



the british
psychological society
promoting excellence in psychology

Application for Full Membership of DARTP via the teaching route

We're not currently able to accept posted applications so please email the completed form to:

membership@bps.org.uk

(It's useful to include your membership number in the email subject field)

Frequently asked questions

Who is this form for?

This form is for current members who wish to become a Full member of the Division for Academics, Researchers and Teachers in Psychology (DARTP) on the basis of their teaching experience. If you're not a current Society membership you can find further info about membership from www.bps.org.uk/join.

What are the requirements for this grade of membership?

In very broad terms, applicants need to be eligible for the Graduate Basis for Chartered membership (GBC). The GBC is the Society standard in psychology that needs to be established before considering the postgraduate experience for Full DARTP. Post-GBC teaching experience is then assessed against the four core competence roles outlined later on in the application form.

How are these applications assessed?

These applications are considered individually by the DARTP's advisors to the Society's membership team. They will take into account the whole application and references. The information provided in support of the four core competence roles outlined on this form should give the DARTP representatives a good idea of the depth and breadth of experience you have. If your application is unsuccessful, feedback will be given and you will be informed which areas you need to address to strengthen any future application.

Do I have to send in proof of my qualification(s)?

You will need to provide copies (we do not require original documents) of your psychology qualifications.

Where applicable, transcripts (the list of subjects and grades) should be submitted.

Translations are required for any documents not in English.

If your name differs from that on your certificates/transcripts, etc. please provide evidence such as a copy of your marriage/partnership certificate, deed poll certificate, etc.

Current members should not need to resubmit documents for qualifications the Society has seen previously.

How long does the application process take?

As these applications are assessed by external advisors the average time, from receipt, for an application to be completed is 15 working days.

How much do I need to pay?

Full DARTP membership is £15 per year. You also have the option to join other networks, their fees are shown on the form.

Do you keep paper record of my application?

Your application information will be input to, and held in, our secure electronic database. We will not retain paper record of your application, certificates, etc. this will be securely destroyed within two weeks of your application's approval, withdrawal or expiration of the time period to lodge an appeal.

Queries

e: membership@bps.org.uk

t: +44(0)116 252 9911

Full membership of the Division of DARTP via Teaching

Full Name:.....**Membership No:**.....

Qualifications

Title of Qualification	Name of University or Institution	Start Date	Award Date

Teaching Experience - Please list in chronological order all your employment that has involved the teaching of psychology. For each position please estimate the average amount of time in the working week (in half days or multiples thereof) that was devoted to psychology teaching and related activities (e.g. preparation, assessment, etc.).

Dates	Institution	Job title and/or grade	Programme (e.g. A-level, BSc)	Time per week

References

Both referees should be Chartered Psychologists who can complete the reference forms within the application documentation. If you do not know two Chartered members who can support your application then we will need two professional references from senior work colleagues who are familiar with your work. Blank reference forms are available at the end of this document, completed reference forms should be submitted with the application.

Communication

Keep up-to-date with all the latest news from the BPS.

Send me information by email.

Read our privacy policy www.bps.org.uk/privacy-policy

You can change your preferences any time by contacting us, or through the 'my account' area of the website.

Payment

The appended subscription and application fees sheet has details of the amount you need to pay. Payment methods are detailed below:

Telephone:

We can call you to request payment once we receive your application.

Yes, please call me to request payment (please tick)

Online:

We can provide detail of how to pay online once we receive your application.

Yes, I would like to pay online (please tick)

Subscription fees – Please circle any other networks you'd like to join

Divisions			
Division of Clinical Psychology (DCP)	£16	Division of Health Psychology (DHP)	£9
Division of Counselling Psychology (DCoP)	£35	Division of Neuropsychology (DoN)	£15
Division of Educational and Child Psychology (DECP)	£30	Division of Occupational Psychology (DOP)	£15
Scottish Division of Educational Psychology (SDEP)	£30	Division of Sport and Exercise Psychology (DSEP)	£15
Division of Forensic Psychology (DFP)	£15	Division of Academics, Researchers & Teachers in Psychology (DARTP)	£15
Sections			
Cognitive Psychology Section	£15	Political Psychology Section	£10
Community Psychology Section	£10	Psychobiology Section	£10
Consciousness & Experiential Psychology Section	£10	Psychology of Education Section	£10
Crisis, Disaster & Trauma Section	£10	Psychology of Sexualities Section	£15
Cyberpsychology Section	£10	Psychology of Women & Equalities Section	£15
Defence & Security Psychology Section	£10	Psychotherapy Section	£15
Developmental Psychology Section	£10	Qualitative Methods In Psychology Section	£10
History & Philosophy of Psychology Section	£12	Social Psychology Section	£15
Male Psychology Section	£10	Transpersonal Psychology Section	£10
Mathematical, Statistical & Computing Psychology Section	£10		
Special Groups			
Special Group for Coaching Psychology	£12	Special Group for Psychology & Social Care	£15
Special Group for Independent Practitioners	£10		

If you have any queries regarding your application:

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DARTP Teaching Route Applications

This informal guidance has been produced to give some background information on how teaching route applications are processed and to demonstrate the general level of detail required in the key role sections.

How does the Teaching route application process work?

As a candidate you complete an application form when you feel ready to apply for Chartered membership. As part of your application we request you provide a brief report detailing experience under four headings – these are known as the key role sections. Your application is initially looked at by the Membership team to ensure that you:

- have the Graduate Basis for Chartered membership;
- are eligible to apply on the teaching route; and
- have provided appropriate references.

Once confirmed your application is passed on to the DARTP advisors be assessed.

What are the assessors looking for?

The assessors are looking for documented evidence that you have reached a level where you can now fulfil the expected competencies requested by the DARTP in order to be recognised as a Chartered Psychologist. This is mainly gained from the key role sections of the application form but references also play an important part. Even where references are very supportive and you clearly have experience, you need to convince the assessors that you have the competencies to practice independently as a Chartered Psychologist. As the role of a teacher of psychology is so varied, it is not possible to state that particular tasks carried out a specific number of times will meet the requirements for full membership. Chartered Status is a benchmark and so every Chartered Psychologist should be able to demonstrate that they have core skills across the key role sections.

How should the key role sections be written?

You should provide evidence that you have undertaken a period of supervised practice under the supervision of a Chartered Psychologist, or appropriate senior colleague, and that you have reached a standard sufficient for independent professional practice in the teaching of psychology. To demonstrate depth and breadth of your supervised practice in the teaching of psychology you are required to submit evidence in four areas of core competencies.

1. Transferable Skills
2. Professional Attributes
3. Professional Knowledge
4. Professional Skills

You should aim to cover all four areas in around 1500–2000 words in total. Please continue on separate sheets if necessary.

Appended is a table of the competencies that the assessors will be looking for within the various key role sections. Ideally key role sections should be written in the first person so that it is clear what your role has been. Phrases like 'I was involved in...' should be avoided because the assessors cannot tell what input you have had. It is also helpful if numbers are included in the key role sections to give the assessors an idea of the body of work that has been completed, for instance the number of various types of assessments that you have carried out, the number of training sessions run, etc. These figures can be approximate.

Core competences for teaching of psychology

(in a UK context)

These competences are linked to the Teaching Development Agency's Core and Post threshold Standards (see: www.education.gov.uk) as well as the UK Professional Standards Framework for Teaching and Supporting Learning in HE (see: https://www.heacademy.ac.uk/sites/default/files/downloads/UKPSF_2011_English.pdf).

Core Competency	Components required	Evidenced by
Transferrable skills		<ul style="list-style-type: none"> • Generalising and synthesising prior knowledge and experience in order to apply them critically and creatively in different settings and novel situations. • Demonstrating self-awareness and working as a reflective practitioner. • Ability to think critically, reflectively and evaluatively. • Exercising personal responsibility and largely autonomous initiative in complex and unpredictable situations in professional practice.
Professional attributes	Behaviour	<ul style="list-style-type: none"> • Have high expectations of learners including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them. • Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
	Frameworks	<ul style="list-style-type: none"> • Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute significantly to the development and implementation of workplace policies and practice, including those designed to promote equality of opportunity and promoting collective responsibility for their implementation.
	Communication and working with others	<ul style="list-style-type: none"> • Communicate effectively with learners and colleagues. • Communicate effectively with parents, carers and learners conveying timely and relevant information about attainment, objectives, progress and well-being. • Recognise that communication is a two-way process and encourage participation in discussions about the progress, development and well-being of learners. • Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of learners, and to raising their levels of attainment. • Have a commitment to collaboration and co-operative working where appropriate. • Communicating effectively information from a psychological perspective in a style appropriate to a variety of different audiences (for example, to professional colleagues, students). • Adapting style of communication to people with a wide range of levels of cognitive ability, sensory acuity and modes of communication. • Preparing and delivering innovative teaching and training which takes into account the needs and goals of the participants (for example, by appropriate adaptations to methods and content). • Understanding of the supervision process for both supervisee and supervisor roles. • Supporting others' learning in the application of skills, knowledge, practices and procedures.

Core Competency	Components required	Evidenced by
	Personal professional development	<ul style="list-style-type: none"> • Evaluate their performance as a teacher of psychology and be committed to improving their practice through appropriate professional development. • Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified. • Act upon advice and feedback and be open to coaching and mentoring. • Managing own personal learning needs as a teacher of psychology and developing strategies for meeting these. • Using supervision to reflect on teaching practice, and making appropriate use of feedback received.
Professional Knowledge	Teaching and learning	<ul style="list-style-type: none"> • Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential. • Understanding applicable techniques for research and advanced psychological academic enquiry, including quantitative and qualitative approaches. • Understanding of ethical issues within psychology and psychological research and applying these in complex contexts, ensuring that informed consent underpins all contact with clients and research participants. • Keeping up to date with research within the fields of psychology that are taught. • Commitment to incorporating the process and outcomes of relevant psychological research and practice. • Understanding of leadership theories and models, and their application to development and delivery. • Understanding quality assurance principles and processes.
	Psychology curriculum	<ul style="list-style-type: none"> • Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the psychology curriculum areas they teach, including those related to public examinations and qualifications. • Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs. • Have a more developed knowledge and understanding of psychology curriculum areas and related pedagogy including how learning progresses within them and relevant recent developments. • Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their psychology curriculum areas and other relevant initiatives across the age and ability range they teach. • Evidence of organisation and presentation of a course of work which addresses the learning needs of students to their highest ability, taking into consideration any social needs within the group. • Evidence of an innovative contribution towards improving learning within the teaching environment. • Where applicable, evidence of curriculum innovation and dissemination of best practice (i.e. presentation of such developments at relevant conferences and external meetings).

Core Competency	Components required	Evidenced by
	Achievement and diversity	<ul style="list-style-type: none"> • Have sufficient depth of knowledge and experience in relation to understanding understand how learners develop and how the progress, rate of development and wellbeing of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences and the importance of effective personalised provision to support diversity and promote equality • Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies. • Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of learners.
Professional Skills	Planning	<ul style="list-style-type: none"> • Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
	Teaching and assessment	<ul style="list-style-type: none"> • Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they: <ul style="list-style-type: none"> (a) use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion (b) build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress (c) develop concepts and processes which enable learners to apply new knowledge, understanding and skills about psychology (d) adapt their language to suit the learners they teach, introducing new ideas and concepts about psychology clearly, and using explanations, questions, discussions and plenaries effectively (e) manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners. • Teach engaging and motivating lessons informed by well grounded expectations of learners and designed to raise levels of attainment and making progress as good as, or better than, similar learners nationally. • Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

Reference form (completed form should be enclosed with application)

- Chartered membership**
- Full membership of the DARTP**

Applicant:		Mem No:	
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Referee:		Mem No:	
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1. I have known the applicant for years and my relationship with the applicant is as a supervisor/work colleague/other (please give details).

.....

2. To the best of your knowledge is the information given on the application form correct?
 Yes No If no, please give details (continue on a further sheet if necessary)

.....

.....

3. Given the criteria (below) and form, do you support the candidate’s application?
 Yes No If no, please give details (continue on a further sheet if necessary)

.....

.....

4. Please add additional comments regarding the applicant’s suitability (continue on a separate sheet if necessary)

.....

.....

Signed:

Date:

Eligibility for Chartered membership

To be included on the list of Chartered members an applicant shall be a member of the Society and shall have established the Graduate Basis for Chartered membership (GBC). It is acceptable for an applicant to apply simultaneously for Graduate membership, GBC and for Chartered membership.

Statute 5(2)(b) sets out the criteria for Chartered status. These require that, since the date of first becoming eligible for GBC an applicant:

“shall have successfully completed a period of study of, or practice in, psychology, or a combination of both, acceptable to the Board of Trustees, the relevant period being of three years’ duration if full-time or an equivalent period if part-time or such greater period as the Board of Trustees may stipulate.”

Please note: Further information about the Division can be found on our website www.bps.org.uk/member-networks or call the Membership Team on +44(0)116 252 9911

Reference form (completed form should be enclosed with application form)

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Applicant:		Mem No:	
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1. I have known the applicant for years and my relationship with the applicant is as a supervisor/work colleague/other (please give details).

.....

2. To the best of your knowledge is the information given on the application form correct?
 Yes No If no, please give details (continue on a further sheet if necessary)

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3. Given the criteria (below) and form, do you support the candidate’s application?
 Yes No If no, please give details (continue on a further sheet if necessary)

.....

.....

4. Please add additional comments regarding the applicant’s suitability (continue on a separate sheet if necessary)

.....

.....

Signed:

Date:

Eligibility for Chartered membership

To be included on the list of Chartered members an applicant shall be a Member of the Society and shall have established the Graduate Basis for Chartered membership (GBC). It is acceptable for an applicant to apply simultaneously for Graduate membership, GBC and for Chartered membership.

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