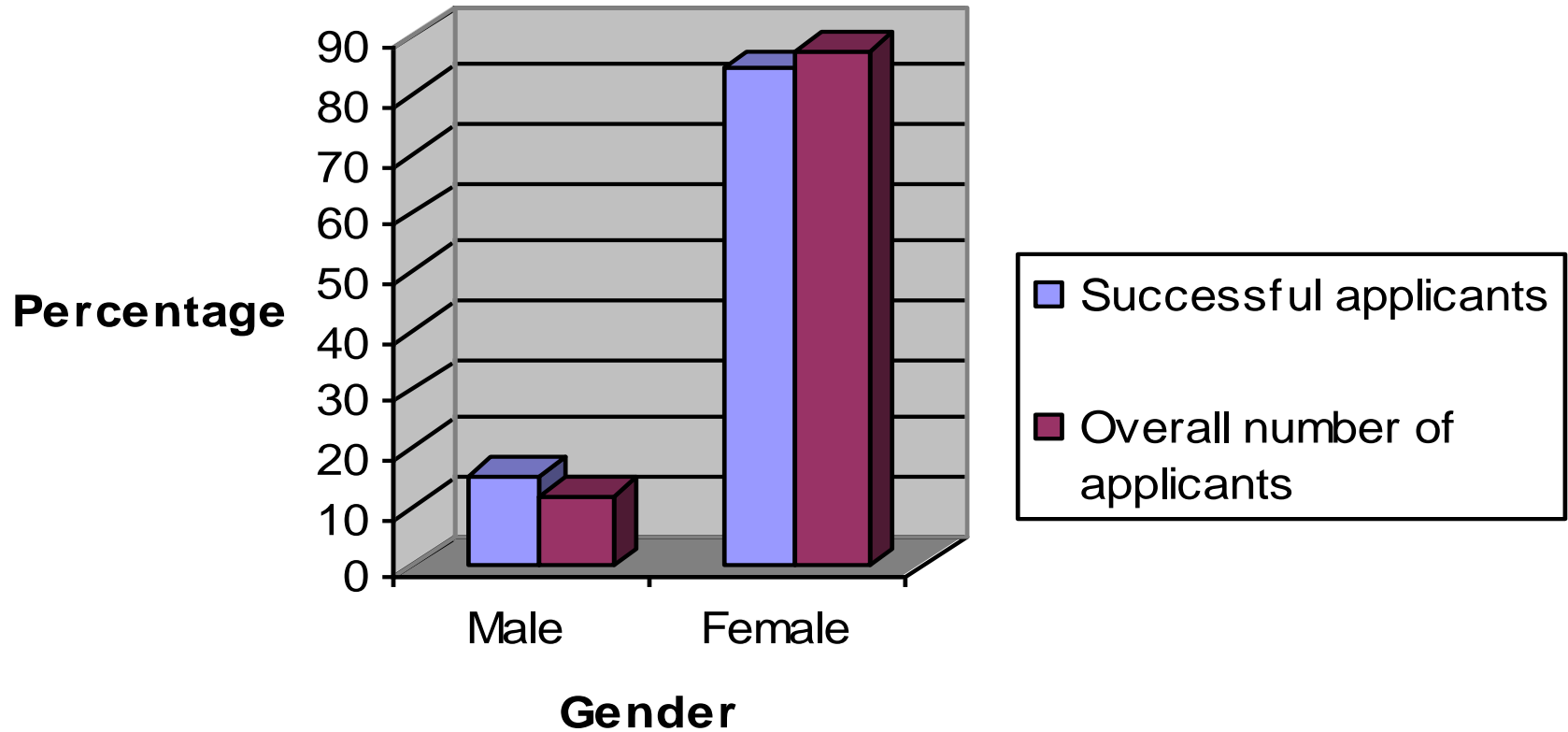
NB Positive action to broaden representation within the profession

SELECTION OUTCOMES: BIRMINGHAM

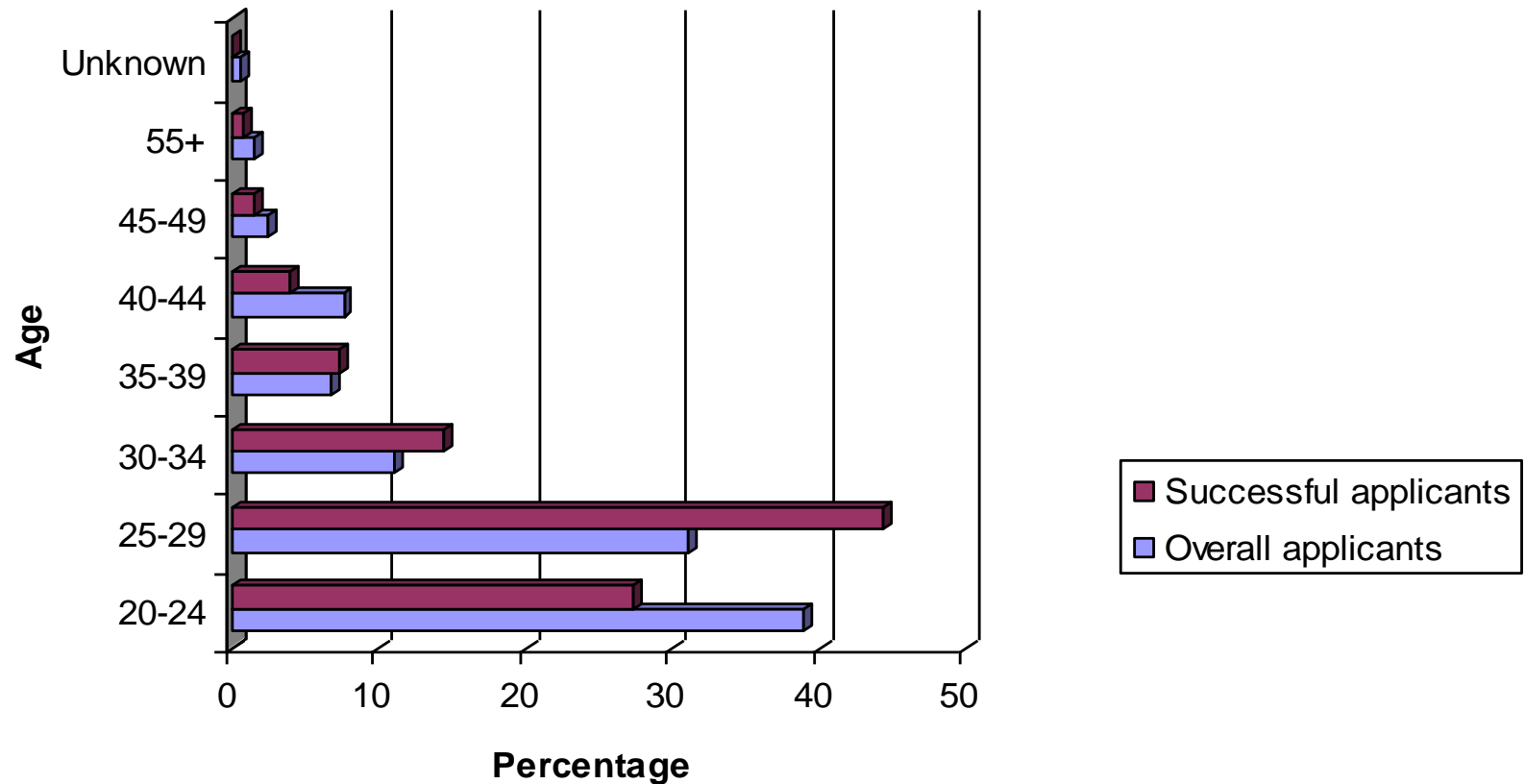
Note:

- Some forms of work experience afford superior opportunities for learning relevant to programme selection criteria: Assistant EP and graduate psychologist posts offer particularly valuable range of pre-training opportunities
- Many groups under-represented (e.g. male; some ethnic and linguistic minorities; age profile skewed toward younger applicants)
- Equal opportunity policy in selection
- Commitment to enhance representation within the profession of members of groups who are currently under-represented

Gender cont.

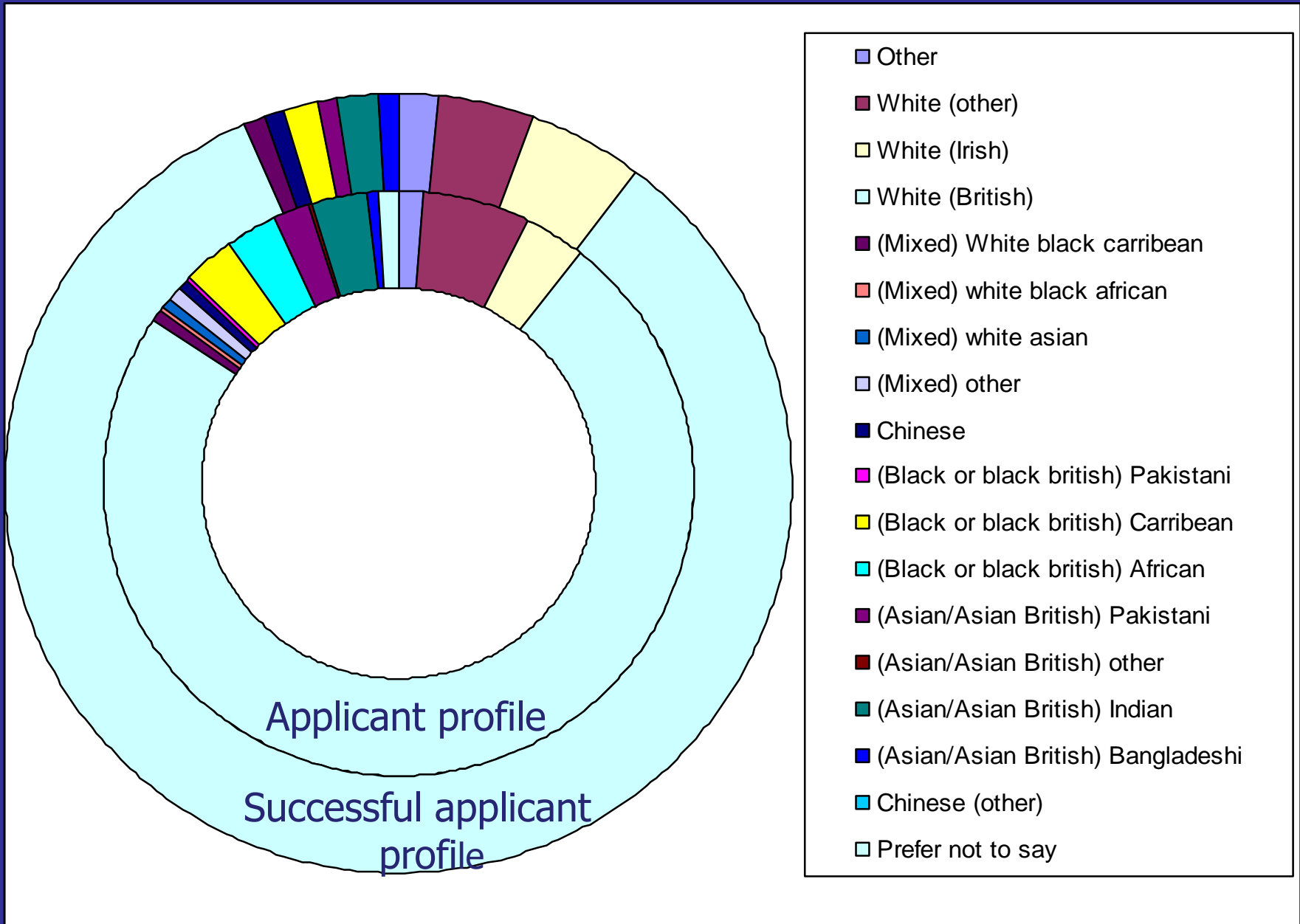


For example: age profile



	20-24	25-29	30-34	35-39	40-44	45-49	55+	Unknown
Successful applicants	27.4	44.4	14.5	7.3	4	1.6	0.8	0
Overall applicants	39	31	11.1	6.7	7.6	2.5	1.5	0.6

and ethnicity....



Preparing for application

- Ensure **current** and **comprehensive** knowledge of psychology, and clear ideas re: applications, and your ability to present this fluently, accurately and convincingly
- Marshal knowledge, skills and understanding derived from your postgraduate work experience
- Ensure familiarity with current policy context
- Tune in to research and sharpen critical thinking
- Strengthen knowledge of EP role and factors influencing this:
 - talk to / ‘shadow’ EPs
 - read relevant DfE/DoH publications; skim journals:
 - Educational Psychology in Practice
 - Educational and Child Psychology
 - explore expectations and experiences of colleagues from allied disciplines
- Practise presentation and/or interview skills (but no coaching!)

Selection Process

- Written application: NB > 85% *not* short-listed
- Group discussion / problem-solving activity
- Parental interaction
- Individual interview:
 - Short presentation re: psychology
 - Follow-up questions
 - Applied psychology and research in the work-place
 - Orientation to EP role
 - Understanding of / commitment to equality of opportunity and access
 - Research interests, experience and skills
- Written task