PROGRAMME SPECIFICATION

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	UCAS/Programme Code	8907
6	Programme Approval & Accreditation	Health Professions Council British Psychological Society
7	QAA Subject Benchmark(s)	N/A
8	FHEQ Level	Doctoral/Level 8
9	Date written/revised	April 2012

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 (approved UTC 9.4.3); and
9. To provide a programme which satisfies the requirements for a level 8 programme in the HEQF.

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 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, 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

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.

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.

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.

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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 M-level assignments and two portfolios of work undertaken in Year 1
(also assessed at M level). 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 D level. In each of Year 2 and 3
students compile a portfolio of professional work. These are also both
assessed at D level.

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

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.

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 (EDU8058 Educational Psychology Dissertation) 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.

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 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)

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

| **13** | **Criteria for admission** |

Entry qualifications
Graduate Basis for Registration (GBR) of the British Psychological Society (BPS). This entails gaining a good honours degree in psychology (or equivalent) recognised by the British Psychological Society. We do not Accredit any other Prior Learning. Candidates must also be able to demonstrate sufficient knowledge and awareness of Local Authority matters to be able to gain employment as TEPs.

Admissions policy/selection tools
Applicants must be able to demonstrate that they have gained at least one year's relevant experience of working with children within educational, childcare or community settings. Examples of the kinds of settings in which relevant experience is likely to be gained: work as a teacher, work as a graduate assistant in an Educational Psychology Service, a Learning Support Assistant, an Educational Social Worker, a Learning Mentor, a Speech and Language Therapist, a Care Worker. Voluntary experience of various kinds may assist applicants in demonstrating a breadth of relevant experience. Whatever kind of work has been done, applicants will need to show that what they have learnt from their experiences is relevant to work as an educational psychologist, and how they have been able to apply the knowledge of psychology gained through first degrees. Applicants must also be aware that travelling (most often by car) and the ability to arrive at all appointments on time is essential.

Selection to the course follows application and interviews. Enrolment on the programme is also conditional on a satisfactory Enhanced Criminal Records Bureau check.
Students on the programme are also required to comply with the University's Fitness to Practice documentation and confirm that there are no known reasons relating to health or other factors that would prevent their fitness to practice.

Additional Information
Applications are welcome from people from ethnic minority backgrounds and people with disabilities, as they are currently under-represented in the profession. People with language skills, in addition to English, are also particularly welcome.

Level of English Language capability
IELTS 6.5 or equivalent.

14 Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: *http://www.ncl.ac.uk/students/*

Induction
During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/tutorials/etc. The International Office offers an additional induction programme for overseas students.

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. Students are explicitly tutored on their approach to both group and individual projects.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson Library).

Academic and Pastoral support
Each undergraduate and taught postgraduate student will be assigned a personal tutor.*
A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.
*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Student Union operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

Support for students with disabilities
The University's Disability Support team 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.

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.

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-sessional 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.

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 Board of Studies and/or the School Teaching and Learning Committee. Student opinion is sought at the Student-Staff Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching and Student Experience Committee.

Programme reviews
The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Learning, Teaching and Student Experience Committee. The FLTSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the Faculty Learning, Teaching and Student Experience Committee.

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

Student evaluations
All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-

Staff Committee, and the Board of Studies. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

Mechanisms for gaining student feedback
Feedback is channelled via the Student-Staff Committee and the Board of Studies.

Faculty and University Review Mechanisms
Every six years degree programmes in each subject area undergo periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

Accreditation reports

Additional mechanisms

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16   Regulation of assessment

Pass mark
The pass mark is 50. Only the taught elements in year 1 are marked on the postgraduate scale with numerical marks. Other elements are assessed on a pass/fail basis.

Course requirements
Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. There are reassessment opportunities, with certain restrictions. Limited compensation up to 40 credits of the taught element and down to a mark of 40% is possible for candidates who commenced their programme in 2013/14 or earlier. For students starting their programme in 2014/15 or later, no compensation is possible.

Role of the External Examiner
An External Examiner, a distinguished member of the subject community and for this programme be registered with the HCPC as an Educational Psychologist, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies. The External Examiner is expected, in relation to the taught component to:

Moderate examination and coursework marking

Attend the Board of Examiners

Report to the University on the standards of the programme

The research elements of the programme in years 2 and 3 will be reviewed by external examiners appointed in accordance with the University's Doctor of Philosophy Examination Conventions.

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

Assessed in:	EDU8049	EDU8047	EDU8048	EDU8050	Year 1 Portfolio 1	Year 1 Portfolio 2	Portfolio 3 (Year 2)	Portfolio 4 (Year 3)	Systematic literature review	Empirical Research Project
Learning Outcomes										
A1	X	X	X	X	X	X	X	X	X	X
A2	X		X	X	X	X	X	X	X	X
A3	X	X	X	X	X	X	X	X		X
A4		X	X	X		X	X	X	X	X
B1	X	X	X	X	X	X	X	X	X	X
B2	X	X	X	X	X	X	X	X		X
B3		X	X			X	X	X	X	X
B4	X	X	X	X	X	X	X	X		X
C1			X			X	X	X	X	X
C2	X	X	X	X	X	X	X	X		X
C3									X	X
C4		X	X			X	X	X	X	X
D1			X	X	X	X	X	X		X
D2	X	X	X	X	X	X	X	X	X	X
D3			X	X		X	X	X	X	X
D4			X	X	X	X	X	X		X
D5		X	X	X	X	X	X	X		X
D6			X	X	X	X	X	X	X	X