



## Programme Specification

A statement of the knowledge, understanding and skills that underpin a taught programme of study leading to an award from  
The University of Sheffield

1	<b>Programme Title</b>	Doctor of Educational and Child Psychology
2	<b>Programme Code</b>	EDCR001
3	<b>JACS Code</b>	C812
4	<b>Level of Study</b>	Postgraduate
5a	<b>Final Qualification</b>	DEdCPsy
5b	<b>Position in the QAA Framework for Higher Education Qualifications</b>	Not applicable
6a	<b>Intermediate Qualification(s)</b>	Not applicable
6b	<b>Position in the QAA Framework for Higher Education Qualifications</b>	Not applicable
7	<b>Teaching Institution (if not Sheffield)</b>	Not applicable
8	<b>Faculty</b>	Social Sciences
9	<b>Department</b>	Educational Studies
10	<b>Other Department(s) involved in teaching the programme</b>	None
11	<b>Mode(s) of Attendance</b>	Full-time
12	<b>Duration of the Programme</b>	3 years
13	<b>Accrediting Professional or Statutory Body</b>	British Psychological Society (accrediting professional body) Health and Care Professions Council (statutory regulatory body)
14	<b>Date of production/revision</b>	September 2005, April 2006, April 2008, February 2012, April 2013, March 2016, March 2017, February 2019, March 2026

### 15. Background to the programme and subject area

This programme has been established following the requirement of the British Psychological Society (BPS) that all training programmes for educational psychologists become 3-year Doctoral programmes from September 2006. The British Psychological Society (BPS) is the professional body which accredits training courses for applied educational psychologists. In 2005 the BPS granted unconditional provisional accreditation to the curriculum content and pedagogical processes for this new doctorate. In March 2006 this accreditation was finalised, covering the first five years of the programme. In June 2009 the DEdCPsy was visited by the BPS (DECP) Training Committee, following which the programme continued to be recognised as BPS accredited. The Training Committee who carried out the accreditation visit commended the programme in four areas. There are another 12 training programmes for applied educational psychology in the UK; all of them are accredited by the BPS. In April 2012 the programme was further accredited by the BPS and awarded a further four commendations.

To comply with the Statutory Regulation of qualified Educational Psychologists by the Health and Care Professionals Council (HCPC), from 1<sup>st</sup> July 2009 the DEdCPsy successfully completed the HCPC new profession monitoring process via providing documentary evidence in March 2010. Formal approval of the DEdCPsy by the HCPC was obtained following a joint HCPC approval/BPS accreditation visit in April 2012. The programme is now subject to Annual Monitoring checks by the HCPC and ongoing accreditation by the BPS. Ongoing BPS accreditation was confirmed in 2018. Students successfully completing all assessments on the DEdCPsy are eligible to apply to join the HCPC Register of Practitioner Psychologists providing the programme continues to be approved and accredited.

The programme is based in the School of Education, which has a longstanding reputation for excellence in research and is consistently top-rated for teaching, receiving a maximum score of 24 in the QAA Subject Review. Sheffield University is one of the leading research-based universities in the UK, and the School of Education is well supported by other central departments, such as computing services.

## 16. Programme aims

### The aims of the programme are:

- A. To promote learning for graduates with an honours degree in psychology, knowledge of the education system and experience of working with children. The programme aims to increase knowledge of assessment and appraisal methods, pedagogic approaches, methods of special interventions which may be used by teachers and other trained staff to alleviate learning and behaviour difficulties.
- B. To facilitate general learning through practical experiences.
- C. To encourage such learning that programme participants will develop a critical approach to the literature in the area of educational psychology, the examples of professional practice they will encounter, and to their own existing and developing knowledge and skills.
- D. To promote learning of research methodologies at a postgraduate level, to enable the programme participants to conduct evaluative research in settings in the Children's Service through a variety of individual and collaborative procedures. Central to the programme is the development of a researcher-practitioner role in Local Authority Children's Services. Students will develop skills and experience in conducting research skills across a continuum of activities. This will occur formally through empirical study leading to the writing of a thesis and academic paper but also through students' emerging role as educational psychologists in learning to elicit the views of vulnerable children and young people and in researching factors that impact on the educational progress of children through consultation and direct casework.
- E. To enable programme graduates to provide education and training to other professionals in Children's Services and elsewhere to extend their effectiveness in providing education for children.

## 17. Programme learning outcomes

### Knowledge and understanding:

<b>K1</b>	Understand the processes of learning and the development of behaviour of children in school and home settings, and the ways they are influenced by adult's attitudes and behaviour.
<b>K2</b>	Make a unique contribution to the field of educational psychology.
<b>K3</b>	Understand the social and organisational processes which occur in schools and homes and the way these interact with children's learning.
<b>K4</b>	Understand the social, ethical and organisational processes involved in professional support for children's welfare and learning.
<b>K5</b>	Understand the legal and cultural backgrounds under which schools, families, and organisations supporting children operate.
<b>K6</b>	Be able to assess the reasons for the particular difficulties in learning and behaviour shown by children, using a range of theoretical perspectives, and to identify and use a range of procedures to alleviate these.
<b>K7</b>	To have developed a critical approach to existing knowledge and practice of educational and child psychology and understand the role and methodologies of research procedures at the individual and systems levels in identifying the most effective procedures to supporting children's welfare.

### Skills and other attributes:

<b>S1</b>	To be able to plan changes in existing activities and procedures involving children, and initiate new ones, so that educational performance is enhanced and any difficulties shown are alleviated.
<b>S2</b>	To be able to work within safe boundaries by attending to professional performance, conduct and ethical protocols, maintaining personal health and good character and by accessing regular reflective supervision.
<b>S3</b>	To be able to develop a full range of communication skills so as to be able to communicate effectively with children, teachers, parents and others involved in supporting children's welfare.
<b>S4</b>	To develop further knowledge and skills in research procedures to be able to carry out doctoral level evaluative research in relevant areas of individual, social and organisational functioning.

## 18. Teaching, learning and assessment

### Development of the programme learning outcomes is promoted through the following teaching and learning methods:

The programme's teaching is research-led. Research-led teaching is fostered through scholarly activity of staff, appropriate use of research in the relevant fields and the development of students' own research skills. Key texts (edited collections of published papers), theses and journal articles written by the staff team and students on the EdD doctorate programme are used as exemplars for research and publication activity that students on the DEdCPsy are encouraged to emulate. Students are encouraged to develop as active and independent learners, and teaching and learning activities have been developed which are appropriate to these aims. The programme is delivered through a mixture of lectures, seminars (staff and student led), workshops to introduce practical skills, approved practical placements, preparation for written course work, and preparation of a special research study. The course programme explicitly adopts a pedagogic model related to theory and practice of adult learning, using as much self-prioritisation of areas of work and self-assessment as possible in a doctoral degree. A critique and evaluation of theory and practice is a distinctive feature of the programme.

### Mode of Delivery

This a full-time course using fieldwork placements for approximately 50% of the delivery of the curriculum, for the skill based elements of the curriculum and for the context of the research activities. The course members will be in employment in training posts or on bursary contracts with regional Local Authorities (LAs) in years 2 and 3.

Development of the learning outcomes is promoted through the following teaching and learning methods:

**Lectures:** Used to develop students' engagement with key information, develop subject-specific knowledge and understanding, cognitive and analytical skills and stimulate critical reflection.

**Seminars (Staff- and student-led):** Used to develop students' subject-specific knowledge and understanding, cognitive and analytical skills and a range of key transferable skills. Generally, contain activities which promote discussion and reflection.

**Student presentations:** Used to develop a range of key transferable skills. To develop other students' engagement with key information and subject-specific knowledge and understanding.

**Workshops:** Used to develop subject-specific knowledge and understanding, cognitive and analytical skills and a range of key transferable skills. Generally, contain active group work.

**Tutorials:** Used to respond to students' enquiries and provide feedback on coursework. To promote further reflection and analysis through discussion and questioning. To develop students' ability to reason effectively and communicate arguments and points of view clearly. Students have one-to-one supervision throughout the course through the use of face-to-face tutorials, email, telephone and occasionally SKYPE contact.

**Placements:** students undertake practical placements which enable them to integrate theory and practice. During the programme students have placements in Educational Psychology Services and in selected mainstream and special schools and in other agencies relevant to the education and welfare of children. Practice in test administration and other forms of assessment are arranged during these periods. Clinical practice will be undertaken through close liaison between university tutors and fieldwork supervisors. Assessment of clinical practice will relate to performance in the application of assessment and intervention processes at the level of the individual child, the group and school systems, as well as performance in test administration, analysis and interpretation.

**Oral examination:** an oral examination based on the submission of a thesis (viva voce)

The following table demonstrates how these methods relate to the learning outcomes:

	Lectures	Seminars	Student presentations	Workshops	Placements	Independent learning tasks
K1	✓	✓	✓	✓	✓	✓
K2	✓	✓	✓	✓	✓	✓
K3	✓	✓	✓	✓	✓	✓
K4	✓	✓	✓	✓	✓	✓
K5	✓	✓	✓	✓	✓	✓
K6	✓	✓	✓	✓	✓	✓

K7	✓	✓	✓	✓	✓	✓
S1	✓	✓	✓	✓	✓	✓
S2	✓	✓	✓	✓	✓	✓
S3	✓	✓	✓	✓	✓	✓
S4	✓	✓	✓	✓	✓	✓

**Opportunities to demonstrate achievement of the learning outcomes are provided through the following assessment methods:**

Assignments (K1-K7: S1-S4).

Thesis (S2, S4, K2).

Fieldwork supervisors' assessments of placement competencies (K1-K7, S1-S4).

**19. Reference points**

**The learning outcomes have been developed to reflect the following points of reference:**

British Psychological Society 3-year training course curriculum for Educational Psychologists;

British Psychological Society 3-year training course accreditation criteria;

BPS Accreditation through partnership handbook: Guidance for educational psychology programmes in England, Northern Ireland and Wales, Sept 2018;

University of Sheffield handbook and regulations for the EdD (Educational Psychology) course - School of Education;

University of Sheffield Mission Statement;

University of Sheffield Learning and Teaching Strategy;

Department of Educational Studies' Teaching and Learning Strategy;

HCPC Standards of Education and Training (SETs) and Standards of Proficiency (SOPs), 2018;

**20. Programme structure and regulations**

The programme is divided into academic course work, practical work, and research work related to the final thesis. Regulations provide that in order to be awarded the degree, students must satisfy the examiners in all three areas separately.

The course is carefully designed to cover all 10 competency areas prescribed by the BPS.

Across the three years the 10 competency areas are reflected in the academic, practical and research components of the course. The 10 competency areas are revisited in increasing complexity and depth during the three years of the course. This reflects the nature of the course as a research degree, whilst retaining the need for the course to represent applied professional training.

**10 BPS Competency Areas**

1. Promoting Development and Education
2. Person and Professional Values, Ethics and Skills
3. Diversity and Cultural Difference
4. Consultation
5. Psychological Assessment and Formulation
6. Psychological Intervention and Evaluation
7. Service Delivery and Organisational Change
8. Training and Development
9. Research and Enquiry
10. Transferable Skills

Assessment will be based on the submission of a number of different pieces of work, including such forms of presentation as essays, portfolio collection of placement and project reports, field work supervisor's reports on field work, a case study, seminars and the final thesis. Assessed work will be collated into a critical academic portfolio, a critical practice portfolio and a critical research portfolio. In addition, students will keep reflective learning and supervision records across all three years and whilst these are not formally assessed they represent an active record of thinking, reflection and discussion used in academic tutorials, research supervision and fieldwork supervision.

Critical Academic Portfolio	Critical Practice Portfolio	Critical Research Portfolio
<b>Year 1</b>		
Essay 1 6 000 words	EPS Practical File Parts I+II 25, 000 words (max)	School Research Project Essay 6,000 words
Essay 2 6 000 words		Joint School Report 2 000 words
<b>Year 2</b>		
Year 2 EPS File 15 000 words		Final Research Proposal 5,000 words
<b>Year 3</b>		
Year 3 EPS File 10 000 words		Thesis 30,000 words

This programme is not modularised. The programme has an integrated curriculum, the better to achieve its aims of relating theory and practice together, but student progression, course evaluations and tutor responsibilities are addressed by the above divisions of the curriculum into constituent sub-courses. The Doctor of Educational and Child Psychology programme does not share students with any other programmes, due to the specific professionally directed nature of its teaching and curriculum with the exception of two separate joint lectures/workshops where DEdCPsy students join Trainee Clinical Psychologists and Trainee Speech and Language Therapists respectively, and a series of multi-agency workshops in Year 1 with medical and social work students.

**NB Course regulations are provided on an attached sheet**

Detailed information about the structure of programmes, regulations concerning assessment and progression, and descriptions of individual modules are published in the University Calendar available on-line at [www.shef.ac.uk/calendar](http://www.shef.ac.uk/calendar)

## 21. Student development over the course of study

The programme is all at doctoral level. The students are supported in the development of skills, knowledge and understanding through carefully staged tasks which promote independent learning. The progression built into the programme with regard to the development of critical awareness, ability to synthesise research and write case studies, critical papers and evaluative projects is reflected in the range and level of tasks set on placements and during academic and research work and is reflected in the written course materials. The work for assessment is examined each year at a Board of Examiners and recommendations made in accordance with the regulations.

## 22. Criteria for admission to the programme

Detailed information regarding admission to the programme is available on the Department's website at: <http://www.sheffield.ac.uk/education/courses> and the web link to the DEdCPsy: <http://www.sheffield.ac.uk/education/courses/edd/ded/degdocpsy>

Students will have to have achieved a good honours degree (normally 2i) in psychology and to have work experience with children or young people in a variety of roles. Direct experience of working in the education service, health service or social service with children would be the normal expectation. Competitive interviews will be held in the first three months of each year, following application to the Teaching Agency and to the School of Education.

### **23. Additional information**

This specification represents a concise statement about the main features of the programme and should be considered alongside other sources of information provided by the teaching department(s) and the University. In addition to programme specific information, further information about studying at The University of Sheffield can be accessed via our Student Services web site at [www.shef.ac.uk/ssid](http://www.shef.ac.uk/ssid).

**Regulations for the Degree of Doctor of Educational and Child Psychology UPDATED TO REFLECT CHANGES PROPOSED FOR SEPT 2019**

EDUR136 / EDU138 DOCTOR OF EDUCATIONAL AND CHILD PSYCHOLOGY (DEdCPsy) (Full-Time)

This programme of study is non-modular

1	A person may be admitted as a candidate who has a degree in Psychology and is eligible for Graduate Basis for Chartered Membership (GBC) of the British Psychological Society. Relevant experience of working with children and/or young people via employment with a Local Authority or employer deemed to be equivalent is also a pre-requisite to admission.
2	The programme of study shall be pursued for three years. Supervised practice in Educational Psychology on placement will be for a period comprising not less than <i>three hundred days</i> in line with PSRB requirements.
3	A candidate shall take
(a)	prescribed coursework, including evaluative projects, reflective case studies and critical papers on a range of relevant topics;
(b)	supervised practice in educational psychology on placement which is evidenced through the production of placement files;
(c)	a thesis.
4	The examination shall consist of
(a)	An evaluative project;
(b)	A reflective case study;
(c)	critical papers;
(d)	Placement files
(e)	assessment of clinical competence on placement;
(f)	a thesis;
(g)	an oral examination in matters relevant to the subject of the thesis.
5	A candidate shall pursue a programme of research in accordance with the General Regulations for Higher Degrees. The thesis shall be submitted by a date prescribed by the Head of Department in the final year of the course. A candidate may re-submit the thesis on one occasion only within twelve months of the original submission date.
6.	A candidate who fails to satisfy the examiners in any part of the assessments may be permitted to retake that element on one further occasion.
7.	A student must pass all components of Year 1, including the placement file submission, in order to proceed to Year 2 of the programme and the Year 2 placement. A student must pass all components of Year 2, including the placement file submission, in order to proceed to Year 3 of the programme and the Year 3 placement.
8.	In the event of failure of a fieldwork placement, a student will be required either to repeat the placement successfully or undertake successfully an alternative placement. In the event of failure of a repeat placement or any two placements over the duration of the course, a student will be excluded from the programme. All competencies by the end of year 3 need to be demonstrated (see Regulation 3b).
9.	A candidate who has successfully completed all academic and research components of Year One of the course, despite failing the fieldwork placement component may be awarded the Master of Arts in Education and Child Psychology. They would not under any of these circumstances be professionally qualified educational psychologists or be able to practise as such.
10.	A candidate who contravenes the Code of Conduct for Psychologists or the Guidelines for Professional Practice of Educational Psychology of the British Psychological Society may be dealt with under General Regulations as to the Progress of Students, the General Regulations relating to Student Fitness to Practise or the General Regulations as to the Discipline of Students.