

**PROGRAMME SPECIFICATION
(Research Postgraduate)**



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	DAppEdPsy
4	Programme Title	Doctorate in Applied Educational Psychology (Initial Professional Training)
5	Programme Code	8907
6	Programme Approval & Accreditation	Health Professions Council (HPC) British Psychological Society (BPS)
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	Level 7
9	Date written/revised	July 2021

10 Programme Aims

1. Prepare Educational Psychologists to support positive changes in the education, development and psychological well being of children and young people; EPs who are able to work across 3 interlinked areas within Children Service Authorities:
 - Educational and Organisational effectiveness;
 - Research and Evaluation;
 - Consultation, training and therapeutic interventions;
 at any one of three levels:
 - i. Child/young person and family;
 - ii. School / Educational / Community setting;
 - iii. Local Authority.
2. To produce graduates who are capable of the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the discipline and merit publication;
3. To produce graduates who are able to conduct doctoral level research that develops the knowledge base of the profession and employers;
4. To produce graduates who are equipped, particularly through the use of enquiry based learning (EBL) and professional supervision, with the skills of continuing reflection on and development of practice through life-long professional learning, thus keeping up to date throughout their professional careers;
5. To produce graduates who systematically monitor and improve the effectiveness of their work;
6. To provide a programme that is informed by relevant research findings;
7. To provide a programme approved by the Health and Care Professions Council and accredited by the British Psychological Society to train educational psychologists;
8. To conform to University and QAA Codes of Practice, in particular the 'Policies and Procedures for Assuring the Quality and Standards of Placement Learning and
9. To provide a programme which satisfies the requirements for a level 7 programme in the FHEQ.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The ultimate intended learning outcomes are at level 7.

Knowledge and Understanding

On completing the programme students should show:

A1	Detailed understanding and appraisal of appropriate areas of psychology and educational practice including a core knowledge of child development, the effects of inter-personal relationships and knowledge of theoretical debates in educational psychology;
A2	Detailed understanding and evaluation of the full range of possible educational and community settings and systems, associated legislation, policies and ethical considerations (including those relating to the HCPC Standards of Proficiency, BPS Code of Conduct, the DECP guidelines for the practice of professional educational psychologists and the AEP Code of Practice);
A3	Critical understanding of underlying theory and of practical ways to develop appropriate psychological assessment, intervention and evaluation in order to identify needs and promote change for individuals and groups;
A4	Detailed understanding and appraisal of appropriate research and evaluation methods (both quantitative and qualitative).
Teaching and Learning Methods	
<p>The primary means of ensuring students gain knowledge and understanding is through seminar presentation and discussion, enquiry based learning (EBL) and also through learning on placements. As part of the EBL cycles students will be directed to appropriate resources for personal reading and will find additional resources themselves. The discussions undertaken as part of the EBL cycles with other students, both with and without tutors, develop further knowledge and understanding.</p> <p>Fieldwork visits associated with EBL cycles to appropriate provisions further extend knowledge and critical understanding. Students are expected to consolidate their knowledge and understanding in practical placement - situational learning.</p>	
Assessment Strategy	
All learning outcomes are cumulatively assessed by the use of assignments, portfolios of practical work, a systematic literature review and an empirical research project.	
Intellectual Skills	
On completing the programme students should be able to:	
B1	Articulate a clear rationale for professional practice which adheres, within law, to the HCPC Standards of Proficiency and the BPS Code of Conduct and reflects ethical practice;
B2	Show a high level ability to attend to and communicate with and work in partnership with appropriate others (including children, young people, teachers, parents, carers, and other professionals) in ways that are supportive and respectful of their current strengths and needs and likely further development;
B3	Conceptualise and plan research activities that are appropriate and relevant in the context of developing understanding, knowledge and professional skill for educational psychologists and their employers;
B4	Demonstrate knowledge, awareness, skills and values that enable effective work with diverse client populations through a clear understanding of the demographic characteristics of communities including the influence of: culture, gender, ethnicity and factors influencing social exclusion.
Teaching and Learning Methods	
The tutor facilitated seminars and small group sessions in EBL approach are particularly focused on the development of the professional and intellectual skills of research-based practice. This involves reasoning, critically appraising sources and information and developing arguments. Tutors model and encourage students to engage in activities such as questioning assumptions, generating hypotheses and identifying ways in which they could be tested,	

critically evaluating and synthesising available information, articulating well reasoned arguments and considering data-based interpretations and implications. EBL sessions, in the subjects under enquiry, focus on professional issues and skills. Individual tutorials also provide further opportunities to extend the learning of subject specific skills.

Assessment Strategy

All learning outcomes are cumulatively assessed by the use of assignments, portfolios of practical work, a systematic literature review and an empirical research project.

Practical Skills

On completing the programme students should be able to:

- C1 Research, plan, deliver and evaluate appropriate training and development to teachers, parents, other professionals and others;
- C2 Use appropriate professional skills, using a broad evidence and knowledge base within a range of possible models and modes of intervention with young people, clients, carers, teachers and service systems;
- C3 Conduct a systematic literature review and empirical research that constitute original contributions to knowledge and understanding and contains material that is worthy of being or has been published in peer-reviewed Journals;
- C4 Use research skills that enable selection, design and implementation of approaches to evaluate interventions, leading to evidence based practice with key role partners, in terms of: effectiveness, appropriateness and impact of practice with individuals, groups, and at organisational and system levels.

Teaching and Learning Methods

Research project design, management and completion is initially taught through tutor-led seminars that address specific research skills. The EBL sessions provide resources and opportunities for students to develop critical research skills around particular issues, and to generalise them to other issues. Personal tutorials with tutors will provide a key vehicle for the development of the systematic literature review and empirical research project. Students will, usually in the latter part of their first year in discussion with their tutor and DPD outline their research interests. They are required to prepare a formal research proposal early in stage 2. The systematic literature review is conducted during Y2 and submitted for assessment (at D level) in July. The associated empirical study is then completed and submitted (D level) in May of Y3.

Assessment Strategy

All learning outcomes are cumulatively assessed by the use of assignments, portfolios of practical work, a systematic literature review and an empirical research project. The portfolios of professional work carried out in Y2 and Y3 together with the reports of the systematic literature review and empirical research project are formally examined in a *viva voce* in July of Y3. The *viva voce* will, therefore, be an examination of each student's professional and academic competence.

Transferable/Key Skills

On completing the programme students should be able to:

- D1 Show high level communication skills transferable across settings and including skills of:
 - D1.1 Consultation and problem solving
 - D1.2 Conciliation and negotiation
 - D1.3 Communicating to audiences
 - D1.4 Interpersonal communication
 - D1.5 Appraisal and communication of research and policy documents
- D2 Generalise and synthesise prior knowledge and experience in order to apply them in different settings and novel situations;
- D3 Work effectively at an appropriate level of autonomy, with awareness of the limits of

	own competence, and accepting accountability to relevant professional, academic and service managers through engagement in and learn from interactive supervision processes;
D4	Engage in a dynamic, responsive and evolving process to maintain and develop professional practice through the process of appropriate professional reflection and CPD;
D5	Demonstrate self-awareness and working as a reflective practitioner;
D6	Demonstrate professional practice which adheres, within law, to the HCPC Standards of conduct, performance and ethics, and the BPS Code of Conduct and reflects ethical practice.
Teaching and Learning Methods	
The key transferable skills are developed through EBL cycles, professional practice placements and individual tutorials.	
Assessment Strategy	
All learning outcomes are cumulatively assessed by the use of assignments, portfolios of practical work, placement and employment review outcomes, a systematic literature review and an empirical research project.	

12 Programme Curriculum, Structure and Features
Basic structure of the programme
<p>The D App Ed Psy is a three-year course (full time) 180 credits are taken for the 4 level 7 assignments and two portfolios of work undertaken in Year 1 (also assessed at level 7). Early in Year 2 candidates submit a research proposal for approval. This outlines the intended Systematic Literature Review submitted for assessment in July (Y2) and the Empirical Study submitted in April of Y3. Both these latter are assessed at level 8. In each of Year 2 and 3 students compile a portfolio of professional work. These are also both assessed at level 8.</p> <p>Students will be required to accept the Fitness to Practice Policy.</p> <p>Students will be required to satisfy members of a panel in line with ECLS policies of their progress at the end of year 2 before progressing to the year 3. Required evidence will be satisfactory completion of all required assignments, placements and portfolios for that year of the course.</p> <p>An innovative feature of the course is the emphasis on Enquiry Based Learning (EBL) opportunities.</p> <p>A mark of at least pass must be gained for each module.</p> <p>This programme involves full-time study. If candidates do not wish to progress from year 1 to year 2, the following can pertain:</p> <p>If a candidate has completed all year 1 modules, and has 180 credits, they can be awarded a Post-Graduate Diploma in Theoretical Educational Psychology. This will not enable the candidate to practise as an educational psychologist.</p> <p>If a candidate has completed all year 1 modules, and has 180 credits, they can choose to complete a further 60 credit dissertation module and can be awarded an MA in Theoretical Approaches to Educational Psychology. This will not enable the candidate to practice as an educational psychologist. This 60 credit module is not offered as part of the Doctorate in Applied Educational Psychology.</p> <p>It should be noted that no other exit award or aegrotat degrees will be awarded.</p>

Key features of the programme (including what makes the programme distinctive)

This programme involves intense study of both academic and professional-practical matters. In Year 1 students spend a substantial part of the course attending University-based sessions. In Years 2 and 3 students are currently required to gain employment within a Local Authority Educational Psychology Service as 'Trainee Educational Psychologists' (TEPs) whilst also completing their research (Systematic literature review and Empirical Research Project).

Programme regulations (link to on-line version)

8907 Programme Regulations 21-22

13 Support for Student Learning

Generic information regarding University provision is available at the following link.

https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf

14 Methods for evaluating and improving the quality and standards of teaching and learning

Generic information regarding University provision is available at the following link.

https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf

<i>Accreditation reports</i> From HPC and BPS

<i>Additional mechanisms</i> n/a

15 Regulation of assessment

Generic information regarding University provision is available at the following link.

https://www.ncl.ac.uk/ltds/assets/documents/qsh_progspec_generic_info.pdf

In addition, information relating to the programme is provided in:

The University Prospectus: http://www.ncl.ac.uk/postgraduate/courses/

The University Regulations: http://www.ncl.ac.uk/regulations/docs

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