

UNIVERSITY OF BIRMINGHAM

College of Social Sciences
School of Education



Postgraduate Professional Training in
Educational Psychology

Programme Guide



This booklet provides information about the postgraduate professional training programme in educational psychology at this University. The programme may be subject to modification in response to a range of influences, including developments within the University, developments to the profession and the context in which educational psychologists practice, changes in national policy and their effects upon professional training, and / or the desirability of responding flexibly to the needs of the student cohorts to whom the programme is offered. The specification of the programme within this prospectus does not therefore form part of a contract.

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Introduction

Qualification as an educational psychologist is achieved through completion of a three-year, full time programme of postgraduate training leading to the academic award and professional qualification of Doctorate in Applied Educational and Child Psychology for suitably qualified applicants*. The App. Ed. and Child Psy. D. is recognised by the Department for Education, approved by the Health Professions Council, and accredited by the British Psychological Society, as the professional qualification necessary for practice as a registered educational psychologist in England, Wales and Northern Ireland. Successful completion of the programme allows graduates to apply for registration with the Health Professions Council and to apply to the British Psychological Society for chartered membership of the Society.

*Applicants must:

- have a good honours degree in psychology (normally 2.1 or above), or an equivalent academic qualification in Psychology, rendering them eligible for the Graduated Basis of Registration (G.B.R.) with the British Psychological Society;
- have undertaken work experience in school, health, social care and/or other community settings with children and young people (0-19 years); and
- have excellent mastery of written and spoken English. (See page 23 and Appendix 1 for further information about the English language requirement).

The role of educational psychology services

In its 2000 review of Educational Psychology Service (EPS) delivery, the Department for Education and Employment defined the contribution of educational psychologists (EPs) within the context of the Government's education and social inclusion agendas as

'to promote child development and learning through the application of psychology by working with individual and groups of children, teachers and other adults in schools, families, other Local Authority officers, health and social services and other agencies': (DfEE, 2000:5)

They went on to define three core areas of professional practice by EPs:

early years work; work with schools; and multi-agency work, and to stipulate that core work 'should focus around assessment and intervention at a number of levels' (DfEE, 2000:7).

Within the rapidly changing landscape of public services for children, this broad view of the role of EP Services (EPSs) has been retained. For example, in relation to the agenda for change arising from the publication of the white paper, Every Child Matters: Change for Children (DfES, 2004),

EPSs are positioned as providing 'assessment, consultation, advice and training to early years settings, schools, families and the local education authority', 'The Service assesses the educational needs of children and advises on how the needs of children should be met; this can mean advising teachers and other school staff on how to support the educational needs of an individual child or young person, or advising a school or the local authority on how best to address the needs of particular groups of children. In other works, intervention ranges from working with the individual child to work at the level of the organisation or whole school system.'

It is noted that, in addition to direct work with children and young people, 'in practice, a good deal of the work of the EPS is about helping others to understand children's difficulties more thoroughly so that they can provide more effective teaching, support and care'.

The duties of the service, then, are varied, but will generally include:

- focusing on early problem identification and early intervention;
- contributing to the assessment of the development and educational needs of children and young people;
- undertaking therapeutic work with children and young people and their parents or carers;
- assisting schools with the development of SEN policies so that the performance of the whole school is enhanced;
- assisting local authorities with their own education development planning so that performance is enhanced across each area;
- engaging in action research to promote increased teacher knowledge of good practice in areas such as inclusion and raised achievement;
- engaging in projects to raise achievement and improve provision for pupils with emotional and behavioral difficulties;
- helping to develop knowledge and skills for teachers, learning support assistants and governors;
- working in multi-agency contexts with health, social care, voluntary services and other agencies; and
- supporting parents as 'key partners'.

'In most local authorities, the educational psychology service is likely to be involved in a range of other areas, such as:

- intervention work in areas of literacy development, thinking skills and self-esteem as a learner;

- management training for schools and local authority staff;
- responding to critical incidents in the community where sudden death occurs;
- management of trauma following child abuse; and/or
- support for carers of looked after children’.

www.everychildmatters.gov.uk/ete/agencies/psychology

Postgraduate professional training at the University of Birmingham

The professional training programme in educational psychology at the University of Birmingham fully endorses this broad vision of the role of EPs. The course aims to equip trainee EPs to contribute fully, as applied psychologists, to the Government agenda of raising standards, promoting the mental health and psychological well-being of children and young people, and working towards maximising the inclusion and participation of vulnerable children and young people.

Professional responsibilities are not, however, circumscribed by the Government agenda or DCSF policy. EPs work in a rapidly changing landscape, within which their role and accountabilities, and the methods they use evolve continuously. Professional training is therefore a dynamic and recursive process, in which changing needs and demands in the workplace, and developments in the knowledge-base offered by the parent discipline of psychology inform development and innovation in both educational psychology practice, and the content and pedagogic practices of the professional training process.

The University of Birmingham has provided postgraduate professional training in educational psychology for over sixty years.

When last re-accredited by the British Psychological Society in October 2004, amongst the major strengths of the training programme highlighted were:

- the programme’s ‘unique research-based approach to practice, underpinned by clear interlocking frameworks, key elements of which have been developed over time by the course team; namely Collaborative Action Research (CAR) and Research and Development in Organisations (RADiO) approaches and research methodologies’;
- the programme’s tutorial system, ‘which was highly praised by trainee educational psychologists (TEPs) and ‘demonstrated the tutors’ commitment to TEPs’ continuing development. This is of value in terms of both the academic and professional support provided. In addition, the sensitive and skilful way in which TEPs are helped to manage difficult personal issues was

particularly highlighted by them’;

- ‘the process and structure of formative feedback used on the course’, which was ‘considered to provide a high quality, supportive yet appropriately challenging framework which promotes continuous learning and development, and supports TEPs in planning and identifying priorities’; and
- ‘the close and supportive working relationships between the course and local Educational Psychology Services’ which were described as ‘a real strength, which extends to a congruence about understanding the role of the educational psychologist and professional practice, which is valuable in promoting the integration of work on the course and placement practice’.

The most recent subject review carried out by the Quality Assurance Agency for Higher Education similarly endorsed the high quality of provision made for professional training in educational psychology at the University of Birmingham.

In addition to the App. Ed. and Child Psy. D. programme, a post-qualification doctoral research programme and other continuing professional development opportunities for practising educational psychologists are offered within The College of Social Sciences at the University of Birmingham.

The College of Social Sciences

The College has a wide diversity of students: the student body comprises full-time students drawn from the UK and overseas; part-time students, many of whom are in full-time employment in the Midlands area and Wales; and distance education students. In registering for the programme of study you will be joining a University and a College with a high national and international reputation for both research and teaching. You will also be joining a College which is concerned to make you feel welcome and is fully committed to supporting you through your studies.

Core Values of the Professional Training Programme.

The University of Birmingham’s postgraduate professional training programme places emphasis on theoretical models which underpin the curriculum which reflect a set of core values which promote:

- an informed approach to the application of psychological theory and research to solving ‘real life’ problems, incorporating social constructionist, social interactionist and positivist perspectives;
- the creative practitioner-scientist approach to solving problems, and a commitment towards evidence-based practice;
- working collaboratively with others with sensitivity and respect for their beliefs, values and

experiences;

- anti-oppressive practice, equality of opportunity, and the empowerment of others;
- an adult learning model within which trainees take responsibility for managing their own development and learning, and using their knowledge, skills and expertise to support the learning of peers and colleagues;
- reflective, self-organised, self-evaluative practice;
- adherence to the highest professional and ethical standards of practice; and
- the application of psychological approaches, including adult and active learning models, to the management of trainees' own learning.

A key aim of the programme is to support trainee EPs in working collaboratively with peers, the tutor team, placement supervisors, and a diverse range of educational psychology service users, taking increasing responsibility for the development of knowledge, skills and professional values compatible with the principles summarised above.

Aims of Programme

The primary responsibility of the programme is to provide professional training which qualifies its graduates to work as registered educational psychologists within the UK. The programme is therefore configured in order to conform fully to the standards of education and training laid down by the Health Professions Council (the regulatory body for all branches of practitioner psychology, including educational psychology). The programme sets out to ensure that, by the end of their three years in full-time training, graduates are able to demonstrate the standards of the proficiency required by the HPC, to enable graduates to apply to join the register maintained by the HPC. Registration is a necessary condition for practice as an educational psychologist within the UK.

In parallel, the programme conforms fully to the British Psychological Society's programme accreditation criteria, and addresses the learning outcomes specified for educational psychologists by the Society. Graduation from the programme therefore enables past trainees to apply to the Society for chartered membership as educational psychologists.

In addressing these superordinate purposes of postgraduate professional training in educational psychology, the programme of study aims to support the development of the knowledge, understanding, skills and professional judgement which educational psychologists will require in their first years in post, working within a range of public sector and voluntary agency settings, in collaboration with a range of colleagues, service users and commissioners, to enhance the

development and learning of children and young people.

The programme sets out to position educational psychologists as practitioner scientists whose work is fully informed by critical review of published literature, is clearly conceptualised in terms of its epistemological and theoretical formulation, and the methodological paradigms applied, and demonstrates evidence of balanced independent critical appraisal and evaluation of data collected and / or the outcomes of intervention.

Specifically, the professional training programme aims to ensure that:

- the psychology graduate entrants maintain, develop and apply their knowledge and understanding of psychological theory and research to the primary task of promoting children's development and learning, both through direct work with individual children and groups of children, and through advisory, consultative and research-based work with teachers and others responsible for children's welfare and learning;
- students are supported in developing and applying their knowledge and understanding of the legislative and policy infra-structure affecting children's rights, and the provision of services to ensure children's safety, mental health and psychological well-being, development and learning, within a context of equality of opportunity and anti-oppressive practice;
- students develop their understanding of the schools and other systems and settings in which children are educated and cared for, and their competence to work effectively in the roles of both internal and external consultant and researcher, in collaboration with others, to promote children's learning and psycho-social wellbeing;
- students develop their skills as users and producers of knowledge, and, within their position as applied psychologists in education, apply these skills to support the development and learning of children and young people;
- students are competent to work as applied psychologists with individual children, young people and adults, with groups, and at an organisational level;
- students make a significant and original contribution to specialised fields of inquiry both in their designated research projects, and in their conceptualisation and management of professional practice throughout Years 2 and 3 of the programme, demonstrating assured methodological competence, engaging in critical dialogue with peers, and contributing to theory development; and
- students display mastery of a number of complex and specialised areas of knowledge and skill,

employing advanced skills to conduct research and advance theoretical, technical or professional knowledge and activity in their role as applied psychologists.

Programme Delivery:

The inter-relationship between University-based teaching and learning and supervised professional practice

The University of Birmingham is one of fourteen Universities in England, Wales and Northern Ireland, accredited by the British Psychological Society on behalf of the Department of Children, Schools and Families, to train educational psychologists, who, upon completion of their training, will be eligible for chartered status.

For its effective delivery, the programme requires secure partnership between the University and the Local Authority Psychological Services which contribute to curriculum planning and delivery, and to the staffing of the programme by the academic and professional tutors. Local Services also contribute to the first year of the programme through the supervision of placement activity (which accounts for approximately 70 days, spread across two placements, each undertaken in a different local authority) in a range of public sector and voluntary agency settings.

In Years 2 and 3 of the programme, students have a different role within educational psychology services, since they need to secure appointments to salaried or bursary funded posts as trainee educational psychologists. Students on the Birmingham programme have, in the past, been free to secure a training post anywhere in England or Wales, providing that they and their employing Service were able to:

- safeguard the requisite study time as an integral component of the role;
- ensure that the job description and person specification are compatible with the supervised professional practice and assessed research requirements of each year of the programme, (which, in turn, link directly to the learning objectives and outcomes required by the British Psychological Society); and
- ensure the student's availability to attend the University-based components of the programme during Years 2 and 3.

To date, the majority of trainees on the Birmingham programme secured posts within the West Midlands region, although a minority of trainees opted to seek training posts in other parts of the country.

The co-ordination of programme design, delivery and management is the major responsibility of the

programme director (a practising senior chartered educational psychologist, who has a full-time post within the University).

The programme draws upon the expertise and commitment to educational psychology training of leading practitioners within the region, and academics and researchers within the University who are recognised experts in their field. Such contributions ensure that the curriculum is informed and enriched by the research excellence and scholarship of national and international renown, which colleagues within the University can contribute, and by 'leading edge' developments within the practitioner community to which visiting external speakers contribute.

The research training component of the programme takes place predominantly during the first year of training. The research training constitutes one significant forum within which trainee EPs work alongside colleagues from other professions and disciplines, so ensuring opportunities for training and collaboration across traditional professional and disciplinary boundaries at a formative stage in the professional development process.

Additionally, through the excellent working relationships with West Midland Educational Psychology Services, the programme is able to offer a wide range of complementary supervised professional practice placements during the first year of the programme, in city, metropolitan and shire county settings, all of which are within easy travelling distance of the University. A high quality of professional supervision can be assured as a result of the large numbers of practising psychologists in Services within the West Midlands region who have participated in University-led training in supervision, and in post-qualification study at doctoral level over the last decade. Services offer opportunities for students to observe and participate in a very wide range of academically-grounded professional practice, and for engagement with children, young people and families from widely diverse ethnic, cultural, religious and linguistic traditions.

Staffing

As indicated above, the programme is staffed by the Programme Director and the Academic and Professional Tutors. The Academic and Professional Tutors are University-based for part of the working week, and for the remainder, work either as Educational Psychologists, for Birmingham, Sandwell, Wolverhampton and Worcestershire Local Authority Psychological Services or independently. All members of the tutor team are experienced chartered psychologists who have worked in a number of different local authorities and are actively involved in developments within their employing LAs. The tutor team is able to provide trainees with a broad range of learning opportunities in terms of academic teaching, research activity, professional guidance and tutorial support.

All tutors are actively involved in research and development in schools and other organisations.

Programme Director

Sue Morris

Academic and Professional Tutors

Nick Bozic Birmingham

Julia Howe Sandwell

Jane Leadbetter Birmingham

Huw Williams Wolverhampton

Colette Soan Sandwell

Anita Soni

Programme Structure

A broad overview of the structure and content of the programme is presented in Appendix 2.

From the University perspective, all programmes are conceptualised as credit-bearing: in the case of research programmes, a minimum of 51% of credits must relate to research activity.

The doctoral programme in Applied Educational and Child Psychology is positioned as both a postgraduate professional training programme and a higher research degree.

180 of the 540 credits required for the doctoral award are built up each year, of which, in the first year, 60 are configured as 'research' credits (relating to the assessed requirement of the three Research modules), while in each of Years 2 and 3, the 180 credits awarded for successful completion of Volumes 1 and 2 of the thesis are also positioned as 'research' credits.

Accreditation of Prior Learning (APL)

While the University of Birmingham does have regulations in place which allow for accreditation of certificated prior learning (See Appendix 3), these regulations apply to the App. Ed. and Child Psy. D. programme solely in the case of the three Year 1 research modules. Each module accounts for 20 credits (a total of 60 credits for the three modules). For these modules, subject to trainees producing evidence of an appropriate match in both level and content between their previous studies and the Birmingham research module(s) for which they are seeking exemption, APL and credit transfer may be approved.

APL is not offered for other modules or components of the programme, since the inter-relationship between the University-based learning and teaching and supervised practice requirements of the programme would render an adequate match with prior certificated learning improbable and too complex to assess with the requisite rigour.

Year 1

The first year of the programme comprises seven linked modules alongside two supervised placements in Local Authority Psychological Services. The modules are briefly outlined below.

Assessment and Intervention

This module focuses upon psychological theory and research relating to the process of cognitive development and learning throughout the developmental lifespan, with particular emphasis upon childhood and adolescence. The implications for instructional design and assessment derived from these theoretical underpinnings are explored within a hypothesis-testing approach to psycho-educational assessment, within which a range of approaches to assessment and intervention are introduced.

The module adopts a broad remit, including normative, curriculum referenced, criterion referenced and dynamic approaches to assessment of cognitive development, attainment, language, learning style and thinking skills, motivational and affective factors, and of learning environments.

This module also focuses on the processes of social and emotional development within the lifespan development process. Again, a wide range of psychological paradigms and research evidence, and their applicability are explored, as they relate to the mental health and psychological well-being of children and young people. Monitoring, assessment and intervention methods relevant to work at individual, group and institutional levels are presented and applied in the context of primary, secondary and tertiary prevention of common developmental and intra- and inter-personal difficulties.

Complex Individual Needs

The module presents an opportunity for trainee educational psychologist to update, extend and apply the knowledge of the developmental psychology of childhood and adolescence which they bring to the programme from their prior studies of psychology. Against this background, the nature and impact on development of disabilities and special education needs are examined. Here the emphasis rests heavily upon analysis of theoretical paradigms and research evidence relating to the aetiology and impact of disabling conditions, and to the quality of evidence available to inform the selection of intervention methods of choice, if disadvantage and disability are to be minimised.

Particular attention is paid to balancing social and medical models of disability, and their implications for practice, and to working with children and young people and their carers in ways that maximise their engagement in a collaborative problem-solving process.

Psychology in Professional Practice

This module is planned to support the development of students' knowledge and understanding of the complex environment within which educational psychology services are delivered. Relevant legislation and policy are reviewed, as are the roles, accountabilities and working practices of the agencies and professional disciplines who share responsibility for supporting the care and development, health and learning of children and young people. The module gives extensive consideration to the public education system and to schools, their structure, staffing, culture, curricula, pedagogic practices and assessment arrangements, preparing trainees for their role as applied psychologists working from the Foundation Stage to post-16 education.

Within this context, the module explores the role and function of contemporary psychological services and the applicability of psychological theory and research to the primary task of promoting children's development and learning, both through direct work with individual children and groups of children, and through advisory, consultative and research-based work with teachers and others responsible for children's welfare and learning. Key dimensions of the role such as consultation and supervision, self-presentation, and professional discourses are addressed, drawing upon a number of key theoretical paradigms such as Personal Construct Psychology, the theory and practice of Self-Organised Learning, principles of Democratic Communication, and Socio-Cultural Activity Theory. Importantly, the module provides a key grounding in the standards of conduct, performance and ethics required of practitioner psychologists, and educational psychologists in particular, by the Health Professions Council and British Psychological Society.

Research Training.

There are three modules in which trainees participate alongside other full-time and part-time research students in the School, including the qualified EPs participating in the post-qualification Ed. Psych. D. programme. The first module, entitled 'Identity and Epistemology', addresses the philosophical and methodological bases for research. A second module, 'Designing Research' is concerned with practical aspects of research design and the development of research instruments such as questionnaires and interviews. The third module, 'Using Sources: Producing Analysis' aims to support the development of skills of data collection and qualitative and quantitative analysis, and the reporting of research findings.

Working with Organisational and Communities

This module considers the EP's role in applying psychology at an organisation level. It is concerned to ensure an ecological orientation to practice at all levels, and to exploring community influences upon children's developmental needs and the development of culturally and contextually relevant interventions attuned to the needs and resources of the communities which schools serve. The module prepares trainee EPs to contribute to organisational development, with particular reference to their involvement in school improvement.

Supervised Professional Practice Placements in Year 1.

Fieldwork 'A' is undertaken within one of the West Midlands Educational Psychology Services, under the supervision of designated practising educational psychologists within the host Local Authority. All of the EPs involved in placement supervision will normally have undertaken specific training to prepare for this role.

The placement includes time in schools and nurseries, visits to special provision, practice of skills, and experience of casework and consultation within the Psychological Service setting, along with a small scale collaborative project in a school or early years setting, undertaken by a pair or small group of trainees.

The placement starts early in the Autumn Term and concludes in the following Spring. Two days in each week are devoted to Fieldwork 'A': this includes time for supervision.

Fieldwork 'B' is a block placement of approximately ten weeks' duration. The placement starts after Easter, having been preceded by a two-day introductory visit prior to the Easter break.

Supervision is undertaken by a designated member of the host Educational Psychology Service, with

the Academic and Professional Tutor maintaining close liaison, support, monitoring and assessment roles complementing the support offered by the Local Authority placement supervisor.

Trainee EPs gain valuable experience of life as an applied psychologist on a full-time basis within their host Service during Fieldwork 'B'. The placement offers opportunities for trainees to extend their range of skills and experience. While the detail of the personal learning agreement for the placement will be dependent upon both the practices of the Service and the particular needs and interests of the trainee, a minimum number of substantive tasks must be undertaken.

Cumulatively, the supervised professional practice undertaken during Fieldwork 'A' and 'B' should ensure that every trainee has opportunities to:

apply knowledge and skills introduced during University-based lectures and seminars;

gain experience of practice within two contrasting Educational Psychology Services;

develop a portfolio of practice relating to assessment and intervention with individuals and groups of children and young people within a range of settings;

gain experience of working across the age continuum, and with children, young people and families from differing cultural, linguistic and religious backgrounds; and

contribute to research, staff training, project and development work within schools and other relevant settings.

Tutorial Support in Year 1

Trainee EPs are assigned a personal tutor who support them throughout Year 1 by regular tutorial and supervisory contact. The model of supervision seeks to empower trainees and to enable them to formulate and pursue their own goals for learning.

During the Fieldwork 'A' and 'B' placements, the tutor attends meetings with the trainee EP and the designated supervisor within the EPS, and maintains contact through telephone, email, and additional face-to-face contact, as necessary.

Year 2

The second year of the programme marks a significant shift in the professional identity of students, in the approaches to teaching and learning, and in the role relationships between the University, the student and the Educational Psychology Service in which supervised professional practice is undertaken. In Years 2 and 3, while still registered as full-time postgraduate research students of the University on the App. Ed. and Child Psy. D. programme, trainee EPs either become salaried

employees or take bursary funded positions in Local Authority Educational Psychology Services. Trainees will therefore normally need to secure an appropriate post as a trainee educational psychologist prior to the first day of September of the second year of training.

From the University's perspective, progression and development of learning are viewed within a spiral curriculum, with each successive year affording further opportunities for trainees to consolidate, apply and extend the knowledge and skills developed in earlier stages of the programme. Additionally, each successive year opens up new domains of study and professional practice.

Year 2 of the curriculum amplifies the focus on:

- low incidence / complex needs and disabling conditions;
- work in more specialised educational settings such as special schools and units;
- working in settings other than schools;
- working with children at the lower end of the age continuum and their carers, and related experience in health, education and social care settings which accommodate the needs of children under two years of age;
- family-based work;
- therapeutic intervention;
- collaboration with other professional groups and agencies; and
- work at the organisational development level in schools and / or other community settings.

Placement learning in Year 2

As was the case during Fieldwork 'A' and 'B' in Year 1, University tutors will maintain close liaison with the student and designated supervisor within the Educational Psychology Service, and will make visits to the Service in which the student is working as a trainee EP. A key function of early contacts between supervisor, tutor and the trainee EP will be to negotiate a Personal Learning Agreement for the trainee, in which:

- 40% of the time is safeguarded as protected study time;
- the respective roles and responsibilities of the trainee, the placement supervisor and employing EPS, and the tutor and the University, are clearly specified; and
- a range of activities which the trainee will undertake in order to meet both the requirements of the University, and the expectations of the Local Authority are clarified and recorded.

The Personal Learning Agreement will then form the basis of the ongoing dialogue between student, supervisor and University tutor.

University-based Teaching and Learning in Year 2

There will be relatively little 'formal' lecture-based delivery in Years 2 and 3. Rather, 'academic' learning will predominantly take the form of tutor-supported inquiry-based learning which relates specifically to the supervised professional practice and research requirements of the programme.

The University's extensive 'E-Library' and Canvas resources comprise significant elements of the structured support for learning.

Only a small proportion of the '40% study time' will be allocated to time-tabled lectures and other teaching activities within the University. Trainees will be expected to attend the University for nine days each term. This time will be allocated to:

University-based personal professional development tutorials relating to supervised professional practice, and progress with the research and assessed written requirements of the programme, along with any other matters relevant to the needs of the student;

lectures and seminars; and

trainee-led presentations, seminars and workshops, in which trainees can present their work and share feedback with peers, exchange-based learning can be facilitated, and group consultation approaches can be applied to support both individual and group development.

In Years 2 and 3 trainees are likely to work closely with two designated tutors from the University, one of whom maintains a lead role in placement liaison and support for the overall personal professional development of the student, and the second of whom acts as research supervisor.

Year 3

Students continue in their work as Trainee EPs within their employing EPS.

Arrangements for Year 3 mirror those established in Year 2, in that a Personal Learning Agreement for the year will be negotiated during the first tutor visit to the employing EPS at the start of the academic year.

As was the case in Year 2, within the placement context, inquiry-based learning will be well supported by access to the University's Information Services and a range of Canvas resources.

Overall, the third year of the programme aims to provide opportunities for knowledge and skill

consolidation, along with some opportunity for intensive involvement within a specialised field.

The choice of specialism will need to be locally negotiated, to take account of the interests and development needs of each trainee on the one hand, and the needs and capacities of the employing Service and the opportunities available within the Local Authority on the other.

A further distinctive feature of Year 3 is the increased emphasis upon applications of organisation psychology, and the role of the EP as an external consultant working to promote organisational learning, development and change within large, diffuse and complex organisations, and to contribute to policy development.

The specific focus of this work, and the context in which it is undertaken will necessarily depend upon the opportunities available within each employment context.

University-based Teaching and Learning in Year 3

20% of time in Year 3 is safeguarded as protected study time. Much of this time is directed toward reading to support placement practice, alongside the write-up of the thesis.

A maximum of four days each term are scheduled for University-based learning and teaching. Here, sessions focus on supporting exchange-based learning within the cohort of trainees, and upon more specialised dimensions of practice to support the specialised work experience, and organisational and community psychology applications within trainees' practice placements.

Assessment

The work and performance of students are evaluated in a number of ways.

Overall Formative Assessment

At the start of the first year in training, trainee EPs are asked to take a lead in appraising their own transferable entry skills and training needs, and to work in partnership with their personal tutor to map out objectives for each stage of the first year in training, and plan steps that need to be taken in order to achieve these objectives. Thereafter, at regular intervals, review of progress toward meeting these development objectives forms the basis for discussion within tutorials.

The Assessment of Academic and Research Competence

As noted on page 11, in order to meet the University's requirements for the award of a doctorate, students need to achieve a total of 540 credits.

The programme is organised to ensure that students gain 180 credits each year.

In **Year 1**, seven discrete assessed assignments (each awarded 20 or 30 credits) need to be completed (one assignment for each of the seven modules summarised on pages 12 to 13). These assignments have an important formative function, forming a focus for reading and reflection, and for the development of writing within differing genres. The seven assignments therefore provide opportunities for students to practise and develop their skills in writing traditional 'academic' papers, and in undertaking independent critical analyses of the policy, theoretical and research bases for professional practice, so setting a secure foundation for the work on the thesis which begins in Year 2.

As noted in Table 1 (Appendix 1), in **Year 2**, students make progress with the design and implementation of a substantive original empirical study which will be written up as Volume 1 of their research thesis, and submitted in early June of Year 3.

Additionally, they submit three chapters of Volume 2 of their research thesis. Each of the three chapters which need to be completed in Year 2 comprises a professional practice report. Each report describes a piece of work undertaken during the Year 2 supervised professional practice placement. The collated professional practice reports and appendices relevant to these reports will account for 120 Level 'D' credits.. The three Year 2 PPRs should address at least three of the following broad areas:

- i) an account of work where the focus of the student's involvement is a child or young person with complex needs;
- ii) an account of assessment and intervention with a group (cf. individual child) focus;
- iii) an account of work by the student in which there is multi-agency involvement in assessment and intervention to address the needs of the child and her / his family / carers; and / or
- iv) an operational analysis / evaluation of a specialised setting which caters for complex needs of children and young people and / or families;
and / or
- v) an account of the student's involvement in a planned change process in an organisation.

Assessed academic and research requirements for **Year 3** build on those in place during Year 2.

Trainees complete work on the empirical study which was initiated in Year 2, and write this up as Volume 1 of their thesis. This is written within a 25,000 word limit , accounting for 180 credits.

To complete Volume 2 of the thesis, a fourth professional practice report is written which relates to

work undertaken during the Year 3 supervised professional practice placement. The final professional practice report accounts for 60 credits, and is written within an upper word limit of 8,000 words (excluding references, figures, tables and appendices). Normally this final report will comprise either:

- i) a critical evaluation of work undertaken within a 'specialised' work context or area of practice; or
- ii) work which has an organisational or community psychology focus; or
- iii) a report on, and evaluation of a longitudinal intervention that has been sustained over a period of at least 10 months during the second and third years of the programme.

The thesis will be submitted as two volumes, with Volume 1 comprising the two research report, and Volume 2 comprising the four professional practice reports. It is expected that both volumes:

- o will address epistemological and methodological features of the work;
- o will consider psychological theory and processes in depth;
- o will address ethical dimensions of the work with great care; and
- o will include evidence of rigorous analysis and evaluation of argument and the collection of data.

All work within Volumes 1 and 2 of the thesis will be assessed against the University's regulations for Research Degrees.

Volume 1 of the thesis will be further examined through a viva voce examination.

Assessment of Professional Competence.

For all aspects of the programme work, there is a Supervised Professional Practice Review Guide, which has both formative and summative functions. Use of the Review Guide structures the three-way process of ongoing feedback between tutor, placement supervisor and trainee EP throughout each placement, and defines the criteria against which competence will be assessed by University tutors and fieldwork supervisors at the end of the placement.

Additionally, as they progress through the programme, trainees, with support from their Field Tutor and personal tutor, develop a Portfolio of evidence. The means through which each trainee has met the required learning outcomes of the programme is recorded, and illustrative examples of work undertaken are collated in the Portfolio.

Overview of the Assessment Framework.

In order to gain eligibility for the academic award and professional qualification of Doctorate in

Applied Educational and Child Psychology, students need:

to achieve a pass mark for all seven of the Year 1 modules (so achieving 180 credits);

to achieve a pass mark for their thesis, and pass their viva voce examination (so achieving the remaining 360 Level 'D' credits during Years 2 and 3);

to pass all the supervised professional practice requirements of the programme, in the judgment of the placement supervisor, and the supervising University tutor, and

to conform to the requirements of the University's 'Fitness to Practice' Code and Regulations throughout all components of the programme.

In cases in which a student is unable to complete the programme of study, a number of exit awards are available, to enable the student to translate the credits accrued into a recognised academic award.

It should be noted that all such 'exit' awards are solely academic awards; none represents a recognised level of professional qualification in educational psychology.

In cases in which serious health difficulties or other circumstances impede a students' ability to proceed through the programme, but where the student hopes to be able to resume her / his studies in the near future, it may be possible to arrange a period of deferred registration. It must be emphasised however, that such arrangements will be allowed only under exceptional circumstances in which there is highly persuasive evidence to support the student's request.

It should be noted that no aegrotat award is available for the App Ed and Child Psy D programme. (An aegrotat award is one made under conditions in which a student is rendered unable to fulfil the assessed requirements of a programme because of illness; in such cases the aegrotat degree is awarded on the understanding that, had the candidate been well, he or she would have passed). The status of the App Ed and Child Psy D programme, as a programme of postgraduate professional training approved by the HPC and accredited by the British Psychological Society prevent the award of an aegrotat degree since all the standards of proficiency and learning outcomes specified by the HPC and British Psychological Society respectively, must be demonstrated).

Entry Requirements and Selection Arrangements

Academic Entry Qualifications

Candidates must hold a good honours degree in psychology from an approved university, or hold other academic qualifications which confer eligibility for the Graduate Basis for Chartered Membership (GBC) within the British Psychological Society.

Candidates should ensure that their academic qualifications in Psychology confer eligibility for Graduate Basis for Chartered Membership (GBC): Graduate membership is not sufficient.

Competence in additional community languages and / or forms of communication is considered desirable, but not essential.

Potential applicants with queries about their academic and / or degree conversion programmes should contact:

The British Psychological Society

St Andrews House
48 Princess Road East
Leicester
LE1 7DR

Tel: 0116 254 9568

Web: www.bps.org.uk

Email: enquiry@bpa.org.uk

Professional Entry Requirements

Candidates must be able to demonstrate that they have gained relevant postgraduate experience of working with children and young people (within the 0 – 19 year age range) in educational, social care, health or community settings*, and that they have acquired knowledge and understanding of:

- the process of child and adolescent development and learning in context;
- relevant policy and practices which affect provision for children’s development, learning and well-being within these contexts;
- the role of professional and voluntary services and agencies, and how they work to respond to the needs of children and families; and
- the role of Educational Psychology Services.

** Examples of the roles in which relevant professional work may be gained include work as a teacher; graduate assistant within an Educational Psychology Service; teaching assistant; educational social worker; learning mentor; speech and language therapist; care worker; social worker or social work assistant; child minder, or other worker in early years settings.*

Relevant voluntary experience will also assist applicants in their acquisition of the knowledge, skills and understanding that will form a valuable foundation for their professional training and practice as educational psychologists.

Normally a minimum of one year’s full-time postgraduate work experience (or part-time equivalent) within (a) relevant post(s) will be required at the time that a candidate’s application is submitted.

English Language Qualification

Candidates must be fully fluent in written and spoken English language. Candidates for whom English is an additional language will need to provide evidence that they meet the University's minimum standard of English language competence (See Appendix 1).

Attainment of this minimum standard is a necessary, but not sufficient condition: within the selection process, the written and oral communications skills of all short-listed candidates will be further explored through a range of selection activities, including group discussion and individual interviews (oral language skills) and a written task (written English skills).

Health and Disclosure and Barring Service (DBS) Checks

Candidates must be able to demonstrate that the academic, professional and English language requirements summarised above are met at the time of application.

At the point at which successful applicants receive an offer of a place on the App Ed and Child Psy D programme, the offer will be conditional upon candidates advising the University how the fees will be met, and also, upon compliance with, and satisfactory outcomes of health and **Disclosure and Barring Service** checks.

Further information about these checks will be sent with the University's Offer Pack.

Within the Programme Guide, Appendix 4 gives further information that relates to applicants with additional health needs, which includes an outline of the health declaration process, while Appendix 5 outlines procedures for the **DBS** check.

The Health Professions Council's guidance:

- 'A Disabled Person's Guide to becoming a Health Professional'
<http://www.hpc-uk.org/assets/documents/1000137FAdisabledperson'sguidetobecomingahealthprofessional.pdf>;
- and
- 'Guidance for Health and Character'
<http://www.hpc-uk.org/assets/documents/10002C17Guidanceonhealthandcharacter.pdf>

are commended as valuable supplements to the information presented within this Programme Guide.

Association for Educational Psychologists (AEP)

All postgraduate programmes in England which lead to a professional qualification in Educational Psychology are members of the (**AEP**) Scheme for applications.

The **Association for Educational Psychologists** currently administers a grant scheme for the training of EPs, through which payment is made toward University fees for Year 1 to 3, and a bursary is paid to trainees for their first year in training.

The AEP contact details:

Tel: 0191 384 9512

Association of Educational Psychologists
4 The Riverside Centre
Frankland Lane
Durham
DH1 5TA

Web: <http://www.aep.org.uk/Training>

It should be noted that the **Association for Educational Psychologists** scheme is open only to applicants who normally reside in the UK.

Candidates make an application to the **AEP** (rather than to the University direct). The **Association for Educational Psychologists** then processes applications, forwarding application forms electronically and references to each of the programme centres selected by the applicant (a maximum of three). The grant scheme is open to all UK applicants who meet the appropriate University entry criteria and who give a firm undertaking to seek employment as Educational Psychologists in England following successful completion of the training programme.

Each programme centre is allocated a limited number of funded places each year. Once the selection process has been completed by all the Universities, each University will make offers of funded places to the applicants rated most highly in their respective selection procedures.

Applicants who have secured the offer of a funded place from more than one University need to decide which place they intend to accept, releasing funded places which they decline, which are then offered to candidates with the next highest ranking, and so on.

At the University of Birmingham we seek to recruit 12 trainee EPs each year.

The Selection Process at the University of Birmingham

The University of Birmingham operates stringent Equal Opportunity procedures.

Up to fifty applicants are short-listed and invited to spend a day at the University. The day at the University aims to provide some informal opportunities for candidates to learn about the Birmingham programme, and to provide a good range of opportunities to enable candidates to demonstrate their knowledge, skills and values to the selection panels.

Both the short-listing and the selection at interview are based on the judgment of panels comprising representatives of the University tutor team, and principal (PEP)/senior educational psychologists (SEP) from the West Midlands region.

The day comprises informal group discussion with tutors and the PEP/SEP members of the selection panel, a group exercise and an individual interview. In addition, candidates are asked to undertake a written task which is used to sample their abilities to summarise and critique source material.

The information gained through the selection process is used to assess applicants':

- knowledge, interest in, and application of psychology (including recent relevant reading);
- knowledge and understanding of professional educational psychology services;
- research experience, interests and skills;
- interpersonal and communication skills (including clarity, relevance, organisation and economy of the application form);
- understanding of, and orientation towards anti-oppressive practice;
- understanding of school and classroom ecology, and curricular and pedagogic factors relevant to the task of meeting children's diverse needs within the public educational system;
- understanding of other contexts relevant to children's health and social care;
- understanding of the wider legislative and policy infra structure, and its functional implications for practice in schools, Local Authorities / Children's Services, and / or other community settings;
- awareness of the skills and qualities which candidates bring to their professional training and their expectations of the training process; and
- interest in, and competence to undertake doctoral research.

International Students

The programme is geared to prepare students to work within the legislative and organisational

framework of the British education, health and social care systems. While the University of Birmingham, and the College of Social Sciences welcome applications from international students, in the case of the professional training programme in educational psychology, applications are normally channelled through the **Association for Educational Psychologists** Clearing House.

In practice, the conditions for application set by the **Association for Educational Psychologists** will restrict admissions to the App. Ed. and Child Psy. D. programme by prospective applicants from overseas.

Please note, the University's standard on-line application will not be accepted, since the information given will not be sufficiently closely aligned to the App. Ed. And Child Psy. D. selection criteria.

Students with Disabilities

Applicants with a disability are welcome. They will be assessed against the same academic and professional criteria as other candidates (See Appendix 4 for additional information re: support for applicants with additional health needs).

A number of modifications have been made to buildings, and various special facilities have been provided on campus and are in the process of further development in order to meet the needs of students who have a disability.

University policy requires that in parallel to the selection procedures, applicants with a disability should be interviewed on an individual basis to explore, and take account of their particular needs. This enables the University to identify, and take action to prepare for and address potential obstacles to participation and learning which students may otherwise encounter within the University.

It would be helpful to the programme tutors to be informed in advance of interviews when an applicant has special needs which need to be accommodated either during the selection procedures or during the three years in training.

Applicants should be confident that any such disclosure will not prejudice their application: this information is sought solely in order to enable the University to meet its legal and moral obligations to ensure that all candidates are welcome, and none is placed at a disadvantage because of the effects of a disability or other needs. As indicated above, before being accepted, candidates may be asked to attend an interview with the Admissions Tutor to discuss their individual requirements, to clarify how the University will be able to accommodate these, and to be shown the University's facilities.

The University is a member of Skill, the National Bureau for Students with Disabilities. The College of Social Sciences has a designated tutor for students with a disability.

Students from Minority Groups

We encourage and value applications from members of minority groups which are currently under-represented within the profession of Educational Psychology.

Additional Information

The University of Birmingham

The University is situated in Edgbaston, a pleasant suburb some two miles south of the city centre. It is served by a frequent bus service, and also by rail, having its own station on the local line to and from Birmingham New Street Station. Birmingham's Faculty buildings, student facilities, large library and Great Hall are all on the same site, and much of the student accommodation is only a short canal-side walk away, on a separate site with its own attractive lake.

The University offers many facilities. Students are well supported by health and counselling services, and by accommodation, welfare, finance and careers advisory services. The University is fully committed to implementing its Equal Opportunities Policy. Birmingham attracts a vibrant, cosmopolitan student population, enjoying strong recruitment from home and international students.

As members of the University, trainee EPs are entitled to make use of the many amenities on site: the Students Guild with its shop, travel agent and bar; the Munrow Sports Centre and swimming pool, which has recently been extensively modernised and offers up to date health and fitness facilities; the all-weather football and hockey pitches and netball courts; the Barber Institute of Fine Arts; the Allardyce Nicholl Theatre; the bookshop, banks, hairdressers, stationers, general store and café near Staff House; and the University Library.

The City of Birmingham

Birmingham justifiably calls itself England's 'Second City'. In recent years the city has begun to put itself more firmly on the map, both nationally and internationally. Many current and completed projects reflect Birmingham's desire to become a city which can proudly take its place in Europe. Much attention has been paid to the arts and to sport, as well as to the revitalisation of business, commerce and industry and the creation of employment opportunities.

In the arts, to choose from many other examples, Birmingham has built the internationally

renowned Symphony Hall, and refurbished its well established Repertory Theatre, which form part of Centenary Square. Nearby are the Central

Library, the largest lending library in Europe, and the City Museum and Art Gallery. The Art Gallery specialises in Pre-Raphaelite art, and hosts a number of major exhibitions in the course of each year.

The International Convention Centre, and the nearby National Indoor Arena, along with numerous entertainment facilities on the Gas Street Basin complete the Centenary Square / Brindley Place complex.

Birmingham also hosts three other major theatres, among which is the Hippodrome, home to Birmingham Royal Ballet.

For those with an occasional need for retail therapy, the City centre is home to established High Street shopping, along with the Bull Ring Centre, which has been voted the top shopping centre in the UK and in Europe, and the more exclusive Mail Box development, which links in to new housing, the relocated BBC television studio, and attractive canal-side bars and restaurants. Additionally, the vibrant multi-ethnic suburban 'villages' surrounding the city centre offer a vast array of both routine and more colourful shopping and dining opportunities.

In line with its developing position as a European city offering an attractive life-style to its residents, Birmingham had pedestrainised two of the city's main thoroughfares. As well as the other advantages brought about by this, it is now possible for outdoors cafés to offer attractive venues for shoppers and visitors during the Summer.

The Midlands Art Centre complex (MAC) in Cannon Hill Park offers facilities for film, dance, sport, outdoor theatre, and a wide range of children's and adult's programmes.

In sport, the Birmingham area is home to two Premiership football teams and to Warwickshire County Cricket Club at Edgbaston (opposite the MAC). There are innumerable opportunities for amateur team and individual sports in the city, including tennis, squash, netball, football, rugby and cricket. A growing number of gym and health clubs adds to the range of leisure and fitness amenities within the city.

The multi-ethnic and multi-cultural nature of Birmingham produces a rich and wide variety of other cultural, religious and artistic activities. One practical outcome of the city's cultural diversity is the extensive culinary repertoire available in the many bars, restaurants and other eating places both in the city centre and suburbs.

Overall, from academic and professional perspectives, and in terms of overall quality of life, Birmingham and the West Midlands Region afford many strengths as a setting in which to undertake

the three year programme of postgraduate professional training in educational psychology.

Appendix 1: University of Birmingham English Language Requirements

Applicants whose first language is not English need to demonstrate a minimum standard of proficiency in English language.

It is a requirement that qualifications are not older than two years at the time of commencing the programme. School and college requirements vary. The School of Education Requirement for postgraduate research students is for IELTS level 7.0, with no less than level 6.5 in any band; TOEFL paper-based test score of 600 plus TWE 4.0, and / or TOEFL intranet-based test score of 100 with no less than 23 in any band.

For details of other accepted qualifications please see www.international.bham.ac.uk/countryinfo

If you have been instructed and assessed in English Language at a recognised institution, you may be exempt from these requirements. For further information about English language requirements, please visit www.international.bham.ac.uk/english-language-reqs.htm

When applicants whose first language is not English have obtained a degree from an English speaking country (e.g. UK, Australia, USA, etc.), an English language qualification is not required if the degree was obtained within the last three years.

If the degree was awarded more than three years ago the applicant would need to provide evidence that they have been using English regularly since graduating.

Postgraduate applicants who have been educated in the following countries/parts of countries, where the medium of instruction at school and higher education has been in English, are not required to provide an English language qualification:

- Australia
- Bahamas
- Botswana
- Brunei (Malay and English)

- Canada (French and English: only Quebec has French as sole language of instruction, although New Brunswick is officially bilingual)
- Cameroon (if educated in English in the South West and North West provinces)
- China (if studied recently at the University of Nottingham campus in Ningbo)
- Gambia
- Ghana
- Gibraltar
- Hong Kong (if studied recently at the University of Hong Kong)
- Jamaica
- Kenya
- Lesotho
- Liberia
- Malawi
- Malaysia (if studied recently at the University of Nottingham campus)
- Malta
- Mauritius
- Namibia
- New Zealand
- Nigeria
- Papua New Guinea
- (University of Puerto Rico)
- Republic of Ireland
- Sierra Leone
- Singapore
- South Africa
- Tanzania
- Trinidad and Tobago
- Uganda
- USA
- Zambia
- Zimbabwe

Appendix 2: App. Ed & Child Psy. D. Programme: Summary of Programme Structure, Content and Assessed Requirements

Year of Study	University-Based Teaching	Supervised Professional Practice*	Assessed Academic and Research Requirements
1	<p>Teaching and learning organised within seven modules:</p> <p>Assessment and Intervention</p> <p>Complex Individual Needs</p> <p>Psychology in Professional Practice</p> <p>Research in Professional Practice (three modules):</p> <p>Identity & Epistemology;</p> <p>Designing Research;</p> <p>Using Sources; and Producing Analysis)</p> <p>Working with Organisations and Communities</p>	<p>Placement A: two days per week in a Service within the West Midlands region, conducted over the period from October 2008 until March 2009</p> <p>Placement B: ten week 'block' placement during the Summer Term.</p> <p>Placement activity is designed to complement the University-based teaching, facilitate learning about the contexts in which educational psychologists practise, and to provide a range of activities to support the practice of core professional skills.</p> <p>The principal focus of work is upon developing skills of consultation, assessment and intervention in relation to the needs of individuals and groups of children in early years and school settings, and within other educational, social care and community settings.</p>	<p>Eight assignments (one for each module, and two for the 'Assessment and Intervention' module)</p> <p>Assignments comprise essays or reports of practice undertaken during the two supervised professional practice placements.</p>
2	<p>Through a spiral curriculum, there is support for the further development of knowledge and skill domains introduced in Year 1.</p> <p>There is greater emphasis upon inquiry-based learning methods.</p> <p>The Year 2 curriculum gives greater prominence to more complex, low incidence needs, and to work at the level of the organisation, in addition to therapeutic work with individuals and groups of children and young people and their families.</p>	<p>The year is structured so that 60% of time is spent working within the employment context, undertaking supervised practice which addressed learning objectives and outcomes specified within each trainee EP's personal learning agreement.</p> <p>Professional practice is planned to ensure consolidation and judicious extension of skills and experience, to provide trainee EPs with opportunities for involvement in work with children and young people with complex needs, and for involvement in community and organisational development work.</p> <p>Experience of research and project work is a further core feature of practice in Year 2.</p>	<p>(Work towards Volume 1 of the thesis, which addresses a substantive empirical study. In Year 2, progress is made with drawing up the research proposal, securing ethical approval making progress with the literature review and design of the study. Data collection may also get under way).</p> <p>Volume 2, Part 1 of the thesis, comprises three professional practice reports, each written up within a word limit of 6,000 words.</p>

<p>3</p>	<p>As is the case in Year 2, the curriculum plan for Year 3 is designed to support the consolidation of knowledge and skills developed throughout the preceding year(s), and to support trainees' further development through a combination of University-based seminars and presentations, inquiry-based learning, directed independent study and web-supported learning.</p> <p>The Year 3 curriculum provides opportunities for trainees to select more 'specialised' professional domains to study and work within in greater depth, and for preparation for professional involvement in development and research in complex organisations and in contributing to policy development.</p>	<p>The Year is structured so that 80% of time is spent working within the employment context, undertaking supervised practice which addresses learning objectives and outcomes specified within each trainee's personal learning agreement.</p> <p>Professional practice should ensure consolidation of skills and experience, whilst extending that range of experience, to provide trainee EPs with opportunities for involvement in work within designated specialist settings, or in relation to particular service user needs. Examples here would include work within Children's Centres, specialist Child and Adolescent Mental Health or Youth Offending Services, and/or work with children and young people with autistic spectrum disorders and their families, or children and young people with severe, profound and multiple learning difficulties, sensory impairment and/or significant medical needs. *To 'pass' the programme requirements, trainee EPs must have demonstrated the required standards of professional competence in their supervised professional practice placements in the judgment of their placement supervisor(s) and University tutor(s), in addition to meeting the 'Pass' criteria for the assessed academic and research requirements.</p>	<p>Volume 1 of the thesis comprises a research report, providing an account of the substantive empirical study undertaken during Years 2 and 3 of the programme, and written up within a word limit of 25,000 words.</p> <p>Volume 1 of the thesis is examined via viva vice examination in late June or July.</p> <p>Volume 2, Part 2 of the thesis comprises one substantive professional practice report, written within an upper word limit of 8,000 words.</p> <p>Volume 2 in its entirety must be available for scrutiny by both examiners during the viva voce examination, but will not normally be examined within the viva.</p>
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*To 'pass' the programme requirements, trainee EPs must have demonstrated the required standards of professional competence in their supervised professional practice placements in the judgment of their placement supervisor(s) and University tutor(s), in addition to meeting the 'Pass' criteria for the assessed academic and research requirements.

Overall, they must have passed all the assessed academic, research and professional practice requirements of the programme and have met all the Health Professions Council's Standards of Proficiency (SOPs) for practitioner psychologists within their part of the Register (Educational Psychology), in parallel to meeting the learning outcomes required by the British Psychological Society as a condition of eligibility to become a chartered educational psychologist.

Appendix 3: Accreditation of Prior Learning at the University of Birmingham

APL is an umbrella term for the process by which Higher Education Institutions (HEIs) give credit against learning achieved by an individual before entry to a programme of study. This learning may have been previously assessed and certificated by an education provider, in which case it can be referred to as 'prior certificated learning' (APCL). It may also have been acquired outside formal education and training systems (e.g. through work experience) and can be referred to as 'prior experiential learning' (APEL).

The APL process at Birmingham does not apply to the assessment of an individual's prior learning and/or experience for the purpose of entry to a programme of study, only to the assessment of their eligibility for entry with credit.

Where APL is being sought for the award of academic credit the University must make certain that the learning derived from prior certificated study (or experiential learning) is equivalent to that of the learning that might otherwise have been achieved by following the full programme of study. Consequently, we must ensure that the evidence submitted is in accordance with APL regulations – namely validity, currency, sufficiency and authenticity.

The applicant will need to demonstrate that the prior learning for which the claim is being made is relevant to the programme of study he/she has applied for at Birmingham.

The applicant must be able to show that there is an appropriate match in both level and content between their previous studies and the Birmingham module(s) for which they are seeking exemption.

Where it is determined that there is not equivalency between the applicant's previous studies and the Birmingham module(s) no award of credit can be made.

Applicants who wish to apply for credit transfer must first apply for admission to the programme of study. In addition to applying for admission to the University, applicants must also submit an application for credit transfer.

Full information can be found on the
website: www.admissions.bham.ac.uk/apl

Appendix 4: Applicants with Additional Health Needs

General Provision for applicants with a disability

Any reference to disability on an application form must not impact upon the processing of applications and no reference should be made to any declared disability.

A Learner Support Agreement (LSA) is not required for any applicant prior to an offer being made and no offer should be made conditional on the completion of the LSA as doing so would breach the Disability Discrimination Act.

Declaration of a disability must not affect the decision to make an offer regardless of what disability is stated, or delay the decision being transmitted to the applicant.

The Disability and Learning Support Service will act upon information provided in an application and / or health declaration, to identify all applicants who have accepted their offer and who have declared a disability.

The Disability and Learning Support Service will contact these applicants and liaise with them to organise their support. The text in offer letters has been amended to advise the applicants to contact the Disability and Learning Support Service if they have support needs. The Postgraduate Offer Guide has been amended and includes two forms – a ‘student’s consent to sharing disability information form’ and a ‘self-assessment of needs statement’.

These are available on the website:

www.as.bham.ac.uk/studentlife/disability/forms/index.shtml

Questions relating to arrangements to support students who declare a disability may be directed to:

Dawn Egging

Disability and Learning Support

Service Manager

Telephone: 0121 414 5130

Email: d.e.k.egging@bham.ac.uk

The Health Declaration

When you receive an offer of a place on the App. Ed. And Child Psy. D. programme at the University of Birmingham, you will be sent an 'Offer Pack' which includes a Health Declaration and information re: the **Disclosure and Barring Service (DBS)** checks (see Appendix 5 for further information re: the **DBS** checks).

The offer remains conditional until the Health Declaration and **DBS** checks have been made, and outcomes approved.

In the case of the Health Declaration, applicants return the completed Health Declaration directly to the University's Occupational Health team who determine whether the declaration is 'satisfactory': i.e. indicates that the prospective student's health status is compatible with the requirements of the programme of study. A 'satisfactory' Health Declaration is a condition of acceptance onto the programme.

In cases where information provided within the Health Declaration indicates that a prospective student's health needs may not be compatible with the demands of the programme of study, a member of the Occupational Health team will contact the applicant to seek further information.

If, following further investigation, Occupational Health advise that they do not approve the declaration, the University has grounds to withdraw the offer.

This process is confidential. Health information is not disclosed to other parties, and is not shared with the App Ed and Child Psy D tutor team, other than in cases where a student chooses to share information.

(Occupational Health is part of the University's Human Resources. The team aims to support postgraduate students, tutors and the University in maintaining student and employee health at work and assisting postgraduate students and staff in returning to work or continuing to work if they experience ill health).

Appendix 5: Disclosure and Barring Service Checks:

Specific programmes that involve working with children or vulnerable adults require applicants to complete a **Disclosure and Barring Service (DBS)** Disclosure.

The App Ed and Child Psy D programme requires that students complete a DBS check.

The right to ask applicants or students to provide a Disclosure is strictly determined by law.

Within the University, once an applicant for a course requiring a DBS check has firmly accepted an offer of a place, the DBS application is sent directly to the applicant for her/him to complete and return to the DBS Administrator for ID checks to take place. The form is then sent to the DBS for processing. It can take anything up to 13 weeks for the Disclosure to be returned, so it is vital that applicants are made aware of the need to complete their DBS application form in good time for the start of their course.

If a caution, conviction or reprimand is declared on the DBS disclosure, the Admissions Manager responsible for DBS will contact the Admissions Tutor directly with anonymised details. It is then the decision of the department whether an applicant is allowed to proceed on their chosen programme.

However, the University is assiduous in following the DBS Code of Practice to ensure that decision making is fair and equitable; this means that, before a final decision to exclude a student or applicant on the basis of information on their DBS Disclosure can be made, the individual should be given the opportunity to put their case in person to those responsible for making the decision.

DBS regulations are stringent and the University's continued status as a Registered Body is dependent on strict adherence to these regulations.

The DBS Code of Practice is available as

a PDF from: <https://www.gov.uk/government/organisations/disclosure-and-barring-service>