

Cardiff University School of Psychology – DEdPsy

OPEN EVENING FOR
PROSPECTIVE APPLICANTS

2024-25



Programme Tutors

Victoria Biu, Gemma Ellis, Rachael Hayes, Emma Birch, Rosanna Stenner & Penelope Edwards.
Ian Smillie remains an Honorary Tutor.

Programme Directors Hayley Jeans & Dale Bartle



Introducing the Programme Team

Programme website -

<https://www.cardiff.ac.uk/study/postgraduate/research/programmes/programme/doctorate-in-educational-psychology>





Cardiff University School of Psychology



Overview – what we aim to cover tonight.

- Why choose the Cardiff DEdPsy Programme?
- Our ethos and how the course is structured.
- Entry requirements.
- The application process.
- The main features of the selection process.
- Funding arrangements.
- How to find out more.

Why choose the Cardiff DEdPsy Programme?

Cardiff

The University is located in the heart of Cardiff, the vibrant capital city of Wales, surrounded by natural beauty.

The School of Psychology

is one of the largest in the UK and is ranked 10th for Psychology in

<https://www.thecompleteuniversityguide.co.uk/league-tables/rankings/psychology>

High quality teaching

from experienced professional tutors with a range of expertise within the field of educational and child psychology.

A variety of placement experiences

The opportunity to apply psychology, practice skills taught and undertake research in three different educational psychology services.

Stimulating research opportunities

A progressive series of research projects designed to scaffold towards thesis.

COMOIRA

A unique problem solving approach to educational psychology, designed at Cardiff and underpinning all aspects of the programme.

Supervision

High quality, consistent supervision for professional development, fieldwork and research from both course tutors and professionals in placement.

Opportunities to join the thriving field of educational psychology in Wales.

Close links with Welsh Government, Local Authority EP teams, NAPEP Wales.

Our Ethos



CONFIDENT, COMPETENT
PROFESSIONALS OF THE
HIGHEST STANDARD IN THE
FIELD OF EDUCATIONAL
PSYCHOLOGY



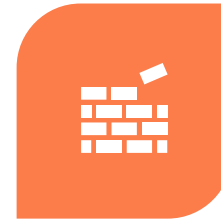
PRACTICE INFORMED BY
SOCIAL CONSTRUCTIONISM
AND SYSTEMIC THINKING



AN ADVANCED LEVEL OF
KNOWLEDGE IN
EDUCATIONAL
PSYCHOLOGY.



A CRITICAL AND
REFLECTIVE ATTITUDE AND
THE ABILITY TO USE
KNOWLEDGE OF THE
SUBJECT IN ORIGINAL AND
CREATIVE WAYS.



WE TAKE AN INCLUSIVE
APPROACH TO ACADEMIC
LIFE, AND WE WILL FULLY
SUPPORT YOU IN ACHIEVING
YOUR ACADEMIC GOALS
AND CAREER ASPIRATIONS,
TO BE THE EP YOU WANT
TO BE..



WE ARE COMMITTED TO
PROMOTING EQUALITY AND
DIVERSITY IN ALL OF OUR
PRACTICES AND ACTIVITIES.
OUR AIM IS TO ESTABLISH
AN INCLUSIVE AND
WELCOMING CULTURE
WHICH ENSURES EQUAL
OPPORTUNITIES FOR ALL..

Course Structure

University teaching and learning



Fieldwork Placements



Research

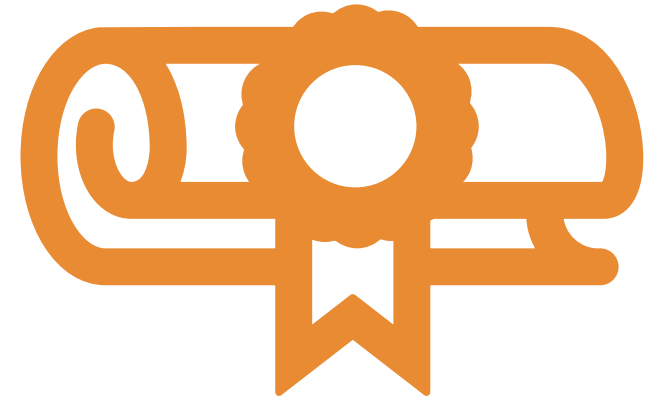


Independent Study



Overview of the three years

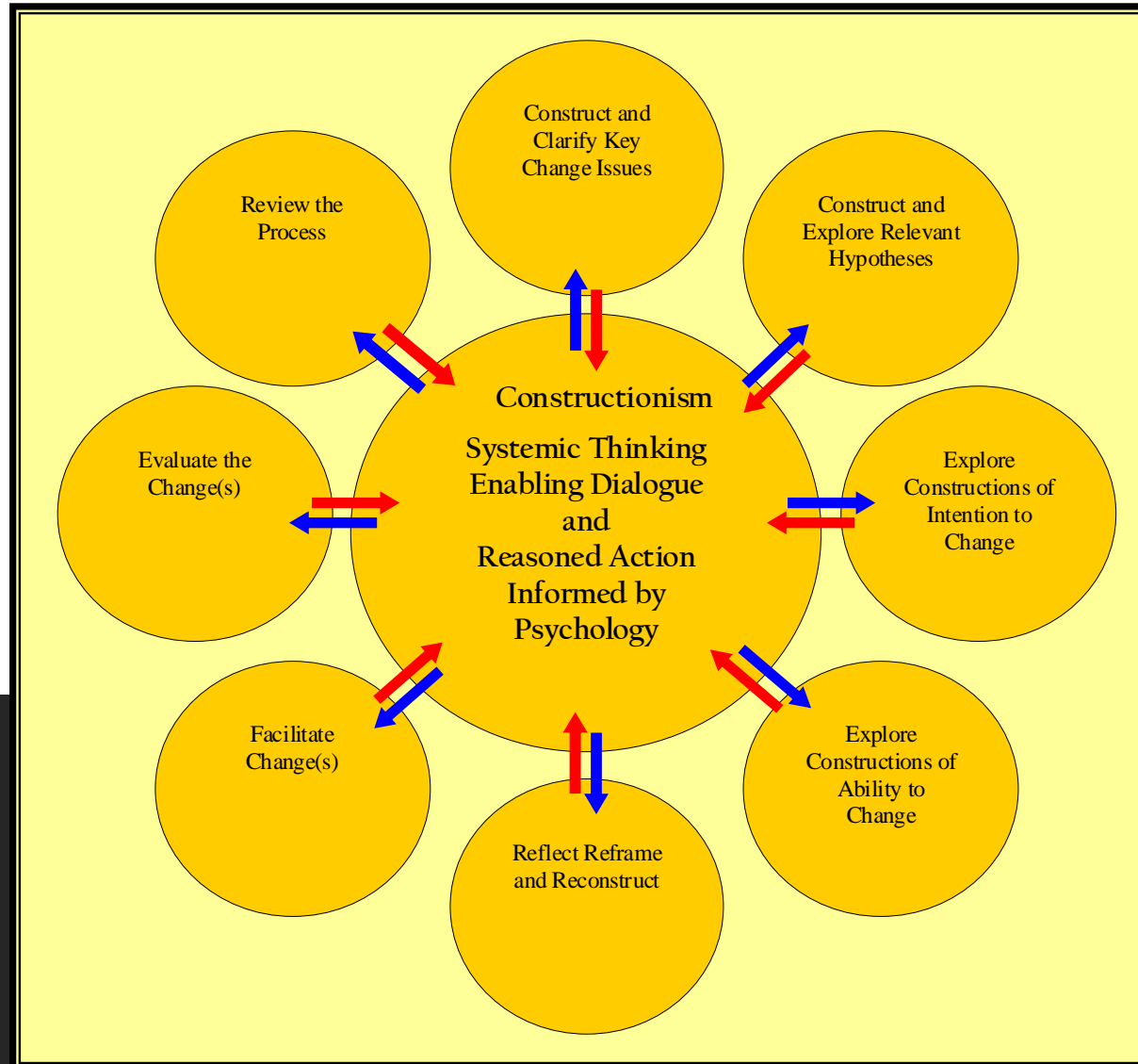
- Year 1 – University - including research (60%)
Fieldwork - including investigative visits (40%)
- Year 2 – University - (33%)
Fieldwork - including research (67%)
- Year 3 – University (28%)
Fieldwork - including research (72%)



	Term One				Term Two				Term Three			
	W/C	Year 1	Year 2	Year 3	W/C	Year 1	Year 2	Year 3	W/C	Year 1	Year 2	Year 3
1	2/09	DS & IVs	EPS 2**	EPS 3 ***	6/01	U	EPS 2 **	EPS 3 ***	20/04	EPS 1	EPS 2	EPS 3
2	09/09	DS & IVs	EPS 2	EPS 3	13/01	U	EPS 2	EPS 3	27/04	EPS 1	EPS 2	EPS 3
3	16/09	DS & IVs	EPS 2	EPS 3	20/01	U	EPS 2	EPS 3	04/05	EPS 1	EPS 2	EPS 3
4	23/09	DS & IVs	EPS 2	EPS 3	27/01	U	EPS 2	EPS 3	11/05	EPS 1	EPS 2	EPS 3***
5	30/09	DS & IV (5w)	EPS 2	EPS 3	3/02	U (5w)	EPS 2	EPS 3	18/05	EPS 1	EPS 2	EPS 3
6	7/10	U(Induction)	EPS 2	EPS 3	10/02	EPS 1	EPS 2	EPS 3	25/05	R & DS	R & DS	R & DS
7	14/10	U	EPS 2	EPS 3	17/02	R &DS	R & DS	R &DS	01/06	EPS 1 (6W)	EPS 2	EPS 3
8	21/10	U	U (1w)	EPS 3	24/02	EPS 1	U (1W)	EPS 3	08/06	U (Summer programme)	EPS 2 (7W)	EPS 3 (7W)
9	28/10	R & DS*	R & DS	R & DS (1w)	2/03	EPS 1	EPS 2	EPS 3	15/06	U(Summer programme)	U (Summer programme and thesis)	Viva prep
10	4/11	U	EPS 2	EPS 3	09/03	EPS 1	EPS 2	EPS 3	22/06	U (Summer programme)	U (Summer programme and thesis)	Viva prep
11	11/11	U	EPS 2	EPS 3	16/03	EPS 1	EPS 2	EPS 3	29/06	U ((Summer programme)4W)	U (Summer programme and thesis)	U
12	18/11	U	EPS 2	EPS 3	23/03	EPS 1 (6W)	EPS 2 (10W)	EPS 3 (11W)	06/07	R & DS	R & DS	Thesis
13	25/11	U	EPS 2	EPS 3	30/03	R & DS (2w)*	R & DS and U (3W)*	R & DS (2w)*	13/07	R & DS (3w)	R & DS (3w)	Thesis
14	2/12	U	EPS 2 (12w)	EPS 3 (13w)								
15	9/12	U (9W)	U	U								
16	16/12	R & DS (2w)	R & DS + U (3w)	R & DS (+ U (2w)								
Total EPS days			48	52		30	40	44		30	28	32
Last day of term		Friday, 20th December 2019			Friday 3rd April 2020				Friday, 17 th July 2020			
* Term begins on Monday September 2 nd 2019 ** All EPS 2 weeks = Monday to Thursday for fieldwork placements and Friday for Small Scale Research Project and Thesis-related work. *** All EPS 3 weeks in terms 1 and 2 (plus weeks 1 & 2 in term 3 =Monday to Thursday for fieldwork placements and Friday for Thesis-related work.				*Dates of half term and Easter will be different in Wales and England – individual arrangements must be made to allow for these differences.				**** Thesis submitted on 30-04-20 so for 4 weeks from 04 th May placements will be Monday to Friday.				
				DS & IVs = Directed Study and Investigative Visits; U = University Sessions; R & DS = Reading and Directed Study. Numbers in brackets = number of weeks spent on specific activities.								
Year 1 Total EPS days for 2019-2020 = 60				Year 2 Total EPS days for 2019-2020 = 116				Year 3 Total EPS days for 2019-2020 = 128				

COMOIRA – The Constructionist Model of Informed, Reasoned Action

An innovative model for applying psychology, where psychological theory and research lie at the centre of a flexible process that can inform all the different tasks in which EPs can become involved.



A framework that we all apply to all aspects of our work

COMOIRA

References

Gameson, J., Rhydderch, G., Ellis, D. and Carroll, H.C.M. (2003). Constructing a flexible model of integrated professional practice: part 1, conceptual and theoretical issues. *Educational and Child Psychology*, 20, 4, 96-115.

Gameson, J., Rhydderch, G., Ellis, D. and Carroll, H.C.M. (2005). Constructing a flexible model of integrated professional practice: part 2, process and practice issues. *Educational and Child Psychology*, 22, 4, 41-55.

Rhydderch, G. and Gameson, J. (2010). Constructing a flexible model of integrated professional practice: part 3, the model in practice. *Educational Psychology in Practice*, 26, 2, 123-149.

Gameson, J. and Rhydderch, G. (2016). The Constructionist Model of Informed and Reasoned Action (COMOIRA). in B. Kelly, L. Woolfson and J. Boyle (Eds.), *Frameworks for Practice in Educational Psychology, Second Edition: A Textbook for Trainees and Practitioners*. London: Jessica Kingsley.

University teaching and learning sessions

These take place in Cardiff University's Tower Building and are led by the programme team, covering 6 areas:

Research Methods in
Educational Psychology.

Processes and Methods
of Assessment

The Psychology of
Learning: Managing
Change

The Psychology of
Social and Emotional
Development: Managing
Change

Understanding and
Working with
Organisations, Systems
and Groups: Managing
Change

The Role of the
Educational
Psychologist: Managing
Change.



Fieldwork Placements

- All Cardiff trainees have placements in LA psychology services in Wales and, where necessary, some counties in the west of England.
- Placements take place and are arranged for all three years of the programme and trainees do not need to find a placement to employ them during years 2 and 3.
- Cardiff trainees have three separate placements in different LAs across the 3 years and can therefore obtain a variety of different experiences throughout training.
- Funded trainees currently need to undertake 2 out of 3 of their placements in Wales.
- Fieldwork placements are a compulsory part of training and trainees cannot opt out of these arrangements, for example, to seek employment in any of the three years.



Research

Cardiff offers a graduated and supported approach to the completion and writing of research projects

Over the course of the three years, three projects will be completed, written up and disseminated to others

Third year students select their own research topic supported by the tutor team and their cohort

The emphasis is on research that contributes to the development of practice of the profession.



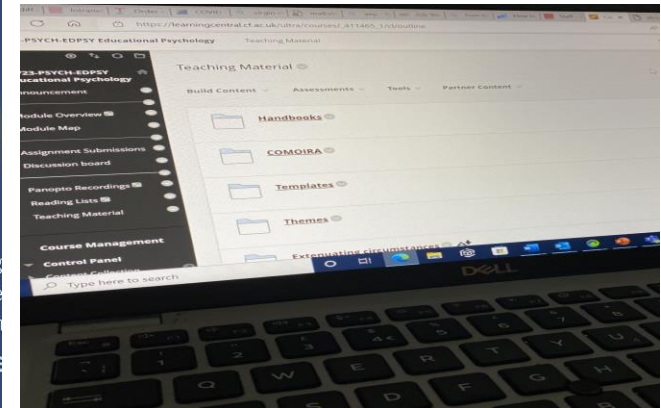
Independent Learning

Time for independent study is incorporated into the programme.

Trainees have access to the university libraries and support from subject specialist librarians.

Trainees living away from Cardiff can access numerous online resources, including access to publications and journals online and course materials on Learning Central.

When in Cardiff, in addition to the Tower Building, the newly completed CU Centre for Student Life has numerous work-stations and meeting rooms that can be used for independent study or group work.



Trainee views about the programme



Who can apply?

You must have one of the following:

- **An initial degree in psychology (preferably 2:1 or above); or**
- **A psychology-based Master's degree;**
- **A conversion award conferring eligibility for GBC* (www.bps.org.uk)**

At the time of making the application you must have a minimum of 1 year full-time (or part time equivalent) experience of working with children and young people within:

Education

Health

Social care

Youth justice

A childcare or community setting

You must have a good command of written and spoken English. If your first language isn't English, you must provide recent evidence that you meet the required standard. The only acceptable English qualification for the course is the International English Language Testing System, Academic. An overall grade of at least 7.5, with a minimum of 7.5 in each of the sub tests, is required.

*Graduate Basis for Chartered membership of the BPS.

And...



Eligibility to enrol on the programme is dependent upon satisfactory completion of an Enhanced Disclosure and Barring Service (DBS) Check, i.e., one that does not reveal any information that suggests a trainee would be unsuitable for work with children, young people and vulnerable adults.

Cardiff University also has in place Fitness to Practise procedures for applicants.

A few other things you need to know...

The Cardiff Programme is based on conditions set by the Health and Care Professions Council (HCPC) and the British Psychological Society (BPS).

Trainees who successfully complete the programme will be eligible:

- ✓ for Chartered Status with the BPS; and
- ✓ to apply for registration with the HCPC as an educational psychologist, which is an essential requirement for practitioner psychologists.

What are the Cardiff DEdPsy funding arrangements?

The course is funded by the Welsh Government, who fund 10 places with a training bursary of £15,036* per year for all three years of the programme. This is only available for permanent UK residents (resident in the UK for at least 5 years).

There is now a requirement to remain working in Wales for two years post-qualification. Failure to undertake this may result in the recovery of all or a part of the training grant/bursary.

No additional funds are provided for travel expenses etc. but most EPSs now pay the costs of travel for journeys that trainees make on EPS business during placement.

Trainees on the Cardiff DEdPsy Programme are not employed during any of the three years of their training.



Trainees on the Cardiff DEdPsy programme must successfully complete all programme requirements each year in order to progress to the next year.

Funding continued

Self funding:



The Cardiff DEdPsy programme will offer places to a limited number of candidates who meet all selection criteria and wish to self-fund.



The fees for 2024-2025 are £11,450 per year for UK residents.

<https://www.cardiff.ac.uk/study/postgraduate/tuition-fees>

The selection process...



NB The relevant forms to support your application and a guide to completing your application can be obtained from the DEdPsy administrator at dedpsyadmin@cardiff.ac.uk

Personal Statement

Write a personal statement of no more than 1000 words and upload to the application. Please include the following information:

- Your reasons for wishing to apply to train as an educational psychologist in Wales,
- whether you are planning on working in Wales following successful completion of the course (this is now a WG requirement),
- your particular interests in terms of psychology and examples of how you have used psychology in previous roles and your work experience in relation to children and young people,
- an overview of any research experience and/or knowledge you may have,
- an outline of the skills and qualities you possess that would assist you through the process of training as an educational psychologist.

What procedures govern applications for places?

As the training places on the DEdPsy in Wales are funded by Welsh Government, the application process is individual to this programme. Further details are published on the course website at:

<https://www.cardiff.ac.uk/study/postgraduate/research/programmes/programme/doctorate-in-educational-psychology>



Trainee views on surviving
selection!

How to find out more...

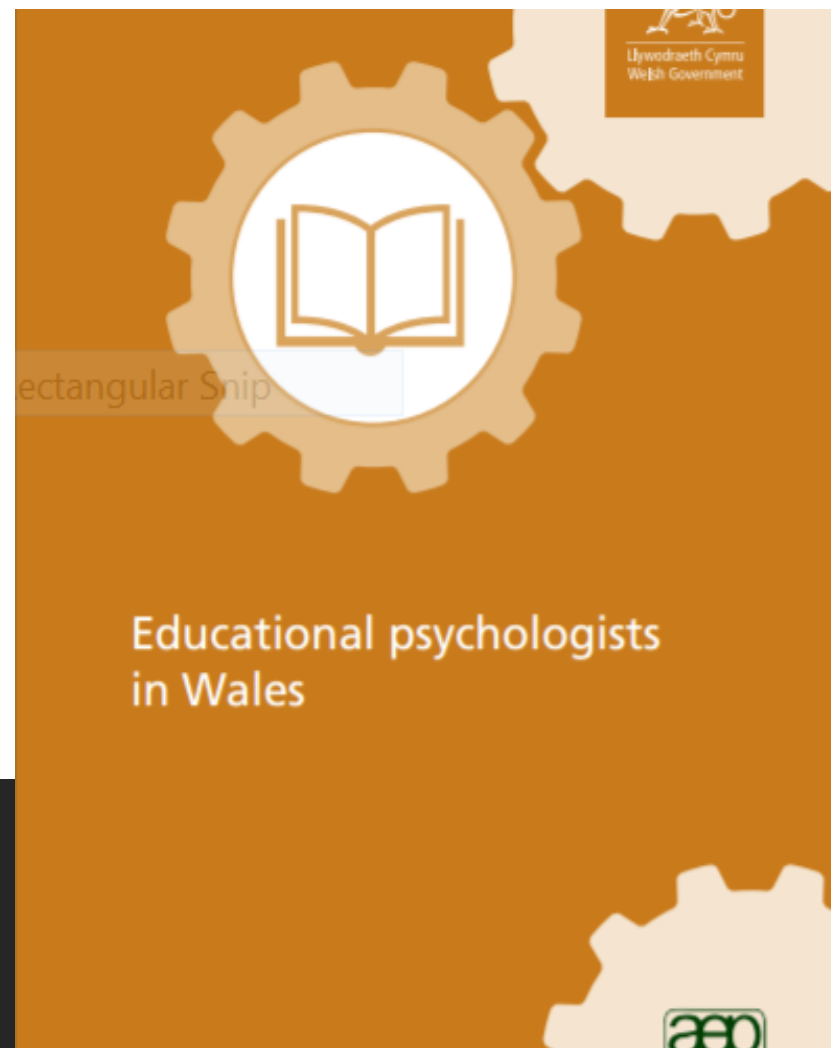
Keep an eye on the key webpages such as the Association of Educational Psychologists (AEP), British Psychological Society (BPS), Department for Education (DfE) and Welsh Government.

Contact an EP service and ask to interview or shadow an EP

Read helpful publications such as the journal '*Educational Psychology in Practice*' (available to all members of the AEP) or the BPS publication '*Educational and Child Psychology*'.

Stay aware of current and emerging issues e.g. transgender matters, mental health in schools, new curriculum developments, new legislation, etc.

[Educational
Psychologist Guidance
\(gov.wales\)](#)



Useful websites

Facebook
groups



<https://careers.bps.org.uk/area/educational>

<http://www.aep.org.uk/careers/>

<https://edpsy.org.uk/>

<https://gov.wales/educational-psychologist-guidance>

<https://www.rctcbc.gov.uk/EN/Resident/SchoolsandLearning/AccessandInclusionontoEducation/ServiceInformationDocumentationandPolicies/ServiceInformation/EducationalPsychologyService.aspx>

<https://www.facebook.com/edpsy.org.uk/>

dedpsyadmin@cardiff.ac.uk

