

**PROGRAMME SPECIFICATION  
(Research Postgraduate)**



<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	DAppEdPsy
<b>4</b>	<b>Programme Title</b>	Doctorate in Applied Educational Psychology (Initial Professional Training)
<b>5</b>	<b>Programme Code</b>	8907
<b>6</b>	<b>Programme Approval &amp; Accreditation</b>	Health and Care Professions Council (HCPC) British Psychological Society (BPS)
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	N/A
<b>8</b>	<b>FHEQ Level</b>	Level 7-8
<b>9</b>	<b>Date written/revised</b>	May 2024

**10 Programme Aims**

1. Prepare Educational Psychologists to support positive changes in the education, development and psychological wellbeing of children and young people; EPs who are able to work across 3 interlinked areas within Local 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 services supports the priorities of local authority children's services;
4. To produce graduates who are equipped, particularly through the use of enquiry-based learning (EBL) and professional supervision, with the skills of ongoing reflection on, and development of, practice through life-long professional learning, thus keeping up to date throughout their professional careers and meet the requirements of the registering body (HCPC);
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';
9. To provide a programme which satisfies the requirements for a level 8 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 levels 7 & 8.

### 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, HCPC Standards of Performance Competence and Ethics, 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) with adherence to the BPS Standards of Human Research Ethics.

### Teaching and Learning Methods

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 through systematic approaches to searching. The discussions undertaken as part of the EBL cycles and other student led learning activities with other students, both with and without tutors, develop further knowledge and understanding.

Fieldwork visits and EBL cycles further extend knowledge and critical understanding. Students are expected to consolidate their knowledge and understanding in supervised practical placement - situational learning.

### Assessment Strategy

All learning outcomes are cumulatively assessed by 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 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, ethical 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 and the ability to appropriately challenge barriers to inclusion.

### **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, together with a critical methodological and reflexive commentary which comprise the submitted thesis.

### **Practical Skills**

On completing the programme students should be able to:

- C1 Research, plan, deliver to and evaluate appropriate training and development for teachers, parents, other professionals and others;
- C2 Use appropriate professional skills, drawing upon a broad evidence and knowledge base and 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 contain 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 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 focussed on 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 year two and submitted (at D level) with an associated empirical study, a critical methodological commentary, and a reflexive commentary in May of Year 3.

### **Assessment Strategy**

All learning outcomes are cumulatively assessed by the use of assignments, portfolios of practical work placement, assessment reports, 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 July of Y3.

### **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**

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 Empirical Study, submitted in May of Y3. The systematic literature review and empirical report are both 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.

Students will be required to accept the Fitness to Practice Policy.

Students will, in line with the DAppEdPsy programme regulations and the PGR code of practice, be required to satisfy members of a panel of their research progress at the end of year 2 before progressing to year 3 (and beyond as required).

Students will also be required to demonstrate satisfactory completion of written practice portfolio at the end of year two and a competence- based assessment of placement in order to proceed to year three.

An innovative feature of the course is the emphasis on Enquiry Based Learning (EBL) opportunities.

A mark of at least pass must be gained for each module.

This programme involves full-time study. If candidates do not wish to progress from year 1 to year 2, the following can pertain:

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.

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 practise as an educational psychologist. This 60 credit module is not offered as part of the Doctorate in Applied Educational Psychology and will not enable the candidate to practise as an educational psychologist.

It should be noted that no other exit award or aegrotat degrees will be awarded.

#### **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 undertake a funded placement 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 24-25](#)

### **13 Support for Student Learning**

Generic information regarding University provision is available [here](#).

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

Generic information regarding University provision is available [here](#).

*Accreditation reports*  
From HPC and BPS

*Additional mechanisms*  
n/a

**15 Regulation of assessment**

Generic information regarding University provision is available [here](#).

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.