UNIVERSITY OF Southampton

DOCTORATE IN EDUCATIONAL PSYCHOLOGY

Academic and Research Handbook

2020-2021

Covid-19 has resulted in changes to the way learning takes place across the programme and it is anticipated that the pandemic will continue to impact on this during 2020-21. Practical research and placements will be scheduled according to current local and national restrictions but remain essential and mandatory elements of the programme. Please refer to additional guidance documents and communication on this subject as it is issued. The core objectives of placement learning remain unaltered. Assessments for PSYC 6130 and 8043 will be formative this year.

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

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

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Introduction and Overview

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

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

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

1.1   Core Purpose

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

The core purposes of the Programme are:

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

1.2   Core Aims

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

Specific aims are to:

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

The programme is structured to achieve its aims as follows:

Year 1	Knowledge and skill development through problem-based learning and seminars at university Research Methods Independent study Placement with a Field Tutor for 1.5 days a week for the year from October (55 days) in Hampshire, Portsmouth and Southampton A small scale research project commissioned by the Local Authority
Year 2	Knowledge and skill sessions at university (Mondays) Independent study Placement in local authority through our bursary scheme (130 days)
Year 3	Knowledge and skill sessions at university Independent study Placement in Local Authority through our bursary scheme (130 days). Research thesis

The core purpose and philosophy of the Programme is regularly reviewed through the Programme Board, with student representation; through its Advisory Committee of local practitioners, and through the Academic Unit of Psychology Education Committee. The Programme is also subject to review by the HCPC, its approving body and the University Periodic Programme Review.

1.3   Approach to Learning

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

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

1.4   Staff Resources

Staff Member	Role	Responsibilities	Email
Academic Support			
Sarah Wright	Programme Director & Placement Coordinator	Overall management of programme and coordination/oversight of placement	S.F.Wright@soton.ac.uk
Hanna Kovshoff	Research Director	Research planning and coordination	H.Kovshoff@soton.ac.uk
Tim Cooke	Programme Tutor Year 1	Year 1 curriculum & coordination	T.Cooke@soton.ac.uk
Colin Woodcock	Programme Tutor Year 2	Year 2 curriculum, coordination & Placement Handbook	C.Woodcock@soton.ac.uk
Bee Hartwell	Programme Tutor Year 3	Year 3 curriculum & coordination	B.Hartwell@soton.ac.uk
Cora Sargeant	Programme Tutor (all years)	Teaching, research supervision, SSRP	C.C.Sargeant@soton.ac.uk
Fiona Okai	Programme Tutor	Teaching & supervision	Fiona.okai@bcpcouncil.gov.uk
Administrative Support			
Angela Goodall	Programme Administration		edpsych-fels@soton.ac.uk

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

Field Tutors (Year 1 Placement)		
Caoimhe Weeks	Field Tutor Hampshire	Caoimhe.Weeks@hants.gov.uk
Rachel Pawsey	Field Tutor Hampshire	Rachel.Pawsey@hants.gov.uk
Jess Bradley	Field Tutor Hampshire	Jess.Bradley@hants.gov.uk
Ed Sayer	Field Tutor Southampton	Ed.Sayer@southampton.gov.uk
Jo Lambeth	Field Tutor Southampton	Jo.Lambeth@southampton.gov.uk
Alex Boys	Field Tutor Southampton	Alex.Boys@southampton.gov.uk
Emma Coleman	Field Tutor Portsmouth	Emma.Coleman@portsmouthcc.gov.uk
Lucy Moore	Field Tutor Portsmouth	Lucy.Moore@portsmouthcc.gov.uk

A strong feature of the programme is the role of the field tutors. These are educational psychologists employed in the local authority hosting the placement learning of trainees in year 1 in one or two named schools, typically a primary and a secondary school. The Academic and Professional Tutors are typically seconded educational psychologists with designated academic responsibilities to the programme.

Considerable research support (e.g. thesis supervision) as well as teaching on the Statistics modules (RESM) is provided by the academic staff in the Psychology Department.

1.5   Physical Resources

The Programme is based within the Professional Training Unit of the University's Psychology Department. The Programme's accommodation includes:

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

1.6   Academic and Research Resources

The programme has excellent research facilities, including access to the Psychology Department's graduate research training and the University of Southampton's generic skills programme. There are further opportunities for trainees to conduct their research theses in conjunction with the work of a number of research teams in the Psychology Department. Further information on the Psychology Department's research divisions is available through the website at:
http://www.psychology.soton.ac.uk/research.php

1.7   Libraries, Computing and Office Facilities

The University of Southampton Library

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

library loan service. Training in related library usage is provided in induction and at key points in the programme.

The Psychology Department Test Library

The Programme holds developmental, educational and psychometric tests and intervention material which are available for trainee use under supervision on placement, or for research www.psyweb.soton.ac.uk. Further information about the Test Library can be obtained from the test library administrator Paul Reynolds (P.Reynolds@soton.ac.uk) .

Trainees can also expect to use resources available on placement.

Computing Facilities

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

Office Facilities

The Programme has use of a photocopier and fax machine. Trainee photocopying at the University is incorporated into the Programme budget and trainees are each given an individual code for use with the Programme photocopier.

1.8   Resources on Placement

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

1.9   Organisation and Structure

Accountability of the Programme and of the Director

The Programme is administratively placed within the Psychology Department at the University of Southampton; it is also subject to the approval as a practitioner training programme by the HCPC. In addition, it is reliant on the placement learning opportunities provided by local Educational Psychology Services who offer placements co-ordinated through the SEEL Consortium placement panel: http://www.ucl.ac.uk/educational-psychology/decpsy/bursary_placements_2020.html

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

The Educational Psychology Programme Board

The Programme Board is responsible for policy matters, whilst the Programme Team is responsible for the day-to-day operational management of the Programme. The Board ensures representation of all stakeholders' views and interests. It receives via the programme director views from the Programme Advisory Group (see below); trainee educational psychologists

(typically one or two per intake year); University (Head of Psychology or other members of Psychology as appropriate). The Programme Board also holds an Examination Board which meets at the end of each year.

The Programme Board meets twice each year and is concerned with quality issues, including student evaluation and curriculum development. Minutes of the Programme Board are sent to the Psychology School Programme's Committee

The specific terms of reference of the programme board are:

- to review and advise on academic and curricular matters of the programme
- to consider student evaluation of the programme, and programme response
- to consider recruitment and selection matters, and student numbers
- to consider and advise on approval matters
- to receive commissions from and report to the Psychology School Programme's Committee
- to advise the Psychology Department and programme team on individual student matters

Trainee Representation

Each year identifies one or two representatives who take responsibility for representing the cohort at Programme Board. The regular cohort team meetings give trainees the opportunity to ensure that they are able to represent their year group's views. As key stakeholders, their role is to ensure that the views and interests of their respective year groups are represented. The expectation is that matters which could usefully have been first raised with the module lead, APT or Programme Director should have been shared prior to being raised at Programme Board.

Programme Exam Board

This meets at the end of each academic year in July and is the formal mechanism by which it is ensured that all trainees in Year 3 have successfully completed all course requirements. It is also where any issues arising from external examiner comments can be addressed. It is also the responsibility of the exam board to address any special considerations.

The final award is awarded by the Awards Committee on the recommendation of the Programme Exam Board to candidates who have satisfactorily completed the course and have satisfied all the assessment requirements.

Programme Advisory Group

The role of the Programme Advisory Group (PAG) is to provide support and challenge to the programme and help ensure that the training programme continues to prepare trainees for placement and employment. It exists to represent the interests of placement providers involved in delivering the programme, to maintain good working relationships between those parties, and to provide a forum to exchange ideas, strengthen skills and share examples of good practice. It also exists to identify and discuss any issues of common concern. These aims will be achieved in and between meetings through formal and informal contact.

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

Geographical Boundaries

The programme at the University of Southampton currently operates as a national resource, with potential applicants from the UK. As part of the SEEL (South East, East and London) Consortium, which has been contracted by the DfE it is intended to meet the workforce requirements of Local Authorities in the three government offices in the South East, East and London regions. All placement learning takes place in Year 1 in Hampshire, Portsmouth and Southampton, and in Years 2/3 within the SEEL consortium.

Programme Funding

Funding for trainees in Year 1 is determined nationally by the DfE. Trainees are expected to sign contracts with the DfE. In Years 2 and 3 trainees across the SEEL consortium are allocated placements by the Placement Panel.

Trainees can express preferences for particular placements by selecting and rank ordering indicating distance from placement/estimated travel time. Unless you have an authenticated medical condition that prevents you from driving, you are expected to have a current driving licence and have the use of a car for your placement days. If allocated a placement where a car is designated as essential trainees will be expected to provide one, or to make whatever arrangements are necessary to allow them to undertake the full range of placement activities in a timely fashion, as if they had a car. Trainees who are parents of dependent children (e.g. pre-school or with SEND, or have sole childcare responsibilities, or who have provided their programme director with evidence of a medical issue affecting their ability to travel can record this information on their form. While every effort will be made by the panel to place TEPs in one of their preferred placements, this cannot be guaranteed. The panel reserves the right to make the final decision in the interests of all TEPs. The bursary for Year 1 for September 2020 is £15,950 and the bursary for Years 2 and 3 for September 2020 is £17,000 with some additional funding for travel to placement.

Monitoring of Programme Performance

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

- The range of opportunities for choice of thesis/project and the support arrangements in place across the DEdPsych and DClinPsych programmes.

- The DClinPsych mentor scheme and the DEdPsych peer support/buddy scheme, both of which were received positively by students.

- The provision of whole-cohort days for the DEdPsych programme which are considered by students to be both educative and social.

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

 A number of recommendations were also made at Faculty level.

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

1.10 Selection and Registration

Nationally there are currently 203 funded places to study educational psychology in England. The annual intake at Southampton for 2020 was 16 funded trainees. We do not accept self-funding trainees. As a minimum, applicants are considered for the Doctorate in Educational Psychology programme at Southampton if applicants have:

- attained at least a 2:1 in psychology (or equivalent) and Graduate Basis for Chartered membership (GBC) with the BPS at the time of application. If an applicant does not have a 2:1, a Masters with a significant psychology component at Merit level is needed.
- sustained and relevant work with children in education, childcare, or community settings. A minimum of one year's full time (or equivalent part-time) at the time of application. This can be all paid employment or at least nine month's full time paid and 3 months voluntary relevant experience. This experience should enable them to demonstrate acquisition of the Common Core of Skills and Knowledge for the Children and Young People's Workforce (CWDC 2010):
  o Effective communication and engagement with children, young people and families
  o Child and young person development
  o Safeguarding and promoting the welfare of the child or young person
  o Supporting transitions
  o Multi-agency and integrated working
  o Information sharing
- provided evidence that they have kept psychology as an on-going interest and a regular part of your CPD.
- provided strong evidence of the application of psychology in working with children and young people.
- have evidenced the skills and competencies that demonstrate readiness to join a doctoral training course.

Trainees are short-listed based on the evidence in their application which addresses the above criteria, as well as their personal statement and supplied references.

In addition, applicants must be able to demonstrate a good command of English. If English is not a trainees' first language, he/she must be able to evidence a good standard of written and spoken English (100 for internet-based TOEFL, 250 for computer-based TOEFL, 600 for paper-based TOEFL or 7.0 for IELTS with no element below 6.5).

Selection for the Doctorate in Educational Psychology is undertaken in collaboration with educational psychology service managers from neighbouring local authorities who participate in the short-listing and interview process where they help facilitate the group task. Typically, 60 applicants are invited to the University to one of five days. The process aims to explore applicants' academic, research and practical applications of psychology as well as written, inter-personal and communication skills.

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

The programme welcomes applications from people with disabilities and from ethnic minority communities.

Applicants offered a place are required to complete the University Postgraduate Application form before they start on the programme. This application form contains a question about criminal convictions and all successful applicants are required to apply for an enhanced Disclosure and Barring Service (DBS) check. Further information can be obtained from the DBS website: https://www.gov.uk/disclosure-barring-service-check/overview

Disclosure of criminal convictions will be assessed on an individual basis according to the University student convictions policy
http://www.calendar.soton.ac.uk/sectionIV/student-convictions.html
and the Psychology Department Fitness to Practise policy
http://www.southampton.ac.uk/quality/off_campus_learning/fitnesstopractise.page

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

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

Once on the programme, it is the trainee's responsibility, in line with the HCPC *Guidance on Conduct and ethics for students,* to maintain their health and well-being and to let the programme know if there is any change. Changes in health or well-being would then be considered in the light of the Psychology Department Fitness to Practice policy on a case by case basis.

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

Educational Experience

2.1 Overview

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

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

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

2.2 Academic Requirements

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

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

2.3 QAA Masters and Doctoral Level Descriptors

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

Masters degree
Trainees should be able to demonstrate:

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

Doctoral degree
Trainees should be able to demonstrate:

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

Trainees should be able to:

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

Trainees should be able to:

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

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

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

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

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

These are taken from the QAA (2008) and described in full at: http://www.qaa.ac.uk/

2.4 Programme Structure and Curriculum

The curriculum is based on the standards of proficiency specified by the HCPC and the core competencies outlined by the BPS. The programme content is arranged overall in 19 modules which in total attract the 540 credit points required for Doctoral (D) level study in Higher

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

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

2.5   Vertical Curriculum Strands

Running across the teaching and learning over all three years are a number of core professional practice areas which are critical to professional development in this field. These are embedded core to our teaching and learning activities, congruent with the HCPC standards of proficiency (SOPs) and reflected in the learning objectives in the module descriptors
https://www.efolio.soton.ac.uk/blog/handbook-jw-dedpsych/

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

A rolling programme of whole cohort days across the year addresses these core areas. This year we have days on 14th January 2021, 4th February 2021, 13th May 2021.

2.6   Placement learning across the three years

The Programme includes practice placements across the three years of training that are designed to develop skills and competencies in working as an educational psychologist. In Year 1 trainees are linked in pairs to a designated Field Tutor, a practitioner from the field who works with trainees to coach and model the requisite skills and to observe practice, following the University based curriculum. Trainees are introduced to casework with individual pupils, with the aim of achieving initial casework competence in preparation for placements in Years 2 and 3. Shadowing opportunities with other educational psychologists are also provided in Year 1 to allow trainees to experience a range of approaches and develop a greater awareness of the breadth of the role of an educational psychologist.

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

A total of 55 placement days is provided in Year 1. In Years 2 and 3 trainees undertake placement activities for 130 days in each year. The number of placement days reflects the BPS requirement for at least 300 days experience of the generic work of an educational psychologist. It is consistent with the HCPC requirement that the "number, duration and range of placements must be appropriate to support delivery of the programme and the achievement of the learning outcomes" (p10; Standards of Education and Training).

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

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

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

2.7   Research across the three years

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

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

- familiarise trainees with the research base of the profession
- facilitate the development of skills of critical analysis of the research base
- acquire competence in core aspects of research design and statistical analysis
- enable trainees to independently develop, design and execute research in relevant settings
- teach trainees skills to communicate research findings for different audiences (eg. presentations, writing papers, press releases).

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

2.8 Computing facilities

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

2.9 Research Co-ordination

A member of the academic staff, Dr Hanna Kovshoff is responsible for coordinating the research activity of trainees, from first choice of topic, through the monitoring of research training and the organisation of supervision. Trainees are encouraged to approach members of the programme team early for research advice/support, particularly if the trainee is conducting a study in their specialist field. Early advice from the field is important when the proposal is likely to require a large number of participants from schools or the local community.

2.10 Ethical Issues in Research

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

Ethical issues in research are introduced to trainees applied research methods training in Year 1 and further guidance can be found in the Code of Ethics and Conduct published by the British Psychological Society. Prior to conducting any research, trainees are required to submit online ethics' committee and research governance applications which must be approved before the research can start. All forms related to ethics' applications can be accessed at: https://ergo2.soton.ac.uk/

Research Governance

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

DBS Check

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

Risk Assessment

For every ethics application submitted to the Psychology Department trainees are asked to enclose a Risk Assessment form. This form should outline potential risks to researchers and participants. British Psychology Society (BPS) Ethical guidelines and support can be found at: https://www.bps.org.uk/news-and-policy/bps-code-ethics-and-conduct

Local Research Ethics' Committees (LRECs)

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

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

Or if the research involves:

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

2.11   Teaching and Learning

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

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

Knowledge and Understanding

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

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

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[2] This information was taken from United Bristol Healthcare NHS.

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

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

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

Research and Enquiry Skills

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

Generic or Transferable Skills

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

Doctoral College Professional Development

Throughout your three years on the doctorate, you will have access to a range of opportunities for training and development. This set of online courses is available to all doctoral researchers via Blackboard and you have automatic access to these. To log in go to: https://blackboard.soton.ac.uk Once inside Blackboard, select 'Research Skills for Postgraduate Researchers' from 'my courses'.

For more information about what is available and how to access the courses please go to: http://www.southampton.ac.uk/doctoral-college/professional-development-programme/index.page

Curriculum overview in Year 1

There are 10 modules in Year 1.

	Module Coordinator
PSYC 6070 Cognitive Elements of Learning 1	Tim Cooke
PSYC 6071 Emotional Elements of Learning 1	Tim Cooke
PSYC 6130 Psychology in Professional Practice 1	Tim Cooke
PSYC 6131 Consultation, Assessment & Intervention 1	Tim Cooke
PSYC 8042 Small Scale Research Project	Cora Sargeant
PSYC 6127 Evidence Based Practice	Cora Sargeant
RESM 6009 Qualitative Methods	Felicity Bishop
RESM 6010 Group Comparisons	Catherine Brignell
RESM 6011 Correlational Methods	Sarah Kirby
RESM 6012 Designing Research	Catherine Brignell

3.1   Academic Modules

There are two core academic modules in Year 1 (PSYC 6070 and PSYC 6071). The academic focus in Year 1 is on biological, cognitive and behavioural perspectives in child development and learning. Trainees are encouraged to explore, for example, physical, linguistic, emotional and social development in children including the contextual and environmental impacts on typical development and family, organisational or wider system responses. The academic modules link to trainees' placement learning where they are encouraged to utilise their understanding of child development and learning in the context of learning and teaching, and related mainstream educational practice. They also look at approaches to assessment and intervention. These modules are assessed via two 4,000 words essays (see assessment section below).

Learning outcomes for these modules are described here:
https://www.efolio.soton.ac.uk/blog/handbook-jw-dedpsych/

3.2   Research Modules

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

3.3   Applied Research Methods

The RESM modules are taken with other PGR trainees within Psychology and cover applied research methods. These modules expose trainees to a wide variety of research methodologies (eg. qualitative, correlational and experimental designs) and are designed to give trainees hands-on experience with diverse data analytic techniques, including the use of statistical software. Each session will consist of a lecture and some active group work (eg. carrying out a short interview or focus group session, hands-on computer-based exercises in data analysis). These sessions are designed to provide trainees with a conceptual understanding of research methods,

as well as practical experience. Within each module trainees are asked to complete computer-based learning exercises (eg. statistics revision exercises).

Learning outcomes are assessed through four assignments, enabling trainees to gain experience in the use of a range of methodologies and related analyses.

The module information for the RESM modules can be accessed online by following the links below:

RESM6012 – ARM: planning and designing research
https://www.southampton.ac.uk/courses/modules/resm6012.page

RESM6009 - ARM: qualitative methods
https://www.southampton.ac.uk/courses/modules/resm6009.page

RESM6011 - ARM: correlational methods
https://www.southampton.ac.uk/courses/modules/resm6011.page

RESM6010 - ARM: group differences
https://www.southampton.ac.uk/courses/modules/resm6010.page

3.4   Small Scale Research Project (SSRP)

In Year 1 trainees utilise the research skills acquired in the core research methods modules to develop a project with practising Educational Psychologists (PSYC 8042). Through group-based projects, TEPs work with a local authority EP and a University supervisor to design the research, submit ethics, collect and analyse the data, and write a final project report submitted in September (4,000 words).

Working in Groups

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

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

The SSRP write up (PSYC 8042) is marked using the standard Edpsych categories: Fail, Low Pass, Pass and Distinction. The assessment criteria and feedback sheet for the proposal and the project

are in Appendix 4. The module coordinator Cora Sargeant, the SSRP supervision is shared between Hanna Kovshoff and Cora Sargeant.

3.5   Thesis

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

3.6   Placement Learning

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

3.7   Summary of Year 1 Modules and Assessment Deadlines

Module	Assessment	Length	Deadline (10 am)
Placement PSYC (M)			
6131 Consultation, Assessment and Intervention 1	Two Reports of Casework, Teaching Intervention, Field Tutor Observation	ROCs 5,500 each	16th July 2021
6130 Psychology in Professional Practice 1	Practical Work file	n/a	23rd July 2021
Academic PSYC (M)			
6070 Cognitive Elements of Learning 1	Essay	4,000	2nd November 2020
6127 Evidence Based Practice	Critique of a paper	2,000	28th June 2021
6071 Emotional Elements of Learning 1	Essay	4,000	29th March 2021
Research RESM (M)			
6012 Designing Research	Research Proposal	2,000	23rd November 2020
6009 Qualitative Methods	Qualitative project	2,000	25th January 2021
6010 Group Comparisons	Data Analysis and report	3,000	15th March 2021
6011 Correlational Methods	Data analysis and report	1500 MCQ	24th May 2021
PSYC (D)			
8042 Small Scale Research Project	Project	4,000	6th September 2021

Curriculum overview in Year 2

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

Year 2 includes six modules.

Module		Coordinator
PSYC 8040	Emotional Elements of Learning 2	Colin Woodcock
PSYC 8041	Cognitive Elements of Learning 2	Colin Woodcock
PSYC 8022	Research Proposal[3]	Hanna Kovshoff
PSYC 8045	Consultation, Assessment & Intervention 2	Colin Woodcock
PSYC 8043	Psychology in Professional Practice 2	Colin Woodcock
PSYC 8039	Dissemination and User Engagement	Hanna Kovshoff

4.1 Academic Modules

The focus of the academic input in PSYC 8040 and PSYC 8041 in Year 2 is on atypical development in children, and the educational settings and provision designed to meet their needs. Topics include, for example, low incidence areas such as language impairment, sensory impairment, physical disability, severe, profound and multiple learning difficulties; emotional, social communication and attention regulation difficulties. The academic content is complemented by exploration of local authority provision for children with complex needs. The learning outcomes for the two core academic modules in Year 2 are assessed with two Academic Critiques. In PSYC 8039 Dissemination and User Engagement, TEPS work with their PSYC 8034 Small Scale Research Project (SSRP) group members and Local Authority supervisors to write a plan and disseminate the research findings generated in their SSRP. There is also a Supervisor Feedback Form (Appendix 4.10).

4.2 Research Thesis

Trainees start to think about, and formulate, a question for their research thesis towards the end of Year 1. Trainees are asked to identify potential research topics for their thesis and work with the research director to identify supervisors are identified from the Department of Psychology. All projects require a supervisory team of at least two supervisors. At least one supervisor should be a member of the academic staff in Psychology. Co-supervisors can include additional members of staff or appropriately qualified individuals who are external to the university (eg. staff from other institutions or educational psychologists). Trainees will start to consolidate this process by writing (with their supervisor) a research proposal early in their second year. The proposal is reviewed by the supervisor and the Research Director.

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[3] This module spans two years as it includes the thesis completed in Year 3

In Year 2, trainees develop their thinking in terms of their thesis area and start to formulate a clear question for their thesis.

The research thesis represents an opportunity for trainees to pull together the research skills developed in the first year of training. It consists of two publishable papers: a systematic review and an empirical paper. Trainees work with their research supervisors to develop a set of primary and secondary research questions. They will also think of a question to inform their systematic review, refining search terms and synthesising their work. The empirical paper involves working closely with supervisors to design and implement a study, using appropriate data-analysis techniques.

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

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

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

4.3   Guidelines on the preparation and submission of the Thesis Proposal

Submission process

The Dissertation Research Proposal must be submitted electronically through eAssignment by the candidate by the specified submission deadline. Please ensure that your supervisors have provided a comment on your proposal prior to submission (using the relevant Dissertation Proposal Feedback Form for Primary Supervisors Appendix 4.7 or 4.8 as appropriate) and that they have approved the research rationale, aims/hypotheses and methodology. The proposal will then be read by the Research Director in order to help ensure that it represents a relevant, practicable and appropriate project to pursue for the award of the doctoral degree (Appendix 4.9). In some circumstances a second review of the proposal may be requested. This usually occurs when there is concern that the proposal will require major amendments.

Content

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

Title: State the working titles of the proposed empirical study.

Programme: DEdPsych

Date: Submission date.

Investigator: Candidate's full name.

Research Supervisors: Name and position held of supervisors.

Background: Briefly (two paragraphs) describe the background to the proposed investigation (psychological theory and research findings). Present the rationale for conducting the research that makes a logical link with the hypotheses or research questions.

Hypotheses/Research Questions: *Clearly* state the main hypotheses (for quantitative methods) and/or research questions to be investigated.

Design: Give a brief outline of the type of design to be used and the rationale behind its use. Where appropriate, describe the design in terms of independent (IV) and dependent (DV) variables.

Participants: Describe the proposed participant group(s) in terms of recruitment, selection and sample size. Please provide a sample size calculation for quantitative projects or a cited rationale for sample size recruitment for qualitative projects.

It is crucial that you estimate the effect of participants dropping out of your study, and/or of difficulties in recruitment. You should consider this when planning your research. It is not uncommon to achieve only 20-25% successful recruitment of those participants identified as suitable and approached. While some trainees have been more successful, it is very important that you consider that the number of participants who either consent or are suitable for your study may be considerably lower than anticipated.

Measures: List all assessment measures to be used, accompanied by a brief statement of the rationale behind each measure. State whether the measures to be used are published and/or in standardised format, briefly noting their statistical properties for validity and reliability. Describe any other materials or apparatus to be used.

Any interview schedules for qualitative work must be attached to the Research Proposal. Enclose one copy of any unpublished measure or questionnaire with your proposal.

We do not usually require you to include standardised tests or copyright materials. However, you should ensure that you deal with the issue of conceptual overlap when using multiple questionnaires. For example, if you want to assess the relationship between 'depression' and 'adjustment to disability', ensure that you deal with potential item overlap within the scales you choose to measure these two factors. This is because a measure of 'adjustment' may include items which relate to depression, such as feeling content with one's life, feelings of regret or sadness. However, people who are depressed also tend to feel unable to cope with many aspects of life, and they find it difficult to feel that they can have a fulfilling life; so that such items would

be common in a measure of depression. As a result, there will be, almost inevitably, a relationship between your measure of adjustment and your measure of depression. Such a finding is not very informative if the items in your scales are measuring similar things. If this appears to be an issue in your research, please include the questionnaires, note any items that seem problematic and discuss how you might deal with this issue.

Procedure: Give a brief description of the procedure planned, for example, how questionnaires will be administered (by hand, post, etc.) and completed (anonymously by each participant, read out by experimenter, etc.). Details should be given on how consent will be obtained. Evidence should be supplied to show that the suggested procedure is practicable (candidates should consider the time required for data collection, the availability of participants, etc.). Candidates must include a statement showing that there is agreement within the clinical/educational setting for the piece of work (i.e. confirmation from supervisors, management agreement).

Data Management: A brief outline of the method(s) of analysis which are to be used should be given. Be sure to describe the analysis you will use for each hypothesis or research question identified. If specialised advice will be required in analysing your study, please indicate the sources of support you have negotiated to provide this specialised help.

Systematic Review: Please also state the working title of the proposed systematic review (this could be the question you are seeking to answer in the systematic review) alongside proposed search terms and databases you will be using.

Contribution to knowledge and implications for educational psychology: Briefly outline the potential benefits and the original contribution to child/educational psychology which the research will make.

Cost: All proposals must be accompanied with completed research budget form which has been approved by your supervisor (see Appendix for form). These costs might include funds to pay participants, to order materials or tests or to attend specialist training courses that are essential to your research project. Please set out briefly in your proposal the rationale for these costs and what will need to be provided. You must indicate the total cost for the project and your proposal cannot be approved without this. Travel expenses for you to visit participants need not be itemised in the proposal as these can be claimed in the normal way.

Timelines: Please plan timelines for completion of work, key dates and stages of the project, through completion and submission of a Gantt chart. Agree these timelines with your supervisor prior to submission of your thesis proposal. See http://www.gantt.com for further information about Gantt charts.

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

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

Following consultation with their supervisor(s) and research director as necessary, trainees should decide whether they believe their research requires NHS ethical approval. This decision should be explained in the proposal. If a detailed case needs presenting, please add this as an Appendix to the proposal. If trainees do not feel they can come to a conclusion, then they should indicate what steps they are taking to gain advice. Advice may be sought from Trust Audit Offices, R&D Departments, Trust Data Protection officers, University Research Governance Office and members of the Research Team and from local NHS ethics committees themselves.

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

Postgraduate Research Supervision Agreement: In conjunction with their supervisor, trainees should complete the Postgraduate Research Supervision Agreement (see Appendix 3) and submit this with their proposal.

Collaboration

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

Proposal Submission Checklist

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

Combine all documents into a single word/pdf and upload to e-assignments by 7th December 2020.

4.4 Approval process for dissertation proposals

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

- Approved
- Approved conditional on addressing the issues raised
- Re-submission with major amendments
- Unfeasible

Approved

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

Approved conditional on addressing the issues raised

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

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

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

You should do the following:

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

The reviewer will check that they are satisfied with the amendments and then you will receive notification from the research director that full approval has been awarded.

Re-submission with major amendments

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

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

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

When you re-submit your proposal please ensure that:

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

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

Unfeasible

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

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

4.5   Ethics Committee approval

You will require Psychology Ethics Committee approval and may require approval from the NHS and HRA Directorate for the region in which you plan to conduct your research.

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

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

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

Research budget

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

Postgraduate Research Supervisor Agreement

Support for the thesis supervision process is formulated through a postgraduate research supervisor agreement (see Appendix 3). This agreement outlines the aims and objectives of supervision, as well as the responsibilities of trainees and their supervisors. In addition, it goes through what steps will be taken in the event of illness and provides an outline for authorship and publication of joint work.

4.6 Placement learning

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

In Year 2, at a time agreed between the LA and the trainee, trainees have the opportunity (9 days – over 3 weeks) to pursue an area of specialist interest addressing one or more aspects of diversity and cultural difference by undertaking a specialist diversity placement. The placement will be negotiated taking account of opportunities available within the local authority and the trainee's areas of interest and experience, and should enable the trainee to meet one or more of the BPS competencies related to diversity and cultural differences:

- An appreciation of diversity in society and the experiences and contributions of different ethnic, socio-cultural and faith groups (BPS 3.1)
- An understanding and application of equality and diversity principles and actively promote inclusion and equity in their professional practice (BPS 3.2)
- An awareness of attitudes to impairment and disability and where relevant, redress influences which risk diminishing opportunities for all vulnerable children and young people including those with SEND and their families (BPS 3.4)
- A knowledge and understanding of different cultural, faith and ethnic groups, and how to work with individuals from these backgrounds in professional practice (BPS 3.5)

- A knowledge and understanding of gender and sexuality and the impact of stigmatising beliefs (BPS 3.6)
- An understanding of the impact of inequality, socioeconomic and cultural status and disadvantage and the implications for access to resources and services (BPS 3.7)

Importantly, this placement also enables trainees to learn with, and from, other professionals and is important in terms of helping trainees develop their own identifies as practitioner psychologists and preparing them for future professional practice. Educational psychology services and service users also benefit from any new perspectives resulting from the diversity placement. Trainees receive supervision from their placement supervisor whilst undertaking this placement.

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

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

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

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

4.7   Summary of Year 2 Modules and assessment deadlines

Module	Assessment	Length	Deadline (10 am)
Placement PSYC (D)			
8043 Psychology in Professional Practice 2	Practical Work file Supervisor Report	n/a	23rd July 2021 End of summer term
8045 Consultation, Assessment & Intervention 2	CBT Course completion Service Report with reflective commentary (1) OSPAs (4)		TBC 22nd February 2021 15th June 2021

	Service Report with reflective commentary (2) Psychometric MCQ		16th July 2021 23rd July 2021
Academic PSYC (D)			
8041 Cognitive Elements of Learning 2	Academic Critique	3000	23rd November 2020
8040 Emotional Elements of Learning 2	Academic Critique	3000	26th April 2021
Research (D)			
8039 Dissemination & User Engagement	Publication/Poster		19th April 2021
8022 Thesis Proposal	Proposal Thesis Progress Report	1500	7th December 2020 17th May 2021

Curriculum overview in Year 3

5.1   Research in Year 3

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

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

12th October 2020 and 1st February 2021 (Year 3)
17th May 2021 (Year 2)

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

5.2   Thesis Format

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

> o   Demonstrates the papers form a coherent body of work;

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

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

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

  https://www.southampton.ac.uk/~assets/doc/calendar/CodeofPracticeResearchCandidatureandSupervisionFinal.pdf

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

- The layout of the thesis must adhere to that outlined in the document *Producing your thesis – a guide for research students*, both in the format, length and sequence of material (including a single list of references and/or bibliography only, with all appendices located at the end of the thesis.)

  https://www.southampton.ac.uk/quality/pgr/research_degree_candidature/completion.page?

- Where formatting is not stipulated in the above guidance, please use APA 7 formatting.

5.3   Research Thesis and the Oral Examination

Vivas are scheduled for **8th July 2021**. To have your viva on this day you need to submit an e copy of your thesis by Monday **7th June 2021**. Two printed copies should also be handed to Angela Goodall, Programme Administrator on the same day.

If you submit after **7th June 2021,** we cannot guarantee that you will have your viva on **8th July 2021,** and you may have your viva at a later date. This later date is determined by the availability of examiners and will be arranged only after you have submitted.

If you do not plan to submit on **7ᵗʰ June 2021** you should make this clear in good time. You do not need to apply for an extension until **27ᵗʰ September 2021**. At this point, if in discussion with your supervisor and the Research Director, you felt there were exceptional circumstances which would potentially warrant an additional extension, your request would be considered under special considerations:
https://www.southampton.ac.uk/quality/assessment/special_considerations.page

Part of the assessment of this piece of work involves an oral examination or viva involving an internal and an external examiner. Examiners are asked to comment on the thesis and the candidate's performance in the viva in relation to whether he or she has demonstrated ("yes", "partially" "no"):

- the creation and interpretation of new knowledge through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline and merit publication
- a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or an area of professional practice
- the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems
- a detailed understanding of applicable techniques for research and advanced academic enquiry

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

5.4   Submission of Final Thesis

Please note the following checklist:

1. Your supervisor needs to see and approve your amendments before you resubmit to the admin team (edpsych-fels@soton.ac.uk).
2. Please also remember to tick the box that says you want to embargo your thesis for 12 months.
3. Supervisors need to have a copy of all of your data electronically (SPSS or NVIVO file, excel spreadsheets etc.)
4. Paper copies of data and consent forms need to be put into secure storage – Angela can coordinate this
5. If your ethics has said you will delete electronic / digital audio files following transcription please ensure this has been done – particularly if you used a transcriber
6. If you purchased any measures, manuals, books, equipment on your university budget, please can you return these to your supervisor or the Research Director.

7. When you address the amendments your examiners have requested:
   a. please provide the examiner(s) (via edpsych-fels@soton.ac.uk) with two documents – one that clearly lists how you addressed each comment (this can be done by pasting the comments provided by the examiners and providing your response to each recommendation and signposting to where this is in the thesis – eg. page and paragraph number)
   b. provide a copy of your amended thesis where the additional corrections are clearly indicated through highlighting or track changes.

5.4   Research Co-ordination and the Research Thesis

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

5.5   Placement learning

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

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

The aims and objectives for Year 3 modules, along with key skills and specified learning outcomes can be found here https://www.efolio.soton.ac.uk/blog/handbook-jw-dedpsych/ and the assessments are summarised below:

5.6   Summary of Year 3 Modules and assessment deadlines

Module	Assessment	Length	Deadline (10 am)
Placement PSYC (D)			
8044 Psychology in Professional Practice 3	Work file Supervisor's Report	n/a	1st July 2021 End of summer term
8046 Consultation, Assessment and Intervention 3	Casework Viva		w/b 28th June 2021
Research PSYC (D)			
8022 Thesis Progress Report 1	Report (Appendix 3.3)		12th October 2020
8022 Thesis Progress Report 2	Report (Appendix 3.3)		1st February 2021
8022 Research Thesis	Thesis	Two publishable papers	7th June 2021

Assessment

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

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

6.1   Assessment outcome

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

- Fail
- Low Pass
- Pass
- Distinction

The course expects all assignments to reach a good standard of spelling, punctuation, grammar (SPAG) and APA guidelines, and failure to reach this standard as indicated on the feedback sheet for the essays and the academic critiques will result in the overall assignment achieving a lower grade. For example, an assessment marked as a PASS but failing the criteria set for APA and/or SPAG would be awarded a LOW PASS. A second submission of the same type of work (e.g. the EBD essay in Year 1 or the EBD academic critique in Year 2) where this criterion is again not met will result in a fail being awarded for that piece of work.

The categories used in the assessment of the practical work file are (see Appendix 4.5 for the feedback forms):

- Fail: where the work fails to meet the criteria for a significant number of the criteria

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

- Pass: where the work meets all of the criteria detailed on the marking sheet.

In the event of a trainee failing any assessed piece of work, the trainee will receive clear guidance in order to clarify what areas need addressing in the second submission. The trainee may wish to meet their personal tutor/and or the marker to discuss their response. Resubmission is normally within six weeks starting from the date the trainee receives the feedback. Trainees will need to indicate how they have responded to marker feedback using the resubmission form (see Appendix 4.11). Trainees can only re-submit a piece of work once, and resubmitted work is capped at a low pass.

Resubmitted work should be uploaded via eAssignment and the Programme Administrator will notify trainees of the resubmission date via email. Following resubmission, the marker will confirm whether the resubmission has met the resubmission criteria (see Appendix 4.12 for the standard form). The timescale for receiving this feedback is within 4 weeks.

6.2   Rules of progression and programme failure

In order to progress formally from one year to the next, trainees are expected to have received a pass mark in every module. A progression board meeting of programme staff is held in October to formally record that work from the previous academic year has been completed. This is reported in the autumn Programme Board.

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

- Failure to complete all elements of summative assessment to a satisfactory standard within five years of first registration, or by such a date as will have been agreed by the Board of Examiners.

- Where a piece of work has been failed on resubmission.

- Candidates must pass at least 50% of the credits in each year at the first attempt.

- In exceptional circumstances, such as gross misconduct or a serious breach of the Code of Conduct of the British Psychological Society, or if the placement is terminated or suspended after disciplinary action, the Board of Examiners reserves the right to fail a candidate without permitting re-entry.

Failure of a practical placement will lead to failure of the programme, unless there has been successful corrective action of the failure as agreed by the Board of Examiners.

6.3   Resubmissions

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 RESM 6012 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.

Further information for students on University guidelines for appeals and complaints can be found here: http://www.southampton.ac.uk/studentadmin/appeals/forstudents.html

6.4   Feedback

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

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

Feedback, except for the Practical Work file is given to trainees online via eAssignment. The Psychology Department aims to return all coursework with feedback within four weeks of the submission date. All programme tutors will be informed of individual trainee marks for assessed pieces of work via the moderation report; trainees are strongly encouraged to share feedback with tutors in tutorials and to reflect on their learning.

6.5   Academic Assessment descriptions

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

Assessment criteria for Essays

In Year 1 trainees write two 4,000 word essays linked to the two core academic modules PSYC 6070 and PSYC 6071. Essays represent an opportunity for trainees to demonstrate their knowledge about specialised topics within educational psychology in relation to relevant theoretical frameworks, research and application.

Essays will also be awarded a simple Pass/Fail grade for: basic written expression, including spelling, grammar and punctuation; cohesion, adherence to APA writing guidelines; and accurate and complete presentation of references. The marking/feedback sheet for essays is shown in Appendix 4.1

The assessment criteria for essays are:

Distinction
- the essay succinctly presents a clear rationale for discussion of the topic, demonstrating with the use of relevant literature an awareness of all the current key ideas in the area under consideration and explaining the value of the essay's proposed synthesis of its materials
- the essay identifies and accurately defines all of its key terminology including concepts, theories, methods and methodological issues that are relevant to its topic
- the essay has a coherent structure including an overview, a strong narrative and a concluding section that addresses its title and the issues raised in its introduction
- logical arguments and conclusions are always informed by the author's systematic evaluation of primary source material
- in all sections of the essay there is evidence of independent critical thinking with an appropriate balance between material that is supported and rejected through critical analysis
- the essay successfully integrates material from a variety of sources, demonstrating an awareness of the varying degrees of relevance of different material to the topic under discussion
- the essay demonstrates an awareness of wider applications of its conclusions to applied settings, including identifying gaps in the research that subsequent work could address

Pass
- the essay presents a clear rationale for discussion of the topic, demonstrating with the use of relevant literature an awareness of the key ideas in the area under consideration and the value of the essay's proposed synthesis of its materials
- the essay identifies and defines its key terminology including concepts, theories, methods and methodological issues that are relevant to its topic
- the essay has a coherent structure including an overview and a concluding section that addresses its title and the issues raised in its introduction
- there is evidence of logical arguments and conclusions being drawn from the author's own critical evaluation of primary source material
- there is evidence of critical thinking and material that is supported and rejected through critical analysis
- the essay successfully integrates material from a variety of sources
- the essay demonstrates an awareness of wider applications of its conclusions to applied settings

Low Pass
- the essay presents a rationale for discussion of the topic which is not well supported by references to the literature and/or demonstrates gaps in the author's awareness of some of the key ideas in the area under consideration
- some key terminology, including concepts, theories, methods and methodological issues, remains undefined or poorly defined in the essay
- the essay has a structure that is sometimes difficult to follow and may be lacking an overview or a concluding section that clearly addresses its title and the issues raised in its introduction
- use of logical argument is inconsistent and/or there is over-use of secondary source material
- there is some evidence of critical thinking, but conclusions of other authors are sometimes accepted uncritically, there is over-reliance on material that supports only a single line of argument
- the essay does not show sufficient awareness of the range of possible sources of material relevant to its topic
- the essay gives minimal consideration to wider applications of its conclusions to applied settings

Fail
- the essay has no coherent rationale for the approach it takes to the topic and/or the author's position suggests they have misunderstood fundamental ideas or key questions in this area
- key terminology, including concepts, theories, methods and methodological issues, remains undefined or poorly defined in the essay
- the essay has a structure that is difficult to follow and lacks an overview and/or a concluding section that clearly addresses its title and the issues raised in its introduction
- there is little or no logical argument and/or there is over-use of secondary source material that is not coherent
- conclusions of other authors are accepted uncritically, there is insufficient evidence of independent thinking and there is evidence of unsubstantiated and subjective judgements

- the source material for the essay reflects a superficial understanding of the topic and/or reading that has not gone significantly beyond indicative material that might be suggested by programme staff
- the essay gives no consideration to application of its conclusions or makes suggestions that lack credibility

Assessment criteria for Academic Critiques

Year 2 trainees complete two 3,000 word academic critiques linked to the two core academic modules PSYC 8040 and PSYC 8041. The intended audience is educational psychologists, teachers and other education professionals. The purpose of the critique is to critically evaluate an intervention aimed at children and young people (from a theory and research perspective) in a manner that will help professions within the target audience in their consideration of its impact.

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

- Address relevant psychological theory/models/frameworks. In some cases, these links will be explicitly claimed by the intervention authors; in others, no such links will be made, and it will be the job of the trainee to identify relevant theory. In both cases, the trainee should outline this theory and then consider critically the extent to which it is actually present in the 'mechanics' of the intervention.

- Employ a replicable systematic search strategy to locate research on the effectiveness of the specific intervention. It is more often the case than not that such searches return quite a low number of studies (in some cases, no studies at all): for this reason, it is important that the grey literature (in particular, dissertations and theses) is included in this search. Where there is an existing body of research into the intervention, it is still important to include the grey literature, since this might also uncover unpublished research which helps to counter publication bias. The ProQuest 'Dissertations and Theses' database (which the university subscribes to) is a good place to search the grey literature from - see https://www.proquest.com/. To reduce the number of studies to a manageable level, inclusion and exclusion criteria should be generated (and identified within the critique search strategy appendix, along with search terms used and databases searched in, and a PRISMA chart created to show the overall search strategy).

- Include a quality assessment of any research studies selected. This is particularly important given that grey literature studies will lack peer review. Trainees are free to choose (and adapt, if felt necessary) the quality evaluation framework which best meets their requirements.

At the start of the critique, trainees should give an introduction to the intervention which includes a brief description of its core components and method of implementation. Trainees should also include at the end a professional implications section which draws upon information thus far presented. This section should go beyond just summarising points already made and take into consideration the requirements, restrictions and/or skill sets of the professionals identified. It is

not necessary for trainees to reach a 'definitive conclusion' as to whether the intervention should or should not be used; rather, they should aim to identify important considerations to be taken into account if it is to be implemented.

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

A guide for structuring academic critiques
Academic critiques should consider all three elements.
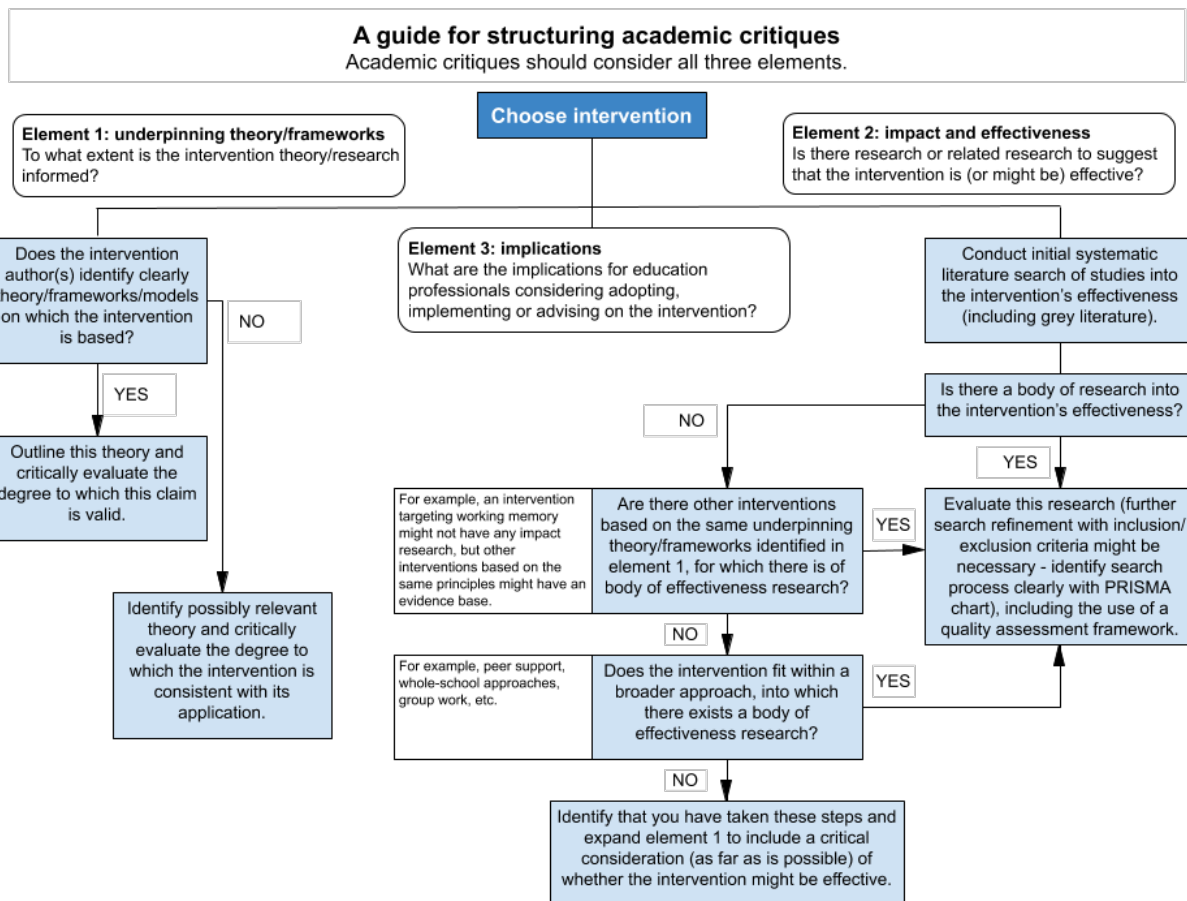
Critiques will also be awarded a simple pass/fail grade for: basic written expression, including spelling, grammar and punctuation, and cohesion; adherence to APA writing guidelines; and accurate and complete presentation of references. The marking/ feedback sheet for academic critique is shown in Appendix 4.2

The assessment criteria for academic critiques are:

Distinction
- The trainee has presented a clear and convincing rationale for use of the intervention in question and drawn on wider contextual factors.
- The trainee has employed a structure which organises content very effectively and which makes the critique as a whole very straightforward to follow.

- The trainee consistently shows clear evidence of independent critical thinking, across the critique and demonstrates an appropriate balance between material that is supported and rejected through critical analysis.
- The trainee has integrated systematically material from a variety of sources, demonstrating an awareness of the varying degrees of relevance of different material to the intervention under discussion. Where the trainee has identified differing opinions or conclusions expressed within the literature, the trainee attempts to synthesise these or to explain the reasons for such differing conclusion.
- The trainee has demonstrated a very clear understanding of the wider applications of the critique's conclusions to professional practice and discussed with clarity how these conclusions might impact on professional advice in a variety of settings.
- Search strategies are systematically described and documented in detail, such that the search could be easily and precisely replicated.

Pass	-
	- The trainee has presented a rationale for use of the intervention in question.
	- The trainee has structured content effectively.
	- There is evidence of critical thinking in a number of places, including material that is supported and/or rejected through critical analysis.
	- The trainee has integrated systematically material from a variety of sources.
	- The trainee has demonstrated an awareness of some of the wider applications of their conclusions to professional practice.
	- Search strategies are documented in such a way that the search could be replicated.
Low Pass	- The trainee has presented an incomplete or unclear rationale for use of the intervention in question.
	- The trainee has made some attempt to structure content, but some aspects of the organisation of material are unclear or unhelpful.
	- There is some evidence of critical thinking in one or two places, but more generally conclusions of other authors are accepted uncritically and/or there is over-reliance on material that supports only a single line of argument.
	- The trainee has not addressed the literature in a systematic fashion or shown sufficient awareness of the range of possible sources of material relevant to the intervention in question.
	- The trainee has given minimal consideration to the wider applications of their conclusions to professional practice.
	- Search strategies are incompletely presented, such that additional information would be required from the trainee in order that the search be replicated.
Fail	- The trainee has not presented a rationale for use of the intervention in question or has presented one which is inaccurate or incoherent.
	- Little or no attempt has been made by the trainee to organise information in a structure.

- There is insufficient evidence of independent thinking, such that the conclusions of other authors are accepted uncritically and/or unsubstantiated and subjective claims/judgements are made.
- The source material for the critique reflects a superficial understanding of the intervention and relevant research.
- The trainee has given no consideration to the application of their conclusions or has made suggestions that lack credibility.
- Search strategies are missing or documented in such an incomplete manner that no replication could possibly be attempted.

Assessment Criteria for the Review for Evidence Based Practice

In Year 1 you will be required to critically evaluate a published article. The aim of this assignment is for you to demonstrate your ability to systematically assess the quality (ie. strengths and weaknesses) of a piece of published research, and to gain experience of using a structured framework. Structured frameworks are routinely used for evaluating the quality of research papers and you will use this in your systematic review for your thesis. You will be provided with a journal article paper to review. You should first read the paper and then select a structured evaluation framework by which to consider different elements of the paper. You are free to select from the list below, or to source your own evaluation framework.

Quantitative controlled studies
Downs and Black
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1756728/pdf/v052p00377.pdf

Qualitative studies
RATS http://bmjopen.bmj.com/content/suppl/2012/01/12/bmjopen-2011-000138.DC1/BMJ_Open_IMG_Physician_Migration_RATS_Checklist.pdf

Quantitative and qualitative
CASP tools http://www.casp-uk.net/casp-tools-checklists
You should then produce a critical review of the paper, keeping to a word limit of 2000 words (not including the Appendix or References). Your work will be marked against the following criteria:

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

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

2. **Discussion of the strengths and weaknesses of the applied methodology**

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

3. **Discussion of the strengths and weaknesses of the applied analytical techniques**

   a. *Fail* – Insufficient demonstration of low pass criterion
   b. *Low pass* – Describes the applied analytical techniques accurately, provides some or limited critique (such as the limits of correlational analysis or the lack of generalisability of qualitative studies)
   c. *Pass* – Identifies strengths and weaknesses of the statistical analysis and/or analytical framework as applied to the collected data. Comments on the degree to which the results are supported by the applied analysis and the presented data. Considers the author's rigour in the application of their chosen analytic technique (e.g., does the data conform to necessary assumptions for the applied statistical test; has there been appropriate consideration to issues of reliability, credibility, and bias).
   d. *Distinction* – Passes insightful comment, perhaps drawn from a wider base of literature, to support conclusions drawn about the strengths and weaknesses of the analysis.

4. **Discussion of the conclusion and its implications**

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

5. **Includes a completed checklist with rationale**

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

6. **Standard of writing and presentation**

To pass this criterion, your work should be presented in a manner consistent with professional practice, demonstrating effective use of language & grammar and avoiding inaccuracies of spelling or punctuation. You should ensure that your work makes connections within and between sentences, paragraphs and sections in order to ensure ideas flow together smoothly and logically.

7. **APA guidelines**

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

8. **References**

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

6.6   Research Assessment Descriptions

Assessment criteria for the SSRP

In addition to the assessed pieces of work linked to the Research Methods courses (RESM 6009, 6010, 6011, 6012), trainees in Year 1 complete an SSRP (PSYC 8042).

The assessment criteria for the SSRP are:

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

	• *the report is of a sufficient standard to potentially merit publication
Pass	• the report explores the relevant research questions and shows evidence of a questioning and analytic approach • it is presented with a coherent structure • it shows an ability to appreciate an extensive body of knowledge relevant to the research question • it presents a comprehensive and balanced discussion • *it shows some awareness of how the findings extend knowledge in the field
Low Pass	• the report contains some substantive information but does not adequately address the relevant research questions • it lacks a coherent structure • *It makes little or no effort to demonstrate the significance of the findings
Fail	• the report reveals a failure to understand the issues under investigation • it contains superficial or subjective statements without supporting evidence • material presented reflects little knowledge beyond that which might be obtained by common experience of reading eg. newspapers • *there is no attempt to highlight the importance of the findings

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

The SSRP will also be assessed in terms of basic written expression, including spelling, grammar and punctuation; cohesion, adherence to APA writing guidelines; and accurate and complete presentation of references. The feedback sheet is shown in Appendix 4.6

6.7 Placement and Casework Assessment descriptions

Placement learning and the practical work file

The practical work file is a product of the trainees' placement learning. It aims to assess the BPS Competencies (in Year 3 this includes direct reference to the HCPC SOPS that guide trainee learning and professional development - see Placement Handbook for mapping document or for an excel version please look on Blackboard under General Information). The work files form a report of activity relevant to the acquisition of practitioner competencies. Across each year, trainees may use examples from placement and their academic work to provide evidence of competency attainment (eg. peer feedback, tutor feedback, reports of casework, project work etc.). Trainees should identify and reference sources of evidence and provide a reflective comment. The table below details the specific work file requirements - please note details in blue relate to specific year groups only.

Assessment	Assessment Description

A short, written account (suggested 2000-2500 words) of the placement experience. Please use the prompts in the right-hand column to guide your writing.

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

Year 3 only - please include a critical appraisal of your Year 2 and Year 3 placements.

a. Useful areas to consider might include the similarities/differences in working model adopted by the placement authority. For example, in what ways does the working practice specifically represent the needs of the community that it serves and the lead given by local politicians? Does the funding model of the service lead to any particular opportunities or challenges? To what degree is the service integrated within the wider local authority, and what are the implications of this? How does the service interpret the phrase "evidence-informed practice"? How do existing structures or systems within the LA placement act as either psychological practice in schools or with CYP themselves?

	b. Are there any areas of particular interest that are emerging for you? How much you progress these?
	c. How will you continue to progress your learning as a qualified practitioner? This will also be discussed in your final appraisal
Casework Table	Casework overview: a brief anonymised summary of casework with which there has been involvement (see Placement Handbook Appendix 11 for Casework table). Details should include gender, ethnicity and complexity of need
Year 2 only - low incidence and experience record with reflective commentary	An overview of your experience of low incidence casework and provisions. Examples of this can be found in Appendix 1 of The Placement Handbook
Completed Psychometric questions	
Log of BPS Competencies	This should include evidence for each competency, a reflective comment, and where appropriate a Field Tutor or Supervisor comment.
Year 3 only	Include your Year 1, Year 2 and Year 3 logs in order for your acquisition of competencies across the three years to be evidenced. Please could you add the following signed and dated statement to the front page of your BPS Log of Competencies: I confirm that I have met all the HCPC SOPS during the course of my 3 year training and that I have provided evidence of this

Supporting evidence

This should include evidence for each competency, a reflective comment, and Field Tutor or Supervisor comments. Ensure that you provide a rationale for including any additional work in your work file. We would expect to see feedback from service users eg. young people, parents and teachers.	Please include any additional material related to placement activity or university input which provides evidence of your developing competencies eg. using ERS (Evidence Recording Sheets) or IEF (Individual Evaluation Forms – see Placement Handbook for both these)

Accountability

We ask you to provide evidence of the required number of days on placement in the form of an overview (see Placement Handbook Appendix) as well as either weekly logs (Year 1) or daily logs (Years 2 and 3). There is also additional accountability data we require which is listed in the Accountability section of the relevant Year group mark sheet (please see Appendices 4.5)

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

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

Year 2 need to include a write-up of the 'diversity placement' – the 9 days spent working with a vulnerable population. Through this write-up trainees will need to:

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

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

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

During the diversity placement, trainees should also aim to become involved in a small project which is useful to the placement organisation and facilitates immersion within the service.

Copies of the Diversity Placement Report should be sent to the service with which the trainee was placed and the host educational psychology service. A third copy should be added to the trainee's practical work file.

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

The assessment criteria for all Practical Work Files

- A table of contents

- Statements that confirm that:

    o All the relevant consent for any work with children and young people has been obtained in line with university expectations (in section 1.6.2 of the placement handbook) and the procedures of the placement authority.

    o Names of children, young people and schools and any other information that could identify a particular child or young person have been changed throughout this document.

- An account of the placement with all the required elements.

- A clear rationale for each piece of evidence and a link to the competencies being addressed (in Year 3 this should include detailed reflection on the SOPs).

- **Fully anonymised**. All information in the work file must be written in a manner that does not compromise data protection and confidentiality. All references to people or organisations including your host placement must be anonymised (either to refer to "Pupil X" or to a replaced name), and the work file should make clear that names have been replaced. The best way to do this is through a statement at the front of the file that makes clear "Names of children, young people, parents, professionals, schools and organisations and any other information that could identify an individual or organisation (with the exception of the field tutor/supervisor have been changed throughout this document". Supervisor and field tutor names are permissible, but you should ensure you also anonymise your placement partner. In almost every other case, it will not lose "information value", nor be hard to cover out the name. However, in the highly unusual and exceptional case where you are unable to anonymise or pseudonymise, you would need to obtain written consent and place this prominently in front of the item where an individual person is named. Trainees should think carefully about the need to include any materials that have the branding of their local authority on them and seek to avoid the presence of such branding. You should be aware that under the GDPR (General Data Protection Regulation), anyone you name has a right to see anything you write about them. Please note that failure of anonymity at point of submission needs to be corrected prior to any marking and the TEP will bear the consequence of potential late feedback.

- All accountability records: eg. supervision records, evidence of supervisor observation, weekly/daily log of evidence, interim reviews, and summative reports as appropriate.

- Feedback from service users: teachers, parents, young people.

- Evidence of consistency between the account of the placement; reflections and the other presented evidence.

- Clear presentation and indexing of all documentation, hole-punched, or placed individually in plastic wallets.

Practical work files **are not returned to trainees,** so it is important that you do not include masters of documents eg. certificates, you may subsequently require.

Electronic submissions of work files

We strongly encourage all trainees to submit electronic versions of work files, rather than hard copies. Electronic submission saves printing, paper and physical storage space.
Electronic submissions should be made on a USB stick and handed in to the programme administrator. Please ensure that all related documents are saved on the USB sticks using relative hyperlinks. This means that the hyperlinks will still work when you move the USB stick from one computer to another. This is likely to be the default setting in your system and you can read more about relative hyperlinks here. Please check that the hyperlinks work before submission, by trying the USB stick on a second computer. A current trainee has also provided some top tips for sharing digital work files and preserving the hyperlinks – this information can be found on Blackboard/General Information/Maintaining hyperlinks.

Electronic submissions should take the same format as paper submissions, with the following conditions applying:

1. Please include a table of contents page, which has hyperlinks to the main sections of your work file, to allow the marker to navigate easily to the relevant supporting documents
2. Please use hyperlinks to allow the marker to navigate from your "evidence" column in the log of competencies to the relevant supporting document.
3. Please annotate with an "e-comment" (use the Review tab and then the "New Comment" button) to show the relevant section in each document that illustrates the competency being evidenced, as shown below.

5.4	Draw on assessment information to develop an integrated formulation which draws on psychological theory and research	12.1 14.54	Weekly log week beginning 8 April Service report for XXXX

Weekly log excerpt for week beginning 8 April

On Monday I practised using the Verbal Similarities subscale with one of the children for whom I have permission to work with as practice work. I feel a lot more confident now with this subtest; I was able to select the correct start point according to her age without too much difficulty, although I still find it hard holding in my head to know where to discontinue. I felt uncomfortable as she didn't answer the last few items successfully, but interestingly, she didn't seem too concerned by this. I had to work very hard to try to keep my feelings to myself here, so that I would not leak anything that might make her feel anxious or concerned about how she was doing.

Then I completed a classroom observation using an ABCC format in order to allow me to better understand the communicative function of XXXX's out-of-seat behaviour. I noticed how invariably the teacher or teaching assistant would shepherd XXXX back to their seat and then help them refocus on the task. I discussed this with my field tutor in supervision and we looked at how Dreikurs' model of the goals of behaviour could help understand this as an example of seeking to belong by withdrawing. I'll use this as an organising idea when I meet with parents and teacher at my feedback meeting.

On Thursday, I met first with my field tutor to plan out my feedback meeting. We agreed that it would be best if I.....

Cooke T.
5.4

In order to help you complete your work file we have listed below some FAQs and answers.

Work file FAQs

Q1: Do I need to have to include page numbers in my work file? How should it be organised?
A1: The marking criterion requires clear presentation and indexing and there is **no** requirement that each page should have its own number. You have freedom of choice to help you find a structure that will help you meet the marking criterion, but one way to do this would be as follows:

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

1. Competencies log
2. Account of placement
3. Casework table
4. Placement days calendar,
5. Weekly logs, supervision logs
6. Evidence performance review
7. Evidence recording sheets
8. Other types of feedback (e.g. from service users)
9. Academic and research feedback sheets
10. ROCs if used as supporting evidence
11. Essays if used as supporting evidence
12. Research submissions if used as supporting evidence
13. Service reports if used as supporting evidence
14. Other supporting evidence (possibly presented as separate sections according to the range and nature of the evidence used)

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

Q2: How much evidence do I need?
A2: The simple answer is that the key is quality of evidence, not quantity, so for all years one piece of evidence for each competency is sufficient; the key is the reflection you make on the extent to which you feel this competency is one that is achieved, needs developing, or is one that you are at the very early stages of acquiring (Haring's Learning Hierarchy can help here). By the time you reach Year 3, the three work files should be testimony to proving evidence of, and reflecting on, all the competencies as listed with at least three pieces of evidence (a different example and reflection each year).

There will be some competencies (according to your individual experiences this year, these might include 7.6, 7.8, 8.1, 9.7, 9.9) that you cannot reasonably be expected to achieve in year 1. For these, simply record this in your reflection column and make a note to look out for this in future years.

Q3: I am not required to include my appraisal document but can I still include if I want to refer to it as supporting evidence.
A3: Yes, it is your decision and you may include a relevant section as appropriate.

Q4: Do I need to include the whole document if I am using it as supporting evidence? For example, if I am referring just to one part of an essay, do I include it all?
A4: No, an extract is fine but ensure that the part of the essay/ROC/SSRP etc. you are including is highlighted to show which competency it illustrates and that it is clear from where the extract comes.

Q5: If I have been asked to make amendments to a document, should I include the original document or an amended one?
A5: This depends on what you are trying to illustrate. If it is your response to feedback, clearly the amended one. If it is your demonstration of a particular competency that you were able to show in your amended document, but not in the original document, then again the amended one. But if you are simply now aware of some grammatical infelicity or punctuation error, then don't worry about correcting it – you are not being marked on the content of previously submitted work.

Q6: How should I refer to attendance at a timetabled sessions, eg. re ethics, or diversity?
A6: Simple attendance at a taught session is a weak way to evidence a competency. Instead, you should focus on how you can demonstrate having put the content covered in that session into practice, e.g. through reference in your ROC, through field tutor/placement supervisor feedback, or through planning/record sheets from your casework.

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

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

Q8: What counts as involvement for the casework table?

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

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

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

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

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

6.8   Reports of Casework (ROCs)

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

Trainees are required to embed their ROCs in psychological literature to support any recommendations related to individual cases (eg. assessment or intervention). Casework should

reflect that ethical, non-discriminatory and non-oppressive considerations have been addressed in decisions around assessment and communication with key stake holders.

Selection of Cases

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

Joint Work

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

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

Structure of ROCs

ROCs should be written to reflect the problem-solving model. Chronological dates and assessment tools are generally not helpful as ways of structuring a ROC as the emphasis should be on making explicit the thinking process behind any actions that were taken in order to provide professional accountability, rather than simply listing what happened and when.
It is not necessary to include any service reports written by the TEP as part of the casework on behalf of the Local Authority with which they are on placement. This is because the ROC is intended to articulate the thinking behind the casework not the casework itself. TEPs should not include copies of published materials such as tests/scales for which there is copyright, but instead they should make sure they have described these in sufficient detail in the body of the ROC. Generally, it is better to include Interactive Factors Frameworks in the body of the report. Trainees are advised to include IFF diagrams as pictures, to avoid any difficulties of scaling and possible omission of key text when ROCs are reformatted on different digital viewers.

Anonymity

ROCs must be written in a manner that does not compromise data protection and confidentiality. All references to people or organisations must be anonymised (either to refer to "Pupil X", or to be a replaced name, and the ROC should make clear that names have been replaced). The best way to do this is at the first mention of the young person's name, with a footnote or similar

statement along the lines of "Names of children and schools and any other information that could identify the child have been changed throughout this document." It is not acceptable to just use initials. Please note any failure of anonymity at point of submission needs to be corrected prior to any marking and the TEP will bear the consequence of potential late feedback.

Word Count

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

6.9 Marking of ROCs

Feedback on ROCs is provided in two ways:

1. judgements against specific criteria and
2. formative feedback related to key areas of the ROC

ROC marking criteria

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

The ROC:

- Shows how the TEP communicates appropriately and effectively by listening to service users and carers and displays a person-centred approach.
- Considers ethical issues related to the casework
- Shows how the TEP has promoted and protected the interests of service users and carers by demonstrating a collaborative approach to casework that is informed by the context in which the casework takes place, and the different perspectives of those involved in the casework
- Shows why hypotheses have been developed, and how they have been explored and reformulated into a revised understanding
- Uses a variety of approaches and sources of evidence to explore hypotheses
- Shows how the exploration process has been informed by relevant research literature and psychological theory
- Shows how interventions generated are informed by the problem dimensions, relevant research literature and psychological theory

- Includes a review of progress achieved over time, and considers the implications of this progress
- Includes a reflection on the casework and identifies implications for the TEP's future practice
- Is presented in a professional manner

Formative feedback

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

Displays a person-centred approach

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

Considers ethical issues related to the casework

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

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

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

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

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

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

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

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

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

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

Does the TEP show how information has been gathered from a variety of sources e.g. information gathered from direct work with the CYP; discussion with the parents, school staff etc.; observations; curriculum-based assessment; dynamic and standardised assessment tools etc?

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

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

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

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

Includes a review of progress achieved over time, and considers the implications of this progress

Does the TEP provide a clear summary of an action plan that records the agreed interventions? Does the TEP demonstrate that, at the time of the development of the action plan, there was an agreed understanding of the approaches and measures that would be used to measure the effectiveness of the action plan? Does the TEP show how the CYP's view was included within the review process? Does the TEP provide evidence that they have reviewed progress against these

actions? Does the TEP reflect on the factors that have influenced the effectiveness of the action plan?

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

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

Is presented in a professional manner

Is the ROC structured in a manner that makes the process of hypothesis investigation clear? (In order to make explicit the rationale behind any assessments undertaken, it is generally more helpful to use initial guiding hypotheses as sub-headings to structure the report, rather than using chronology or methods of assessment as the section headings).

Is the ROC presented in a manner consistent with professional practice, demonstrating effective use of language & grammar and avoiding inaccuracies of spelling or punctuation? Does the author should make connections within and between sentences, paragraphs and sections in order to ensure ideas flow together smoothly and logically?

Failure

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

6.10 Service Report and Commentary (RAC)

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

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

A suggested structure for the commentary is as follows:

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

Anonymity

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

Word Count

There is no word limit for service reports. Commentaries should not exceed 2,000 words (excluding any contents page, tables, figures, references and appendices). Tables should generally not contain large blocks of text but should instead be supplementary to the main content of the commentary. If core information is presented in tabular form, then it will be counted within the general word count. The commentary should be able to be read without constant reference to the appendices. A word count for each commentary must be included. If the stipulated length is exceeded the trainee will only be assessed on the portion of work that falls within the word limit, which may result in a lowered mark.

6.11 Marking of RACs

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

Feedback on reflective commentaries is provided in two ways:

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

Commentary marking criteria

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

The commentary:

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

Formative feedback

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

Displays a person-centred approach

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

Demonstrates an awareness of interactionist issues related to the casework

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

Considers ethical issues related to the casework

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

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

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

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

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

Is presented in a professional manner

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

Failure

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

6.12 Casework Assessment (Year 3)

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

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

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

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

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

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

 Additional questions may cover:

- The legal and ethical boundaries of Educational Psychology
- Non-discriminatory practice
- Informed consent
- Professional duty of care
- Effective self-management and resources
- Working in partnership with other professional support staff service users and their families
- The evidence base for their interventions
- Their role as a psychologist
- The impact of their work

https://www.hcpc-uk.org/globalassets/resources/guidance/guidance-on-conduct-and-ethics-for-students.pdf

Trainees will be asked to wait at the end of the oral examination in order to give the examiners time to confer and produce a written feedback summary (see Appendix 4.3). Outcomes will be one of the following:

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

examination at a date to be negotiated with the Programme Director, not later than 6 weeks from the date of the first examination.

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

6.13 Objective Standardised Professional Assessments (OSPAs)

In June Year 2 undertake four role-played professional scenarios at the university, each relating to an aspect of working within the post-16 age range. Performance on each of these is assessed by two observers, usually comprised of a member of the programme team and a practising educational psychologist from a local authority in which trainees are placed by the course. This assessment forms part of placement assessment but is not graded pass/fail rather the focus is on identifying areas of strength at this point in training and areas for further development to take forward into Year 3.

These scenarios enable us to assess your developing professional skills:

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

These role plays also provide a further opportunity for trainees to demonstrate an understanding of the expectations regarding professional behaviour as they cover ethics, decision making, communication and interaction with service users.

Further information about these will be given in detailed preparation sessions prior to this. There is also further information on the development of this assessment as well as videos of the process and trainee feedback at http://www.ucl.ac.uk/ospa-project/

6.14 Marking

All marks trainees receive are provisional until they are confirmed by the Examination Board, on 8th July 2021.

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

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

Trainees do *not* have the right to have their work remarked, even if they receive a mark that they do not expect. The procedures above are considered sufficient to ensure a satisfactory outcome.

Trainees may formally appeal the decision of the Examination Board. Note, however, that disagreement with the academic judgment of the Board is not considered legitimate grounds for appeal.

6.15 Moderation

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

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

6.16 Special Considerations

A student may apply for Special Considerations if (s)/he can prove that there were exceptional circumstances outside of his/her control; and these have or will negatively affect his/her performance in an upcoming assessment, or ability to meet a deadline for submission of an assessment. Extensions now also fall under the Special Considerations policy.

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

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

If a request is made **after** the deadline for an assignment has passed a student must submit a Special Considerations form and evidence to Dr Sarah Kirby (psy-support-pg@soton.ac.uk) with a copy to the Programme Director normally not more than five working days after any assessment or deadline may have been affected by exceptional circumstances.

If a request is made **before** the deadline for an assignment has passed. A student must submit a Special Considerations form and evidence to the programme Director, Sarah Wright (sfw1@soton.ac.uk)

Further information, with examples of the kinds of requests which fall into this category can be found at: http://www.southampton.ac.uk/quality/assessment/special_considerations.page

In addition, students can obtain free, independent and confidential advice about special considerations and extensions from the SUSU Advice Centre http://www.susu.org/advice-centre

6.17 Academic Conventions

Formatting your coursework

Please use the following guidelines when submitting coursework.

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

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

- APA format: you should follow the conventions of American Psychological Association style, or APA style. *Publication Manual of the American Psychological Association: 7th Edition (2019).* A quick guide to APA style can be found here: https://www.scribbr.com/apa-style/apa-seventh-edition-changes/

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

- Appendices: these only need to include additional information that has direct relevance to the piece of work. Please ensure that work can be read without constant reference to the appendices.

Coursework length

Each assessment within the programme is allocated a word limit. The word count should be declared on every piece of submitted work. If the stipulated length is exceeded the trainee will only be assessed on the portion of work that falls within the word limit, which may result in a lowered mark.

All assessed written work is submitted electronically through eAssignment: http://www.assignments.soton.ac.uk. Practical work files are submitted to the programme administrator. Except for the practical work files, where some may be submitted as hard copies, paper copies are not required.

6.18 Late Submission

A delay in submitting coursework (without a valid reason or authorised extension) for up to five days beyond the agreed deadline will result in the overall mark being capped at a Low Pass. Work submitted more than five days late will automatically receive a Fail.

6.19 Fitness to Study and Fitness to Practise

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

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

As a programme of study which has a practice component leading to HCPC registration trainees also need to ensure their 'Fitness to Practise'. For more information please see the University policy: Fitness to Practise

Such programmes depend upon the satisfactory completion of theory and practice assessment and course work, and standards of behaviour, health and professional conduct relevant to future employment in the associated profession. For more information about the Fitness to Practice Policy please see the link below.

For more information on University of Southampton regulations on attendance and interruptions please see the following links:

http://www.calendar.soton.ac.uk/sectionIV/attendance.html
http://www.calendar.soton.ac.uk/sectionIV/interruption.html

6.20 Attendance

Absence from compulsory sessions

All local educational authority placements and university taught sessions are compulsory. Trainees will be required to sign in for university sessions and are expected to arrive promptly both at university and on placement, recording arrival time if their arrival is delayed.

Attendance across the year will be reviewed in appraisals. The expectation is that any leave you wish to take should be booked within the school holidays, and only in very exceptional circumstances will holidays booked in term time be considered.

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

- For university sessions, contact the programme administrator and Year APT as soon as possible and follow up with an absence form sent to the module coordinator and Angela Goodall, giving reasons for the absence or lateness who will record this. The exception to this is for RESM modules for which virtual attendance (i.e., watching the recorded sessions) is acceptable; while a trainee will always need to ensure that they have covered the content by watching the recorded session, it is not necessary to complete an absence form for RESM.
- For absence from placement, contact the Field Tutor/Placement Supervisor and any relevant Service Users as soon as possible, and follow up with an absence form sent to Angela giving reasons for the absence or lateness. Angela will record this.

Requests for any **planned absence** (i.e. where the trainee is aware in advance) will need to be made in as far as advance as possible. Please follow the following process

- For absence from any session please request permission via the absence form from the Year APT giving reasons for the request. Where an absence concerns placement it is helpful to include details of any related discussion with the placement supervisor/field tutor. The exception to this is for the RESM modules where the request should go directly to the Year 1 APT – Tim Cooke
- The APT will make a decision, in some cases s/he may need to discuss this with the Programme Director, and will let the trainee know as well as notifying the programme administrator so the absence can be logged.

The absence form, for planned and unplanned absence, is available in Appendix 3.5. Please attach, as appropriate, any relevant supporting documentation that you are happy to share. This documentation will not be stored. In some cases, the APT may want to discuss this with the programme director. You will also need to outline any plans for catching up on missed content.

The programme administrator keeps a record of all university and placement absence and individual absences are monitored. However, we will not be chasing you for these forms. If you return an absence form to us within 2 weeks then the programme administrator will record the absence as authorised, failure to do this will result in an unauthorised absence, which may be shared when a job reference is requested. Only a limited number of absences from compulsory sessions can be authorised without the student's fitness to study undergoing review, and the possibility of voluntary or involuntary degree suspension or termination being considered, following sympathetic consultation with the Programme Director. This would include, for example, no more than three requests for absences from a compulsory session for the same reason, and no more than six for any reason, in the same year.

6.21 Trainee Expectations

You will normally need to be at University, or on placement from 9.30 am – 4.30 pm on the allocated days. Regular study days are also allocated for working on assignments and undertaking research and administrative tasks. University taught sessions run from 9.30 am –

12.30 pm and 1.30 pm – 4.30 pm; any alterations to these core times will be rare. Please do not assume that attendance at University will not be required during Study days. It may be necessary to re-schedule sessions from time to time; for example, tutor illness may lead to timetabled sessions being swapped for Study days at short notice. However, we will give you as much notice as possible of any changes so that you can plan your time effectively.

On placement days expected arrival times and working hours should be clarified with field tutors (Year 1) or supervisors (Year 2 and 3). You are expected to be on time for all sessions. The maintenance of high standards of personal and professional conduct is one of the key HCPC standards of proficiency (3.1)

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

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

All trainee educational psychologists should be guided by the Health and Care Professions Council's Standards of Conduct, Performance and Ethics (2016).

http://www.hcpc-uk.org/registrants/standards/download/index.asp?id=38.

Further information about how these apply to students is available at:

https://www.hcpc-uk.org/resources/guidance/guidance-on-conduct-and-ethics-for-students/

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

- promote and protect the interests of service users and carers
- communicate appropriately and effectively
- work within the limits of your knowledge and skills

- delegate appropriately
- respect confidentiality
- manage risk
- report concerns about safety
- be open when things go wrong
- be honest and trustworthy
- keep records of your work

6.22 Academic Integrity

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

Further details can be found in the postgraduate handbook at:
http://www.southampton.ac.uk/quality/assessment/academic_integrity.page

The programme uses TurnitinUK anti-plagiarism software. For more information please see:
www.southampton.ac.uk/isolutions/computing/elearn/blackboard/esub/turnitinuk.html

6.23 Complaints

If a trainee has a concern or a complaint about any aspect of the programme they are encouraged to raise this with the Programme Director in the first instance, or a member of the programme team. Further guidance is available in the common postgraduate handbook.
https://www.efolio.soton.ac.uk/blog/handbook-jw-dedpsych/postgraduate-handbook-introduction-common/

6.24 Appeals

There is an appeals mechanism for:

- academic work - following University of Southampton Guidelines (A full set of guidelines for the University *Appeals Procedure* can be found at: http://www.calendar.soton.ac.uk/sectionIV/student-appeals.html)

- supervised professional practice - following Psychology Department Guidelines.

Section 7

7.1   Private study

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

7.2   Team Meetings

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

7.3   Appraisal

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

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

7.4   Personal Academic Tutor and Tutorials

A personal and academic tutor is allocated to each trainee and tutorial appointments offered in all years. In addition to tutorials, the personal and academic tutor will also visit their trainees on placement twice a year thereby providing a valued sense of continuity.

Tutorials provide a progress check on programme work requirements, an opportunity to identify development needs and to support the trainees with any personal issues which may bear on trainees' professional performance and academic achievement. Tutorials also provide an

important forum to reflect on professional and personal growth and to encourage the development of trainees' self-reflection. Trainees are required to complete a tutorial planning sheet (see Appendix 3.7) in advance of the meeting. As far as is possible the course aims for the trainee to have the same personal tutor throughout the 3 years.

7.5   Information sharing

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

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

7.6   Buddy System

Towards the end of their first year, all year one trainees are invited to opt in to being a buddy for incoming year one trainees. We emphasise that this is voluntary rather than a course requirement where the buddy's role is to answer any queries from the incoming year one about the trainee experience. It is an informal system, not intended in any way to replace the formal tutorial process, but is designed instead to allow new entrants to the course to gain a peer perspective on how the Year 2 buddy has already navigated typical issues faced in the previous year. The frequency and amount of contact is at the discretion of the buddied pair, but pairs are encouraged to make contact before the course begins and to link up on the first day of the course, at the welcome campus tour and tea.

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

7.7   Support on Placement from University Tutors

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

7.8   Support from the Psychology Department

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

7.9   Trainee Feedback on Teaching

The Psychology Department is keen to ensure that evaluation by trainees is both sought and that a response is given. The Programme Board and Psychology School Programme Committee oversee this process. Trainees are asked to complete end of year programme evaluations, which will be presented to Programme Board Meetings to which one or two trainee representatives from each year are invited. Trainees are also asked to complete module evaluations at the end of the year, which will be collated and shared with trainees in the following years.

Module evaluations are used to raise broader issues regarding the strengths and weaknesses of the curriculum and to demonstrate the programme's response. It is a University requirement that trainees should be informed of the results of their feedback.

The module evaluations are presented in an Annual Report to the Psychology School Programme Committee.

More immediately teaching sessions are evaluated by trainees and feedback passed both to the presenter and to the programme tutors. In addition, tutors share certain teaching sessions to enable peer review to take place.

Quality Assurance

Trainees in Years 1 and 2 are asked to submit an End of Year Review which is submitted at their appraisal. If a trainee wishes this to be anonymous, there will be a box that trainees can deposit reviews in when they have their appraisal, or they can give it to their personal tutor. In Year 3 the end of year review is not anonymous and takes the form of an exit interview, both looking back at the year and ahead to the first year in practice.

In addition, as part of the SEEL placement quality assurance, Year 2 and 3 trainees are asked to complete an online questionnaire in June and evidence completion of this in their work files.

7.10   Personal Support and Welfare

Support for Student Learning

In the Psychology Department support is provided by:

- A Programme Director (Sarah Wright) who has the main responsibility for the coordination of learning and teaching and who retains an overview of all aspects of the programme including Placement coordination and governance.
- Professional and Academic Tutors (seconded from Local Authorities) who take responsibility for programme components and pastoral support work with nominated students

- Field Tutors who provide modelling and feedback on early skills performance and initial casework, and review professional development in Years 1, 2 and 3.
- A member of the Psychology Department staff who is designated as Research Director (Hanna Kovshoff) across all years of the programme, and additional members of the academic staff who support research.
- Supervision Coordinators/Supervisors from local services to coordinate and provide support for all professional placement learning in Years 2 and 3.
- The Psychology Department's learning and teaching resources, including access to photocopying, phone, computer, email and internet facilities

7.11 Equal Opportunities

In keeping with the University's Equal Opportunities policy, support is available through the Learning Differences Centre for study skills, and through Assistive Technology for those with more complex needs. Support is also available from University counselling staff where other problems threaten to interfere with successful learning.

More information can be found on the website http://www.southampton.ac.uk/edusupport/

7.12 Using Social Media

Introduction

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

While many educational psychologists use social media without encountering any difficulties, there is the possibility that individuals may unknowingly expose themselves to risk in the way they are using 'web 2.0' applications and uploading personal material onto the internet.

Although professional psychologists should be free to take advantage of the many personal and professional benefits that social media can offer, it is important that they are aware of the potential risks involved. Please see additional guidance in Appendix 3.8. This guidance provides practical and ethical advice on the different issues that educational psychologists may encounter when using social media.

7.13 Psychology Department Computing Services

Postgraduate computer needs are met in a variety of ways according to principles agreed by Policy & Resources Committee. The Psychology Department has a large Interactive Research Laboratory seating 70 people, equipped with 70 computers. These machines are equipped with advanced teaching and experimental packages to support research methods teaching and all practical classes. They are integrated with a multimedia audio-visual suite. Although prioritised

to teaching, these computers are available to undergraduate and postgraduate students on a walk-in basis at other times. Whilst being used on a walk-in basis they are configured to work in an identical manner to the public machines (see below). There are two further public clusters in the Shackleton Building (rooms 1061 and 1063 which are accessible via the North side of the building and not the main entrance). The iSolutions website details them all: http://www.southampton.ac.uk/isolutions/

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

7.14   University Computer Services

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

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

7.15   Psychology Department Technical Support

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

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

To make the best use of innovative teaching technologies, the intranet links you directly to your personal 'portal' which is a configurable interface to all the Psychology Department and University information and systems that you will require during your stay with us. Depending on your personal research interests in your final year of study you may require software to be written, or an experiment generator configured, to enable you to collect and/or analyse data. This could be, for example, a game simulator which is driven by psychological principles, a web-based questionnaire, or a series of stimuli which are designed to evoke physiological responses to be recorded by other laboratory equipment.

Between them, the team have skills in:

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

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

In the wider University you can expect:

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

7.16 Health and Safety

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

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

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

The University statement of Health and Safety Policy Statement and Management System, which defines commitment, governance, responsibilities and management of health and safety is available here: http://www.southampton.ac.uk/healthandsafety/hsms/

https://www.southampton.ac.uk/assets/imported/transforms/content-block/UsefulDownloads_Download/8FCDE8D9AA104148806154F715F0F2D6/HS-Policy-MS-2.pdf

The Faculty's Health and Safety Local Arrangements document is available at:
https://groupsite.soton.ac.uk/Administration/FSHS-Health-and-Safety/Documents/FSHS__Local Health and Safety Arrangements.pdf

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

Appendix 1: Health and Care Professions Council (HCPC)

In July 2009, the Health and Care Professions Council (HCPC) became the statutory regulator for practitioner psychologists in the UK. The HCPC is an independent regulator governed by the Health Professions Order (2001). Psychologists regulated by the HCPC are those who use their psychological expertise to offer services to the public and who are entitled to use one of the seven adjectival titles.

Since 2009 the HCPC Education Department has been carrying out approval visits to education providers and programmes of professional training throughout the UK. Approval by the HCPC ensures that each programme meets the standards of education (SETs) and successful trainees are able to meet the standards of proficiency for practitioner psychologists (SOPs).

The Doctorate in Educational Psychology at Southampton was granted open ended approval in June 11th 2011. Once a programme has been granted open-ended approval, it is subject to annual monitoring processes to ensure that it continues to meet the SETs.

Standards of Education and Training (SETs)

The SETS are written for education providers. As part of the HCPC approval and monitoring process, programmes are assessed against the SETs to ensure that all trainees meet the SOPs.

Standards of Proficiency (SOPs)

SOPs are the standards produced by the HCPC which are regarded as the minimum they consider necessary for safe and effective practice of the professions they regulate. They include both generic elements (which all practitioner psychologists must meet) and subject-specific elements.

They fall under the following 15 headings:

- Safe and effective practice
- Practise within legal and ethical boundaries
- Fitness to practise
- Professional judgement
- Culture, equality and diversity
- Non discrimination
- Confidentiality
- Effective communication
- Work in partnership
- Record keeping
- Reflection on practice
- Quality of practice
- Knowledge base of key concepts
- Practice based knowledge
- Safety and service users and those involved in their care and experience

More information can be found in the booklet Standards of Proficiency: Practitioner Psychologists (2015). A copy can be obtained from
https://www.hcpc-uk.org/resources/standards/standards-of-proficiency-practitioner-psychologists/

The Role of the British Psychology Society (BPS)

Accreditation through partnership is the Society's model of engagement with education providers which has been in place from September 2010. This has been described by the BPS as:

"It is the process by which The Society works with education providers to ensure that quality standards in psychology education and training are met by all programmes on an ongoing basis. It aims to facilitate quality enhancement and to promote a constructive dialogue that allows space for both exploration and development. It focuses on working collaboratively with education providers and their stakeholders and includes an interactive approach to planning visit agendas".

https://www.bps.org.uk/psychologists/accreditation/education-providers

The Doctorate in Educational Psychology at Southampton was most recently accredited through partnership in May 2017.

Commendations:

1. The quality of the leadership and vision provided by the Programme Director is highly commendable and is key to the effective and efficient delivery of the programme. The programme also benefits from the commitment of a collegial and cohesive core staff team.

2. The visiting team received feedback from a wide range of stakeholders over the course of the visit and heard from all that the programme and the staff team are held in extremely high regard. Stakeholders appreciate the excellent work that the programme team does, and graduates from the programme are seen to be fit for purpose and make a positive contribution to the organisations in which they work.

3. The programme aspires to train competent applied psychologists, who are agile, adaptable, and fit for purpose to work in a range of services. The year-long placement model adopted for years two and three of the programme contributes significantly to trainees' ability to develop this broader perspective on the work of the educational psychologist.

4. Trainees, supervisors and service leads alike all commented on the benefits of the year two diversity placement, which enables trainees to broaden their experience and bring valuable learning back into their local authority team.

5. The programme incorporates a creative range of assessment tasks that reflect the broad range of activities in which educational psychologists are engaged in their practice. The

visiting team particularly liked the introduction of Objective Structured Placement Assessments (OSPAs).

6. The programme team actively seeks out feedback from stakeholders, including trainees, supervisors, service managers, service users, and the wider University department, and responds to this in a measured and carefully thought through way.

Recommendations for Further Enhancement:

The visiting team wishes to highlight the following areas to which the programme and University are encouraged to attend as part of the ongoing development and enhancement of training in Educational Psychology at Southampton.

1. The University is encouraged to consider the potential benefits of recruiting appropriately qualified educational psychologists as members of the core Departmental establishment, with protected time to carry out their own research.

2. The programme team should review the balance of the curriculum of individual, within-child factors, and systemic thinking around the psychology of organisations and of education. Feedback from services suggested that this would further enhance the impact that trainees are able to make on placement.

3. The visiting team noted the work undertaken by year one trainees with 'practice pupils' and the measures that are put in place to secure informed consent from parents in relation to this.

4. The programme team should review the training and support provided to those supervising trainees in years two and three. Whilst supervisors welcome the information they are given, they would appreciate a greater emphasis upon developing their own supervisory skills.

5. The programme team should continue to consider ways of balancing the risk of dis-enfranchisement of more geographically distant local authorities and enhancing student needs and engagement of a wider constituency. Reviewing the overall structure of the year one placement may offer opportunities for such local authorities to participate more equitably. The visiting team understands that the programme team has reviewed this on numerous occasions in the past and considers the current locally-focused arrangement to be the most appropriate. Nevertheless, the team is encouraged to keep this under review.

6. The visiting team welcomed the work done to develop the research blog to enable high quality trainee research to be disseminated to a wider audience. The team is encouraged

to continue to develop that resource and encourage publication in appropriate professional and academic journals to reach a yet wider readership.

7. Similarly, the visiting team notes the work that has gone into developing service user involvement on the programme and would advocate that this continues.

8. The visiting team would encourage the University to work with the Programme Director to identify ways of reducing the burden associated with participating in internal periodic review mechanisms, given their likely overlap with work already undertaken by the programme for external processes.

Appendix 2: Programme Summary

2.1 Programme Overview 2020-2021

	Module (level)	Assessment	Length	CAT
Year 1	PSYC 6130 (M) Psychology in Professional Practice 1	Work file & BPS Log	n/a	40
180 Credits	PSYC 6131 (M) Consultation, Assessment & Intervention 1	Field Tutor Observation (10%)		
		Reports of Casework x 2 (80%)	5,000 each	20
		Teaching Intervention Report (10%)		
	PSYC 6070 (M) Cognitive Elements of Learning 1	Essay	4,000	20
	PSYC 6071 (M) Emotional Elements of Learning 1	Essay	4,000	20
	PSYC 6127 (M) Evidence Based Practice	Critique of a paper	2,000	5
	Research Methods			
	RESM 6009 (M) Qualitative Methods	*Report tbc*		10
	RESM 6010 (M) Group Comparisons	*Assignment tbc*		10
	RESM 6011 (M) Correlational Methods	*Assignment tbc*		10
	RESM 6012 (M) Designing Research	*Short Answers tbc*		10
	PSYC 8042 (D) Small Scale Research Project	Project	4.000	35
Year 2	PSYC 8043 (D) Psychology in Professional Practice 2	Work file & Supervisor Report	n/a	75
180 Credits	PSYC 8045 (D) Consultation, Assessment & Intervention 2	Reports with Commentary (65%)	2,000 each	25
		OSPAs (20%)		
		MCQ (10%)		
		CBT Report (5%)		
	PSYC 8041 (D) Cognitive Elements of Learning 2	Academic Critique (80%)	3,000	20

		Reflective Grid (20%)		
	PSYC 8040 (D) Emotional Elements of Learning 2	Academic Critique (80%)	3,000	20
		Reflective Grid (20%)		
	PSYC 8039 (D) Dissemination and User Engagement	Portfolio		10
	PSYC 8022 (D) Research Proposal			30
Year 3 180 Credits	PSYC 8044 (D) Psychology in Professional Practice 3	Work file (80%)	n/a	75
		Supervisor Report (20%)		
	PSYC 8046 (D) Consultation, Assessment & Intervention 3	Casework viva	n/a	15
	PSYC 8022 (D) Research Thesis	Two publishable papers	n/a	90

For more details of individual modules please follow the link: https://www.efolio.soton.ac.uk/blog/handbook-jw-dedpsych/h

2.2 Marking Grid 2020-2021

	Module RESM	Assignment	Submission[4]	Markers	Marks Release[5]	Moderater
Year 1	6012	Short Answer	23/11/2020	TBC	18/02/2021	TBC
	6009	Qualitative Methods	25/01/2021	TBC	18/02/2021	TBC
	6010	Group Comparisons	15/03/2021	TBC	24/06/2021	TBC
	6011	Correlational Methods	24/05/2021	TBC	24/6/2021	TBC
	PSYCH	Assignment	Submission	Markers	Marks Release	Moderater
	6070	Cognitive Elements of Learning 1	2.11.20	Tim (6) Bee (6) Cora (4)	30.11.20	Sarah
	6071	Emotional Elements of Learning 1	29.3.21	Colin (6) Tim (10)	10.5.21	Bee
	6127	Evidence Based Practice	28.6.21	Bee (8) Cora (8)	6.9.21	Tim
	6131	Reports of Casework (2)	16.7.21	Field Tutors	30.8.21	APT
	6130	Practical Work file[6]	23.7.21	Tim (6) Sarah (5) Fiona (5)	6.9.21	Cora
	8042	SSRP	6.9.21	Cora/Sarah	4.10.21	Bee
Year 2	8041	Cognitive Elements of Learning 2	23.11.20	Fiona (4) Colin (5) Sarah 5)	21.12.20	Sarah
	8022	Thesis Proposal	7.12.20	Supervisor	18.1.21	Sarah
	8045	Assessment 1of 2 (ROC)	22.2.21	Sarah (5) Fiona (5) Cora 4)	22.3.21	Tim
	8039	Dissemination & User Engagement Portfolio[7]	19.4.21	Hanna & Cora	17.5.21	
	8040	Emotional Elements of Learning 2	26.4.21	Bee (5) Cora (5) Sarah (5)	24.5.21	Colin
	8045	Assessment 2 of 2 (RAC)	16.7.21	Sarah (7) Cora (7)	30.8.21	Colin
	8022	Thesis Progress Report	17.5.21	Hanna	6.9.21	n/a
	8043	Practical Work file	23.7.21	Colin (7) Sarah (7)	6.9.21	Cora
Year 3	8022	Thesis Progress Report 1	12.10.20	Hanna	16.11.20	n/a
	8022	Thesis Progress Report 2	1.2.21	Hanna	1.3.21	n/a
	8022	Thesis submission	7.6.21	Examiners	8.7.21 (Viva)	n/a
	8046	Casework Viva	28.6.21 & 29.6.21[8]	Sarah (7) Bee (7)	8.7.21	n/a
	8044	Practical Work file	1.7.21	Sarah (5) Bee (5) Cora (4)	8.7.21	Cora

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[4] Submission 10 am

[5] Marks release 4pm

[6] The Practical work file in Year 1 will contain the teaching intervention report and the field tutor report on Practical Experience

7 DUE Portfolio consists of 4 pieces: poster, draft paper and letter to the editor and a dissemination example

[8] Casework reports for the casework viva to be handed in by **14th June** on eAssignment

Appendix 3: University of Southampton Academic Conventions

Appendix 3: University of Southampton Accountability

DOCTORAL PROGRAMME IN EDUCATIONAL PSYCHOLOGY

3.1   Postgraduate Research Supervision Agreement

Notice of Supervisory Team Information

	PRINT NAME	**Percentage split**	**SIGNATURE**
Name of PG Student:			
Main Supervisor:		%	
Co-supervisor:		%	
Co-supervisor:		%	
Co-ordinator (can be the main supervisor):			
Other Team Members:			

Notes:
It is the responsibility of the main supervisor to complete this form at the registration of the new student, and to inform the Graduate School Administrator of any subsequent changes.

Every candidate shall be allocated to a supervisory team by the Academic Unit Board/ERDC on the recommendation of the candidate's Head of Academic Unit. The supervisory team shall consist of at least two members, one of whom will be the main supervisor.

The supervisory team may contain additional supervisors and/or advisors and shall report on the candidate's work and progress when requested to do so by the Academic Unit Board.

Each Academic Unit must designate a named individual from the supervisory team to act in the role of co-ordinator in order to ensure that the required administrative processes for the student are carried out (eg: progress monitoring reports, arrangements for the examination). The role of co-ordinator may be taken by the main supervisor, or by an additional supervisor, or by an advisor. The co-ordinator should normally be a permanent member of academic staff.

Please indicate any team members/co-supervisors who are external to the Academic Unit. If a signature is hard to obtain, please attach an email confirmation from him/her.

Every candidate will take part in an individualised assessment of their research training needs with their supervisor(s) at the commencement of their postgraduate research studies. Candidates will also be required to take part in a postgraduate student research training programme which addresses research/generic/transferable skills and may include a range of compulsory and optional elements, the former as determined by the School Board or the Accredited Institution.

Please return this form to Angela Goodall at edpsych@soton.ac.uk

Purpose

Research at postgraduate level should possess certain qualities. It should show innovation, novelty, timeliness of contribution, and should enable the student to demonstrate learning and progression towards independence in the research process. Progress towards these goals relies on a good working relationship between student and supervisory team. The purpose of this learning agreement is to highlight areas when student and supervisors should agree working practices. This agreement then represents the commitment of each party to work closely together in order to meet these goals.

This learning agreement should be read in conjunction with the **Code of Practice** and the **Student Entitlement**, and **Student Guidance** documents and the School of Psychology **Student and Supervisors handbook**. Students and supervisors agree to the spirit of these documents. In particular, issues are highlighted for discussion and agreement:

Aims and Goals of Supervision

Agreement on the primary aims of supervision is critical to the success of supervision. Please identify your goals here. These might include the following:

Your Goals for Supervision:

Development of Skills in Research Design and Methodologies	❑
Development of Understanding	❑
Critical Evaluation of Relevant Literatures	❑
Development of Statistical and Analytical Skills	❑
Development of Scholarly Writing and Presentation	❑
Progress towards Publication	❑

Other (please specify) …………………………………………………………………
……………………………………………………………………………………..
……………………………………………………………………………………

Contents of Supervision

Within a supervisory team, various aspects of supervision may be provided by different members of the team. Please identify the main areas of expertise provided by each member of the team, including the student. Examples are provided but please discuss and tailor these.

Student Responsibilities:

Scheduling of Meetings	❑
Minuting of Meetings	❑
Appropriate Preparation for Meetings	❑
Active Engagement in Research Process	❑
Appropriate Consideration of Advice	❑
Provision of Reports in a Timely Fashion	❑
Raising of Concerns without Delay	❑

Other (please specify) …………………………………………………………………
……………………………………………………………………………………..
……………………………………………………………………………………

Supervisory responsibilities (please provide names for each supervisor):

Advice on background literature   ❑
Advice on Design and Methodology   ❑
Advice on Analysis   ❑
Provision of honest feedback on written reports and presentations   ❑
Support with preparation for assessments   ❑
Provision of honest progress reports   ❑

Other (please specify) …………………………………………………………………
……………………………………………………………………………………………..
………………………………………………………………………………………………

Practicalities

It is acknowledged that supervisors and students may sometimes be unavailable for scheduled meetings through illness, holiday, leave, etc. Supervisors and students should highlight predicted absences in advance, and should endeavour to notify in the case of other unavoidable absences. It is helpful to note that supervisory activities are not necessarily restricted to meetings, but also extend to telephone and email communication, and other related work which occurs in addition to face-to-face contact.

Please ensure that you know how to contact one another:

Student details:

Email:……………………………………………………   Tel:………………………

Supervisor(s) details:

Email:……………………………………………………   Tel:………………………

Email:……………………………………………………   Tel:………………………

Email:……………………………………………………   Tel:………………………

Supervisor Absence
In the event that a supervisor is absent for a period of time, the following procedures will be used:

Supervisor Absence through Research Leave:

At the outset of research leave, all supervisory responsibilities will be considered and provision put in place. This may involve the following:

❑ Retention of supervision with contact through email, telephone or videoconference.

❑ Substitution of supervision through involvement of an additional supervisor who will provide cover during the primary supervisor's period of absence.

Supervisor Absence through illness:

Where the supervisor is absent through illness lasting more than a month, alternative supervisory arrangement will be made, involving either the appointment of a temporary supervisor who will provide cover, or the transfer to an alternative supervisor.

Student Absence

In the event that the student is absent for a period of time, the following procedures will be used:

Student Absence through illness:

Illness of short duration (less than 1 week) should be documented with self-certification. Illness of longer duration (over 1 week) should be documented through a doctor's note. Significant needs related to illness should be discussed as early as possible with the supervisor(s) and consideration should be given to the process of suspension.

Authorship

It is University policy that a record of all research output is made available in the online University research repository: eprints@soton.ac.uk

Researchers benefit through wider (and more rapid) dissemination of their work, resulting in more "research impact", the University benefits from a higher profile by making all output publicly (and freely) available as well as by having a comprehensive, managed and preserved record of its research output. It is also expected that, where copyright permits, the post-peer reviewed, pre-copy edit, full paper version of research outputs are added.

Please indicate that you have discussed and considered the use of eprints for your work ❑

Publication

It is generally desirable for post-graduate research students to act as first author on publications which arise from their thesis (this is normal practice for PhD students). However, there are ethical and scientific guidelines which influence authorship decisions, and which need to be taken into account (there are various sources of information which provide useful guidelines on this, e.g. Fine & Kurdeck, 1993). It is recommended that issues which relate to authorship decisions should be discussed early on in the supervisory relationship, and reviewed as necessary, in order to avoid misunderstanding and disagreement.

Have the guidelines been considered?   Yes ❑   No ❑
Has this issue has been discussed?   Yes ❑   No ❑
Has a working agreement been reached?   Yes ❑   No ❑

Comments: ………
……
……
……………………………………………………………………

What to do if things break down
Details of the complaints and appeals procedures are provided within the School Handbook for Students and Supervisors. Please raise concerns with your supervisor, or your advisor, in the first instance.

This 'Supervision Agreement' is agreed between:

Student …………………………………………………… Date………………

Supervisor(s) …………………………………………….. Date ……………….
……………………………………………………………… Date……………….
……………………………………………………………… Date………………

3.2   Doctoral Thesis Research Budget Sheet

Psychology Department

Postgraduate Research Costing

This must be completed by all PG students undertaking research within the Psychology Department, irrespective of Programme

This form will not be approved unless signed by student, supervisor (and technical team if required).

		Year 2		Year 3	
		Price Details	Sub Total	Price Details	Sub Total
STUDENT DETAILS	Name of Student				
	Year of Entry				
	Full/Part time				
	Supervisor				
FUNDING DETAILS	Funding body				
	Budget	400	400	800	800
GENERALCOSTS	Stationery Pack	15		15	
	Telephone costs	25		25	
	Photocopying costs	25	65	25	65
EXTERNAL TRAINING	**Course**	Details		Details	
	Language courses				
	Specialist stats courses				
	Specialist methods courses				
SPECIFIC RESEARCH COSTS	Programming				

	Survey					
	Stationery @5p per household					
	Printing/copying @ 5p per page					
	Postage 35p per item					
	Telephone surveys (40p per call)					
	Interpreters/Guides					
	Travel for data collection					
	Road mileage, first 50 mile @ 40p. All other miles 23p. Total =					
	Other travel, lowest cost (rail etc.)					
	Parking costs/Taxis etc.					
PARTICIPANT PAYMENTS						
SMALL EQUIPMENT ITEMS	Itemise requirements below					
< insert figure						
OTHER COSTS (NOT LISTED ABOVE)						
	Grant Total for Academic Year					

Student's signature

Date

Supervisor's signature

Date

3.3 Thesis Progress Report 1

NAME
THESIS TITLE:
SUPERVISOR(S)

___

(1) PROGRESS OVERVIEW
Please answer the following questions and comment if necessary (e.g. if you have to answer no to a question, then it would be helpful to provide details of any problems that you have encountered and an indication of when the particular task is likely to be completed):

a) Have you received Ethics Committee approval?

b) Have you obtained all necessary equipment and materials (e.g. tests, computer programs, stimuli, questionnaire packs etc)? If not, please give details of how and when you are planning to get them.

c) Have you updated your budget to account for any spends you had not anticipated in the initial thesis planning stage? Please include a copy of your current thesis budget and spend to date with this report.

d) Have you piloted your study (if necessary)?

e) Have you advertised your study? If yes, please specify how.

f) Have you started collecting data? (If yes, please specify what data has been collected thus far and how much. If no, please specify when you plan to begin collecting data).

g) What is your estimated date for completing data collection?

h) Please indicate how much work you have completed on your systematic literature review: e.g., systematic search ongoing/completed, papers narrowed down with respect to inclusion exclusion criteria, papers selected for final review, papers quality assessed, outline of review written, sections of review written, draft of full review written etc. Please note that we suggest as a guideline that a full draft of your literature review is written and sent to your supervisors before the Christmas break.

(2) PLAN FOR THE RESEARCH THESIS
Please give details of how you plan to use your time over the next few months (it is useful if you do this in point form). Indicate how and when you intend to utilise your additional research time. It is important for you to discuss your plan with your supervisor before you complete this form. Please indicate specific goals for the placement e.g. finishing data collection, writing complete draft of the literature review, method, review statistical methods required to prepare and analyse data, enter data on SPSS spread sheet etc. Please include necessary detail to assess progress and to outline your deadlines between now and your June submission date.

*Ensure that your targets are SMART (specific, measurable, acceptable (and agreed upon), realistic, and time bound.

(3) SUPERVISOR'S REPORT (This should be completed by the main supervisor. Additional supervisors should also be given the opportunity to comment if they wish to do so)
Please comment on the trainee's progress and on his/her plans for their allotted two days of research time. Please indicate any potential problems/concerns you may have with trainee progress (if relevant).

NAME(S) SIGNATURE(S)
TRAINEE:
SUPERVISOR(S):

3.4 Doctoral Examiners' Joint Report and Recommendation

The *Examiners' Joint Report and Recommendation form* should be used to record the agreed views of all examiners in relation to the core outcomes of the **Doctor of Educational Psychology** (listed below) and their recommendation on the award of the degree, based on both the thesis and the candidate's performance at the viva voce (oral) examination.

The *Examiners' Joint Report and Recommendation form* must be signed by all examiners and submitted to the Faculty Graduate School Office, Faculty of Environmental and Life Sciences, Building 85, Highfield, Southampton (email fels-gradschool@soton.ac.uk) within one working week of the viva voce (oral) examination.

Candidate Name	
Viva Voce Examination Date	
Title of Thesis	

This report refers to a resubmitted thesis or second viva voce (oral) examination	Yes/No

Part A: All UK doctorates, regardless of their form, require the main focus of the work of the candidate to demonstrate an original contribution to knowledge in their subject, field or profession.

Are you satisfied that the work of the candidate demonstrates an original contribution to knowledge in their subject, field or profession? *(Please tick)*   **Yes** ☐ **No** ☐

If YES, please tick at least one of the two options below:

1. The contribution has been made through original research. ☐

2. The contribution has been made through original application of existing knowledge or understanding. ☐

If NO, the candidate cannot be awarded a doctoral degree.

Part B: Are you satisfied that the candidate has demonstrated the following?
*NB: If the answer to any of these statements is **NO**, the candidate cannot be awarded the degree without further work/amendments and, if appropriate, a repeat viva voce (oral) examination. If the answer to any section is **PARTIALLY**, the extent to which the criteria are not met should be discussed further in the report, with reference to remedial actions and required amendments. If all the answers are **YES**, an outcome indicating a pass should be selected. At the end of the examination process, the examiners need to certify that they are satisfied that the criteria have been met in full.*

	Yes	Partially*	No
• the creation and interpretation of new knowledge through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline and merit publication			
* Comment here on the extent to which the criteria have not been met			

	Yes	Partially*	No
• a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or an area of professional practice			
* Comment here on the extent to which the criteria have not been met			

	Yes	Partially*	No
• the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems			
Comment here on the extent to which the criteria have not been met			

	Yes	Partially*	No
• a detailed understanding of applicable techniques for research and advanced academic enquiry			
Comment here on the extent to which the criteria have not been met			

Part C: Examiners' Joint Report

The Examiners' joint report should be a sufficiently detailed statement to justify the recommendation. A research student must satisfy the examiners in both the thesis and the oral examination. A research student may fail either the thesis or the viva voce (oral) examination or both and the examiners may recommend re-examination only in that part in which the research student failed. **The joint report must address both aspects of the examination.**

The report should be used to comment on the candidate's performance in the oral examination and any discrepancies between the individual reports. Examiners may wish to comment on the organisation, structure, presentation, authenticity, content, publishable quality and critical awareness of the subject demonstrated throughout the examination process.

Please provide clear details of any remedial actions and amendments which the candidate is required to make. Additional pages may be inserted if required. . The report may reference the statements made in Part B in relation to partial fulfilment of the criteria. Appended documents can also be provided.

The candidate will receive a copy of this report.

Joint report on the thesis

Joint report on the performance of the candidate at the viva voce (oral) examination

Part D: Examiners' Joint Recommendation

*Note that if this is a viva following a resubmission of a thesis, outcomes 4 and 5 may not be selected.
Timescales commence from the date the student is informed of the outcome by the Faculty Graduate School Office.*

Outcomes indicating a pass		
	Tick one	Recommendation
1		That the degree of Doctor of Educational Psychology be awarded, subject to satisfactory completion the taught element of the programme.
2		That the degree of Doctor of Educational Psychology be awarded, subject to **minor** amendments completed to the satisfaction of the internal examiner. The award is also subject to the satisfactory completion of the taught element of the programme. Minor amendments include: minor errors/omissions of substance, typographical errors, occasional stylistic or grammatical flaws, corrections to references, addition/modification to one or two figures, and minor changes to layout, and require no new research. (CoP p101) Minor amendments will be provided to the internal examiner in electronic format. The timeframe for completion of minor amendments is three months.
3		That the degree of Doctor of Philosophy be awarded, subject to modest amendments, completed to the satisfaction of internal and external examiners. Modest amendments may include limited further analysis but will not affect the originality of the central thesis. (CoP p101) Modest amendments will be provided to the examiners in electronic format. The usual timeframe for completion of modest amendments is six months. If the examiners wish to recommend a longer time period (nine months) for consideration by the Faculty Director of the Graduate School, an academic rationale should be provided below.

	Tick one	Timeframe	Academic Rationale
a		Six months	Not required
b		Nine months	

Outcomes falling short of a pass		
	Tick one	Recommendation
4		That the candidate be permitted to attend for a further viva voce (oral) examination.
5		That the candidate be permitted to submit a revised thesis (including viva voce (oral) examination) for re-examination for the degree of Doctor of Educational Psychology (NB: resubmission fee payable, Fees Office to be advised). The award is also subject to the satisfactory completion of the taught element of the programme. The timeframe for resubmission is twelve months.
Outcome indicating that the examination has failed to meet the criteria for a doctoral award		
	Tick one	Recommendation
6		That the degree not be awarded, and that re-submission of the thesis not be permitted.

We, the internal and external examiners, have completed the examination of this candidate according to the regulations of the University of Southampton and recommend that the outcomes above are endorsed by the Faculty Education Committee.

	Name	Signature	Date
External Examiner			
Internal Examiner			
Additional Examiner			

I, the Faculty Director of the Graduate School, have scrutinised this form as the Dean's nominee for the consideration of reports for postgraduate research candidates and can confirm that due process has been followed. The recommendations of the examiners should now be sent to Faculty Education Committee for approval.

Name	Signature	Date

3.5   Teaching Session or Placement Absence Form

Please circle as appropriate and attach any relevant documentation you are happy to share. This documentation will not be stored.

Name:

Date   **Programme Module**   **Session**

Reason for absence/lateness:

Please circle as appropriate and attach any relevant documentation you are happy to share.

Unwell: Yes
Significant personal difficulty: Yes
Significant family difficulty: Yes
Other non-health related: Yes

Trainee Signature: Date:

For planned absences: I have seen the relevant accompanying documentation (where appropriate) and confirm that this absence has been discussed and agreed/not agreed.
APT Signature: Date:

3.6   Tutorial Planner

Tutorial date		Trainee		Tutor	
1. Review of actions from previous tutorial					

2.   Any feedback that you have received (e.g. formal academic work, PBL or groupwork, placement feedback etc.)

3.   Issues related to time management, work life balance, approaching deadlines

4.   Your most significant learning experience since your last tutorial, or an area of psychology on which you are currently reflecting or are in the process of learning about

3.6   Tutorial Planner

5.	Further areas to be discussed at your tutorial

6.	Summary of actions arising from tutorial		
Area/action		Person responsible	By when?

Trainee signature		Tutor signature	

3.7   Using Social Media: practical and ethical guidance
(Adapted from BMA guidance for doctors and medical students)

Introduction

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

While many educational psychologists use social media without encountering any difficulties, there is the possibility that individuals may unknowingly expose themselves to risk in the way they are using these 'web 2.0' applications and uploading personal material onto the internet.

Although professional psychologists should be free to take advantage of the many personal and professional benefits that social media can offer, it is important that they are aware of the potential risks involved. This guidance provides practical and ethical advice on the different issues that educational psychologists may encounter when using social media.

Key Points:

- *Social Media can blur the boundary between an individual's public and professional lives.*
- *All professionals should consider adopting conservative privacy settings where these are available but be aware that not all information can be protected on the web.*
- *The ethical and legal duty to protect client confidentiality applies equally on the internet as to other media.*
- *It would be inappropriate to post informal, personal or derogatory comments about clients[9] or colleagues on public internet forums.*
- *Educational psychologists should not accept Facebook (or other social media) friend requests from current or former clients.*
- *Defamation law can apply to any comments posted on the web made in either a personal or professional capacity.*
- *All professionals should be conscious of their online image and how it may impact on their professional standing.*

Ethical responsibilities and social media

Confidentiality

Social media, through blogs and web forums, can provide professionals with a space in which they can discuss their experiences within a clinical practice. As material published on the internet often exists in the public domain however, it is important that professionals

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[9] The term 'clients' is used to refer to any person to whom professional services are rendered e.g. young people, their parents or teachers.

exercise caution when discussing any details relating to specific cases. Professional psychologists have a legal and ethical duty to protect client confidentiality. Disclosing identifiable information about children and young people without consent on blogs, professional forums or social networking sites would constitute a breach of BPS and HCPC ethical standards and could give rise to legal complaints. Improper disclosures may be unintentional, however, professionals should not share identifiable information about clients' institutions or services that they work in, where it may be overheard, including internet forums. Although individual pieces of information may not breach client confidentiality, the sum of published information could be sufficient to identify a client, their families or schools.

Maintaining boundaries

Privacy and personal information

As the example below illustrates, social media can blur the boundary between an individual's private and professional lives. People are often unaware that the personal material they intend to share with friends could be accessible to a much wider audience and that once uploaded onto the web, it may not be possible to delete material or control how widely it is shared.

> ***Public or Private?***
> *In 2010, a civil servant complained to the Press Complaints Commission (PCC) that two newspapers had breached her privacy by publishing updates that she had posted on Twitter in a personal capacity. In the posts, the civil servant revealed that she was 'struggling with a wine-induced hangover' at work and posted a number of tweets that were political in nature. Although initially only intended to be shared with her 700 followers on Twitter, publication in the national press ensured that millions read her tweets. One of the newspapers also published a picture of the civil servant that she had posted on her Flickr page to accompany the article. The newspapers in question argued that the articles were justified given civil service guidelines on impartiality and they had not invaded her privacy because access to the Twitter account had not been limited to those officially "following" her. In 2011, the PCC found in favour of the newspapers. It stated that the publically accessible nature of the information was a key consideration in deciding whether it was private and noted that the material published on the site related directly to the civil servant's professional life.*

Although educational psychologists may divulge personal information about themselves during face to face consultations, they are able to control the extent and type of this self-disclosure. The accessibility of content on social media however raises the possibility that clients or their parents may have unrestricted access to a professional's personal information and this can cause problems with the professional – client relationships.

Some social media sites such as Twitter and Facebook, have privacy settings that allow users to control and put restrictions on who has access to their personal information. The default settings for both sites however permit various types of content to be shared beyond an individual's network of friends. On Twitter for example, the default setting for accounts is

"public", allowing anyone to search for and access a user's profile page, while the recommended settings on Facebook allow "everyone" to access status updates, photos and posts. Users therefore actively need to change privacy controls to ensure their content is protected to the extent they would like.

All educational psychologists should adopt conservative privacy settings where available, but they should also be aware that not all content on the web can be protected in this way. Professionals may need to be conscious at all times of who has access to their personal material online and how widely this content may be shared.

Facebook Friend Requests

Because of the power imbalance that can exist in any professional-client relationship, it is important that boundaries exist to maintain trust and protect clients from the possibility of exploitation. Given the greater accessibility of personal information, entering into informal relationships with clients on sites like Facebook can increase the likelihood of inappropriate boundary transgressions, particularly where previously there existed only a professional relationship between psychologist and client. Difficult ethical issues can arise if, for example, psychologists become party to information about their clients that is not disclosed as part of a consultation. We recommend that psychologists who receive friend requests from current or former clients should politely refuse and explain the reasons why it would be inappropriate for them to accept the request.

Social networking media aimed at professionals

A range of professional social networks exist with the aim of keeping businesses in touch with partners and customers as well allowing professionals to liaise with each other and keep in touch. Such media can help maintain a boundary between a psychologist's personal life and professional life. They can provide the benefits of social networking at a professional level while also allowing the individual to control what personal information is shared with people they are connected to. Despite the advantages of such media all ethical considerations still apply. For example confidential information should not be treated any differently simply because the communication takes place in a professional forum.

Professional training and employment

The erosion of the private-professional boundary can have a negative impact on the relationship between an individual and their employer. Organisations may have access to publically available personal content uploaded by psychologists on social media and any material judged to be inappropriate could have a detrimental impact on their professional standing.

There have been anecdotal reports that organisations are using the web to screen applicants as part of the recruitment process. Any material on social media that shows candidates in a bad light could potentially jeopardise job applications and damage career prospects. Professional psychologists should consider reviewing their content on a regular basis and remove any material they are not comfortable with displaying online.

Defamation

It is important that professionals are able to engage fully in debates about issues that affect their professional lives and increasingly the internet is the forum in which this discourse takes place. The freedom that individuals have to voice their opinions on forums and blogs however is not absolute and can be restricted by the need to prevent harm to the rights and reputations of others.

Defamation law can apply to any comments posted on the web, irrespective of whether they are made in a personal or professional capacity. Defamation is the act of making an unjustified statement about a person or organisation that is considered to harm their reputation. If an individual makes a statement that is alleged to be defamatory, it could result in legal action against the individual and the organisation they are representing.

People can often feel less inhibited when posting comments online and as a result may say things they would not express in other circumstances. Posting comments under a username does not guarantee anonymity as any comments made online can be traced back to the original author. Professional psychologists need to exercise sound judgement when posting online and avoid making gratuitous, unsubstantiated or unsustainable negative comments about individuals or organisations.

Professionalism and social media

Binding professional duties that professional psychologists have to their clients are set out in BPS & HCPC guidance; breaches of these standards while using social media, such as improper disclosures of client information, represent clear cases of professional misconduct that can call into question fitness to practise. Other more general standards have evolved with practice over time and, while not legally binding, they represent expectations of professionals by their peers and society. Although the way professionals use social media in their private lives is a matter of their own personal judgement, individuals should consider whether the content they upload onto the internet could compromise public confidence in professional psychology.

These guidelines are not exhaustive and individuals should also use their professional judgment to guide action in a given situation and seek supervision if appropriate. EPs should discuss with their line manager in their placement LA any use of social media that might be perceived as professional advice or service provision, e.g. through a blog or Twitter profile and use disclaimers to disassociate personal views from professional, service or LA views.

Reference:
BPS Ethics Committee (August 2012). Supplementary guidance on the use of social media. *The Psychologist*, *25*(8), 615.
http://www.bps.org.uk/system/files/images/2012_ethics_committee_social_media.pdf

Appendix 4: Assessment feedback forms

CONTENTS

Academic

Placement

Research

Resubmission

4.1 Essay Feedback Form

Overall Grade: **Candidate Number:**

Assessment criteria	Fail	Low Pass	Pass	Distinction	Comments
Introduction & rationale, key ideas introduced & references					
Key terminology & concepts identified and defined					
Coherent structure, including overview & conclusion addressing the title					
Logical arguments and conclusions based on evidence					
Critical thinking including independent thought & evidence of accepting & rejecting ideas					
Breadth of material, including awareness of varying relevance to topic					
Relevance to applied setting					
Standard of writing and presentation		▓		▓	
APA guidelines		▓		▓	
References - accuracy and completeness		▓		▓	

Marker's comments:

4.2   Academic Critique Feedback Form (Year 2)

Overall Grade: **Candidate:**

Assessment criteria	Fail	Low Pass	Pass	Dist	Comments
Introduction, including a rationale for use of the intervention, and a brief description of its implementation and any materials used.					
Structure, including coherent organisation of content and appropriate use of section headings.					
Critical thinking, including the identification of contrasting views/research, independent thought, and evidence of accepting and rejecting ideas.					
Breadth of material, including the evaluation of research available on the intervention and a consideration of relevant psychological theory.					
Relevance to professional practice, including implications for EPs and/or school/setting staff as appropriate.					
Evidence of systematic search, including the identification of search terms used, where they were used and any exclusion/inclusion criteria applied.					
Standard of writing and presentation, including grammar and punctuation.					
Adherence to APA style.					
References - accuracy and completeness					

Marker's comments:

4.3 Report of Casework Feedback Form (Year 1)

Primary / Secondary (please circle as appropriate)

Overall Grade: Pass/Fail   **Candidate number:**   **ROC pupil name:**

Assessment criterion: *The ROC….*	Met	Not met
Displays a person-centred approach		
Considers ethical issues related to the casework		
Shows how the TEP has promoted and protected the interests of service users and carers by demonstrating a collaborative a collaborative approach to casework that is informed by the context in which the casework takes place, and the different perspectives of those involved in the casework		
Shows why hypotheses have been developed, and how they have been explored and reformulated into a revised understanding		
Uses a variety of approaches and sources of evidence to explore hypotheses		
Shows how the exploration process has been informed by relevant research literature and psychological theory		
Shows how interventions generated are informed by the problem dimensions, relevant research literature and psychological theory		
Includes a review of progress achieved over time, and considers the implications of this progress		
Includes a reflection on the casework and identifies implications for the TEP's future practice		
Is presented in a professional manner		

Formative Feedback comments

Displays a person-centred approach
Considers ethical issues related to the casework
Demonstrates a collaborative approach to casework that is informed by the context in which the casework takes place, and the different perspectives of those involved in the casework
Shows why hypotheses have been developed, and how they have been explored and reformulated into a revised understanding
Uses a variety of approaches and sources of evidence to explore hypotheses
Shows how the exploration process has been informed by relevant research literature and psychological theory
Shows how interventions generated are informed by the problem dimensions, relevant research literature and psychological theory
Includes a review of progress achieved over time, and considers the implications of this progress
Includes a reflection on the casework and identifies implications for the TEP's future practice
Is presented in a professional manner
Summary comment

Should this ROC FAIL please clearly list the required amendments:

1.
2. *Please add more as required*

Date amendments required: *Angela to complete*

Trainee to complete – this is the only form you need to complete for resubmission

Please use the table below to detail the action that you have taken to respond to each requirement; if possible, please refer to the specific section/page number where the required changes can be found in your resubmission. Please also use "track changes" and "comments" in the resubmitted document to highlight these changes. Please add more lines as necessary.

Requirement	Action
1.	
2.	

Marker to complete (this will not be the Field Tutor)

I confirm that the candidate (delete as appropriate)

Has met the requirements for a Low Pass[10] as detailed above

Has not met the requirements as detailed above

New Marker signature: **Date:**

4.4   Service Report and Commentary - feedback form (Year 2)

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[10] All resubmissions are capped at a Low Pass and only one re-submission is allowed for any one piece of work

Overall Grade: Pass / Fail   **Candidate number:**   **Pupil:**

All service reports and commentaries MUST be fully anonymised or they will be returned to trainees and marks may be delayed.

Assessment criterion:	Met	Not met
The commentary illustrates and refers to:		
a person-centred approach		
an awareness of interactionist issues related to the casework		
ethical issues related to the casework		
how thinking has been informed by relevant research literature and psychological theory (including appropriate references).		
The commentary:		
includes a reflection on the casework which includes implications identified for the TEP's future practice		
demonstrates accurate and effective writing skills.		

Formative Feedback comments

A person-centred approach.

An awareness of interactionist issues related to the casework.

Ethical issues related to the casework.

Thinking has been informed by relevant research literature and psychological theory.

The commentary includes a reflection on the casework which includes implications for the TEP's future practice

The commentary demonstrates accurate and effective writing skills.

Summary comment.

4.5   Casework VIVA Feedback Form (Year 3)

Student ID:	Cohort Year: 2016

Examiners: Date:

Feedback:

Outcome/Recommendations: PASS   CONDITIONAL PASS   FAIL

Signed: …………………………………………..   Signed: …………………………………………….

4.6   Practical Work file Feedback Forms

Practical Work file (Year 1)

Trainee:

Account of the placement experience	
Casework Table	
Log of BPS Competencies	
- Competencies appropriately evidenced for this stage of the training - Wide range of evidence - Level of reflection - Field Tutor comment: - Service user feedback	
Accountability	
Statement confirming relevant consent gained	
Statement confirming identities of individuals and organisations changed	
Weekly logs	
Field Tutor Report	
Supervision logs for monitored phase	
Evidence of field tutor observation	
55 placement days	
Report of teaching programme	
Overall comments	

Recommendation:

Signed   **Date**

Practical Work file (Year 2)

Trainee:

Account of the placement experience.	
Casework Table	
Log of BPS Competencies	
- Competencies appropriately evidenced for this stage of training - Wide range of evidence - Level of reflection - Supervisor comment - Service user feedback	
Accountability	
Statement confirming relevant consent gained	
Statement confirming identities of individuals and organisations changed	
Daily logs	
Completion of 130 days	
Supervision logs	
Evidence of Interim reviews	
Supervisor summative report	
Evidence of Supervisor observation	
Diversity placement report	
Low incidence table and reflective commentary	
Completion of Psychometric MCQ	
Confirmation of completion of the Year 2 SEEL Placement Survey	
Overall comment	

Recommendation:

Signed   **Date**

Practical Work file (Year 3)

Trainee:

Account of the placement experience – including a comparison between Year 2 and 3 placements and a critical appraisal of contrasting elements.

Casework Table

Log of BPS Competencies * are essential
- Link to SOPS provided   - All competences evidenced *   - Signed and dated statement re HCPC SOPs *   - Service user feedback *   - Wide range of evidence   - Level of reflection   - Supervisor comment

Accountability	
Statement confirming relevant consent gained	
Statement confirming identities of individuals and organisations changed	
Daily logs	
Supervision logs	
Evidence of Interim reviews	
Evidence of Supervisor observation	
Supervisor summative report	
Casework Viva reports and feedback	
Confirmation of completion of the Year 3 SEEL Placement Survey	
Overall comment	

Recommendation:

Signed   **Date**

4.7   Small Scale Research Project Feedback Form

Programme Module: **Year:**

Overall Grade

Assessment Description	Fail	Low pass	Pass	Distinction
Abstract				
Summary of document				
Background literature				
Depth of knowledge Issues, theories, evidence				
Evidence of reading				
Use of information				
Critical understanding				
Development of argument				
Rationale				
Descriptions of the research question(s)				
*Its relevance to the creation of new knowledge is made clear				
Method and results				
Descriptions allow a full replication				
Appropriate choice (eg. participants, design).				
Methods for data handling (eg. analysis, presentation)				
Interpretation				

Discussion				
Summary of findings				
Relate to relevant theories/models				
Appreciation of implications/ application				
Overall				
Coherence of the report				
Analytical and critical capacity				
*Novelty and originality in contribution				
*the report is of a sufficient standard to potentially merit publication				
Presentation				
The work is presented in a manner consistent with professional practice.[11]				
Use of APA conventions				
References complete				

* Note: * indicates additional criteria designed to address additional learning outcomes associated with a doctoral degree (see Appendix 3).

Marker's comments:

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[11] Ensure your writing is easy to read, through the use of good structure and cohesion. Make connections within sentences, within paragraphs, between paragraphs, and between sections. Ensure ideas flow together smoothly and logically

4.8   Supervisor Dissertation Proposal Feedback Form - Quantitative

Name of trainee:

Title of the proposed study:

Name of primary supervisor:

Dear Supervisor: Please answer the following questions by ticking the appropriate box. If you would like to specify any issue further or give additional comments please use the field for free verbal feedback at the bottom of this form. Please also give general feedback if the project is approved or not by ticking the relevant box. If you have ticked no for any item, then it is essential to provide feedback about the nature of the problem and to provide suggestions for its resolution.

I. Feedback on sections of the dissertation proposal				
1. Background (topic or problem area)	Yes	No	Partially	Not enough information given
1.1. Is the project addressing an important area?				
1.2. Does it fit into the existing literature?				
1.3. Is there a theoretical framework? Is it appropriate?				
1.4. Is the project original?				
1.5. Does the project contribute to our knowledge of the area?				
2. Research questions	Yes	No	Partially	Not enough information given
2.1. Are they clearly formulated?				
2.2. Are they appropriately limited in number?				
2.3. Do they follow on logically from the broad aim and purpose of the study?				
3. Hypotheses	Yes	No	Partially	Not enough information given
3.1. Are the hypotheses clearly stated?				
3.2. Are the hypotheses limited in number?				

3.3. Do the hypotheses contain testable predictions?				
3.3. Do the hypotheses follow logically from the research questions?				
4. Design	Yes	No	Partially	Not enough information given
4.1. Is the design appropriate to test the hypotheses?				
4.2. Does the design address questions of internal and external validity appropriately?				
5. Participants	Yes	No	Partially	Not enough information given
5.1. Is it clear who they are and are they the right target population?				
5.2. Are there enough participants to test the hypotheses adequately?				
5.3. Is this appropriately justified (e.g. by a sample size calculation)?				
5.4. Is the recruitment feasible in the given time frame?				
5.5. Are there appropriate inclusion and exclusion criteria?				
6. Measures	Yes	No	Partially	Not enough information given
6.1. Do they measure the appropriate construct?				
6.2. In the case of multiple measures: are they measuring distinct things?				
6.3. Are the measures valid and reliable?				
6.4. If measures are designed: is validity and reliability appropriately tested?				
6.5. Do the measures provide an adequate test of the hypotheses?				
6.6. Are the measures acceptable to the participants?				
7. Procedure	Yes	No	Partially	Not enough information given
7.1. Is the procedure of recruitment clear and specific?				

7.2. Is the test protocol clear and appropriate?				
7.3. Is there sufficient time for obtaining equipment & experimental tasks?				
7.3. If appropriate: is the piloting of the procedure clear?				
7.4. Is the length of testing time appropriate and acceptable for each participant?				
Is the overall duration of the study realistic?				
8. Data analysis	Yes	No	Partially	Not enough information given
8.1. Are the tests appropriate for the design and hypotheses?				
8.2. Are there enough participants to use these tests eg. multiple regression, factor analysis?				
9. Clinical Implications	Yes	No	Partially	Not enough information given
9.1. Does the outcome of the study contribute to the existing body of knowledge?				
9.2. Does the outcome have clinical implications?				
9.3. Are the potential clinical implications reasonable?				
10. Cost estimation	Yes	No	Partially	Not enough information given
10.1. Is the cost estimation justified and appropriate				
II. Please add any comments or additional feedback below if you wish. Please use reference (i.e. "under 3.3. it is necessary to….").				

4.9 Supervisor Dissertation Proposal Feedback Form - Qualitative

Name of trainee:

Title of the proposed study: **Name of primary supervisor:**

Dear Supervisor: Please answer the following questions by ticking the appropriate box. If you would like to specify any issue further or give additional comments please use the field for free verbal feedback at the bottom of this form. If you have ticked 'No' for any item, then please provide feedback about the nature of the problem.

I. Feedback on sections of the dissertation proposal				
1. Background (topic or problem area)	Yes	No	Partially	Not enough information given
1.1. Is the project addressing an important area?				
1.2. Does it fit into the existing literature?				
1.3. Is the project original?				
1.4. Does the project contribute to our knowledge of the area?				
2. Research question(s)	Yes	No	Partially	Not enough information given
2.1. Are research question(s) clearly formulated?				
2.2. Are research question(s) appropriately limited in number?				
2.3. Do they follow on logically from the broad aim and purpose of the study?				
2.4 Are research question(s) suitable for qualitative methods?				
3. Objectives	Yes	No	Partially	Not enough information given
3.1. Are objectives clearly specified??				

3.2. Are the objectives limited in number?				
3.3. Do the objectives follow logically from the research question(s)?				
3.4. Are the objectives suitable for qualitative methods?				
4. Design	Yes	No	Partially	Not enough information given
4.1. Is the design appropriate to address the research question(s) and objective(s)?				
4.2 Is there an appropriate epistemological framework (e.g. critical realism, social constructionism)				
4.3 Is there an appropriate methodological framework (e.g. grounded theory, phenomenology)				
5. Participants	Yes	No	Partially	Not enough information given
5.1. Is it clear who they are and are they the right target population?				
5.2. Is an appropriate sampling strategy planned? (e.g. purposive, snowball, convenience)				
5.3. Is the likely sample size estimated and appropriately justified?				
5.4. Is the recruitment feasible in the given time frame?				
5.5. Are there appropriate inclusion and exclusion criteria?				
5.6 Is the relationship between the researcher and the participants adequately considered? (e.g. power, status)				
5.7 Are there plans to collect data to adequately describe the participants (e.g. demographics)				

6. Data Collection	Yes	No	Partially	Not enough information given
6.1. Are data collection method(s) appropriate to the research question/objectives?				
6.2. Are the data collection tool(s) appropriate? (e.g. interview topic guide, participant observation guide use open questions etc.)				
6.3. Are data capture approaches appropriate? (e.g. audio-recording, video-recording)				
6.4. Are contextual aspects of data collection attended to? (e.g. through making field notes)				
6.5. Is the location of data collection appropriate? (e.g. home, school, clinic, telephone)				
6.6. Are the data collection tool(s) acceptable to the participants?				
6.7 Are the data collection method(s) likely to yield sufficiently rich data to address the research question/objectives?				
6.8 Are any plans for transcription of data appropriate?				
7. Procedure	Yes	No	Partially	Not enough information given
7.1. Is the procedure of recruitment clear and specific?				
7.2. Is there sufficient time for obtaining equipment?				
7.3. If appropriate: is the piloting of the procedure clear?				
7.4. Is the duration of involvement appropriate and acceptable for each participant?				
7.5 Is the overall duration of the study realistic?				

8. Data analysis	Yes	No	Partially	Not enough information given
8.1. Are the plans for analysis consistent with the design, research question(s) and objective(s)?				
8.2. Is there a clear indication of how the data will be analysed?				
8.3 Are appropriate techniques planned to enhance the credibility of the analysis? (e.g. coding manual, obtaining feedback on coding, analytic diary, member checks, reflexivity)				
8.4 Is the mode of analysis described (manual / software eg. NVivo)				
8.5 Depending on the guiding framework, is an appropriately iterative process of data collection and analysis planned?				
9. Implications	Yes	No	Partially	Not enough information given
9.1. Does the outcome of the study contribute to the existing body of knowledge?				
9.2. Does the outcome have clinical/educational implications?				
9.3. Are the potential clinical/educational implications reasonable?				
10. Cost estimation	Yes	No	Partially	Not enough information given
10.1. Is the cost estimation justified and appropriate				
II. Please add any comments or additional feedback below if you wish. Please use reference (i.e. "under 3.3. it is necessary to…."). **Attach additional sheet if required.**				

4.10 Dissertation Proposal Feedback Form: Programme Review

Name of trainee: **Title of the proposed study:**

Name of reviewer:

Implications for clinical or educational psychology	Yes	No	Not enough information given
			Comment:
Cost estimation / Budget approval	Yes	No	Not enough information given
			Comment:

Additional comments on the submitted proposal

	The project is:
	Approved
	Approved conditional on addressing the issues raised Please submit a response letter that outlines how you will address the issues raised within 3 weeks. You do not need to resubmit your proposal.
	Resubmission with major amendments The Programme has significant concerns about one or more aspects of the project. Please resubmit your research proposal and cover letter outlining how you have addressed the issues raised by ……………………
	Unfeasible The Programme believe your study is not feasible in its present form and that you need either to choose a new project or to make very substantial alterations. Please submit a new research proposal by…………………….

4.11 SSRP/DUE: Supervisor review

Project Supervisor name (s)
LA / Other project host
Trainee name
Other settings involved (eg. School)

This checklist aims to review the level of involvement of the supervisor during the course of the Small Scale Research Project and the Dissemination and User Engagement Module. It will also help to clarify what agreement has been reached about possible publication once the university modules are complete. Please complete questions 1 to 8. The trainees will require a signed copy for their submitted portfolio.

1	Designing and planning the SSRP	
Approximately how much time have you spent in designing and planning the SSRP with the trainees (in hours)?		
Please comment on the role and level of input that you have played in designing and planning the SSRP and how the trainees themselves have contributed		
2	Practical arrangements for the SSRP	
Approximately how much time have you spent in making practical arrangements regarding the SSRP (in hours)?		
Please comment on the role and level of input that you have played in making practical arrangements for the SSRP and how the trainees themselves have contributed		
3	The outcome and results of the SSRP	
Approximately how much time have you spent in discussing the outcome and the results of the SSRP with the trainees (in hours)?		
Please comment on the role and level of input that you have played in designing and planning the SSRP and how the trainees themselves have contributed		
4	Dissemination of the SSRP	
Approximately how much time have you spent considering aspects related to the dissemination of the SSRP with the trainees (in hours)?		

Please comment on the role and level of input that you have played in disseminating the results of SSRP and how the trainees themselves have contributed

5	Overall feedback

Action taken	Y/N	Comments
Were the various roles and responsibilities undertaken by you and the trainees clear and appropriate?		
Did the trainees communicate regularly and effectively with you during the course of the SSRP and later dissemination of the findings?		
Have the SSRP findings been disseminated to those involved in a helpful and appropriate way?		
Has your involvement as an SSRP supervisor been valuable and manageable for you and/or the organisation(s) you represent?		
Have you discussed and agreed on any possibilities or plans for publication of any information or works pertaining to the SSRP?		

Project Supervisor signature

Date

4.12 Assignment Resubmission Form

There are three sections to this form, two for the marker and one for the trainee. Please note all resubmissions apart from ROCs **must** be submitted with this form. Failure to do so could result in the assignment not being marked.

Marker to complete:

Candidate Number:

Module:

Assessment:

Marker:

Required Amendments: please list
   3.
   4.
   5.   **Please add more as required**

Date amendments required: *add date 6 weeks from feedback date*

Trainee to complete

Please use the table below to detail the action that you have taken to respond to each requirement; if possible, please refer to the specific section/page number where the required changes can be found in your resubmission. Please also use "track changes" and "comments" in the resubmitted document to highlight these changes. Please add more lines as necessary.

Requirement	Action
1.	
2.	
3.	

Marker to complete
I confirm that the candidate (delete as appropriate)

- Has met the requirements for a Low Pass[12] as detailed above
- Has not met the requirements as detailed above

Marker signature: **Date:**

---

[12] All resubmissions are capped at a Low Pass and only one re-submission is allowed for any one piece of work

4.13 Evidence Based Practice Assignment Feedback Form

Overall Grade   **Candidate number**

Assessment criteria	Fail	Low Pass	Pass	Distinction	Comments
Discussion of theoretical base and background literature					
Discussion of the strengths and weaknesses of the applied methodology					
Discussion of the strengths and weaknesses of the applied analytical techniques					
Discussion of the conclusion and its implications					
Includes a completed checklist with rationale for its selection in the context of this paper.					
Standard of writing and presentation					
APA guidelines					
References - accuracy and completeness					

Marker's comments: