

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	DEdPsy
4	Programme Title	Doctorate in Educational Psychology
5	UCAS/Programme Code	8903
6	Programme Accreditation	n/a
7	QAA Subject Benchmark(s)	n/a
8	FHEQ Level	Level 7 for Taught Modules Level 8 for Thesis
9	Date written/revised	April 2008

10 Programme Aims

The programme builds on a strong research base in the School and the experience of tutors involved in supporting the continuing professional development of educational psychologists in regional, national and international contexts. The aim of the DEdPsy is to provide an attractive specialist and conceptually demanding further qualification for educational psychologists who seek an advanced theoretical and analytical basis for the exercise of their professional practice. The DEdPsy aims to integrate research and practice into the professional role of educational psychologists. As such it will provide the opportunity for educational psychologists to become research based practitioners.

The DEdPsy is part of the CPD programme undertaken as a practising educational psychologist and as such needs to be embedded in and enhancing everyday work. Undertaking the DEdPsy programme is seen as a way in which an individual educational psychologist:

- could consider particular professional interest in greater depth;
- could contribute to their service or organisation by acting as a resource, researcher, trainer or evaluator; and
- would promote quality professional practise within the profession of educational psychology by dissemination and publication of research based work.

The DEd Psy aims to provide existing educational psychologists with the opportunity to:

1. utilise and develop research skills appropriate to the profession of educational psychology;
2. bring recent developments in educational psychology and research into their current practice; and
3. reflect on current cutting edge developments in the field of educational

<p>psychology.</p> <p>The DEdpsy aims:</p> <ol style="list-style-type: none"> 4. To provide a flexible programme that enables part-time students to design a course of study relevant to their working context 5. To ensure that the programme conforms to University policies and meets the requirements of a Doctorate Level qualification as defined by the Framework for Higher Education Qualifications

<p>11 Learning Outcomes</p> <p>The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas.</p>
<p>Knowledge and Understanding</p>
<p>On completing the programme students should:</p> <p>A1 Understand the nature of educational psychology.</p> <p>A2 Critically evaluate educational psychology practice and theory using appropriate models of research.</p>
<p>Teaching and Learning Methods</p>
<p>Lectures, workshops and seminars are designed to contribute to the development of knowledge and understanding. Supported self-study materials also include resources and guided reading. (A1/2)</p>
<p>Assessment Strategy</p>
<p>Assignments and thesis (A1, A2)</p>
<p>Intellectual Skills</p>
<p>On completing the programme students should be able to:</p> <p>B1 Use a high level of critical thinking in relation to their own work and that of published researchers/educational psychologists.</p>
<p>Teaching and Learning Methods</p>
<p>Intellectual skills (B1) are principally developed through seminars, where students can discuss current issues relating to policy and pedagogy, learn to evaluate arguments and evidence. Group investigations provide students with experience in discussing and critically evaluating research findings.</p>
<p>Students enhance their cognitive skills through independent reading, undertaking case study analysis, and through preparation for written coursework and the dissertation.</p>
<p>Assessment Strategy</p>
<p>Critical analysis (B1) is central to the assignments and the thesis.</p>
<p>Subject-specific/professional skills</p>
<p>On completing the programme students should be able to:</p> <p>C1 Contribute to the planning and delivery of research commissioned by LEAs, EPs or other appropriate agencies.</p>

C2 Conduct research to inform their practice and that of their professional colleagues in educational psychology.
Teaching and Learning Methods
Students conduct research projects to explore questions arising from their reading of literature and reflections on professional practice. (C1/2).
Assessment Strategy
Assignments and thesis (C1, C2)
Transferable/Key Skills
On completing the programme students should be able to:
D1 Effectively access, critically review and communicate existing relevant literature in psychology and education to a range of audiences. D2 Other key transferable skills developed are the following:- Communication: written and oral Interpersonal Teamwork: Planning and organising; Problem solving; Initiative; and Adaptability Numeracy
Computer Literacy D3 Plan and organise research and development projects in educational contexts. D4 Use their initiative to lead and support educational change.
Teaching and Learning Methods
Tutor and peer support and collaboration in educational psychology services for drafting the components of the assignments and thesis (D1, D3, D4). Presentations to peers in seminars (D2). Supported self-study and tutor support.
Assessment Strategy
Library assessment (D1), Assignments and thesis (D2,3,4)

12 Programme Curriculum, Structure and Features

Basic structure of the programme

- (a) The DEdpsy consists of a total of 540 credits;
- (b) The duration of the course is normally 7 years (minimum 6 years)
Students take taught modules to the value of 120 credits (normally in the first 3 years) and then the 420 credits thesis (normally in the 4rd-7th year) The programme is available for study in part-time module only;
- (c) All modules, 30 credits each, are compulsory, apart from the granting of APL or substitution with other programmes;
- (d) With the approval of the Degree Programme Director candidates may substitute: *either* modules up to 60 credits from Advanced Specialist Modules from the Doctorate in Education programme (or from any other M level modules approved by the DPD) for an equivalent number of credits from modules EDU8161, EDU8162 or EDU8163;
or
an equivalent negotiated programme from the Doctorate in Clinical Psychology programme for 30 credits from EDU8161; and
- (e) Candidates can apply for APL to the DPD for 30 credits for any journal articles published in refereed journals.

Research methodology modules

EDU8158 Exploring Research Methodology for Educational Psychologists

EDU8159 Critical Research Issues in Educational Psychology

Subject focussed modules

EDU8161 Advanced Current Issues in Educational Psychology I

EDU8162 Advanced Current Issues in Educational Psychology II

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

The open structure of the DEdPsy reflects the need for maximum flexibility for educational psychologists in full time employment. The course structure is designed to enable students to cater for progression in the following aspects of research understanding:

- 1) expose students to the range of methodologies;
- 2) ensure that the learning is contextualised;
- 3) enable students to evaluate educational psychology practice and theory using appropriate robust models of research;
- 4) effectively access, review and communicate existing relevant literature

The order in which students take modules is to meet their own development and research needs and to be appropriate to the integration of the DEdPsy into their working life.

Students are required to extend and develop their knowledge, understanding and skills of research and evaluation by completing a thesis on a key area of their practice, which consolidates and extends the work completed in taught modules.

Programme regulations (link to on-line version)

<http://www.ncl.ac.uk/regulations/programme>

13 Criteria for admission*Entry qualifications*

The doctorate programme is open to educational psychologists who have undertaken an MSc in Educational Psychology (or equivalent) which is recognised by the British Psychological Society (BPS).

Admissions policy/selection tools

Applications are considered on the basis of the university's online application form.

Non-standard Entry Requirements

Students with other qualifications at a Master's level in an area of psychology may be

considered on an individual basis for entry subject to agreement by the DPD and the Dean of Post-graduate teaching.

Level of English Language capability?

Applicants whose first language is not English require IELTS 6.5, TOEFL 575 (paper-based) or 233 (computer-based), or equivalent.

14 Support for Student Learning

Induction

Induction consists of an interview with the DPD to discuss ways the programme can meet the student's needs, a day/ half day of face-to-face teaching at the university to meet other students and discuss ways to use the DEdPsy in research and professional development, and two days in the library being assisted to use the library databases and other materials.

Study skills support

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme.

Numeracy support is available through Maths Aid. Further details are available at:

http://www.ncl.ac.uk/library/news_details.php?news_id=159 Help with academic writing is available from the Writing Centre. Details can be obtained from Alicia.Cresswell@ncl.ac.uk

Academic support

The initial point of contact for a student is with their supervisor. Supervisors act as personal and academic tutors for the duration of each taught module, and the supervisor may change from year to year subject to the needs of the student and may change again when the thesis proposal is to be worked up and completed. This provides easy access to academic support for part-time students. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies. The supervisor supports students' preparation for thesis proposal submission and co-ordinates the allocation of supervisors for the thesis stage. When necessary the DPD will refer students to the appropriate University student services.

Pastoral support

Part-time students in full time employment are able to access pastoral support through their module leader or the DPD. In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see <http://www.ncl.ac.uk/undergraduate/support>

Support for students with disabilities

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and

advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details see <http://www.ncl.ac.uk/students/wellbeing/disability-support>

Learning resources

The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities, see <http://www.ncl.ac.uk/undergraduate/facilities>

The Robinson Library provides a full range of traditional borrowing facilities, an Inter-Library Loans System, co-operative arrangements for access to other local academic libraries (i.e. Sunderland and Durham Universities), a wide range of audio-visual material, microcomputer workstations for word processing and access to the University's network, and a Liaison Librarian service with linkage to academic departments for book and periodical purchase. The Library increasingly provides guidance for postgraduate students in information retrieval skills, both group instruction and individual support. The Education liaison Librarian is Linda Kelly (Tel: 0191 2227667).

Education Resource Centre

The Education Resource Centre is located in Joseph Cowen House and houses a fully-networked cluster of PCs and a wide range of school focused texts.

Computing

The University Computing Service provides fully-networked computer services on three types of system – Windows-based PC, Unix and Apple Macintosh – in cluster rooms throughout the University. Cluster rooms are available each weekday; some are open for extended hours and at weekends. A wide range of software is available on each type of system. Printing facilities consists of fast draft printers, draft colour plotters, high-speed, high-quality black and white laser printers, and high-quality colour plotters. The draft facilities are available at every cluster of workstations, and usage is free. The high-quality printers are accessed via the network and printing must be paid for and collected at the main Computing Service building in the centre of the campus. The many and various services of the UCS are described in documents which are widely available in the cluster rooms and on the World Wide Web. Students can use any cluster on the University Campus. One cluster is based in the Joseph Cowen House.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-session language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange. See <http://ncl.ac.uk/undergraduate/international/into>

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

Module reviews

All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme this includes consultation with the relevant bodies responsible for the continuing professional development of teachers such as Head teachers, LEA personnel, the GTCE and unions and partners involved in other areas of practice such as medicine and dentistry and reports to Faculty Teaching and Learning Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

Student evaluations

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies.

Mechanisms for gaining student feedback

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms

The programme is subject to the University's Internal Subject Review process, see http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php

Accreditation reports

N/A

16 Regulation of assessment

Students must complete the taught modules successfully before proceeding to the thesis stage. Both stages count towards the final award of the doctorate degree.

Pass mark

The pass mark is 50 (Postgraduate programmes)

Course requirements

Progression is subject to the University's Doctorate Degree Progress Regulations.

Common Marking Scheme

The University employs a common marking scheme, which is specified in the Taught

Postgraduate Examination Conventions, namely:

Summary description applicable to postgraduate Masters programmes

Summary description applicable to postgraduate Certificate and Diploma programmes

<50	Fail	<50	Fail
50-59	Pass	50 or above	Pass
60-69	Pass with Merit		
70 or above	Pass with Distinction		

A Distinction level mark (70%-100%) will be given to work that displays depth of knowledge and mastery of skills appropriate to that module. The work will be consistently well structured and sharply focused. There will be evidence of the capacity to generalise and transfer principles to take account of the wider context. It will demonstrate critical analysis and coherence of argument. Connections between theory, practice and research will be discussed from an informed and highly reflective perspective. A high level of critical engagement will be echoed in the sustained coherence and quality of discussion.

A Merit level mark (60%-69%) will be awarded for well written and informed work that indicates awareness of recent developments and relevant literature. The work will be well structured and will demonstrate an understanding of the different perspectives of evidence from research, practice and theory. Only some aspects of these will be fully integrated conceptually. Literature cited will be used judiciously to identify, interpret and substantiate the main themes.

A Pass level mark (50%-59%) will be awarded for work that is adequately structured and displays some integration of the focus into wider contexts and perspectives. Some links will have been made between different aspects without a sustained conceptual integration and development. Work will draw upon more than one type of evidence and display some critical thinking.

A Fail mark (49% and below) will be given to work which uses a narrow range of evidence from a limited range of sources. Discussion will be largely descriptive with no consideration of the wider context. There will be little attempt to develop an argument or present information coherently.

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies. The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

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

The University Prospectus (see <http://www.ncl.ac.uk/requests>)

The School brochure (contact enquiries@ncl.ac.uk)

The University Regulations (see <http://www.ncl.ac.uk/regulations/docs>)

The Degree Programme Handbook

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. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Module	Type	Intended Learning Outcomes			
		A	B	C	D
EDU8156	Usually APL	1,2	1	1,2	1,2,3,4
EDU8157	Compulsory	1,2	1	1,2	1,2,3,4
EDU8158	Compulsory	1,2	1	1,2	1,2,3,4
EDU8159	Compulsory	1,2	1	1	1
EDU8160	Usually APL	1,2	1	1,2	1,2,3,4
EDU8161	Compulsory	1,2	1	1,2	1,2,3,4
EDU8162	Compulsory	1,2	1	1,2	1,2,3,4
EDU8163	Usually APL	1,2	1	1,2	1,2,3,4

A1 Understand the nature of educational psychology.

A2 Critically evaluate educational psychology practice and theory using appropriate models of research.

B1 Use a high level of critical thinking in relation to their own work and that of published researchers/educational psychologists.

C1 Contribute to the planning and delivery of research commissioned by LEAs, EPs or other appropriate agencies.

C2 Conduct research to inform their practice and that of their professional colleagues in educational psychology

D1 Effectively access, critically review and communicate existing relevant literature in psychology and education to a range of audiences.

D2 Other key transferable skills developed are the following:-

Communication: written and oral, Interpersonal Teamwork: Planning and organising; Problem solving; Initiative; and Adaptability

Numeracy, Computer Literacy

D3 Plan and organise research and development projects in educational contexts.

D4 Use their initiative to lead and support educational change.