

1 PROFESSIONAL PRACTICE

No	Description	1	2	3	4
1a.	Description of the EPS and links to the Local Offer.				
1b.	Definition of the objectives of the Service and how these relate to the LA's policies.				
1c.	A clear rationale for activities which is based in sound psychological theory and research.				
1d.	An evaluation of the effectiveness of service delivery and how this is used to inform future planning.				
1e.	An outline of how service delivery is implemented.				
1f.	Clearly defined service procedures.				
1g.	A description of the structure of the Service.				
1h.	A description of the Service's standards.				
1i.	Child centred practice and informed consent is at the heart of professional practice				
1j.	Parents and carers are meaningfully and actively involved in any work undertaken by EPs				
1k.	EP written records are provided in accessible and clear language				
Total Scores					

2 LEADERSHIP

No	Description	1	2	3	4
2a.	Aims, values and policies influence the work of all staff and form the basis of shared values.				
2b.	A positive ethos, which reflects the Service's commitment to high achievement for all, an effective learning environment, good relationships and equality of opportunity.				
2c.	Clear objectives and policies, focused on needs of children and young people, which give a positive direction to the Service's work.				
2d.	Leadership is developed and encouraged at all levels, with shared decision making and collaborative planning.				
2e.	Psychology is applied to make a difference to the lives of children and young people.				
2f.	A capacity to manage change supported by user feedback to further improve performance.				
Total Scores					

3 SERVICE STRUCTURE & STAFFING

No	Description	1	2	3	4
3a.	A staffing structure chart is available for scrutiny.				
3b.	The EPS is led by a PEP who ensures leadership and managerial supervision for all EPs.				
3c.	The EPS has specialists with specific responsibilities / competencies that disseminate complex psychological knowledge.				
3d.	High quality training placements are offered.				
3e.	All EPs are registered with the HCPC and follow professional standards.				
Total Scores					

4 INDUCTION

No	Description	1	2	3	4
4a.	An expression of commitment to the principle that all new employees and those transferring to new areas of work will be given induction training which is relevant to their role.				
4b.	A clearly described induction process, within which there is a flexibility so that each element of the programme can be adapted, through negotiation, to the needs of any newly-appointed EP.				
4c.	A specific time allocation to induction activities across the first year for newly-qualified EPs and across the induction period specified by the service for other newly-appointed staff.				
4d.	All staff are kept up to date with safeguarding procedures and action required.				
Total Scores					

5 CPD

No	Description	1	2	3	4
5a.	A statement of entitlement to continuing professional development in line with HCPC standards				
5b.	All EPs are expected to follow professional development with reference to HCPC guidelines for practitioner psychologists.				
5c.	A process which allows for continuing professional development activities to be monitored and evaluated. This can be at a service level but must always be at an individual level, including the use of a CPD personal record or log.				
5d.	A description of how continuing professional development dovetails with other forms of support within the Service – e.g. induction, supervision, appraisal and performance review.				
5e.	Investment in evidence-based training that delivers positive outcomes for children and young people.				
Total Scores					

6 PROFESSIONAL SUPERVISION OF ASSISTANT EPs

No	Description	1	2	3	4
6a.	All placement supervisors are HCPC registered EPs and have at least two years post qualification experience.				
6b.	Full-time Assistant EPs receive a minimum of 1.5 hours supervision per week.				
6c.	Assistant EPs carry out a range of duties for which they are suitably skilled / have relevant knowledge and experience.				
6d.	Positive action is taken to support Assistant EPs in gaining places on the doctoral training programme. Examples include shadowing experiences, providing CPD opportunities and working in a range of contexts.				
Total Scores					

7 PROFESSIONAL SUPERVISION OF TEPs

No	Description	1	2	3	4
7a.	All placement supervisors are HCPC registered EPs and have at least two years post qualification experience.				
7b.	A commitment to progress review meetings between TEPs, course tutors and placement supervisors, including feedback from at least monthly observation of a range of activities undertaken by the TEP. This will ensure that a range of experiences are made available to the TEP that allows them to gather evidence that demonstrates the achievement of the relevant competencies.				
7c.	All supervisors to attend supervision training to ensure their competence in providing supervision.				
7d.	An entitlement to a level of supervision consistent with BPS requirements.				
Total Scores					

8 APPRAISAL & PERFORMANCE REVIEW

No	Description	1	2	3	4
8a.	A statement of purpose and expected outcomes of appraisal and performance review.				
8b.	Details of explicit and agreed performance measures which relate directly to Service objectives.				
8c.	A description of the processes of appraisal and performance review including arrangements for preparation and recording.				
8d.	Frameworks used to guide appraisal and performance review meetings.				
8e.	Details of the responsibilities of the people involved in undertaking appraisal				
8f.	Details of how the systems for appraisal and performance review will be monitored and evaluated.				
Total Scores					

9 SUPERVISION

No	Description	1	2	3	4
9a.	A statement of the purpose, scope and expected outcomes of supervision.				
9b.	A description of the processes of supervision, including arrangements for preparation and recording.				
9c.	An expression of the commitment to the principle that all EPs will have access to supervision and a specific time allocation to enable this to occur.				
9d.	A description of the framework and models used to guide supervision meetings.				
9e.	Details of the responsibilities of the people involved.				
9f.	Details of how processes and outcomes of supervision will be monitored and evaluated.				
9g.	EPs who deliver therapeutic interventions are supervised by those experienced in the therapeutic approach. This may include peer supervision.				
Total Scores					

10 ETHICAL PRACTICE INC. TRADING & COMMISSIONING

No	Description	1	2	3	4
10a.	EPS ensures their systems are effective in delivering the core services to the neediest families, services and children, including those supported by the statutory processes. Traded services ensure continuing access.				
10b.	EPS work with children, young people and their families is linked to universal settings. Schools are the main service delivery centres but also colleges and early years settings. The core service will focus on developing effective systems in universal settings, with the provision of needs-led targeted and specialist interventions.				
10c.	EPS can demonstrate effective use of resources and consideration of value for money.				
10d.	EPS actively supports ways to improve local provision to meet the needs of CYP within the LA				
10e.	EPS plans how to reinvest any additional income, including that from traded services, to improve the quality of the EPS				
10f.	EPS can demonstrate an action research or evidenced-based approach to improving outcomes and making a difference to the quality of lives of children, young people and their families.				
10g.	EPS is linked to a clear point of access and to care pathways, which avoids any duplication and overlap of psychology services.				
10h.	An emphasis on early intervention – early not only in terms of age of the young person but also in terms of onset of any issue.				
10i.	All traded activity concentrates on the home Local Authority including with respect to cross-border agreements.				
Total Scores					

DECP Quality Standards for Educational Psychology Services Framework

May 2019