

Academic Year 2021/2022

Doctorate in Applied Educational Psychology (Initial Professional Training)

Code: 8907F

Notes:

(i) *These programme regulations should be read in conjunction with the Doctor of Philosophy Progress Regulations and Examination Conventions.*

1. Programme structure

- (a) The programme is available for study in full-time mode only.
- (b) The period of study for full-time mode shall be 3 years starting in September.
- (c) All candidates shall take the following compulsory modules:

Year 1								
<i>Candidates shall take 180 credits overall in year 1, as follows:</i>								
<i>Code</i>	<i>Descriptive title</i>	<i>Total Credits</i>	<i>Credits Sem 1</i>	<i>Credits Sem 2</i>	<i>Credits Sem 3</i>	<i>Level</i>	<i>Type</i>	<i>Mode</i>
EDU8047	Inclusion and Diversity	30	20	10		7	Core	
EDU8048	Working in Partnership	30		30		7	Core	
EDU8049	Learning and Social Environment	30	30			7	Core	
EDU8050	Frameworks for Practice	30			30	7	Core	
EDU8056	Professional Practice A	30	10	20		7	Core	
EDU8057	Professional Practice B	30			30	7	Core	

In year 2 candidates will undertake the following work, which is not modularised:

- Research Proposal
- Portfolio of Professional Work
- Systematic Review of the Literature (5,000 words). This will examine an aspect of a broad topic of interest that will be the focus of the inquiry throughout the whole thesis (and be summarised in the title for the thesis.)

In year 3 candidates will undertake the following work, which is not modularised:

- A brief chapter (no more than 3000 words) that will provide a Methodological and Ethical critique of possible and relevant research designs and methods to be employed in the following 'Empirical Study'.
- Empirical Research Study of 7,000 words presented in the required format for submission to a nominated Journal.

- A reflective Synthesis (2000 words) of professional and academic learning acquired in achieving the above. This will demonstrate what the work means for the trainee as a practitioner and researcher, what the implications are for education and educationalists, and in summary what are the most appropriate next steps for the trainee as a fully qualified researcher-practitioner.
- Portfolio of professional work
- Placement Assessment Pass in Year 2 (at both midpoint and end of placement) and in Year 3 at end of Placement

2. Assessment methods

Details of the assessment pattern for each year 1 module are explained in the module outline.

3. Status of the Award in relation to the regulations of the University of Newcastle upon Tyne

The first year is regulated by the University's regulations for postgraduate taught programmes. The second and third years are regulated by the Code of Practice for Research degrees.

4. Admission as a Candidate for the Degree of Doctorate in Applied Educational Psychology (Initial Professional Training)

An applicant may be approved for admission as a candidate for the degree of Doctor in Applied Educational Psychology (Initial Professional Training) by the Degree Programme Director, where an applicant is a graduate of this or another approved University holding an Honours degree in Psychology which satisfies the British Psychological Society as its Graduate Basis for Registration, or holds a Diploma recognised by the British Psychological Society as having GBR status. Candidates may not transfer into this programme with Accreditation for Prior Learning (APL) or transfer of credits acquired during professional training at another University.

5. Supervision of Candidature

- 5.1. A candidate for the degree of Doctorate in Applied Educational Psychology (Initial Professional Training) must engage in advanced study and research under the direction of a supervisory team in the University in years 2 and 3 of the programme. The team will be drawn from the Course Team and other members of the School of Education, Communication and Language Sciences as appropriate.
- 5.2. To be eligible to supervise candidates for research and professional placement, for the degree of Doctorate in Applied Educational Psychology (Initial Professional Training), the supervisors must be an HCPC registered Educational Psychologist with at least two years' post registration experience as an Educational Psychologist in the a Local Authority, or a designated individual of equivalent appropriate and relevant knowledge and experience.

6. Evidence of Failure to make Satisfactory Progress and Procedures to be Followed

A student whose research progress is considered unsatisfactory by the supervisory team shall be dealt in accordance with the Doctor of Philosophy Progress Regulations.

7. Grounds for Review of Decisions on Unsatisfactory Progress

A student may only apply for a review of the decision of a Progress Panel on the grounds set out in the Doctorate of Philosophy Progress Regulations.

8. Submission and Examination

- 8.1. The literature review and empirical study should be submitted bound together. They should reflect an ability to review the empirical literature critically and to conduct original investigations, to test ideas and to understand the relationship of the chosen topic to wider fields of knowledge in psychology and its application. The work is required to be of publishable quality, suitable in the case of the empirical study for publication in an academic journal.
- 8.2. A candidate whose literature review and empirical study or portfolios do not satisfy the examiners for the degree may be permitted by the Dean of Postgraduate Studies, on the recommendation of the examiners, to submit the literature review and empirical study or portfolios in a revised form within six months from an approved date. The candidate may also be required to resit the oral examination. The oral examination takes place within the programme premises.

9. Placement Assessment

- 9.1 Within two weeks of commencing a practice placement in year 1, the student and the university tutor shall have completed an approved learning agreement to cover the placement period. For students in years 2 and 3, working as Trainee Educational Psychologists (TEP) in a Local Authority or elsewhere, a Partnership Agreement shall be completed by a University tutor, the Placement Supervisor and the TEP. Thereafter evidence of the TEP's developing competence shall be recorded using the programme's Framework for Core Competencies and Standards of Proficiency and reviewed periodically by all three parties
- 9.2 A competence- based decision is reached about progress on placement by the university tutor and the placement supervisor for each student. Students must pass each assessed placement in order to proceed to the next year. The procedures for responding to a decision to fail a placement are set out in the Programme's Placement Fails Policy.
- 9.3 As the Doctorate in Applied Educational Psychology is a qualification leading to professional registration, the University has an overriding duty of care to ensure that all students graduating from the programme not only meet the academic requirements, but are also fit to practise and are of good character. The case of any student whose fitness for professional practice is a matter for concern shall be considered under the Fitness to Practise Procedure.

10. Alternative exit awards

If a candidate has successfully completed 120 credits, he/she can be awarded a Post-Graduate Diploma in Theoretical Educational Psychology. This qualification will not enable the candidate to register with the Health and Care Professions Council nor practise as an Educational Psychologist.

If a candidate has completed 120 credits he/she can choose to complete a further 60 credit dissertation module (EDU8058 Educational Psychology Dissertation - not offered as part of the Doctorate in Applied Educational Psychology) and can be awarded an MA in Theoretical Approaches to Educational Psychology. This qualification will not enable the candidate to register with the Health and Care Professions Council nor practise as an Educational Psychologist.