

POSTGRADUATE PROFESSIONAL TRAINING PROGRAMME IN EDUCATIONAL PSYCHOLOGY, 2010 – 2013

The University of Birmingham offers a three-year full-time programme of postgraduate professional training in educational psychology which leads to the academic award and professional qualification of Doctorate in Applied Educational and Child Psychology. This qualification also ensures eligibility for the status of Chartered Educational Psychologist with the British Psychological Society.

The App. Ed. and Child Psy. D. programme replaced the M. Sc. (Educational Psychology) programme, in September 2006. The M. Sc. Programme is no longer available.

Entry Requirements:

Academic Entry Qualifications

Eligibility for the Graduate Basis for Registration (GBR) with the British Psychological Society. This involves having:

- successfully completed a first degree programme in Psychology (usually a B.A. or B.Sc. in Psychology, with Honours, or a joint Honours degree in which Psychology is the major subject). The degree programme must have been approved by the British Psychological Society as conferring eligibility for GBR; **or**
- passed the Society's Qualifying Examination; **or**
- undertaken an appropriate Society-approved conversion course or higher degree programme approved by the Society as conferring eligibility for GBR.

Professional Entry Requirements

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

- the process of child and adolescent development and learning;
- relevant policy and practices which affect 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**
- specifically, the role of Educational Psychology Services.

English Language

Candidates must be fully fluent in written and spoken English.

* Examples of the roles in which relevant work experience may be gained include work as a:

- teacher;
- graduate assistant or assistant psychologist within an Educational Psychology Service;
- teaching assistant;
- educational social worker;
- learning mentor;
- speech and language therapist;
- care worker;
- social worker or social work assistant; or
- childminder, or other worker in early years settings.
- Relevant voluntary experience will also assist applicants in their acquisition of knowledge, skills and understanding that will form a valuable foundation for their professional training and practice as educational psychologists.
- In the selection process, assessors will be interested in what applicants can demonstrate that they have learned from their work experience that is relevant to their work as educational psychologists, rather than in their profile of experience per se.

Application

Applications to the programme are normally made via an on line application system administered by the Children's Workforce Development Council:

Web: www.cwdcouncil.co.uk/educational-psychology

Children's Workforce Development Council
2nd Floor
City Exchange
11 Albion Street
LEEDS
LS1 5ES

Direct Line: 0113 390 7755

Applications need to be submitted over the period from 26th October until 18th December 2009.

Note:

The Children's Workforce Development Council administers the grant scheme for the funding of the training of educational psychologists. The aim of the scheme is to provide an equitable service and to maintain the supply of qualified educational psychologists available for employment in England.

Funding is only available to applicants who ordinarily reside in the UK and intend to seek employment for at least two years as an Educational Psychologist with a Local Authority in the UK after successful completion of the training programme. Funded trainees who do not seek employment as an Educational Psychologist in the UK may be required to reimburse any funding received in full. Applicants must be ordinarily resident in the UK at the time of application.

The CWDC scheme is the sole publicly funded route open to prospective educational psychologists.

Other applicants must apply direct to the University.
Application packs are available from Carole Brightman, the programme secretary:

Carole Brightman
School of Education
University of Birmingham
Edgbaston
Birmingham
B15 2TT

Tel: 0121 414 4883
Email: c.l.brightman@bham.ac.uk

Please note that application packs specifically tailored to the demands of the App. Ed. and Child Psy. D. programme must be used. Applications submitted via the University of Birmingham's standard on-line application forms will not be accepted since the depth of information will be insufficient for short-listing purposes.

Applications made direct to the University must be received by 5.00 pm on Friday 18th December 2009.

All applications (those made to the Children's Workforce Development Council, and those made direct to the University), will be considered within a single selection process.

Applications from Groups Currently Under-Represented within the Profession of Educational Psychology

The University of Birmingham is committed toward broadening access to higher education by applicants who are from groups who have, in the past, been under-represented. Similarly, the profession of educational psychology is keen to achieve a more balanced profile in terms of age, sex, culture and ethnicity, and other attributes which contribute to the diversity of the communities in which educational psychologists work.

Applications from members of minority groups and from people with language skills additional to English are welcomed. In cases where applicants have a disability, or other particular needs which may have any impact upon them within the selection process and/or in the course of their studies, they are asked to bring this to the attention of the tutor team at an early stage. Candidates can be assured that any such disclosure will not prejudice the selection process in any way, but will be used to ensure that appropriate arrangements are set in place to anticipate and address the candidate's needs at all stages of the selection process.

Selection Arrangements

The University of Birmingham operates stringent Equal Opportunity procedures.

Up to fifty applicants will be short-listed and invited for interview, on the basis of the quality of their application.

Short-listed applicants are invited to spend a day at the University over the period during March 2010.

Both the short-listing and the selection at interview are based on the judgment of a panel comprising representatives of the University tutor team, and principal educational psychologists from the West Midlands region.

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);
- orientation toward 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 they bring to their professional training; and
- informed and realistic expectations of the training process.

It is expected that ten places will be available on the programme for 2010 - 2013.

Financial Support for Training

The scheme managed by the Children's Workforce Development Council meets the costs of:

- the programme fee for years 1 – 3; and
- a tax-free bursary of £14,400 for year 1.

Where students accept an unfunded place on the programme, they will not receive any income during year 1, and will need to pay tuition fees:

- Year 1 (2009 - 2010): £13,025
- Year 2 (2010 - 2011): £ 6,063
- Year 3 (2011 - 2012): £ 6,366

In Years 2 and 3 trainees will need to secure appropriate supervised placement experience in Educational Psychology Services. The University tutor team and Educational Psychology Services within the West Midlands Government Office Region (GOR) will use their best endeavours to support trainees in securing appropriate work experience placements within the region during Year 2 and 3 of their training.

Income for both 'funded' and 'unfunded' trainees in Years 2 and 3 has to date, taken the form of a salary paid by each trainee's employing Local Authority.

Principal Psychologists and Educational Psychology Services within the West Midlands region are highly supportive of the Birmingham programme, having worked in close partnership over a number of years in the design and development of the programme and its placement requirements. A range of well-supported placements within the region is assured for students in the first year of training. Trainee EPs on the Birmingham programme have, to date, been the first in the country to have secured training posts for years 2 and 3. The significant majority of these training posts have been based within the West Midlands GOR, although trainees wishing to work in other parts of the country have also been successful in securing the posts to which they applied.

All trainees from the Birmingham programme have secured salaried posts on the Soulbury trainee EP Scale for the final two years of their training.

As more definitive arrangements for provisions for the supervised practice requirement of Years 2 and 3 are agreed with Local Authorities within the West Midlands GOR, this page will be updated.

The Structure of the Birmingham Programme:

The structure and content of the programme and its assessment arrangements are summarised overleaf in tabular form. The programme prospectus, which is available from Carole Brightman, the programme secretary, provides a more detailed account of the programme.

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Tel: 0121 414 4883
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Table 1: Structure and Content of the App. Ed. and Child Psy. D. Programme			
Year of Study	University-Based Teaching	Supervised Professional Practice*	Assessed Academic and Research Requirements
1	<p>Teaching and learning organised within seven modules:</p> <ul style="list-style-type: none"> • Assessment and Intervention • Complex Individual Needs • Psychology in Professional Practice • Working with Organisations and Communities <p>Research Module - Identity and Epistemology Research Module - Design Research Research Module - Using Sources/Producing Analysis</p>	<p>Placement A: two days per week in a Service within the West Midlands region, conducted over the period from October 2010 until March 2011</p> <p>Placement B: ten week 'block' placement during the Summer Term of 2011.</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 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>Seven assignments (one for each module). 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 the 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 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 supervised professional practice, normally within the West Midlands.</p> <p>Supervised practice addresses learning objectives and outcomes specified within each student's personal learning agreement.</p> <p>Professional practice should ensure consolidation of skills and experience, whilst extending the range of 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>Volume 1, Part 1 of the thesis, comprising a comprehensive critique of theoretical and research literature relevant to the substantive empirical study which will be completed during the third year of the programme. This literature review is written up to journal specification, within a word limit of 8,000 words, accompanied by a short public domain briefing (a summary written in a style suitable for lay readers).</p> <p>Volume 2, Part 1 of the thesis, comprising three professional practice reports. Each account must be written up within a word limit of 6,000 – 8,000 words.</p>

Year of Study	University-Based Teaching	Supervised Professional Practice*	Assessed Academic and Research Requirements
3	<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 their further development through a combination of University-based seminars and presentations, inquiry-based learning, directed independent study and web-supported learning. The Year 3 curriculum provides opportunities for students to select 'specialised' professional domains to study in greater depth, and for preparation for professional involvement in research and development in complex organisations and in contributing to policy development.</p>	<p>The Year is structured so that overall some 80% of students' time is spent working within the Local Authority context. Again, supervised practice addresses learning objectives and outcomes specified within each student's personal learning agreement. 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 specialised work settings, and/or in relation to particular service user needs. Examples here would include work within Children's Centres, targeted of specialist Child and Adolescent Mental Health or Youth Offending Services, and/or work with children 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.</p>	<p>Volume 1, Part 2 of the thesis, comprising a research report, providing an account of a substantive empirical study undertaken during Years 2 and 3 of the programme, and written up to journal specification, within a word limit of 8,000 words. This research report is accompanied by a short public domain briefing (a summary written in a style suitable for lay readers). Volume 2, Part 2 of the thesis, comprising two substantive professional practice reports, each written within an upper word limit of 8,000 words.</p>

*To 'pass' the programme requirements, trainee EPs must have demonstrated the required standards of professional competence throughout 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.

Open Evenings

The next Open Evenings for prospective applicants are scheduled for:

Thursday October 22nd 2009, from 6.00 – 7.30 p.m.; and

Thursday July 17th 2009, from 6.00 – 7.30 p.m. in Room G39 (the Conference Room) of the School of Education (Edgbaston site).

The Open Evening comprises two sections:

- a presentation by the tutor team, which aims to give information about the programme, the application and selection process and funding arrangements; and
- small group discussion, with a member of the tutor team joining each group to address questions and explore the particular circumstances of prospective applicants, as these may affect eligibility for application, and opportunities for participation in the programme.

Each of these two components of the evening is of approximately 45 minutes' duration.

Accreditation of Prior Experience and Learning (APL and APEL)

The University of Birmingham has regulations through which requests for accreditation of prior experience and learning can be considered, and exemptions granted for modules and their assessed requirements. In the case of the Postgraduate Professional Training Programme in Educational Psychology, applications for APL or APEL need also to be processed by the British Psychological Society.

The University's regulations, coupled with the structure of the programme, and the linkages between the modules and the supervised professional practice requirements of the programme render improbable the chance that substantive exemptions would be approved.

Updated:

7th September 2009.