

## Programme Specification

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### Doctorate in Educational Psychology (2021-22)

#### Subject to revalidation

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

Awarding Institution	University of Southampton
Teaching Institution	University of Southampton
Mode of Study	Full-time
Duration in years	3
Accreditation details	British Psychological Society (BPS) Health and Care Professions Council (HCPC)
Final award	Doctor of Educational Psychology (D.Ed)
Name of award	Doctorate in Educational Psychology
Interim Exit awards	
FHEQ level of final award	Level 8
UCAS code	
Programme code	4883
QAA Subject Benchmark or other external reference	
Programme Lead	Sarah Wright

### Programme Overview

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#### Brief outline of the programme

This three year DEdPsych Doctorate in Educational Psychology training programme prepares students for a professional qualification which will enable them to work in Children's Services and to provide help with the major developmental and educational problems presented by children to parents, teachers in schools, and in other agencies.

Through academic study and research, allied to extensive placement learning experience, this educational psychology doctorate will equip you with the skills necessary to meet the challenges of this rewarding work.

The programme is for educational psychologists and meets the requirements for chartered status with BPS, and is approved for registration with the HCPC.

A typical day goes from 9.30 to 4.30.

## Learning and teaching

This DEdPsych doctorate in educational psychology programme is taught via a range of educational and placement opportunities that are supported via academic teaching from the University of Southampton. In Part 1, a significant part of the curriculum is delivered using problem-based learning. This is designed not only to encourage independent learning, but also to develop group collaboration skills and promote a direct application of what you learn to professional practice. On this programme you are respected as adult learners who are aiming to become autonomous professionals with the integration of theory and practice being central to the curriculum.

## Assessment

A problem-centred approach is at the heart of Southampton's DEdPsych Doctorate in Educational Psychology programme. The models we draw on are the revised Problem Solving Framework (Monsen & Frederickson 2008), the Gameson & Rhydderch (2008) Constructionist Model of Informed Reasoned Action (COMOIRA) and the Integrated Framework (Woolfson, L., Stewart, A., Whaling, R. & Monsen, J. 2003, 2008). The programme aims to give experience of applying the problem centred framework at a number of levels: individual, group, organisation e.g. school and policy maker e.g. Local Authority.

## Special Features of the programme

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Trainees at Southampton have the opportunity to take up a placement with the Training Consortium of local authorities in the area (SEEL). Members of the Consortium make a financial contribution to the bursary scheme and offer placements to Part 2 and 3 trainees. Trainees undertake different placements in Parts 2 and 3 in order to broaden their experience of working as a psychologist in a range of settings.

**Please note:** As a research-led University, we undertake a continuous review of our programmes to ensure quality enhancement and to manage our resources. As a result, this programme may be revised during a student's period of registration; however, any revision will be balanced against the requirement that the student should receive the educational service expected. Please read our [Disclaimer](#) to see why, when and how changes may be made to a student's programme.

Programmes and major changes to programmes are approved through the University's [programme validation process](#) which is described in the University's [Quality handbook](#).

## Educational Aims of the Programme

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The Doctorate in Educational Psychology at Southampton is located within the School of Psychology which has an international reputation for research and innovation.

The aims of the programme are to:

- Develop your knowledge, understanding and application of theory, empirical evidence and interventions at the core of the professional practice of educational psychology.
- Develop your research skills across the three years.
- Enable you to become a reflective and adaptable practitioner, who can apply both casework and research skills in a variety of contexts.
- Help you adopt a problem focused approach, to view issues/problems holistically and take an interactionist perspective.
- Enable you to meet the Health Care Professions Council's (HCPC), Standards of proficiency for practitioner psychologists (SOPs), and be in a position, on successful completion of the programme, to be eligible to apply for registration with the HCPC and to use the adjectival title Educational Psychologist.

## Programme Learning Outcomes

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### Knowledge and Understanding

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On successful completion of this programme you will have knowledge and understanding of:

- A1. Practice which evolves from robust psychological models, theories and frameworks with due ethical consideration.
- A2. The means by which hypothesis are derived from complex problems, and then linked to appropriate interventions that lead to successful outcomes across a range of contexts.
- A3. A range of problem-solving frameworks.
- A4. Working within a range of conceptual frameworks for understanding learning and development.
- A5. Working within a range of conceptual frameworks for understanding social and emotional development.
- A6. A broad range of assessment instruments with due consideration to their relevance to the client, their needs and likely interventions.
- A7. A range of professionally appropriate counselling and therapeutic skills in work with children, their families and other professionals.
- A8. The development and maintenance of effective working relationships with key role partners including: children, young people, their carers, teachers and other professionals.
- A9. Policy, practice and service delivery issues within educational systems in which educational psychologists currently work
- A10. Differences and diversity on life opportunities, and the implications for promoting equal opportunities and ethical applied EP practice.
- A11. A range of research skills, processes and methodologies, as well as an understanding of the ethics and politics of conducting research, which will enable you to conduct research that enables the profession to develop its knowledge base and to monitor and improve the effectiveness of its work through evidence based practice.
- A12. How to produce a research thesis that is clearly argued and well written.

### Teaching and Learning Methods

The programme is structured to achieve the above learning outcomes as follows:

#### Part 1

Knowledge and skill development through problem based learning and seminars at university

Research Methods

Independent study

Placement in pairs with a Field Tutor for 1.5 days a week for whole year from Oct to July (approx. 55 days) in Hampshire, Portsmouth and Southampton which is the context for both casework and research activity.

#### Part 2

Knowledge and skill sessions at university – typically Mondays

Independent study

Placement in a local authority through a bursary scheme for 130 days (usually 3 days a week) which provides the context for developing casework skills.

### Part 3

Knowledge and skill sessions at university – typically Mondays

Independent study

Placement in local authority through a bursary scheme for 130 days (usually 3 days a week) which provides the context for extending professional practitioner skills.

Research thesis

### Assessment Methods

Across the programme, your knowledge, intellectual and general skills will be assessed by:

- Maintenance of a log of the BPS competencies
- Essays and academic critiques
- Reports of Casework
- Practical work files
- Structured Role play
- Review of a journal paper
- Poster preparation
- Viva – casework and thesis
- A small scale research project with topics coming from schools and the wider LA community.
- A thesis: two publishable papers (a literature review and an empirical review).

### Subject Specific Intellectual and Research Skills

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On successful completion of this programme you will be able to:

- B1. Access, and evaluate critically complex research relevant to your professional work.
- B2. Integrate psychological and other relevant evidence and theory in real world settings taking account of the complexity, unpredictability and contradictions in both theory and practical settings.
- B3. Apply relevant educational and psychological theory in a variety of contexts.
- B4. To use research to generate new knowledge and to solve complex problems in educational psychology
- B5. Generalise and synthesise prior knowledge and experience in order to apply it in different settings and novel situations
- B6. The ability to evaluate your own work and the value of existing research

### Teaching and Learning Methods

Practical skills in research methods are taught and learned across the programme through lecture input, experiential workshops, and an applied project.

### Assessment Methods

Trainees undertake a research project in Part 1, and their thesis in Parts 2 and 3.

### Transferable and Generic Skills

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On successful completion of this programme you will be able to:

- C1. Work as a reflective practitioner.
- C2. Write and communicate successfully, taking into account a range of audiences.
- C3. Work with children, young people and their families/carers.
- C4. Work within the relevant professional and legal frameworks.
- C5. Work collaboratively with members of other professional and disciplinary groups;
- C6. Act as a consultant on psychological or learning issues to other professional groups;
- C7. Work respectfully and with empathy and in line with HPC guidance on ethical practice
- C8. Give a presentation, using appropriate visual aids, which is clearly structured and retains the confidence and attention of the audience;
- C9. Contribute confidently and appropriately to group discussions;
- C10. Summarise and critique literature or statistical data;
- C11. Manage a research project, with due attention to time, ethics and resource management and communicate the findings

### **Teaching and Learning Methods**

In addition to the modules delivered at programme level, you will have access to generic skills courses such as developing English for academic purposes, making oral/poster presentations, rapid reading, and academic networking. Teaching and learning of generic skills is highly experiential and cumulative across seminar and practical sessions in the programme and on placement. Much of the curriculum in Part 1 is delivered through the medium of problem-based learning which places a heavy emphasis on these skills, and trainees are on placement throughout each Part of the programme.

### **Assessment Methods**

Transferable and generic skills are assessed across the range of assessments.

## **Programme Structure**

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The programme structure table is below:

### **Part I**

Typical Programme content

The first Part of the DEdPsych Doctorate in Educational Psychology is spent studying full time, although this includes regular placement days within a primary and secondary school under the guidance of a field tutor. In Parts two and three trainees work for three days a week in different local authorities. By Part 3 trainees are expected to take increasing responsibility for their own practice and negotiate with service users appropriate activities. While Supervisors remain in close touch with trainees, the level of supervision is reduced and more independent practice encouraged.

## Programme details

The programme is studied full time for three years each year having a balance of theory and practice requirements. The integration of the three strands of the programme, Academic, Research and Placement are at the core of everything you will do. Doctoral work on this programme requires the accumulation of 540 CATS points, of which 360 must be at D level, and across the three years 275 allocated to research (51%). This is achieved by allocating 90, 85 and 100 in years 1, 2, and 3 respectively. Your attendance at all teaching and placements is compulsory, and all assessments must be passed in order to qualify for the award of the degree.

Variation to Regulations: In order to progress to the next year of the programme, all modules must be passed as the specified Pass Mark (50%). Each year must be successfully completed before the next year is commenced.

Continuation on your programme is subject to specific health requirements (consistent with the provisions of the Equality Act [2010]). Students are required to inform the Faculty of any health problems, throughout their period of enrolment, relevant to their future employment as a professional.

Progression to the next year of the programme is contingent upon satisfactory placement performance in the previous year. Failure of a practical placement will lead to failure of the programme, unless there has been successful corrective action of the failure as agreed by the Board of Examiners.

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

- Failure to complete all elements of summative assessment to a satisfactory standard within five years of first registration, or by such a date as will have been agreed by the Board of Examiners.
- Where a piece of work has been failed on resubmission
- In exceptional circumstances, such as gross misconduct or a serious breach of the Code of Conduct of the British Psychological Society, or if the placement is terminated or suspended after disciplinary action, the Board of Examiners reserves the right to fail a candidate without permitting re-entry.

### Resubmissions

Candidates must pass at least 50% of the credits in each Part at the first attempt. The module profile provides details about resubmission for failed pieces of work. Only one resubmission is allowed for any one piece of work. This timescale for resubmission is laid down by the Board of Examiners. The Board of Examiners has agreed that all students are required to resubmit failed assignments for Psychology modules on the DEdPsych programme within 6 weeks of the feedback date, with any extension requests being handled through special considerations. Additionally, all DEdPsych students on RESM6012 will be required to resubmit failed assignments for this module within 6 weeks of the feedback date, with any extension requests being handled through special considerations. Failed assignments for all other modules will be handled via the University's normal referral process, with the referral method as outlined in the module profile for the relevant module. A candidate with a pattern of repeated resubmissions within the same academic year, even where there may have been extenuating circumstances, must attend a review with their personal academic tutor and the Programme Director to consider whether the Doctorate in Educational Psychology continues to be the right programme of study.

### Part I Core

Code	Module Title	ECTS	Type
RESM6011	Applied Research Methods (ARM): Correlational Methods ()	5	Core
RESM6012	Applied Research Methods (ARM): Planning & Designing Research ()	5	Core
RESM6009	Applied Research Methods: Qualitative Methods ()	5	Core

RESM6010	Applied Research Methods: Statistical Analysis of Comparisons & Group Differences ()	5	Core
PSYC6070	Cognitive Elements of Learning 1 ()	10	Core
PSYC6131	Consultation, Assessment and Intervention 1 ()	10	Core
PSYC6071	Emotional Elements of Learning 1 ()	10	Core
PSYC6127	Evidence Based Practice ()	2.5	Core
PSYC6130	Psychology in Professional Practice 1 ()	20	Core
PSYC8042	Small Scale Research Projects (SSRP) ()	17.5	Core

## Part II

You will take PSYC8022 across both Part 2 and Part 3. This module is worth 120 credits. It can be thought of as having effectively 30 credits (15 ECTS) assigned to Part 2 and 90 credits (45 ECTS) assigned to Part 3.

### Part II Core

Code	Module Title	ECTS	Type
PSYC8045	Consultation, Assessment and Intervention 2 ()	12.5	Core
PSYC8039	Dissemination and User Engagement ()	5	Core
PSYC8040	Emotional and Behavioural Difficulties ()	10	Core
PSYC8041	Learning Difficulties ()	10	Core
PSYC8043	Psychology in Professional Practice 2 ()	37.5	Core
PSYC8022	Research Thesis ()	15	Core

## Part III

You will take PSYC8022 across both Part 2 and Part 3. This module is worth 120 credits. It can be thought of as having effectively 30 credits (15 ECTS) assigned to Part 2 and 90 (45 ECTS) credits assigned to Part 3.

## Part III Core

Code	Module Title	ECTS	Type
PSYC8046	Consultation, Assessment and Intervention 3 ()	7.5	Core
PSYC8044	Psychology in Professional Practice 3 ()	37.5	Core
PSYC8022	Research Thesis ()	45	Core

## Progression Requirements

The programme follows the University's regulations for [Regulations for Research Degrees and Higher Doctorates](#) Any exemptions or variations to the University regulations, approved by AQSC are located in [section VI of the University Calendar](#).

## Support for student learning

There are facilities and services to support your learning some of which are accessible to students across the University and some of which will be geared more particularly to students in your particular Faculty or discipline area.

The University provides:

- library resources, including e-books, on-line journals and databases, which are comprehensive and up-to-date; together with assistance from Library staff to enable you to make the best use of these resources
- high speed access to online electronic learning resources on the Internet from dedicated PC Workstations onsite and from your own devices; laptops, smartphones and tablet PCs via the Eduroam wireless network. There is a wide range of application software available from the Student Public Workstations.
- computer accounts which will connect you to a number of learning technologies for example, the Blackboard virtual learning environment (which facilitates online learning and access to specific learning resources)
- standard ICT tools such as Email, secure filestore and calendars.
- access to key information through the MySouthampton Student Mobile Portal which delivers timetables, Module information, Locations, Tutor details, Library account, bus timetables etc. while you are on the move.
- IT support through a comprehensive website, telephone and online ticketed support and a dedicated helpdesk in the Hartley Library.
- Enabling Services offering support services and resources via a triage model to access crisis management, mental health support and counselling. Support includes daily Drop In at Highfield campus at 13.00 – 15.00 (Monday, Wednesday and Friday out of term-time) or via on-line chat on weekdays from 14.00 – 16.00. Arrangements can also be made for meetings via Skype.
- assessment and support (including specialist IT support) facilities if you have a disability, long term health problem or Specific Learning Difficulty (e.g. dyslexia).
- the Student Services Centre (SSC) to assist you with a range of general enquiries including financial matters, accommodation, exams, graduation, student visas, ID cards
- Career and Employability services, advising on job search, applications, interviews, paid work, volunteering and internship opportunities and getting the most out of your extra-curricular activities alongside your degree programme when writing your CV
- Other support that includes health services (GPs), chaplaincy (for all faiths) and 'out of hours' support for students in Halls and in the local community, (18.00-08.00)
- A Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers.

The Students' Union provides

- an academic student representation system, consisting of Course Representatives, Academic Presidents, Faculty Officers and the Vice-President Education; SUSU provides training and support for all these representatives, whose role is to represent students' views to the University.
- opportunities for extracurricular activities and volunteering
- an Advice Centre offering free and confidential advice including support if you need to make an academic appeal

- Support for student peer-to-peer groups, such as Nightline.

Associated with your programme you will be able to access:

- Academic/personal tutor. As soon as you register on this programme, you will be allocated a personal tutor. S/he is a member of the academic team and will be available to discuss general academic issues related to the programme as well as offer advice and support on any personal issues which may affect your studies.
- Module outlines. These are links to these in the handbook and the modules appear in full online. These highlight the aims and learning outcomes of the module the methods of assessment and any suggested reading.
- Module co-ordinators' support.
- Administrative support provided by the Graduate School and by dedicated programme administrators.
- Field tutor/supervisor support on placement.
- Access to a range of tests held by the Psychology department and bookable online

## Methods for evaluating the quality of teaching and learning

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You will have the opportunity to have your say on the quality of the programme in the following ways:

- Completing student evaluation questionnaires for each module of the programme.
- Acting as a student representative on various committees, e.g. Staff/Student Liaison Committees, School Programmes Committee OR providing comments to your student representative to feedback on your behalf.
- Serving as a student representative on Faculty Scrutiny Groups for programme validation.
- Taking part in programme validation meetings by joining a panel of students to meet with the Faculty Scrutiny Group.

Further details on the University's quality assurance processes are given in the [Quality Handbook](#).

## Career Opportunities

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On successful completion (the length of the programme cannot be reduced through the recognition of prior learning or experience (RPL)), you will be eligible to apply for registration with the Health and Care Professions Council (HCPC) in order to use the protected title 'Educational Psychologist', and to apply to become a Chartered Psychologist (C Psychol), with the British Psychology Society (BPS).

The majority of our graduates go on to work in local authorities as educational psychologists in schools, FE colleges and nurseries.

## External Examiner(s) for the programme

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Name: Beth Hannah – University of Dundee

Students must not contact External Examiner(s) directly, and external examiners have been advised to refer any such communications back to the University. Students should raise any general queries about the assessment and examination process for the programme with their Course Representative, for consideration through Staff: Student Liaison Committee in the first instance, and Student representatives on Staff: Student Liaison Committees will have the opportunity to consider external examiners' reports as part of the University's quality assurance process.

External examiners do not have a direct role in determining results for individual students, and students wishing to discuss their own performance in assessment should contact their Personal Academic Tutor in the first instance.

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take

full advantage of the learning opportunities that are provided. More detailed information can be found in the programme handbook.

## Appendix 1:

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. In addition to this, students registered for this programme also have to pay for:

### Additional Costs

Type	Details
Obtaining Disclosure and Barring Certificates or Clearance Subsistence costs	The cost of this is borne by the programme.
Conference expenses	The costs of these are not covered.
Parking costs (including on placements at hospitals)	There are associated parking costs on placement
Hardware	Laptops are provided and public workstations are also available.
Stationery	You will be expected to provide your own day-to-day stationery items, e.g. pens, pencils, notebooks, etc.). Any specialist stationery items will be specified under the Additional Costs tab of the relevant module profile.
Textbooks	Where a module specifies core texts these should generally be available on the reserve list in the library. However due to demand, students may prefer to buy their own copies. These can be purchased from any source. Some modules suggest reading texts as optional background reading. The library may hold copies of such texts, or alternatively you may wish to purchase your own copies. Although not essential reading, you may benefit from the additional reading materials for the module.
Printing and Photocopying Costs	In the majority of cases, coursework such as essays; projects; dissertations are submitted on line. However, there are some items where it is not possible to submit on line and students will be asked to provide a printed copy e.g. the practical work file. All students will be given a printing allowance towards printing costs. Full details: <a href="http://www.southampton.ac.uk/isolutions/students/printing-for-students.page">http://www.southampton.ac.uk/isolutions/students/printing-for-students.page</a>
Travel Costs for placements	Trainees undertake placements in all three years of the programme. They will incur travel costs to placement as well as parking costs. The extent depends on the placement but in all cases trainees will have to fund their home to work base mileage although the Year 2 and 3 bursary payments cover some aspects of travel.