

Professional Training in Educational Psychology
**Doctorate in Educational Child and Community
Psychology**
2021-2022

Welcome

Welcome to the Graduate School of Education in the College of Social Sciences and International Studies.

On behalf of the School I would like to welcome you to the Doctorate in Educational, Child and Community Psychology professional training course at the University of Exeter. The course is a member of the NOREMID SW training consortium which consists of seven other universities which provides professional training across the North, Midlands, East and South West of England. The University of Exeter is regularly in the top 10 University list for the UK and in the top 1% of universities world-wide. You have made a good decision to study with us.

I feel sure that your time with us will be challenging, physically and mentally demanding; intellectually stimulating and hard work. Above all though it will provide a unique opportunity to reflect on your own professional and personal development and reassess your own priorities. Often it will be fun. It is difficult to make this journey through doctoral study without support and I would like to thank your families and friends in advance for their encouragement, forbearance and assistance.

I look forward to meeting you all.

Professor Sandy Allen

Head of GSE

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Course Introduction:

Welcome to the Professional training course in Educational Psychology at the University of Exeter. We hope that you will find the course enjoyable and stimulating and that the course will lead to your growth both professionally and personally. However there is a cost associated with the personal and professional growth in that at times you will find the demands of the course to be challenging and all consuming.

Our course philosophy may be summarised succinctly as:

Be the best (applied) psychologist you can be.

You may find this in itself may pose difficulties for you as we do not prescribe the nature and manner of your practice. We see your practice and competence developing gradually over the three year period you are with us, and then extending to the remainder of your professional life. At times you may feel lost and may question why we have designed the course in this way. However experience and past trainee educational psychologists (TEPs) who have studied here before you tell us that Exeter trainees are stronger, more effective, and better prepared practitioners as a result of this journey.

This hand book is in three chapters: the first chapter – course pages deals with the foundational information underpinning the course; the second chapter – practicum pages details fieldwork and practicum; the third chapter – research pages is devoted to research specific information.

As you will gather through looking at this handbook, two of the key attitudes/approaches we expect you to develop (or continue to develop) by the end of the course are those of being flexible and adaptable. In our experience of 66 total years of running the DEdPsych course, never have these attitudes been more necessary. You have been selected as you were demonstrated the foundations of these attributes and therefore you are in a slightly better place to start the training than if we did not privilege these attributes.

You do not need me to list the manifold uncertainties that we as humans have faced over the last eighteen months. The knowledge surrounding Covid19 has developed and continues to develop and we are hopeful that we will be able to resume our face to face teaching.

We as a course team and you as Exeter TEPs need to be able to function effectively in a time of ambiguity. We need to accept this, think fast and respond in ways that do not deny opportunity or breach a stance that is principled and ethical. These attitudes and approaches must be seen in the light of our own personal vulnerabilities, our family vulnerabilities and the environmental constraints we live with. These vulnerabilities and constraints will be different for every one of us, and as a course team we have to balance these vulnerabilities against the regulatory demands of the University, the British Psychological Society and the Health and Care Professions Council.

Our additional aims at this time are as follows:

1. We will respond in line with the regulations of the University, the placement providers, the BPS and HCPC. As you are Exeter University students, the university guidance and regulations will take precedence.
2. We expect you to take steps to ensure your own safety and the safety of those with whom you come into contact.

We look forward to getting to know you better and ultimately to the day when you are able to graduate as flexible and adaptable educational psychologists. Welcome.

Programme Philosophy:

There are a number of approaches to professional educational psychology. I would like to contract two. Imagine life as a journey which involves following the course of a raging and often dangerous torrent, and having to cross the torrent and the dangers that lie within it. Those who fall into the torrent will have a severely impaired set of life chances. As educational psychologists we have a choice. We can throw ropes to those who have fallen into the torrent and trust that they will be able to seize the rope and then have the strength to hold on as we attempt to pull them ashore. The second way is that we can aim to equip those on the life journey with the skills necessary to avoid falling in, and if they are unlucky and do fall in they have strategies to get out unaided.

Bob Burden - Programme Director 1972-1998

We would like to start by asking the question – *why would anyone want to train as an educational psychologist?* It is unlikely to be financial rewards, as although educational psychologists are relatively well paid, the chances of receiving very generous emoluments are remote. Our experiences would lead us to posit that there are two linked constructs underpinning the reasons for training: firstly, a passionate interest in psychology and secondly, a need to direct individual professional action towards using that psychology to help, support, strengthen, focus and provide direction in support of the development of young people, children and increasingly adults. Many people may be facing an educational journey that is constrained in some way for them. Exeter TEPs want to work with people through collaboration with an awareness of inbuilt power imbalances in order to remove the constraints and limits to educational and psychological development.

However we do not see educational psychology as limited only to those most vulnerable in our society, Exeter TEPs see educational psychology practice as influential in providing the evidence base for the pedagogic practices in all educational and community settings, and evoking changes in those settings. Exeter TEPs see the focus of educational psychological activity as being directed towards any setting where a pedagogic discourse is taking place (Bernstein, 1990, 1996). Thus the application of educational psychology is not limited by age.

We have summarised our vision for the trainees is that they should become the best applied psychologists that they can be. This statement may superficially appear facile, however the statement encompasses some more complex ideas which underpin our approaches at Exeter.

Firstly the vision acknowledges that the professional journey towards qualified status is linked intimately with a personal journey. If we are serious about training professionals rather than technicians we need to be sure that the training constitutes a continuing dialogic

discourse between the personal self and the nascent professional self. This on-going reflective discourse marks the Exeter TEPs as adult learners within the frameworks for training, and Exeter TEPs will need to develop the skills of making sense of the information and experiences presented to them at both a personal and professional level (Argyris. 2002). Further the routes taken by Exeter TEPs will differ as their backgrounds and histories differ even though they are participating in the same training course.

Secondly, the corollary to the first point is that the training is ultimately an individualised process. We will give no algorithm or blueprint for what constitutes the most effective way to meet the standards of proficiency and the programme standards listed by the Health and Care Professions Council (HCPC – the statutory regulator) and British Psychological Society (BPS – the professional body) respectively. Our role is to ensure that Exeter TEPs understand and follow practice that is ethical, protects the people we work with from harm and promotes opportunity. The routes taken by Exeter TEPs to this end will be varied, as the routes will derive from the practice of braiding: personal experiences; professional experiences; personal beliefs and values; psychological knowledge; practice knowledge and personal theory and the appropriate evidence base as the TEPs progress through training. Jarvis describes one aspect of this process and a contrasting view is provided by Checkland in his description of the work of Jeffry Vickers (Checkland and Poulter, 2006; Jarvis, 1998). Thus we expect that the ways that Exeter TEPs will practice in ways that are ethical. We aim to offer TEPs a chromatic range of psychological and educational experiences, as an Exeter TEP you will choose the approaches that speak most clearly to you and you will be responsible for the final canvas that is produced.

Thirdly, we anticipate that all Exeter TEPS will practice in ways that differ, but are sound ethically as a consequence of training deriving from our vision. We believe this to be a strength particularly in times of doubt and uncertainty about the domains of practice and the focus of practice now and in the future.

Lastly, a major part of being the best applied psychologist you can be necessarily involves being an effective consumer and producer of new knowledge through research. One can only be an effective professional through becoming an effective researcher. On completion of the course Exeter TEPs will have developed as a researching professional who is capable of appropriate critique and can apply appropriately rigorous methods to the solution of educational and psychological problems.

The aims of developing professional practice and developing as a researcher overlap and have an influence each other. This makes the DEdPsych course demanding and challenging. The work of an educational psychologist is worthwhile, fascinating, varied, and exciting, and we make no apologies for the demand and challenge as the demand and challenge will enable you to practice in ways that support the development of any learner in society,

Argyris, C. (2002). *Double-Loop Learning: Teaching and Research. Learning and Education* 1(2), 206-219.

Bernstein, B. (1990). *The Structuring of Pedagogic Discourse: volume IV class, codes and control. London: Routledge*

Bernstein, B. (1996). *Pedagogy, Symbolic Control and Identity: theory, research, critique*. London: Taylor and Francis.

Checkland, P, and Poulter, J. (2006). *Learning for Action: a short definitive account of Soft Systems Methodology and its use for practitioners, teachers and students*. Chichester: Wiley.

Jarvis, P. (1998). *Developing Theory from Practice in an Educational Context*. Guildford: University of Surrey.

Jarvis, P, (1999) *The Practitioner-Researcher: developing theory from practice*. San Francisco: Jossey Bass.

Programme Aims:

Our aim is produce professional educational psychologists who can promote equality of opportunity for children, young people and other learners through the application of psychology.

More specifically our aims are that an Exeter graduate will:

1. Work with people from 0 – 80 in an ethical way.
2. Apply psychology to life situations.
3. Promote equality of opportunity through their work.
4. Apply psychology across a range of contexts: home; school; college; workplace; prison; hospital; anywhere where there is a *pedagogic discourse* taking place.
5. Inform educational decision makers about research, evaluations and psychological theory, which should guide, influence and determine policy making decisions and processes.
6. Contribute to international, national and local initiatives which will have impact upon the learning needs of the wider community.
7. Promote psychological well-being to enable personal or institutional growth and development to take place.
8. Undertake research into one's own practice and the effective application of psychology in settings where learning takes place, and disseminated this information.
9. Is flexible and adaptable and not constrained by the dimensions of their work at any one time.
10. Is aware of power differentials between oneself as a professional and those others with whom EPs work, and take all necessary steps to ensure that the intended professional activity is a positive force in the lives of those with whom EPs work.
11. Is aware of the relevant legislation; standards for practice; policies and procedures for protecting children, young people and vulnerable adults from harm.
12. Is aware of their own health and well-being and is able to recognise the impact a professional's health status may have on the ability of the professional to practice effectively.

General Information

This handbook provides basic information about your degree; its staffing, structure, assessments and where to find help. This book should be read in conjunction with the College's Guide for students.

We expect you to be familiar with and have read the handbook and the procedures and regulations which underpin the programme.

There will inevitably be changes during your time with us, particularly with regard to the timetable. We shall keep you informed of any changes. Please check your university emails regularly. Once you are registered we will only use your university email address to contact you.

Student Information Desk (SID)

There is online support available 24/7 and a desk in South Cloisters, which is open from 0900-1700 during term times, with slightly restricted opening at other times. The SID should be your first point of contact for a range of matters connected with University systems and IT. <http://www.exeter.ac.uk/students/services/ssc/>

For course related information, sickness procedures etc., please connect Katie Dalzell, the DEdPsych Administrative Officer on DEdPsych@exeter.ac.uk. Katie usually works on Thursdays and Fridays.

eLearning Environment – ELE

Some aspects of the course use a blended learning environment in which ELE forms an adjunct to seminars and discussions. You will be introduced to this early in the course.

Key Support Staff

Name	Email prefix@ex.ac.uk	Role	Room	Telephone extension – 72xxx
Andrew Richards	<i>a.j.richards</i>	Programme Director	NC 108	4445
Margie Tunbridge	<i>m.tunbridge</i>	D/programme director; APT Bridge EPS	NC 108	5983
Andrea Dennison	<i>dedpsych</i>	Consultant APT Barbados		
Reme McLean Thorne	<i>d.r.mclean- thorne</i>	APT	NC 109	07908 465735
Lata Ramoutar	<i>l.ramoutar</i>	APT Babcock International	NC 109	5984
Liz Hampton	<i>e.a.b.hampton</i>	APT Plymouth	NC 109	5985
Caroline Gallagher	<i>c.b.gallagher</i>	APT Somerset	NC 110	5985
Will Shield	<i>w.e.shield</i>	APT Bristol	NC 110	5985
Kate Hornblower	<i>k.hornblower</i>	APT Cornwall	NC 109	5985
Stephanie King	<i>s.king4</i>	APT Dorset	NC 110	5985
Brahm Norwich	<i>b.norwich</i>	Professor	NC 122	4805
Katie Dalzell	<i>dedpsych</i>	Administrative Officer	NC110	2719
Melissa Mitcheson	<i>m.mitcheson</i>	Administrative Officer (Thesis)	SC G44	2722
Kim Mugford	<i>k.a.mugford</i>	Senior Administrator	SC G44	2199

Research/Professional Interests of Staff

Andrew Richards	Assessment, testing, mediated learning experiences, psychogeography, reflective practice
Margie Tunbridge	Critical incidents, formulations, bereavement, consultation, supervision
Reme Mclean Thorne	Paediatric Psychology
Lata Ramoutar	Looked after children, PCP
Liz Hampton	VIG (video interaction guidance), VERP, consultation
Will Shield	Complex trauma, critical attachment theory, looked after children, mental health, well being, social mobility Ethics
Caroline Gallagher	Family Dynamics, self-organised learning
Brahm Norwich	Pedagogies of inclusion, professional activity, Lesson Study
Andrew Dennison	Psychodynamic approaches
Kate Hornblower	SEMH, emotional well-being in staff and students, anti-bullying
Stephanie King	Generic educational psychology practice

Resources

Post Graduate Research Centre

As research students you have access to the ground floor of staff house which is the Post Graduate Research Centre. You will find quiet areas for working and a space to relax, make light refreshments and the garden to enjoy.

There are several dedicated spaces which give computer access across both campuses.

Research Allowance

To help with costs related to your research, each trainee is entitled to a limited contribution to the travel, subsistence, conference and resources costs that DEdPsych trainees may incur as a result of their research. Each trainee is entitled to an initial total of £1,000 over the course of their period of normal registration. Please make sure you consider your previous claims and any possible future expenses when claiming against this limit. Further details on the research allowance and how to claim can be found in the [Research Student Handbook](#).

During years 2 and 3 you will be primarily based at your placement, and travel costs associated with this should be reimbursed by the local authority with whom you are placed. Should you incur research-related travel costs while on placement you may claim these from your research allowance. Please be clear when submitting your claims that the travel was for research purposes

Print Shop

In Northcote House on the Streatham Campus, the staff are very friendly and helpful and provide a fast service for photocopying, laminating etc.

<http://www.exeter.ac.uk/departments/communication/mark-ops/print/>

Library

The Library on the St Luke's Campus is one of the best education libraries outside London. For some psychological books you may need to visit the main library.

<http://www.exeter.ac.uk/library/>

Tests

We have copies of some psychological and educational tests and an archive of resources. Please ask for more information.

IT support

Student information Desk (SID) help and support, phone: 01392 724724

<http://www.exeter.ac.uk/sid/whatsiddoes/>

A-Z student services

<http://www.exeter.ac.uk/students/az-services/>

Food

Food and refreshments are available on campus in Cross Keys, there is a large supermarket close by and some smaller shops in Magdalen Road about 5 minutes' walk away.

Financial Difficulties

Please contact the Student Guild.

Course information

Summary of course structure

There are three strands to the course which are braided together. These strands are the Academic, Practical and Research strands. The programme specification and module descriptors are available on the website. These notes are a summary, please refer to the module descriptors and the assessment overview for fuller details

ACADEMIC – 3 modules EDPS01 – 03; 150 credits

PRACTICAL – 3 modules – 120 credits

RESEARCH – 3 modules – 270 credits

EDPS01: Introduction, Delivery and Diversity: the module is assessed by two 2000 word essays and a presentation.

EDPS02: Working with Groups and Organisations and the Child in Context: the module is assessed by a 6000 word essay on a theme taken from the Child and Context.

EDPS03: Professionalism, Services and Communities: this module is delivered largely through a Problem and Enquiry Based Learning approach, and is assessed through a 3000 word essay OR a 12 slide presentation.

EDPS04-06: Practicum in Years 1, 2, and 3: EDPS04 is the time in which you acquire a familiarity with schools and school systems and also gain the foundational skills in preparation for years 2 and 3 placement. EDPS05 in year 2 is the time for you to develop competence in those skills, and EDPS06 in Year three is your chance to become autonomous and fluent in the use of those practicum skills. Assessment is by: (1) satisfactory completion of placement; (2) completion of the Exeter SoPs document; (3) compiling a portfolio detailing your professional journey and a (4) critical reflection on that portfolio. The portfolio is an e-submission. The critical portfolio reflections for EDPS 04 and 05 comprise a 3000 word essay. The critical portfolio reflection for EDPS06 takes the form of a presentation which must be delivered at the January return in Year 3.

EDPS07: Research methods and testing: During this module you will develop skills of critical responses to the literature as a foundation for developing your own research project. There will be additional input on some specific areas. The assessment for this module is a 3000 word critical review of two papers.

EDPS08: Group Research and Thesis Planning: This module is delivered through the planning, and execution of a group research project which then reports to a wider audience. The project is sometimes commissioned by local authorities. The assessment is a 6000 word literature review which forms the basis for your thesis and research plan.

EDPS09: Thesis; The module is delivered through research tutorials and is assessed through the presentation of a thesis which can be in a variety of formats in preparation for marking by internal and external examiners and an oral examination.

You MUST pass all assessments in order to gain the degree.

If you **cannot** complete all the assessments and if you have acquired at least 180 credits you may apply to leave with the Master of Practice-Based Educational Research (MEd PBER) exit award. This is not a professional qualification, and you will NOT be able to apply for registration as a practitioner psychologist with the HCPC, and not be eligible to apply for chartered membership of the BPS.

Supervision and Tutorials

The table below summarises the tutorial support and supervision for you.

YEAR	TYPE OF TUTORIAL/SUPERVISION	FOCUS
1	Monthly research tutorials individually on request	Research strands
	Monthly supervision individually	Any aspect of course
	Fieldwork Supervision	30 mins for each day on placement with field work supervisor
2 & 3	Fieldwork Supervision	30 mins for each day on placement with field work supervisor
	Observation of your work by Field work supervisor	Monthly – calibration of your skill development and professionalism assessment
	Observation by visiting tutor	In accordance with visiting schedule, assessment of your professionalism.
	Weekly e-contact with visiting tutor	Any aspect of course
	Placement visit by visiting tutor	Any aspect of course
	Research tutorials	In person on returns and additional times by arrangement with your research tutors. Focus your research project

Supervisor – Year 1, a member of the course team allocated to you,

Visiting Tutor – Year 2 and Year, 3 an allocated member of the course team who takes over from your individual supervisor in year 1 and who will be visiting you on placement and who will be the first point of call for your field work supervisor

Fieldwork Supervisor – all years, a member of the service in which you are undertaking your practicum. The role may be shared, if so you will have a lead supervisor.

Research Tutors – Year 2 and 3. University research staff and professional tutors work in pairs to support the planning and completion of the thesis.

On placement you will have an assigned fieldwork supervisor, who is an experienced HCPC registered psychologist who will be eligible for chartered membership of the BPS. You may well have a pair of supervisors, and this is a very good opportunity to experience the working styles of two psychologists. One of them will lead and will therefore be responsible for the completion of your placement forms. You should expect to be observed at least monthly by your supervisor(s) either in person or through a video recording of your practice. Your visiting tutor will also observe your practice. There are further details in the practicum pages.

During your study with us, you may well encounter difficult and distressing circumstances which you feel may have an impact on your participation in the course. You must tell us if this is happening to you. You have a professional duty to do so. Your tutor/supervisor is

there to listen and may be able to help, and possibly offer suggestions for ways of managing the difficulties that have arisen for you. If the circumstances are severe, we may well recommend that you interrupt the course, so that you are better able to focus on the personal difficulties and then return to the course.

Timetable

The timetable will be provided to you as you progress through the course. It can change at short notice, for example if the tutor is unwell. There is a broad summary of the timetable appended. The figures represent the number of days that are required that week for attendance at the university.

Hand in dates

Hand in dates are found in the appendices. Please submit work electronically to DEdPsych@exeter.ac.uk. Entitle the file with your registration number, relevant module code and submission number, e.g. 52008967EDPS01aSub1. Please make sure that your name is not visible on any part of the submission including footers.

We aim to return your work within 3 weeks of the submission date, this may be altered if the marking period falls over public holidays. If you submit your work early, it will not be marked in advance of all other submissions as it needs to be moderated against the work of the whole cohort.

Assessment

Your work will normally be marked by two markers. The second person who scrutinises your work is a moderator. Your work is e marked with electronic annotations. Some of the markers use the SPaG notes which you will find appended.

When we annotate we will be doing this to encourage you to broaden your thinking on this topic; to question your accuracy in reporting on a source; to provide suggestions for further reading; to join in the debate with you; to suggest how you might be more critical or analytical; to congratulate you...

Assessment criteria

You will be assessed using most of the criteria from the table below as appropriate.

KNOWLEDGE AND UNDERSTANDING	Identification of key issues at the forefront of the area of scholarship or professional practice Awareness of the complexity, contradiction and incompleteness of data in the area of scholarship
SYNTHESIS AND APPLICATION	Advanced critical capacity allowing independent evaluation of the area of scholarship Comprehensive understanding of techniques/methodologies applicable to the research area OR Levels of synthesis that generate a contribution to existing knowledge in the research area
COMMUNICATION AND PRESENTATION	Clear and effective communication of complex information Presentation of work (regardless of content) at a peer reviewed standard/publication quality

This table has been explicated further in the appendix alongside the 4 grades that we use:

E1 – work of an exceptional quality

E2 - work that exceeds the minimum amount of evidence required for this criterion

S - work that has sufficient evidence of having reached a doctoral standard

I - insufficient evidence

The agreed grade indicates which of the following recommendations have been made by the marker:

Pass (P) – A doctoral standard has been achieved for all assessed criteria

Minor Corrections (M1) – some minor revisions are required which need to be completed and re-submitted within 3 weeks

Major Corrections (M2) - The corrections required are substantial and involve some major re-organisations of the work. The revisions to be made and corrected within six weeks.

The mark sheet has a learning from writing section, which it will help you if you complete to avoid making the same sort of errors again.

If on a second submission you have not addressed the corrections that were required originally, **you will fail**. You cannot be awarded the same grade again. Equally, if you do not submit your work in the required format by the deadline, it will fail. If the fail grade is confirmed at the APAC (Assessment, Progression and Awarding Committee), the student will have to leave the course. The student may be eligible for a Masters degree, however this does not confer any eligibility to register with the HCPC and hence work as an educational psychologist. There are no *aegrotat* awards from this programme.

External Examiner

Dr Huw Williams from the University of Birmingham is the external examiner for the course. He is an educational psychologist registered with the HCPC. His job is to ensure that the standards we apply are fair and in line with national standards and bench marks. He would always see all work that failed or borderline.

For your thesis you will have another external examiner, please see research pages for details.

Attendance

We expect that you attend every session. We monitor attendance and punctuality closely. The course is analogous to being employed – and you would not decide to take time off for no good reason. If you are ill contact SID and dedpsych@exeter.ac.uk on the first date of your absence from placement or university, If you are still unwell after three days, on the fourth day, you need to complete the self-certificate which is appended (P20). After seven days of illness you need to ask your GP for a sick note. Please also see current guidance about Covid19 on the university's website.

You may request special leave of absence for example to attend the funeral of a close relative, please use the form available from dedpsych@exeter.ac.uk. A copy of the form will

be found in the appendices (7) please return the request to the same address. Appendix 8 is a flow chart showing the possible outcomes for extended periods of absence.. You will need to specify the reason for the request and the steps that you propose to take to ensure that you make up the missed work. Please be aware that your request may be refused. DO NOT book flights/holidays anticipating that you will be granted leave of absence. In the past TEPs have had to cancel flights and holidays that they have booked. Please also refer to the absence from study flow chart which is appended.

If your absence is unauthorised, this will lead to a negative indication on your progress record.

You will be required to attend an extraordinary progress review to discuss the absence, and this will be reflected on any reference requests. You will be required to catch up any work that you have missed within the academic year in which the absence has occurred. The catch-up time is equivalent to the period of absence

All absences are noted and fed back to the DfE and potential employers routinely ask for the number of absences over the past 2 years in reference requests.

	Days available	Total days scheduled	University days	Attendance at university	Practicum
Year 1	230	200	200	150	50
Year 2	220	220	90	18	130
Year 3	220	220	90	12	130

Practicalities

Session times Year 1

We schedule up to three sessions each day: 1000-1200; 1300-1500 and 1500-1700. University input is normally on Wednesdays; Thursdays and Fridays. Placement and Practicum activities will usually take place on Mondays and Tuesdays. The timings for placements will vary and you need to be prepared for started earlier or working later occasionally.

During Sessions

All mobile phones off please. If you use a tablet or laptop to record notes, please use appropriately. Most tutors will not mind your sipping a water or tea/coffee during the session. Please do not eat unless there is a medical reason for your needing to do so. You will have chance to take a very small break during each session. Please see university website/guidance about current Covid19 safety.

Do not record any session unless you have the permission of the person leading the session and the permission of the remainder of the group to do so.

Sessions will start promptly.

Participation in sessions

You will gain most from the course by involving yourself, engaging with the others, the activities and learning opportunities that are presented to you. Occasionally the activities may involve some material or activity that may leave you feeling uncomfortable. We plan the sessions here carefully and try to present material in a range of ways. Please bear with us, there are good reasons why we choose to deliver certain aspects in certain ways.

For example, some parts of the course will require you to take part in role play and video work, for example consultation and VIG. We recognise that it is difficult to see oneself on video recordings, however participants from the past have found the end experience very useful. Past TEPs have been able to see beyond the artificiality and become part of the role play and learn from the feelings and thought that are evoked by the day.

You are going to be working in contexts where emotions may be very raw and the people with whom you work may be very upset. You need to be able to behave in a professional way when confronted with such situations. We hope and intend that the learning experiences that we provide for you here are a place to explore your own responses to these situations, so you are better able to behave professionally when practicing.

We are trying to balance providing you with learning opportunities that are interesting, energising, exciting, and involving against providing learning opportunities that are safe and bland. It is usually much more effective to learn through a guided experience rather than reading about an experience. Be assured we would not knowingly expose you to experiences that are unsafe. We provide support for anyone who is affected by the experience of learning on the course if they need this.

You are under no obligation to tell us anything that you do not wish to share during teaching sessions. Any information that you tell any member of the tutor team is treated confidentially within the tutor group.

We will seek your agreement for your participation in our sessions at the start of the year. If you wish to excuse yourself from one particular session, this is fine, and we are aware of the sessions which may lead to stress and we warn TEPs of these sessions at the start of the session. For example if we talk about death; the nature of disability etc. We will then discuss with you how you can address the gaps in your knowledge and experience caused by missing a session.

If your own life experiences become overwhelming as evidenced by your inability to act professionally, we should discuss this as a matter of urgency as your fitness to practice may be impaired.

Visits

You will be guests in schools and services. Remember that the schools and services are acting out of kindness and therefore make sure that you do nothing which would make them regret extending their hospitality to you. You need to fit in with their timetables.

Behaviour that makes you feel uncomfortable and could indicate others may be in danger

Whenever you are working in schools and other institutions you must be aware that everyone who works within the organisation must have with regard to safeguarding arrangements. There will be a nominated person within the organisation who has responsibility for recording all instances of safeguarding concerns. If a child, young person or vulnerable adult makes a disclosure to you, DO NOT question the person about what they have said, make a note of their words and as soon as is practicable report this to the nominated person. You could tell the young person that they were right to tell a grown up as all adults have a responsibility to keep children and young people safe.

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf)

If you observe a child, young person or vulnerable adult being maltreated in a home setting for example, you should tell the adult who is mistreating the child that you have concerns about the way that they are treating the child and that you are obliged under Working Together to report the incident to the local authority. If you believe that your telling the adult concerned, about your intention to report their behaviour would make things worse for the child, then you should not tell the adult, but just report. You will find out where you should make your report on the local authority website and you will be directed to the Multi Agency Safeguarding Hub (MASH) or the Multi Agency Referral Unit (MARU)

If you believe that a person is in immediate danger, you should call the police, the police will respond when you provide them with evidence of immediate danger.

If you think that one of the course team or one of your peers is acting in ways that could harm others please come in confidence to one of the tutors with your concerns. They will take the appropriate action.

If you are on placement and a service user comes to you with concerns about another person, pass those concerns on to one of the tutors back at the university.

In all cases DO NOT INVESTIGATE/QUESTION yourself. The powers of investigation in safeguarding are strictly limited to the Police, the NSPCC and the MASH/MARU.

Progression Meetings

We hold two progression meetings each year for each of you. These meetings have a dual function, firstly they provide an opportunity to review formally whether you are fit to progress to the next part of the course. Secondly, we use the progression meetings to look at the impact of various parts of the course upon you. There is a proforma which you will be supplied in advance of the progression meetings to complete for the meeting.

Help with writing

It may be some time since you have been writing academically, and we therefore arrange some introductory sessions as part of the induction weeks. You will meet Sarah Rimmington who teaches the whole group and will provide individual support should you need it.

All work needs to be submitted in APA 7. Please follow this link to useful information about references, avoiding plagiarism, summarising and so on.

<https://www.citethemrightonline.com/>

Your tutors will read up to 25% of a draft of any work you wish to submit. If you ask for a tutor to do this they will need at least a week to look at your work and return it to you. You must write to the word length that is stipulated. If you exceed you will automatically receive an I grade and will need to resubmit. Do not include references in your word count.

Rarely, for exceptional reasons we will agree an extension to the deadline. You should apply in advance through dedpsych@exeter.ac.uk. Obviously in the case of sudden and very urgent illness we would grant the extension retrospectively.

The following link takes you to the university support for writing pages.

<https://www.exeter.ac.uk/academic-skills-engagement-team/academic/>

Additionally, there are study skills advisors to whom you can gain access particularly if you suspect that you may have some form of specific learning difficulty, or that you know you have and wish to update your learning plan. The AccessAbility team deal with a range of matters that may affect your progress, not only specific learning difficulties.

<https://www.exeter.ac.uk/wellbeing/accessability/support/>

References for jobs/placements

If you are asked to nominate a referee, please list the programme director. The PD will liaise with your visiting tutor and /or tutors before completing the reference. If you accept a job and then apply for a second job, we will notify the person requesting the second reference that you already have a job.

Practicum

See the practicum pages

Health and Safety

It is your responsibility to work in ways that ensure that you are safe and that anyone with who you work is safe also. The points listed below are a focus for further reflection and should be read for practicum in conjunction with the policies of the placement providers. While we are working within the C19 constraints be aware of the restrictions mentioned earlier which further limit the scope of your contact with others.

At University

1. Remember that thieves operate even in the University precincts. Look after your own belongings and those of the University.
2. You may feel vulnerable following certain teaching sessions, please see the participation guidelines for further information.
3. If you are ill, look after yourself, avoid spreading infection and follow the attendance policy.

Practicum

1. Do not look after a class for a teacher, even for a few minutes.
2. Be careful about intervening to break up a fight – seek other adult assistance.
3. Do not restrain children who may be very angry or upset, each authority has its own procedures for restraint, seek the assistance of another adult.

4. Many children may be very sensitive about being touched, even as part of a friendly gesture, e.g. touching an arm to re-engage.
5. If children climb on you gently ease them off.
6. Do not toilet children.
7. Do not promise to keep secrets children or young people may decide to tell you.
8. Make sure that you know who the nominated person for safeguarding is in each establishment in which you work
9. If a child makes a disclosure, DO NOT question the child, make contemporaneous notes – use exact words in so far as you can remember them and report to the nominated person.
10. Only work with individuals in places that give some privacy but are sufficiently public that you can be observed working together.
11. If a child or young person is very disturbed, consider working with a chaperone, please make sure that the chaperone is acceptable to the child.
12. Do not give lifts in your car UNLESS your insurance specifically allows for this. Use any necessary booster seats etc, and have a chaperone.
13. If you take a child off school premises be sure that the parent consents to this and the school know exactly where you are and have contact with you by phone.
14. If you are home visiting follow the protocol of your service.
15. Avoid using expensive looking brief cases.
16. You may well come into contact with a range of childhood illnesses. Take any necessary steps to protect yourself if you are unsure of your own immunity.
17. If you are ill yourself, be aware that your infection may be life threatening to some children.
18. If you feel uncomfortable about any element of the work speak with your supervisor
19. We cannot list every possible risk the HSE has a useful form for exploring risk

<http://www.hse.gov.uk/pubns/indg163.pdf>

Additional Information

Feedback

We want to know how you are responding to the course and we gather information through a number of mechanisms:

1. ROTW – Review of the Week. Each fortnight you will be emailed a proforma containing the details of the sessions that you have experienced. We would encourage you to tell us why you appreciated them (or not). Please complete the section for *Even better if...* The feedback is anonymous and the programme has been changed in response to this feedback.
2. We carry out a review of each module on completion, again this is anonymous.
3. At the end of the course we carry out a review of the whole course, again anonymously.
4. As research students you will participate in the AMR (annual monitoring of research) process each spring. Your research tutors also take part in this process.
5. You are encouraged to participate in the college liaison forum.
6. You can feed back through tutorials.
7. We also collect information through the progression meeting processes.

If you feel that your comments have not been responded to adequately by the course team, please approach the Director of Doctoral Studies for the School; Dr Phil Durrant.

Information Sharing

As a staff team we work closely together and share information with each other about you and your progress. We devote time to this at our staff meetings. Please realise that unless you tell us not to do so, we will share all information. You must tell us if you do not want a piece of information shared. Obviously we cannot agree to confidentiality if you tell us that you have broken the law, for example.

Respect and Dignity

The course adheres to the University of Exeter Respect and Dignity Policy.

<https://www.exeter.ac.uk/staff/equality/dignity/policy/>

Please explore these pages which provides information on respect and dignity advisors as well as the policies themselves.

Students with disabilities

The course and University welcomes students who may have a disability

<https://www.exeter.ac.uk/wellbeing/accessability/support/>

The web link provides details of support for students who have/may have a disability.

Potential Difficulties

If things do not go according to plan...

Emergencies

Please phone your field work supervisor letting her/him/them know of the emergency and its impact on you if you are expected on placement. Then send an email to dedpsyh@exeter.ac.uk copying in your visiting tutor.

Personal difficulties

There are times when we all have personal difficulties. If this happens to you when on the course, be sure to speak to one of us. It may be that we need to interrupt your study. You should be aware of the need to monitor your own health and your capacity to practice to be mindful of and meet the needs of others. If you continue to practice when you are in no fit state to do so we may instigate the **fitness to practice** procedures.

<https://www.exeter.ac.uk/staff/policies/calendar/part1/otherregs/fitness/>

Placement Problems

In the first instance please discuss any difficulties with your field work supervisor, you may wish to discuss this informally with your visiting tutor. If this does not lead to a resolution then let your visiting tutor know and then follow the procedure listed in the Practice Placement Partnership Framework (PPPF) which is appended.

If allegations are made against you by the placement provider which indicate that they believe that you have broken the law, we would need to interrupt the course for you to allow time for investigation of the allegation.

Being away from Exeter

In year 2 you may well feel isolated after the closeness and intensity of year 1. Make the most of the internet to stay in contact, if you are using social media remember that you should not post anything which compromises anyone's anonymity and right to confidentiality. Remember to complete the weekly log in with your visiting tutor. If we do not hear from you, we will assume the worst.

Bullying/Harassment

We are sorry that you are feeling this way. Please review the web link posted below if this is about a member of the university. Please talk to your visiting tutor if it is arising from placement.

<https://www.exeter.ac.uk/speakout/helpandadvice/>

Personal and Professional Development

All professionals need to engage in continuing professional development (CPD). The entire course is CPD for you, in year 3 as you consider moving into your first jobs you will need to consider the requirements of the HCPC and the BPS in terms of CPD for you to maintain your registration.

The links to the professional organisations are:

<https://www.bps.org.uk/>

<https://www.hcpc-uk.org/education/learners/>

Most EPs are members of the Association of Educational Psychologists (AEP) which is both a trades union, and also the publisher of professional journals. Their website is:

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

Failing the Course

This is an uncomfortable section to write, but it is important that you are aware of how you could fail the course. Having said this very few people have failed the course; less than 1%.

Having read so far you will realise that there are two ways to fail:

Academic Failure – where you have failed to submit or failed to attend to the corrections required for your written work

Fitness to Practice Failure – where your practice is unprofessional and despite opportunities for you to remediate any lack of professionalism, remains so.

Credit Expiry

The conditions for credit expiry are given in the Regulations Governing Professional Doctorates (for the Doctorate), and in the Regulations Governing the Degrees of Masters (for any Master Exit Award, if available, to this programme): <https://www.exeter.ac.uk/staff/policies/calendar/part1/regulations/>.

Chapter 2

Practicum Pages

Practicum: a course of study designed especially for the preparation of psychologists that involves the supervised practical application of previously studied theory.

QUICK GUIDE

We greatly value the time you give in supporting the TEPs from Exeter University. We appreciate you all have different experiences of supervision, and hope this Handbook will answer most of your questions. However, we are very aware that time is precious, so have developed this Quick Guide to enable you to access this document more effectively. We would ask that all supervisors complete Form 1 appendix P10 and send to us at DEdPsych@exeter.ac.uk.

Supervision

-Formal supervision should be the equivalent of 30 minutes for each day of placement.

-The outline and purposes of supervision are discussed on the appropriate pages.

-A working agreement is needed along with a record of each supervision session, see the examples in the appendices.

-TEPs need to keep a copy of the Working Agreement and records of the supervision sessions in their portfolio

The Essentials

Expectations for Exeter TEPs on practicum

All TEPs should experience a variety of cases and approaches to those cases, see the Expectations Section.

We have also summarised the different models of casework that we expect the TEPs to be able to use.

Paper work: - see the appendices

The Fieldwork Supervisor (FWS) will draw up a working agreement for supervision with the TEP

The FWS will sign the record of supervision at the end of each supervision

The FWS will complete the end of year placement assessment in May each year

The TEP and FWS will jointly complete the 3 way meeting form in advance of visiting tutor observation and meeting

The TEP will bring their SoPs record monthly to supervision for discussion

The FWS will observe the TEP monthly and complete the professionalism form

University Links

FWS - please note the phone number and email address of the visiting tutor

The visiting tutor will visit at least once each year. The visiting tutor will observe the TEP, debrief and then meet with the FWS for the 3 way meeting

There are podcast and FWS training available at the university

The Placement Practice Partnership Framework (PPPF)

The PPPF is agreed by all programme directors, and ratified by Principal Educational Psychologists, the DfE and the AEP. The PPPF provides a foundation for what should take place on practicum. It was updated in August 2019 and is appended.

Outlines and Purposes of Supervision

Models of Casework

The BPS core curriculum for DEdPsych courses views problem-solving as being central to effective practice. The HCPC Standards for Practitioner Psychologists makes reference throughout to casework and problem-solving models and the importance of plans, assessment, intervention and implementation.

On the course, the TEPs learn about different models of EP Casework which can be used as a framework for planning their work, reflecting on it and for discussion during supervision.

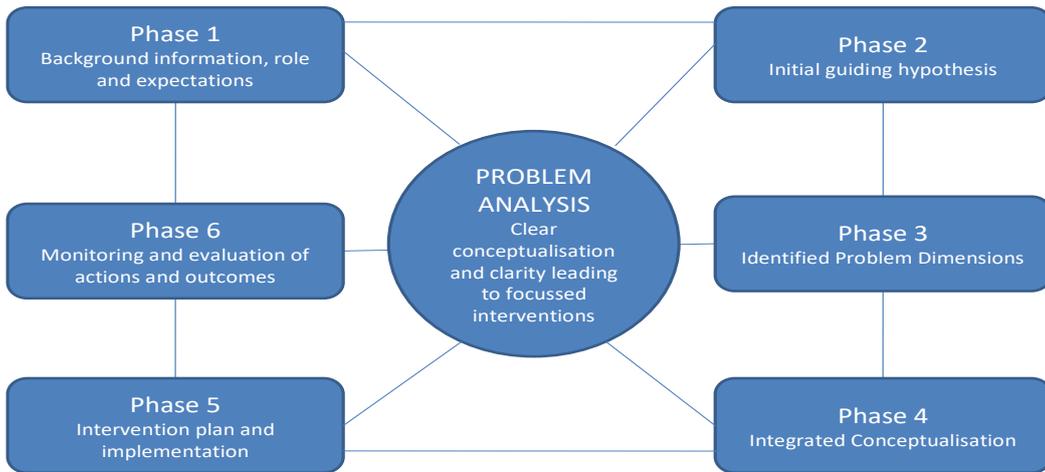
The models presented on the course are:

- Problem-Solving Framework (Monsen *et. al*)
- Interactive Factors Framework (Frederickson and Cameron)
- COMOIRA (A Constructionist model of informed, reasoned action, Gameson *et. al*)
- Integrated Framework (Woolfson)
- DECP (Division of Educational and Child Psychology) Framework for Psychological Assessment and Intervention (2002)

More detailed information on the first four models can be found in the book:

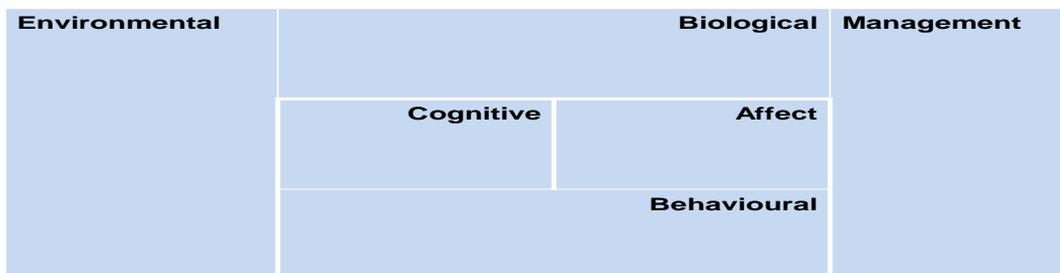
Kelly, B., Woolfson, L. and Boyle, J. (Eds.) (2016) Frameworks for Practice in Educational Psychology: A Textbook for Trainees and Practitioners. London: Jessica Kingsley. They are outlined below, for your information.

Monsen *et al* Problem-Solving Framework



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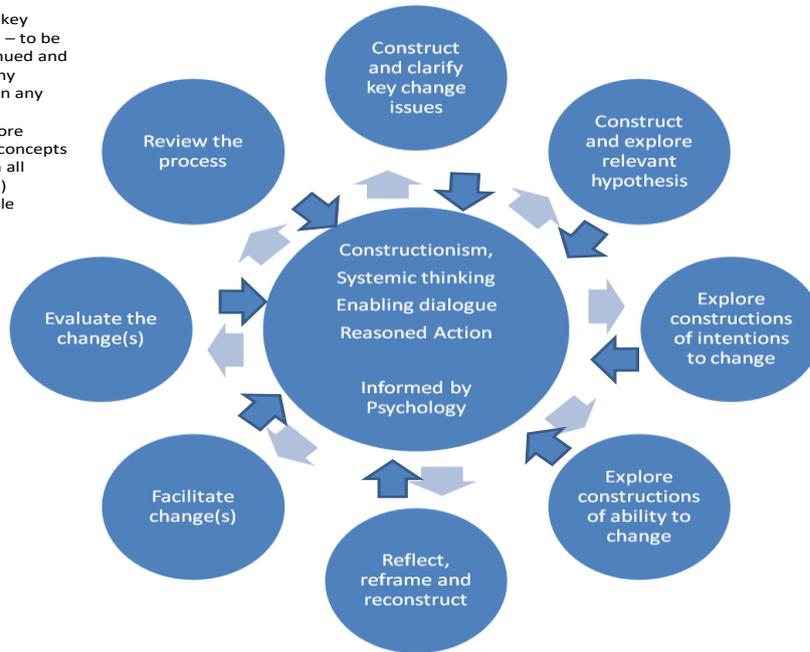
Interactive Factors Framework



Fredrickson and Cameron – can be used as a guide at Phase 3 of the Mosen *et al* model

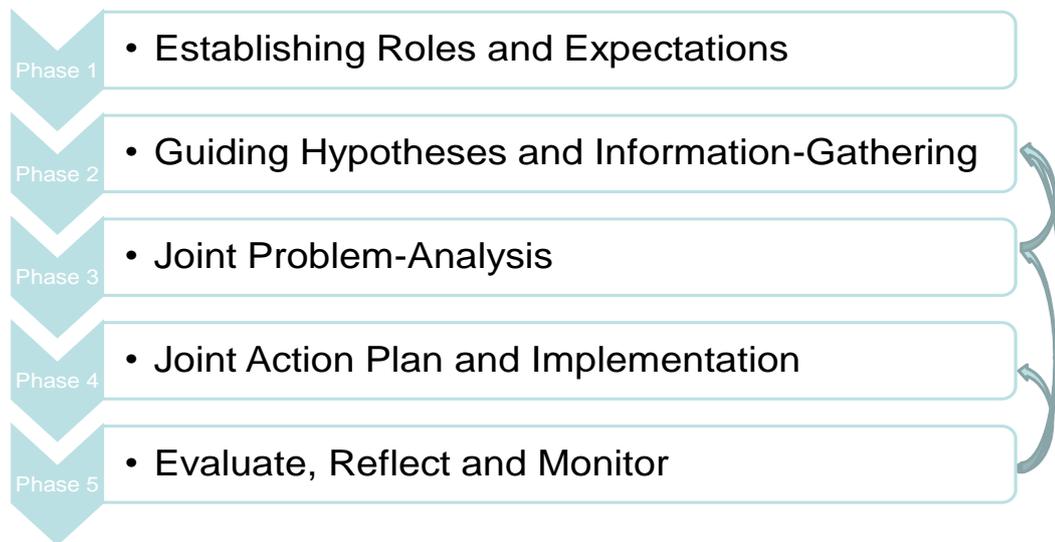
COMOIRA (A Constructionist model of informed, reasoned action) – Applying Psychology to the Process of Change

Outer circles – key decision points – to be entered, continued and concluded in any sequence and in any direction
 Inner circle – core principles and concepts (as they inform all decision points)
 Arrows – flexible movement

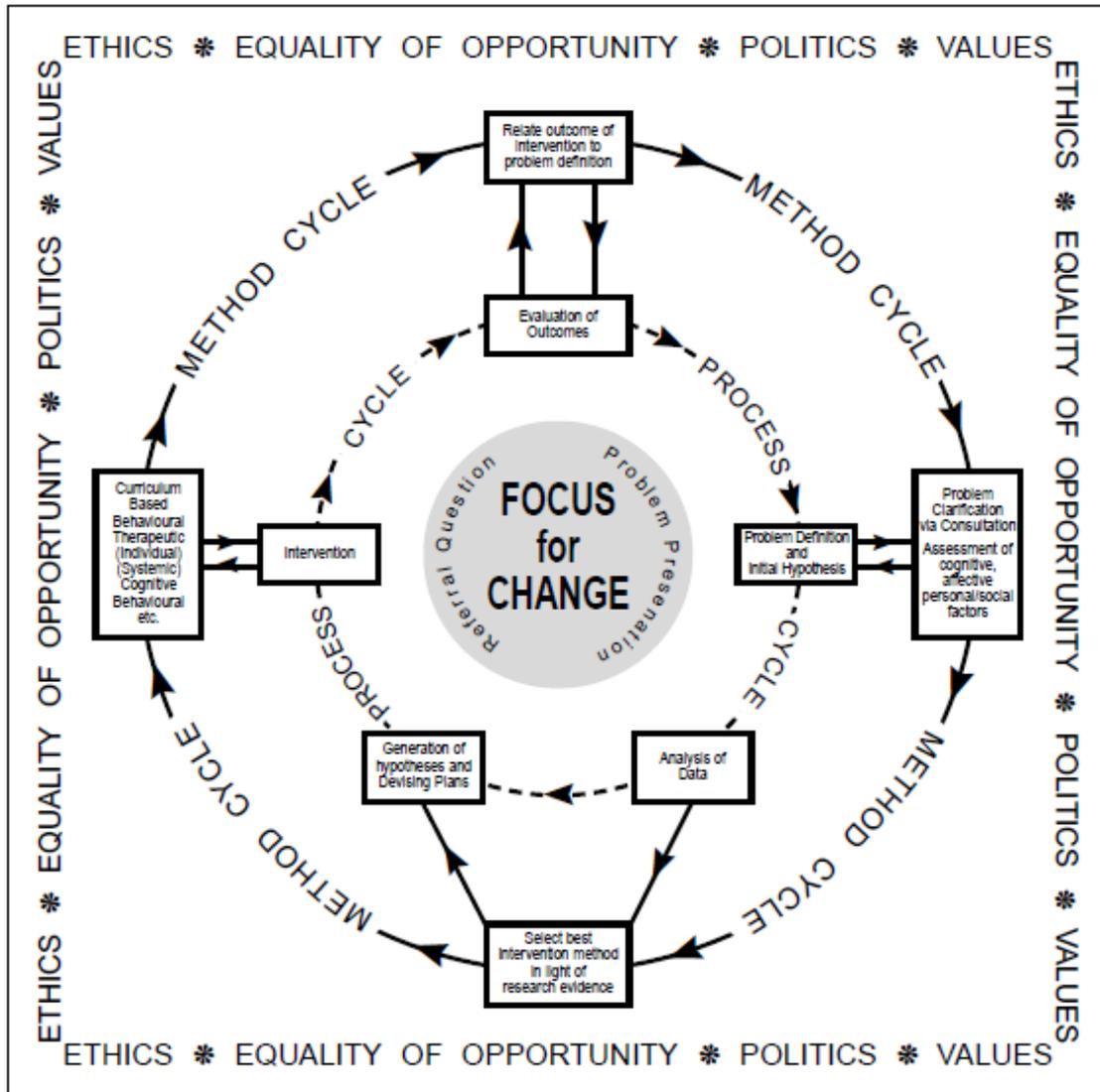


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Integrated Framework



DECP Framework



OUTLINE OF SUPERVISION

BPS and DECP guidance states that supervision should be the equivalent of 30 minutes supervision per day on placement.

It may be useful to read this section in conjunction with the DECP's Professional Supervision: Guidelines for Practice for Educational Psychologists publication, 2010. This document can be found in the Fieldwork Supervisors' section of the University website:

<http://education.exeter.ac.uk/pages.php?id=607>

The Course Documents may also be of use, particularly if the FWS's EPS does not have their own Supervision Policy or pro formas.

What is Supervision?

In brief, the purpose/functions of supervision, to be:

- Educative (joint problem-solving - supporting learning and development)
- Supportive (the emotional and relational aspects of practice)
- Managerial (guidance and monitoring – ensuring effective practice)

It is hoped that all three components will be evident in supervision between the TEP and the FWS.

Organising Supervision – The need for a 'Working Agreement'

Although there is likely to be informal supervision, it is expected that there will be regular (weekly) formalised supervision sessions.

Most of the research/theory into supervision (including feedback to the APTs from the TEPs) places importance on the need for a framework/structure to the supervision session and making it explicit. This framework/structure would benefit from a 'Working Agreement', discussed between the FWS and TEP, and to include discussion and agreement on:

- Timing and duration of the supervision session – including future dates to be put in the diary
- The place where the supervision takes place (ideally not in a car or on a bus, but in the office, or similar place)
- Recording – who records the issues discussed and where is it kept? What is recorded?
- The format of the session. Will there be an agreed agenda at the beginning? Will the session include the educative, managerial and supportive elements of supervision?
- The boundaries and confidentiality
- Expectations – what expectations do the TEP and the FWS have about supervision? What is expected of each other?

It is suggested that this 'Working Agreement' is discussed initially and then revisited from time to time.

We provide a Supervision Checklist for FWS (appendices): presenting guidelines for discussion when developing a Working Agreement for Supervision between the FWS and TEP. There will need to be some form of written working agreement.

We provide Examples of Working Agreements (appendices) which could be used if the FWS's Educational Psychology Service does not already have pro formas for this.

What Might take Place in Supervision

As already stated, there needs to be a balance of educative, supportive and managerial aspects of supervision.

The 'Working Agreement' should help to jointly agree and clarify what happens in the session (see course documents).

If the TEP and FWS are working together for the first time, it would also be useful to have a discussion about:

- The Exeter Course
- The TEP's strengths and needs. The SOPs are a good starting point and could be used for this, including any previous End of Year Practicum Assessment forms including the Priority Development Areas.

The following could also be used within supervision sessions as a base or prop for discussion:

- The Summary of the Range of Placement Activities that Services will Need to Provide as Part of the Training Placement
- Placement Experiences Year 2 and Year 3 (also to be used for a guide in Year 1)
- Exeter Standards of Proficiency (SOPs)
- Any casework could be discussed using the models of casework.

It is necessary that the FWS is able to co-work with the TEP and observe the TEP (regularly in line with the requirements of the PPPF which is appended) in order to:

- Use this as a basis for discussing work during the supervision session
- Use this as a basis for evaluating the skills and development of the TEP.

Record Keeping

The DECP Training Committee's criteria for the accreditation of EP training programmes (2007) states that formal notes of supervision should be kept.

If the FWS's Educational Psychology Service has pro formas for the recording of supervision, then these should be used.

If the Educational Psychology service does not have supervision pro formas, then a record still needs to be kept of the supervision. See the examples of record keeping forms that you may wish to use in the appendix.

The course documents provides a form to record the dates of your formal supervision. It is a requirement of the University that this 'Record of Supervision: Overview' will be signed by the FWS and TEP after each supervision session. This will be checked by the university.

Supervision File

The University requires each TEP to keep a record of their supervision in a separate Supervision File. The file should include:

- Supervision Working Agreement
- Record of each Supervision Session
- Record of Supervision: Overview

The TEP should bring the Supervision File to three way meeting visits from the APT.

In addition to this, the TEP is required to select at least three records of supervision a year to put in their Portfolio and reflect upon.

The Development of Supervision

Hawkins and Shohet (2000) and Scaife (2009) developed a four stage process of the development of supervision with trainees, which has been adapted here and may be useful to think about in regard to TEP development over their 3 years of training.

1. *Self-Centred (Dependency)*
 - TEP dependence on supervisor; TEP insecurity about role
 - Apprehension about 'assessment' element on supervision relationship
 - In casework (from a study into therapists), trainee may focus on details (e.g. assessment data) rather than holistic information – could lead to drawing 'grand' conclusions. Often most concerned about 'surviving' the input with the client.
 - TEP NEEDS: clearly structured environment, positive feedback and feedback, support in not making premature judgements, containment!
2. *Client-Centred (Dependency-Autonomy)*
 - Trainee is less simplistic in their work on cases and able to focus more on the work they are doing with the client (rather than themselves)
 - Fluctuation between
 - i. dependence and autonomy
 - ii. excitement and not being able to cope
 - iii. Over-confidence and being overwhelmed
 - Realisation of the long process of becoming an EP – possible projections onto supervisor of incompetent/inadequate
 - Analogy with adolescence and parenting – fluctuation of TEP mood
 - TEP NEEDS: containment from the supervisor, balanced with challenge and enabling trainee to learn from mistakes. May help to draw attention to the fluctuations as being normal at this developmental stage
3. *Process-in-Context Centred (Conditional Dependency)*
 - Trainee showing increased professional self-confidence

- Minimal dependence on supervisor
 - More able to adjust their approach to clients' needs and see as part of the wider context
 - Their training is now more incorporated into their own personality, rather than as a learnt technique
4. *Mastery*
- Trainee has: personal autonomy, insightful awareness, personal security, able to confront issues etc.
 - Supervision as more of a partnership

What Makes Good Supervision?

Research by Atkinson and Woods (2007) highlights facilitators and barriers to this process (from the view of FWS):

Facilitators of Effective Supervision

1. Supervision offers guidance, problem-solving and support appropriate to the needs of the trainee.
2. Effective communication between the supervisor and trainee.
3. Appropriate time is available to the trainee and activities are suitably paced.
4. The placement is seen as a partnership between supervisor and trainee.
5. The placement is emotionally supportive for the trainee.
6. The trainee is provided with a varied range of experiences.
7. The service context is supportive.
8. The contribution of the trainee is recognised and appreciated
9. The trainee has the opportunity to work with different EPs.
10. Suitable office facilities and administrative support are available to the trainee.

Barriers to Effective Supervision

1. Lack of communication/clarity of communication between the supervisor and trainee.
2. Difficulties in the relationship between the supervisor and trainee.
3. Lack of capacity within the service to meet trainee learning needs.
4. Lack of time for supervisor to offer support for unexpected events or "difficult" tasks.
5. Competing service pressures upon, and priorities for, the supervisor.
6. Unrealistic workload or expectations for the trainee.
7. Issues relating to the competence or confidence of the trainee.
8. Challenges in working with stakeholders (e.g. schools, multi-agency teams).
9. Home or personal issues for the supervisor or trainee arising during the placement.
10. Logistic issues (e.g. lack of access to office equipment, unfamiliarity with geographic area).

In July 2010, Exeter TEPs at the end of Year 2 and Year 1 were surveyed as to their experience of factors that have enabled effective fieldwork supervision and any barriers. The results were as follows (in order):

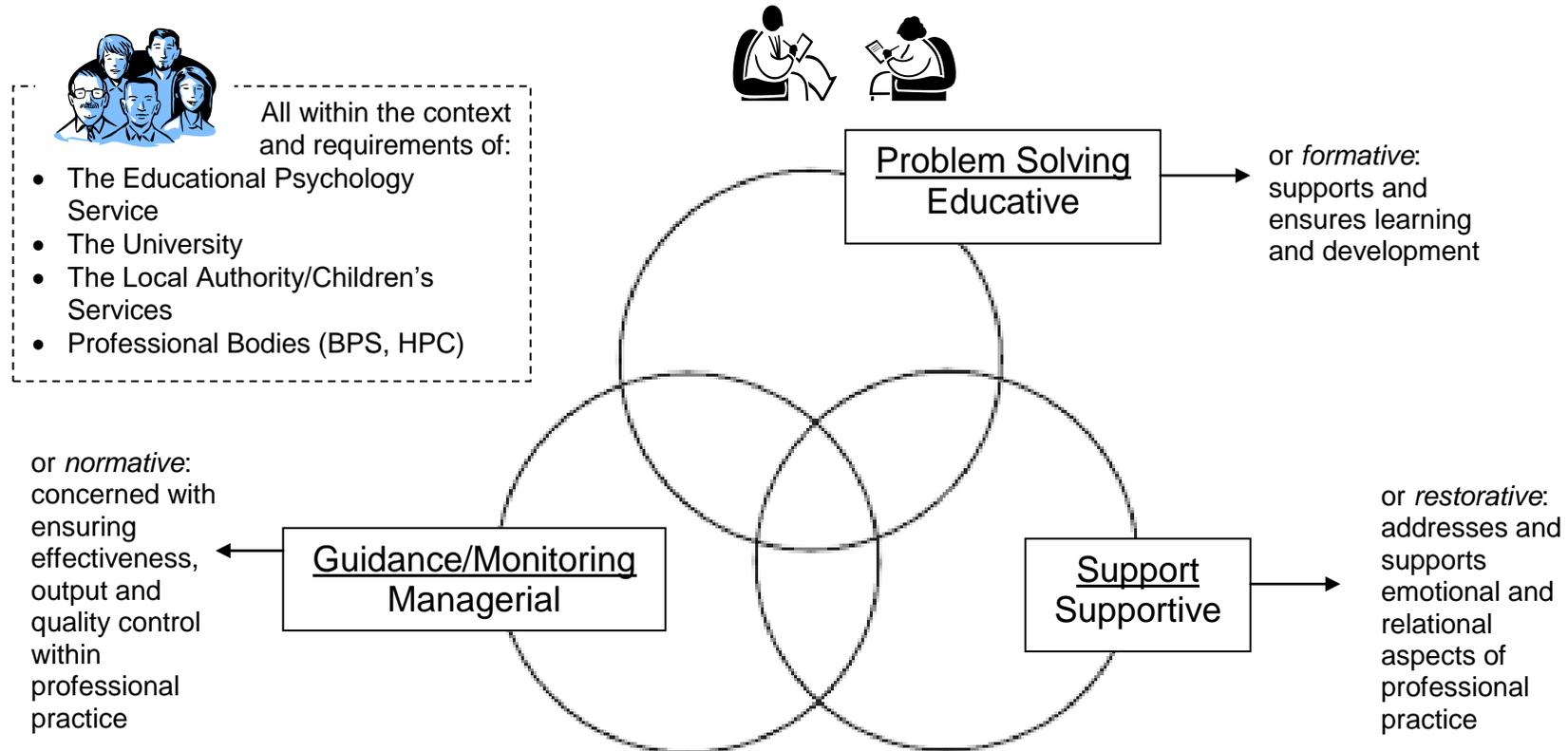
Enabling Factors

1. Agreed timetable/plan of work (clear and agreed organisation of supervision and TEP work; agreed agenda/structure for supervision sessions; working agreement)
2. Guidance and Problem-Solving to support the needs of the TEP (use of psychological theories and models of casework to guide casework discussions; encouraging/discussing hypotheses; critical discussions of casework; suggestions and guidance from FWS; encouraging reflective thinking; making reasonable suggestions to written reports)
3. FWS qualities (supportive; approachable; empathic; trustworthy; feel safe to take concerns to; challenging)
4. Range of supervision experiences (different Supervisor in Year 2/3 or from Y1 to Y2/3; different patch/office in Year 2/3; two supervisors; careful matching of FWS to TEP; observation of a range of TEP work by FWS)
5. Partnership approach (two-way process of learning; good communication; clear explanations; flexibility from FWS and TEP)
6. Knowledge of the course (aware of the Exeter approach in terms of the course content and the demands placed on TEPs)
7. Understanding the skills of the TEP as a developing EP (doing an 'audit' of TEP skills at the beginning of the placement; exploring TEP identity of a developing EP)

Barriers to Effective Fieldwork Supervision

1. Supervision experience and organisation (supervision being too open ended – no structure; time not set aside (on a bus!); lack of shadowing/observation; FWS supervising too many TEPs; too much focus on report writing)
2. Inflexibility (regarding approaches – being told what to do; not wanting TEP to take risks)
3. Lack of Knowledge (about the Exeter course; about different paradigms of approaches)
4. Resources (unavailable/lack of)

The Purpose of Supervision



(Adapted from Kadushin, 1976; Proctor, 1988; Atkinson and Wood, 2007)

It is generally accepted that these are the three functions of supervision. However, there are no universally agreed definitions of Supervision. Different definitions focus on different parts and elements of the process but essentially, supervision can be conceptualised as learning through facilitated reflection on practice.

AIMS OF PLACEMENT

The aim of fieldwork placements is to provide TEPs with a wide range of experiences related to the role of the Educational Psychologist and the Educational Psychology Services. Each placement will vary depending on the needs of the TEP and the service needs; however TEPs would normally begin with opportunities to shadow EPs before moving towards co-working and increasingly working independently.

What will the TEPs be doing on Placement?

This will vary depending on the needs of individual TEPs and which year / term they are in. However as a broad overview:

In Year 1 TEPs should have opportunity to shadow EPs and familiarise themselves with the structures of the EP service (particularly during Term 1). They should also have opportunities to shadow other professionals, engage in some co-working of cases, progressing to independent work by Easter of Year 1. An earlier section provided different models of casework that the TEP may use. It is essential for the TEP to see at least one case through from the initial 'contracting'/planning through to the intervention and/or review stage. The TEP needs to finish year 1 feeling confident to approach their own casework when they encounter it in year 2. They need to have used and written up a range of assessment approaches.

In Year 2 we would expect TEPs to start by initially shadowing and co-working, moving quickly towards working more independently by taking on individual case work, chairing meetings, delivering INSET and beginning to take on individual schools or a small patch.

In Year 3 TEPs should be working independently on case work and be working on casework in an identified group of schools. In addition TEPs should be beginning to work at a systemic level, and gaining experiences across a wide range of settings.

Across all years TEPs should be engaging in a range of casework from all phases of child development and across areas of need. TEPs should also have opportunity to engage in a range assessment, intervention and consultation work.

The Range of TEP work on Placement

Practicum and C19

The impact of C19 has been profound on the work of services. We are living through a time when the practices may need to change very suddenly. We have provided C19 practicum information. E.g. activities and risk assessments in the appendices.

Table 1 (also appended) represents a summary of the range of activities that EPSs will need to provide as part of the TEPs training placement in Years 1, 2 and 3.

The second table 2 (also appended) maps the types of work and the range of work to be carried out by TEPs in Years 2 and 3. It would also be worth considering aspects of this during the placement in Year 1.

By the end of Year 3, the TEP will be expected to have carried out at least two pieces of work in each of the nine age ranges/settings presented in table 2, ensuring a range of needs/issues are covered (ranging from individual casework, group work and organisational work). It is expected that school based work will be from mainstream settings, special schools and PRUs.

It is expected that these pieces of work will be incorporated into the TEP Portfolio with links to the relevant SoPs.

We are aware that the categories presented in the first column of Table 2 are general and constitute a wide range of possibilities. This has been deliberately planned to enable flexibility. Examples of types of casework/issues in each category are (to be used as a guide):

Cognition and Learning	Literacy, numeracy, specific learning difficulties (such dyslexia, dyscalculia, dyspraxia), moderate learning difficulties, severe learning difficulties, profound and multiple learning difficulties
Communication and Interaction	Speech, language and communication needs, autistic spectrum disorder, Asperger's Syndrome
Social, Emotional and Mental Health	Withdrawn/isolated, disruptive/disturbing, challenging behaviours, concentration difficulties, emotional disorders (such as depression and eating disorders), ADHD, Tourette's
Sensory and/or Physical	Visual Impairment, Hearing Impairment, Multi-Sensory Impairment, Physical Disability (such as Cystic fibrosis, Muscular dystrophy etc.)

Multi-Agency	Common Assessment Framework, Team Around the Child, joint working with other professionals, delivering INSET to other professionals, LAC work
Systems	Providing INSET training to school staff, support in developing whole school policies, use of soft systems methodology to investigate a systems issue, work regarding whole school issues (e.g. bullying, playground behaviour etc.), work with parents

This explanatory table is to be used as a guide. We are not expecting a rigid adherence to diagnostic labels. We are also aware that many needs will span more than one area. We therefore suggest that the primary area of need or concern is used when assigning a tick (✓) in the appropriate row/column to represent the work done.

Table 1: Summary of the range of activities that Services will need to provide as part of a training placement

	TERM 1	TERM 2	TERM 3
YEAR 1	Familiarisation with office base, practicalities	Shadowing and joint working, taking on aspects of assessment/intervention	Ensuring basic competence in a variety of assessment and intervention approaches
YEAR 2	Adapted induction package: locality familiarisation; modes of working; significant agencies Shadowing		
	Co-working, some responsibility for some aspect of work, discussion of evidence base for work.	Independent and Co- working but taking on whole cases, acquiring case load balanced across age and phase	Increasing independent working but with FWS responsibility for all aspects of cases worked with. Checking evidence base for work. Match work covered with SOPs
	Make contact with other agencies, observe meetings	Directed work with identified agents, minute meetings	Co-chair and chair meetings, engage in collaborative working
	Observe INSET	Prepare INSET and other group intervention/assessment	Joint Group work and INSET
	Research Planning	Research data gathering	Research data gathering and write up
YEARS 1, 2 AND 3	<p>SUPERVISION AT LEAST 30 minutes for every day on placement – e.g. 2 days on placement 60 mins supervision</p> <p>Attend a selection of team/county meetings</p>		
YEAR 3	Relative independence in case work to an identified group of schools – extend experiences to work in more complex settings and systems level work		
	Explore areas for community impact and research	Continuation of community project	Write up work and disseminate
	Research data gathering and write up	Research write up and HAND IN	Completion of case work, closing cases

TABLE 2 : UNIVERSITY OF EXETER DEDPSYCH PRACTICUM EXPERIENCES ALL YEARS

	preschool	FS	KS1	KS2	KS3	KS4	Adult	Community
COGNITION AND LEARNING 1								
COGNITION AND LEARNING 2								
COMMUNICATION AND INTERACTION 1								
COMMUNICATION AND INTERACTION 2								
SOCIAL, EMOTIONAL AND MENTAL HEALTH 1								
SOCIAL, EMOTIONAL AND MENTAL HEALTH 2								
SENSORY AND PHYSICAL 1								
SENSORY AND PHYSICAL 2								
MULTI AGENCY 1								
MULTI AGENCY 2								
SYSTEMS 1								
SYSTEMS 2								
<p>We would anticipate that each TEP:</p> <ul style="list-style-type: none"> ➤ Will complete at least two pieces of work in each column (for independent work or work where the TEP takes the lead) ➤ Will complete both assessment and intervention followed by evaluation for all pieces of work 								

Processes of working together

Fieldwork supervisors and TEPs about whom you may have concerns.

We all make mistakes. We can remember with embarrassment some time when we did or said something that was mistaken. The fact that we can remember with embarrassment is significant as it is one indication that we have learned and are making efforts NOT to repeat the mistake.

TEPs will make mistakes and we will should expect them to do so.

There will be occasions with some TEPs where we become more concerned about the progress that they are making. The following procedure is a guide for you and the TEP to the procedures you should follow when you are supervising a TEP whose practice concerns you.

1. Note what it is exactly that is causing concern, list the incidents which have led to your being concerned.
2. Map your concern onto the SoPs and the professional assessment form.
3. Tell the TEP of your concerns and the SoPs that have been breached and also the points you have noted from the professionalism assessment where the performance is less than satisfactory. Please arrange to hold this conversation in a quiet and private place.
4. All the TEP time to consider your comments and bring the matters back to the next supervision. This should be within five working days – if you TEP wants to meet sooner, if this is possible please accede to the request.
5. Ask the TEP to let the visiting tutor know of the SoPs that are in need of development and the concerns that led to this decision following these conversations. It may well be that the TEP will have contacted the visiting tutor as part of the weekly check in.
6. At the subsequent supervision discuss with the TEP how you will create opportunities for the TEP to practice and then demonstrate their competence at the SoPs in need of development.
7. At the next monthly observation make sure that the TEP is providing you evidence that they are working on the areas in need of development.
8. If despite the foregoing, there is little evidence of development, please tell the TEP that you will discuss the matter directly with the visiting tutor, and then do so.
9. Be led by the visiting tutor from this point onwards.

N.B. Please do not ignore these procedures by telling any of the university staff about the concerns before speaking with the TEP. If you tell us something you wish to remain in confidence about the TEP, WITHOUT the knowledge of the TEP, we will almost always have to ignore the information. It is not fair to you as an effective supervisor or the TEP to work in a context where there are unspoken concerns.

Professional Assessment

We have made the assessment of your professionalism more formal particularly in years 2 and 3 of the course.

1. Scheduled assessment. Each time that you as a TEP are observed, or that your work is observed remotely, we ask that your fieldwork supervisor carries out a formal scheduled professional assessment. This in turn will feed into your SoPs record. The format for the assessment is appended. Your field work supervisor will rate your performance on those criteria that are appropriate. They will be able to explain why they have rated you in the way they have done so. Your visiting tutor will also carry out the professionalism assessment when they observe you.
2. On-the-spot assessment. There are occasions when your supervisor will want to record an outstandingly good piece of work that you have done on those occasions where a scheduled assessment has not taken place. Equally if your performance is in need of development. The form will, be used to record areas of strength and those areas that cause concern.

On completion of the professionalism assessment, the forms will be sent to your visiting tutor. If necessary the TEPs causing concern procedures would be invoked.

Academic and Professional Tutor (APT) Visit

A tutor will visit the TEPs once in Y1 (April / May), twice a year in Y2 (November / December and April / June) and once in Y3 (November / December). The purpose of these visits is to provide an opportunity to review the fieldwork experience with the supervisor and the TEP. Each visit will include:

- the tutor observing the TEP involved in an activity related to the placement. Ideally this activity would be consultation based. The TEP is then provided with feedback in support of the supervisory process (see Appendix for observation form and professionalism form).
- The tutor providing feedback and supervisory discussion with the TEP
- A three way meeting in which the supervisor, TEP and tutor use the tutor visit form to guide the discussion.
- Setting of appropriate personal objectives for the TEP's future fieldwork following discussion between TEP, fieldwork supervisor and APT.

If a TEP is placed in a setting where the course has not recently placed TEPs, then a tutor will always visit the placement very near to the TEP's start date in order to discuss the course and the expectations for the placement. We normally would contact all field work supervisors at the start of each academic year.

Fieldwork Supervision Days

Each term, the University holds supervision workshops and training for FWS on aspects of supervision such as, frameworks, models, psychological approaches, techniques, underlying processes, etc. During Covid19 these have been held on Zoom/Teams – and we may continue with a hybrid version in future.

This day also includes a business meeting – to communicate any national or university-based updates to the FWS. It also includes lunch.

The days are planned flexibly to enable FWS to attend some or all of the day.

The days this academic year are to be confirmed.

CDROM and Further Information

Most information you will need is to be found on the website, ask your TEP.

A CDROM disc is available to all supervisors on a wide variety of issues/aspects of TEP supervision, such as 'Working Agreements,' solution-focussed approaches/techniques, psychodynamic thinking, amongst others. Please contact us at the University if your authority does not have a copy.

We have produced pod casts about supervision which are available on the website.

Useful references with regard to supervision are:

- ATKINSON, C. and WOODS, K. (2007) A Model of Effective Fieldwork Supervision for Trainee Educational Psychologists. Educational Psychology in Practice, 23/4, 299-316.
- HAWKINS, P. and SHOHET, R. (2012) Supervision in the Helping Professions (4th Ed.) Maidenhead: Open University Press.
- SCAIFE, J. (2009) Supervision in Clinical Practice: A Practitioner's Guide. (2nd Edition). Hove: Brunner-Routledge
- Dunsmuir, S. And Leadbetter, J. (2010) Professional Supervision: Guidelines for Practice for Educational Psychologists. Leicester: BPS (DECP)

Dates for placements

The placement dates for all three years are summarised in the appendices.

e-portfolio

The portfolio is a major component of the summative assessment for the programme, which is needed in order to practice as an Educational Psychologist. It records many aspects of TEP training and will include those necessary pieces of work that the TEP has undertaken, what they have learned from those pieces of work, and how thinking has developed over the course of the year.

The table below lists the items to be included.

It is suggested that the TEP provides cases/issues that they struggled with as well as those in which they believe they were effective: we learn from both.

ASSIGNMENT, ARTICLE, WORK etc. INCLUDED	Rationale for inclusion Why have you included this? or why have you taken this stance? Out of all the pieces you could have chosen, why this one?	Critical discussion of work What have you learned? What went wrong? Which parts were good? Discuss the ethical considerations. What does the literature or evidence base tell us?	Reflections How might you approach this differently, how has your world view changed, how will you change your practice? How might you change this work to better address equality issues?
YEAR ONE			
Pre- course assignments			
Induction (to include your professional and personal aims for the year)			
School visit reflections: overview / comments			
Educational Psychology Service Placement: overview / comments			
At least three Record of Supervision Sessions			
Film clips and skill development from Consultation			
Essays and tutor comments			
End of year fieldwork Placement assessment, tutor visit form, placement observation form, end of year placement feedback – THE ORIGINAL COPY OF THE END OF YEAR PRACTICUM REPORT SHOULD BE SUBMITTED AS PART OF THE SUMMATIVE ASSESSMENT FOR THIS MODULE.			
Exeter SoPs			
Group Research Project			
Critical reflection on portfolio and personal learning over course to date (this will be in the form of a 3000 word essay)			
YEAR 2			
Educational Psychology Service Placement: overview / comments			

At least three Record of Supervision Sessions			
Selection of field work from Placement Experiences Grid (remembering by the end of Year 3 at least two pieces of work from each column should be completed)			
Community Psychology (A6) task			
Essays and tutor comments			
End of year fieldwork Placement assessment, tutor visit form, placement observation form, end of year placement feedback			
Exeter SoPs (standards of proficiency)			
Critical reflection on portfolio and personal learning over course to date (this will be in the form of a 3000 word essay)			
YEAR 3			
Educational Psychology Service Placement: overview / comments			
At least three Record of Supervision Sessions			
Selection of field work from Placement Experiences Grid (remembering by the end of Year 3 at least two pieces of work from each column should be completed)			
Essays and tutor comments			
End of year fieldwork Placement assessment, tutor visit form, placement observation form, end of year placement feedback			
Critical reflection on portfolio and personal learning over course to date (this will be in the form of a powerpoint presentation)			
Overview of course- using entries from previous years to reflect learning process			
Exeter SOPs (Standards of Proficiency)			
The sort of EP I want to be...			

Appendices contents

