

## Degree of Doctorate in Applied Educational Psychology (D.App.Ed.Psy.)

**Code:** 8907F

*Notes:*

- (i) *These programme regulations should be read in conjunction with the University's Masters Progress Regulations and Examination Conventions.*
- (ii) *A core module is a module which a student must pass, and in which a fail mark may neither be carried nor compensated; such modules are designated by the board of studies as essential for progression to a further stage of the programme or for study in a further module.*
- (iii) *A compulsory module is a module which a student must take.*  
(*Include here any other important general statement/conditions pertaining to the programme.*)

### 1. Programme structure

- (a) The programme is available for study in full-time module only.
- (b) The period of study for full-time mode shall be 3 years starting in September.
- (c) The programme comprises modules to a credit value of 180.
- (d) All candidates shall take the following compulsory modules:

<b>Year 1</b>							
Candidates shall take 120 credits overall in year 1, to include: 40 credits may be taken as follows:							
<i>Code</i>	<i>Descriptive title</i>	<i>Total Credits</i>	<i>Credits Sem 1</i>	<i>Credits Sem 2</i>	<i>Credits Sem 3</i>	<i>Level</i>	<i>Type</i>
EDU8047	Inclusion and Diversity	10	5	5		D	
EDU8048	Working in Partnership	10	5	5		D	
EDU8049	Learning and Social Environment	10	5	5		D	
EDU8050	Frameworks for Practice	10	5	5		D	
EDU8052	Research and Critical Literature study 1 (thesis proposal)	10	5	5		D	

EDU8070	Professional issues and practical fieldwork1: Placement 1	10	10			D	
EDU8071	Professional issues and practical fieldwork2: Placement 1	10		10		D	
EDU8072	Professional issues and practical fieldwork3: Placement 1	10		10		D	
EDU8076	Practice Placement Portfolio: TKB Theoretical and Knowledge bases for practice	10	5	5		M	
EDU8077	Interpersonal and Group Skills to support the professional practice of educational psychologists	10	5	5		D	
EDU8078	Professional Reflection to Integrate Practice Skills and Knowledge base 1	10	5	5		D	
EDU8079	Research and Critical Literature study 2	10	5	5		D	
<p>Year 2</p> <p>Candidates shall take 120 credits over years 2 and 3 and 300 for the Thesis</p> <p>In year 2 candidates shall also take an additional 30 credits in modules concerning professional practice placements and the practice placement portfolio. All modules are compulsory.</p> <p style="text-align: center;">Year2 Placement modules:</p>							
EDU8270	Professional Issues and practical fieldwork 4: placement year 2, term 1	10	5	5		D	

EDU8271	Professional Issues and practical fieldwork 5: placement year 2, term 2	10	5	5		D	
EDU8272	Professional Issues and practical fieldwork 6: placement year 2, term 2	10	5	5		D	
EDU8276	Managing Change 1	10	5	5		D	
EDU8277	Dissemination of Professional practice 1	10	5	5		D	
EDU8278	Professional Reflection to Integrate Practice Skills and Knowledge Base 2	10	5	5		D	
Year 3							
In year 3 candidates shall also take an additional 30 credits in modules concerning professional practice placements and the practice placement portfolio. All modules are compulsory.							
EDU8370	Professional Issues and practical fieldwork 7: placement year 3, term 1	10	5	5		D	
EDU8371	Professional Issues and practical fieldwork 8: placement year 3, term 2	10	5	5		D	
EDU8372	Professional Issues and practical fieldwork 9: placement year 3, term 2	10	5	5		D	
EDU8376	Managing Change 2	10	5	5		D	
EDU8377	Dissemination of Professional Practice 2	10	5	5		D	
EDU8378	Professional Reflection to	10	5	5		D	

	Integrate Practice Skills and Knowledge Base 3						
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**2. Assessment methods**

Details of the assessment pattern for each module are explained in the module outline.

**3. Other**

*(Include here any specific progress/award requirements for the programme that are outwith the normal Masters Progress Regulations/Examination Conventions.)*

*(There is no need to include anything here about award of Diploma or Certificate or Merit or Distinction or other general regulations if these are covered by the University's PGT Examination Conventions.)*

**Attendance and Progress**

12. A student registered for the degree of Doctorate in Applied Educational Psychology (D.App.Ed.Psy.) shall comply with the University's requirements for progression, as follows:

(a) Within two weeks of commencing a placement, the candidate, the University supervisor and the placement supervisor shall have signed an approved learning agreement on the Placement Contract Form to cover the placement period;

(b) Candidates submit written project proposals for the empirical study for approval to a project panel consisting of the university supervisor and a further member of the supervisory team;

(c) Candidates should attend the University and professional placements as frequently as frequently and at such intervals as the candidates supervisory team shall require. As a minimum, in accordance with the Code of Practice for Research Degree Programmes approved by Senate, candidates should have formal contact with their research supervisor and academic tutor at least three times a year. Whilst on placement candidates receive formal professional supervision at least one hour per week;

(d) Candidates should maintain a record of their personal development throughout their period of registration. Whilst on placement candidates record progress on the Placement Record Form, and clinical experience on the Trainee's Competence Checklist.

(e) The Degree Programme Director will appoint a Progress Panel for each candidate, comprising both research and professional expertise, being members of the supervisory team. The Progress of

each candidate will be reviewed annually. Such a review will be carried out in accordance with procedures agreed for the programme.

(f) The Progress Panel will meet annually to consider the progress of the student in both research and clinical work. The research supervisor shall submit a report concerning the progress of the candidates' research at an appropriate point during years 2 and 3 of the programme to be determined by the Degree Programme Director for review by the appointed Progress Panel. During all three years, based on placement visits (three-way meetings) the placement tutors shall submit an end of placement report concerning the progress of each candidate for review by the appointed Progress Panel, for each placement the clinical competence of the candidate is evaluated by supervisors' completing the Supervisor Feedback Form which is also reviewed by the progress panel.

(g) candidates should submit reports and evidence of achievement as specified by the Degree Programme Director or Graduate School on an annual basis. This material, along with reports from the supervisory team, will be considered as part of the annual Progress Panel for each candidate. For each placement the professional competence of the candidate is discussed in relation to the goals as set out in the placement contract and is supplemented by the evidence collated in the Trainee Competence Checklist.

(h) The Progress Panel will make a report to the Degree Programme Director and further progress on the programme of study is subject to approval by the Board of Examiners. In addition to detailed feedback that the Progress Panel may wish to provide to the candidate and the supervisory team, the Progress Panel will make one of the following recommendations to the Board of Examiners and Graduate School:

I. That the candidates' performance is satisfactory and that the candidate should continue.

II. That, notwithstanding some concerns which the candidate and supervisory team should note, the candidates overall performance is satisfactory and that the candidate should continue.

III. That the candidates' performance is unsatisfactory and that a further assessment should be held within two months to determine whether progress on the programme will be recommended. The appropriate regulations, either 13, 14, 15, 16, 17, or 18 should be followed in such cases.

IV. That the candidates' performance is unsatisfactory and that no submission for a Doctorate in Applied Educational Psychology (D.App.Ed.Psy.) examination is recommended, and that the students candidature be terminated.

Evidence of Failure to make Satisfactory Progress and Procedures to be followed.

13. A student whose research progress is considered unsatisfactory by the supervisory team shall be notified in writing for the reason of this opinion and shall be given the opportunity of an interview with the supervisory team. Following this notice and any interview the supervisory team may decide to monitor progress and/or attendance; additionally or alternatively. The supervisory team may require the submission of written work in addition to that already prescribed.

14. A candidate whose progress on a placement is considered unsatisfactory by the supervisory team, and who is at risk of failure, shall be notified in writing for the reason of this opinion and shall be given the opportunity of an interview with the supervisory team this notice and any interview the supervisory team may decide to monitor progress and/or attendance and a plan to assist remediation of the problem area should be agreed and monitored.

15. A placement failure shall be considered by the Progress Panel and a candidate who fails a placement shall be notified in writing for the reason of this opinion and shall be given the opportunity of an interview with the supervisory team to present any extenuating circumstances. A candidate may be required to encounter settings or experiences in subsequent placements which would override any routine placement selection mechanisms. A candidate may be required to repeat the whole placement. The board of examiners shall decide whether a candidate should progress to another placement. The Degree Programme Director shall give the candidate a formal written notice.

16. If the candidates research or professional progress has not improved within such a period as shall be specified in the written notice, or if the candidate has failed to subsequent or repeated placement, the supervisory team shall notify the Dean and submit a report concerning the candidates progress for review by the Board of Examiners. The Board of Examiners will make a report to the Dean of Postgraduate studies.

17. In the case of any student is deemed to be unsatisfactory at any stage, the board of examiners or progress panel may recommend:

(a) that, where the relevant programme regulations of the Doctorate in Applied Educational Psychology (D.App.Ed.Psy.) allow re-examination in the taught elements of the programme, the student be re-examined in the failed modules in accordance with the programme regulations for the Degree of Doctor of Philosophy in applied Educational Psychology;

(b) that the student be required to undergo further placement(s) as specified by the board of examiners and to undergo further review after the specified time on placement;

(c) the student be required to produce additional work and/or to undergo further review after an additional period of study and research;

(d) that, if the candidate has acquired 120 credits from the taught component of the course, that the candidate be considered for the award of a Post-Graduate Diploma in Educational Psychology;

(e) that, if the candidate has acquired 120 credits from the taught component of the course, and if the candidate wishes to complete a further 60 credits for the masters dissertation, that the candidate be offered appropriate tutorials and permitted to submit a dissertation within a time agreed by the relevant board of examiners and head of school. Under such circumstances the award that would be made would be MA in Educational Psychology. Such a degree would not enable the candidate to practice as an educational psychologist;

(f) that the student be not permitted to remain a registered student or a candidate either for the degree Doctorate in Applied Educational Psychology (D.App.Ed.Psy.) or for a Masters degree and that the students' candidature be terminated.