



**University of
Nottingham**

UK | CHINA | MALAYSIA

Open Morning

**Doctorate in Applied
Educational Psychology**

University of Nottingham





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Open Morning

5th October 2024





Overview of the Morning

- 9.45 am Arrivals, Welcome and Introductions
- 10am Tutor Presentation & Q&As
- 11.15 am Informal discussion with Tutor Team, Graduates & Trainees
- 12 noon -12.30 close



Aims

- Introduce you to the Programme
 - Doctorate of Applied Educational Psychology (DAEP) (Professional Training)
- Opportunity to ask questions of
 - Trainees, Graduates and Tutor Team
- *Encourage applications and interest in the Programme.*



Introductions

- Nick Durbin, Programme Director
- Marie House, Academic and Professional Tutor
- Ruth Keetley, Course Administrator
- Year 4 Graduates: Elizah, Eloise
- Year 3 TEPs: Kirsty, Lorna, Aimee
- Year 2 TEPS: Matt,
- Year 1 TEPs: Brad



DAEP

- 3-year post-graduate doctoral research degree
 - *eligibility to apply to Health and Care Professions Council (HCPC)*
 - *to practice in the UK as Practitioner Educational Psychologists*
- Professional training (full-time)
 - *approved by HCPC*
 - *accredited by British Psychological Society (BPS)*
 - *... and ongoing.*
- Funding provided by Department for Education.
 - *3-year fees,*
 - *Year 1 bursary.*
- Three elements:
 - *Taught academic component*
 - *Professional practice component*
 - *Applied research component*
- Supervised, supported and taught by practitioner staff



The Nottingham Team

Dr. Nick Durbin	Programme Director & Nottinghamshire EPS
Marie House	Y1 Coordinator, APT & Nottinghamshire EPS
Dr. Victoria Lewis	Y2/3 Coordinator, APT & Derbyshire EPS
Dr. Russell Hounslow	Professional Practice Coordinator APT & Nottingham EPS
Dr Maria Abijah-Liburud	APT & Nottinghamshire EPS
Yvonne Francis	APT & Leicester City EPS
Dr Sarah Godwin	APT & Nottingham City EPS
Dr Sofia Hussain	APT & Worcestershire EPS
Dr Kate Forder	PPT & Leicestershire EPS
Dr Jennie Turner	PPT & Derbyshire EPS
Ruth Keetley	Course Administrator

With contributions from other associate APTs, professionals and EPs in the field from regional services, TEPs and beyond



EP role

- Work to support the development of children and young people (CYP) 0-25.
- And parents/carers and staff
- Often in schools and other education settings
- Other settings too e.g. Children's Centres, Children's Homes, Nurseries



EP role

- Working to promote learning and psychological wellbeing for all CYP. For example:
 - Learning
 - *e.g. literacy, CYP with social communication needs*
 - Behaviour
 - *e.g. CYP at risk of exclusion, those with SEMH needs*
 - Mental health and psychological wellbeing
 - *e.g. promoting emotional wellbeing, loss/bereavement, crisis support for schools*
- Range of service users and commissioners
 - Often Local Authority employees but not always.....
 - Some EPs work in outsourced services, academies/schools, social enterprises and independent practice.
 - *(NB/ a condition of the DfE funding is that graduates work in an LA or other suitable service offering statutory services for a minimum of 3 years post training).*



EP Role Questions...





Educational Psychologist Work

- What does a typical day involve for an EP?
- Who is the EP's client - the school, the Local Authority or the child?
Does UoN support similar critical thinking by trainee EPs?



Core Components of the DAEP





DAEP Core Curriculum

- Modules, placements, & research requirements cover:
 - Core skills
 - related to delivery of the EP role, e.g., consultation, assessment paradigms, group skills, evidence-based interventions, training etc.
 - Addresses child development and need
 - e.g. SEMH/behaviour and learning needs, literacy/numeracy development, special educational needs and disabilities, considering issues of access, equity, diversity inclusion and/or change etc.
 - The systems and organisations that EPs work
 - including strategic application of psychology to support system change etc.
 - Applied research methods
 - e.g. development EP research-practitioner and practitioner-researcher skills



Academic Learning- Y1 Modules

Year 1

Professional Practice Skills in Educational Psychology (PPEP)

Supporting Learning 1 : Assessment and Intervention for Learning (Supl1)

Supporting Behaviour 1 *Assessment* and Intervention for SEMH (SupB1)

Psychology of Development in Context (POD)

Applied Research Methods 1 (ARM1)

Professional Practice Development (PPD1) – Placement A (1&2)



Academic Learning- Y2 Modules

Year 2

Supporting Learning 2: Support for Complex and Diverse Needs (SupL2)

Supporting Behaviour 2: Assessment and *Intervention* for SEMH (SupB2)

Applied Research Methods 2: Research Project Development (ARM2)

Professional Practice Development 2: Year 2 Placement B (PPD2)



Academic Learning – Y3 Modules

Year 3

Strategic and Organisational Application of Psychology (SOAP)

Applied Research Methods 3: Research Thesis (ARM3)

Professional Practice Development 3: Year 3 Placement C (PPD3)



Academic Learning Questions...





Autumn Term	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Professional Practice Skills in Educational Psychology Module	Placement day	Applied Research Methods	Psychology of Development Module	Private study
Afternoon	Professional Practice Skills in Educational Psychology Module	Placement day	Tutorials and private study	Psychology of Development Module	Private study



CALENDAR 2024-25

Note. This indicates the University Calendar for DAEP students in Year 1. Students in Years 2 and 3 only attend university during block weeks (as highlighted below) and for tutorials or Research Supervisions by arrangement throughout the year.

AUTUMN TERM 2024

	02/09	09/09	16/09	23/09	30/09	07/10	14/10	21/10	28/10	04/11	11/11	18/11	25/11	02/12	09/12	16/12	23/12
	Y2 & 3 begin from 2 nd Sept onwards ORIENTATION WEEK	PLACEMENT WEEK	A1 Start Y1 A1 supervisor meeting 17 th	Y2 Contact Wk Y2 Supervisor meeting 26 th	3	Y3 Contact Wk Y3 Supervisor meeting 10 th	5	STUDY WEEK 1	6	Y2 Contact Wk	8	9	Y3 Contact Wk	Y2 Contact Wk PLACEMENT WEEK	STUDY WEEK 2	STUDY WEEK 3	HOLIDAY

SPRING TERM 2025

BH															Easter	Easter
30/12	06/01	13/01	20/01	27/01	03/02	10/02	17/02	24/02	03/03	10/03	17/03	24/03	31/03	07/04	14/04	21/04
HOLIDAY	Y3 Contact week STUDY WEEK 4	Y2 Contact Wk 11	12	13	14	Y2 Contact Wk A1 Finish 15	STUDY WEEK 5	A2 Start Y1 A2 supervisor meeting 25 th 16	17	Y3 contact day 13 th tbc 18	Y2 Contact Wk 19	20	PLACEMENT WEEK	HOLIDAY	HOLIDAY	STUDY WEEK 6

SUMMER TERM 2025

	BH			BH												BH		
28/04	05/05	12/05	19/05	26/05	02/06	09/06	16/06	23/06	30/06	07/07	14/07	21/07	28/07	04/08	11/08	18/08	25/08	01/09
Y2 Contact wk 21	Y3 Viva support day 8 th 22	23	Y2 Contact Wk 24	STUDY WEEK 7	25	Y2 Contact Wk 26	SOAP Presentations date tbc 27	28	29	A2 Finish Viva week 30	STUDY WEEK 8	STUDY WEEK 9	STUDY WEEK 10	HOLIDAY	HOLIDAY	HOLIDAY	HOLIDAY	Y 2 & 3 placement can begin from 1 st Sept onwards



Professional Practice Learning

Placements – Professional Practice Development (PPD)

Year 1 - PPD1 Placement A (1 & 2) Data Collection and Analysis Skills

Year 2 - PPD2 Placement B Problem Analysis and Intervention

Year 3 - PPD3 Placement C Integration of Professional Practice Skills



Professional Placement Questions...





Professional Placement Questions

- Are we able to have a placement outside of Nottingham?
- Are you able to do your placement/s further afield than Nottingham? For example, in another county's local authority.
- Is it possible to attend placements closer to home, rather than in the Nottingham area?
- I live outside the East Midlands and was wondering what the chances would be of me securing a placement in my local area if I got onto the course?
- How many days per week are you on university and placement?
- Could you give an overview of a typical placement day?



Research Learning

- **Applied Research Methods**
 - **Year 1**
 - Taught Programme & Research Methods Assignments.
 - **Year 2**
 - Research Project - Research Proposal & Literature Review
 - **Year 3**
 - Research Project (continues) & Thesis



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Independent Research & Thesis

- **What?**
 - Topics from the field of Educational Psychology

- **How?**
 - Range of methodologies driven by research question

- **With whom?**
 - Agreed with stakeholders to the research
 - Range of participants



Research Questions...





Research Learning Questions

- What choice do you get in terms of your research topic?
- What sort of topics do people do their research on?



Life as a Trainee

- Year one...
- Year two...
- Year three...



Life as an EP

- NQEP or ECEP
- EP



Trainee or EP Role Questions...





Entry requirements

- First degree in psychology,
 - eligible for Graduate Basis for Chartered Membership (GBCM)
- *2:1+ or equivalent*
 - *(i.e. masters level PG qualification in an appropriate domain)*
- Relevant work experience.
- Sustained responsibility
 - for an aspect of children's development
 - for a minimum of one year (but often much more).
 - 3 months of this can be in a voluntary capacity.
 - But often more.



DAEP work experience

Can be in

- Various settings
 - *Typically social care, education, child mental health but others too.*
- Various roles:
 - *Learning mentor, ABA worker, teaching assistant, psychology assistant, teacher, CAMHS support worker, SALT assistant, Child Social Care, pre and post 16 etc. etc.*
 - *Teacher or in-training PGCE, TeachFirst etc.*
- *Important to think about the purpose of pre-requisite experience:*
 - *Learning about children and young people and their development, and what supports this.*
 - *Developing professional skills and applying psychology in the role.*



DAEP Entry information etc.

- DAEP Website Page
 - <https://www.nottingham.ac.uk/pgstudy/course/research/psychology-applied-educational-psychology-doctorate-dappedpsy>
- Department for Education
 - <https://www.gov.uk/educational-psychology-funded-training-scheme>
- BPS: Information on Educational Psychology as a Career
 - <https://www.bps.org.uk/educational-psychologist-job-profile>
- Division of Education and Child Psychology (DECP)
 - <https://www.bps.org.uk/node/938>



Application Questions

- Is the interview process the same for self funded applicants? Also, what are the tuition fees for self-funded?
- In the personal statement, I know I need to show how I apply my knowledge of psychological theory to my current work. Would you recommend discussing general theories and ideas or citing specific research papers?
- What do you recommend including in the personal statement for the application. Would you say to focus on anything in particular?
- With the personal statement, is it better to include citations or to include general psychological theory?
- What should I expect for the interview day?
- What will make my application stand out? Is there something university's want to see?
- What are your do's and dont's for the personal statement?
- What should be included in the personal statement?
- How should the personal statement be structured?
- When reflecting in the personal statement should I follow a reflective model such as Gibbs?



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Applications – Key dates

- **Application Deadline: Wednesday 30th October 2024 (5pm)**
- **References Deadline: Tuesday 29th October 2024 (5pm)**
- **Interviewing and Shortlisting Deadline: Friday 21st March 2025 (5pm)**
- **Offer Release: Wednesday 26th March 2025 (midday)**



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Eligibility Questionnaire
Click here to use our preliminary questionnaire.

<https://www.aep.org.uk/EPFT>



Application Questions...





DAEP Programme USPs

- Inclusive
- Collaborative
- Problem-solving
- Research-Practitioner Mindset
- Critically Reflective Professionals



Nottingham

- A Student Orientated City
 - Community
 - Art, History & Culture
 - Music & Entertainment
 - Food/Drink & Shopping
 - Green Spaces & Sports
- <https://www.nottingham.ac.uk/jobs/moving-to-nottingham/whats-on-in-nottingham.aspx>



“The programme culture, ethos, and structure values and nurtures the trainees, and gives them space to develop professionally and personally. It also empowers their learning, enabling them to take control of their own development and identity as an EP in a changing professional educational landscape”

(BPS Accreditation Visit Report, 2018)



“The programme demonstrates a robust integration of practice and theory in assessment tasks, with a strong weighting given to professional competence.”

(BPS Accreditation Report, 2018)



“The central value placed on interpersonal skills, reflective practice and consultation as core skills is consistently shown by the programme, TEPs and stakeholders.”

(BPS Accreditation Report, 2018)



“Trainees’ responsibility for designing, refining and reflecting on their own model of problem solving is commended and underpins trainees’ confidence and ability to reflect and review fitness for purpose.”

(BPS Accreditation Report, 2018)



“There is a culture of support and collaboration at all levels creating a very positive learning environment. Stakeholders spoke of a transactional partnership.”

(BPS Accreditation Report, 2018)



Potentially useful reading

- Journal - Educational Psychology in Practice, Taylor and Francis.
- Journal of Division of Educational and Child Psychology, Leicester, BPS
- Cline, T., Gulliford, A. and Birch, S., (2023) Eds., Educational Psychology: Topics in Applied Psychology 2nd Edn. Hove. Taylor And Francis. Or 2nd Edition (2016)
- Kelly, B Marks Woolfson, L. and Boyle, J (2017) Eds., Frameworks for Practice in Educational Psychology: A Textbook for Trainees and Practitioners (2nd Edn), London, Jessica Kingsley Publishers.



Thank you for your Interest

- Opportunity to talk informally in small groups with trainees and tutors
- Thank you for your interest in the Nottingham programme and attending today.
- We would be grateful if you could spend a few minutes of your time to give us feedback on your experiences today
- We look forward seeing your applications in future.
- Further enquiries can be made via our Course Coordinator: ep-administrator@nottingham.ac.uk



Open Morning Evaluation Form





Questions or comments





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Thank you

For your attending our
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