

The British
Psychological Society
Promoting excellence in psychology

Qualification in Educational Psychology Scotland (Stage 2)

Candidate handbook

April 2018

www.bps.org.uk/qualifications



The British
Psychological Society
Qualifications

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1. Welcome

1.1 Introduction

The British Psychological Society ('the Society') is the learned and professional body, incorporated by Royal Charter, for psychologists in the United Kingdom. The Society has a total membership and subscribership of approximately 60,000, and is a registered charity. Under its Royal Charter, the key objective of the Society is 'to promote the advancement and diffusion of the knowledge of psychology pure and applied, and especially to promote the efficiency and usefulness of members by setting up a high standard of professional education and knowledge'.

The Society's Qualification in Educational Psychology (Scotland) QEP(S) (Stage 2) is a route to eligibility for Chartered membership of the Society and Full membership of the Scottish Division of Educational Psychology (SDEP). We very much hope that you will find your time on the Qualification fulfilling and rewarding.

This Candidate Handbook will provide you with full details about the competencies which you will be expected to develop and the methods by which you will be assessed. It also includes information about the key people you will have contact with during your enrolment. The handbook is designed to supplement the *Regulations for the Society's Postgraduate Qualifications* which you should read carefully and adhere to at all times.

1.2 Eligibility for registration

Practitioner psychologists are regulated by the Health and Care Professions Council (HCPC), and the titles of practitioner psychologist and educational psychologist are protected by law. This means that in order to use one of these titles in the UK, you need to be appropriately registered in the UK. The QEP(S) (Stage 2) is a HCPC approved qualification, which means that if you are awarded the QEP(S) (Stage 2), you are eligible to apply for registration with the HCPC.

1.3 Scope of educational psychology

Educational psychology is both a profession and scientific activity. Educational psychology transcends the psychology of children's development and education. It is centrally concerned with the psychology of education and making use of psychological methods that are themselves educational. Educational psychologists (EPs) have been trained not only to be critical consumers of research and emerging knowledge, but also to contribute to the development of knowledge and skills by undertaking research benchmarked at doctoral level. Educational psychology has a recent history of developing, refining and evaluating psychological methods that support the development of skills and knowledge amongst other professions and practitioners.

EPs recognise the diversity of the social, economic and cultural context of their work. It is important, therefore, that they adhere to well-grounded procedures, and ethical and legal frameworks. Awareness and understanding of these issues are vital ingredients in the training of EPs and underpin the development of the core curriculum.

EPs work with children and young people from 0–25 years of age. To do this successfully involves working with teachers, other professionals, parents and carers, families and groups, and with organisations and communities. EPs work in specialist and generic services, with a wide range of education, health and social care providers (e.g. local authorities, schools, preschool settings, social care, third sector and independent providers), and in a variety of settings. EPs have statutory duties in relation to individuals with special needs and disability. EPs are mindful of

the legitimate right of all service users to have access to continuing education, employment and leisure activities, and the importance of social and educational inclusion.

The key foundations for all services provided by EPs are, therefore:

- to develop and apply psychological theories and research that relate to practice;
- to promote improved outcomes for all service users taking account of their context and needs;
- to share understanding of diversity in development and learning; and
- to adhere to professional practices that are legal, ethical and conform to the best standards of evidence available at the time.

In their training, EPs learn how to reduce educational disadvantage and psychological distress, and how to enhance and promote positive development.

1.4 Training as an independent candidate

The QEP(S) (Stage 2) provides a route where you can acquire the competencies necessary to become a safe, effective, ethical and autonomous practitioner in educational psychology. It builds on the knowledge and skills that you have acquired during your MSc (Stage 1) and is designed so that you can take responsibility for your own learning and training. You will do this with the support of the Qualifications Team, via your dedicated Qualifications Administrator, and your Co-ordinating Supervisor. The typical length of enrolment on the QEP(S) is one year full-time (or the part-time equivalent).

The training route is outlined as follows:



1.5 Aims of the QEP(S) (Stage 2)

Upon successful completion of the QEP(S) (Stage 2) you will:

- be an effective, ethical and reflective practitioner who will engage in lifelong learning and development as commensurate for an independent applied psychology practitioner;
- be competent across the five content areas of educational psychology;
- understand, develop and apply models of psychological inquiry for the creation of new knowledge, which is appropriate to the multidimensional nature of relationships between people; and
- appreciate the significance of wider social, cultural and political domains within which educational psychology in Scotland operates.

1.6 Structure and level of educational psychology training in Scotland

The QEP (Stage 2) comprises three dimensions

- **Knowledge dimension: The underpinning knowledge base (MSc)**
- **Research dimension: The research element of training (MSc and Stage 2)**
- **Practice dimension: Supervised practice during the MSc and a probationary year (Stage 2)**

You will be required to demonstrate how you have met the competencies across the five core 'Currie' functions and the SCQF level 12 descriptors* required to become an educational psychologist in Scotland:

- Assessment;
- Consultation;
- Intervention;
- Research; and
- Training.

The core functions should be carried out across differing levels of intervention as follows:

1. the individual child or family level (examples of these could be case working, assessment, intervention and consultation);
2. the systemic level of the school or establishment (examples of these could be consultation, staff development and training and research); and
3. the level of the local education authority/council (examples of these could be consultation, research, staff development and training, participation in strategic planning or policy development).

* The QEP(S) is benchmarked at Doctoral level (level 12) according to the Scottish Credit and Qualifications Framework (SCQF). Please see Section 5.3 for the SCQF level 12 descriptors.

1.7 Length of training

The minimum length of training is three years full-time. The period is split across the two stages of training and the breakdown is as follows:

- Stage 1: Two years
- Stage 2: One year

1.8 Title to be adopted by candidates on the QEP(S) (Stage 2)

Those undertaking this Qualification are required to use the title: Educational Psychologist (Probationer).

2. About us

The QEP(S) is administered by a programme team. The programme team consists of the Educational Psychology (Scotland) Qualifications Board (EP(S)QB), the Qualifications Team and the Assessment Team.

2.1 Educational Psychology (Scotland) Qualifications Board

The Board consists of the following roles:

Chair

The Chair of the Board oversees all matters relating to the qualification, including enrolment and assessment, advising the Board on policy and procedural updates, and ensuring that results are released within the given deadline.

Chief Supervisor/Registrar

The Chief Supervisor/Registrar is responsible for approving your Co-ordinating Supervisor and scrutinising your enrolment application. Along with the Qualifications Administrator, they also have responsibility for all communications with you relating to the Qualification and is on hand to help with any queries or questions you have throughout your enrolment. Further, they have oversight of the supervisory process and remain separate from the assessment process at all times.

Chief Assessor

The Chief Assessor has oversight of the entire assessment process and manages a team of assessors who assess the work that you submit.

External Examiner

The Board also appoints an External Examiner to oversee the enrolment and assessment processes and ensure that standards are maintained.

2.2 Qualifications Team

The role of the Qualifications Team is to ensure the smooth running and ongoing development of the Society's qualifications. Your main point of contact with the Qualifications Team will be your Qualifications Administrator, who will liaise with members of the Board on your behalf to answer questions and help with queries that you have. You can expect the Qualifications Administrator to do the following:

- answer your queries relating to the administration of your training;
- forward any queries that s/he is not able to answer (which are usually those of an academic nature) to the appropriate Board Officer;
- process your enrolment application and payment;
- process your assessments (e.g. sending these to the relevant assessor, logging the outcome of assessment and issuing your results letters); and
- ensure that the BPS Qualifications pages of the website are kept up-to-date.

The Qualifications Administrator will be happy to help you wherever possible. However, time taken dealing with enquiries inevitably takes time away from other work, so it is important that you check the *Candidate Handbook*, *Postgraduate Regulations* and website for the answer to your questions before contacting the Qualifications Administrator. By only contacting the Qualifications Administrator for questions which cannot be answered from these sources, you will help us to speed up our responses to all enquiries.

2.3 Assessment Team

The EP(s)QB has a team of experienced assessors who are responsible for assessing submissions to determine whether you have demonstrated the competencies.

3. Enrolment

3.1 Eligibility to enrol

In order to be eligible to apply to enrol for the QEP(S), you will need to:

- be a current member of the Society with the Graduate Basis for Chartered Membership (GBC);
- have been awarded a Society-accredited Master's Degree in Educational Psychology;
- be in a position to undertake supervised practice in a BPS accredited service; and
- engage the support of a Co-ordinating Supervisor for the QEP(S) (please see Section 3.2).

3.2 Engaging a Co-ordinating Supervisor

Your Co-ordinating Supervisor (CS) is usually allocated at the beginning of your Stage 2 training. This could be the Depute Educational Psychologist (DEP) or the Principal Educational Psychologist (PEP) depending on the structure of the service. Your Co-ordinating Supervisor will be your first point of contact to discuss your plan of training and preparation for assessment and it is advisable for a candidate to ensure that the allocated Co-ordinating Supervisor is able to undertake the necessary functions for the full period of enrolment.

Your Co-ordinating Supervisor will:

- be a Chartered psychologist;
- be a Full Member of the Scottish Division of Educational Psychology (SDEP);
- be entered on the Society's Register of Applied Psychology Practice Supervisors (RAPPS);
- be registered with the Health and Care Professions Council as an Educational psychologist; and
- have attended the Board's supervisor training within the last two years.

If your Co-ordinating Supervisor is not entered on RAPPS, they will need to contact your Qualifications Administrator who will arrange for them to undertake the Society's approved supervisor training. This consists of two distance learning modules, one focusing on core supervisory skills (module 1) and the other on supervising specifically for the QEP(S) (Stage 2) (module 2), and a face-to-face workshop.

If your Co-ordinating Supervisor is already on RAPPS through another means, they will be exempt from module 1 and will only need to complete module 2 and the workshop to ensure that they are sufficiently familiar with the QEP(S) (Stage 2) in order to support you through the qualification.

Your Co-ordinating Supervisor is required to perform the following duties:

- undertake a needs analysis at the outset of your probationary period;
- hold compulsory quarterly face-to-face meetings with you during your probationary period;
- oversee the preparation and review of your plan of training, and revise it as necessary;
- provide you with information relevant to your probationary period (e.g. ethical, organisational, professional);
- provide you with guidance on necessary opportunities relevant to the satisfactory completion of the key roles;
- observe, or arrange for you to be observed, working in a practitioner situation;
- appraise your integration and effectiveness, and provide positive and critical feedback on your strengths and weaknesses;

- encourage you to reflect on your learning and practice and to engage in creativity, problem-solving and the integration of theory into practice;
- listen to your views and concerns regarding your work in progress and offer appropriate advice;
- countersign all the relevant forms and submission documents for the qualification;
- complete the required sections of your Portfolio of Competence.

You will need to agree a contract with your Co-ordinating Supervisor before you apply to enrol for the QEP(S) (Stage 2). You are advised to ensure that the contract includes details of all fees payable to the Co-ordinating Supervisor, along with how often contact will be made and the method of communication. A copy of the contract must be submitted as part of your enrolment application. A sample contract is available on the qualification webpage which you can amend to suit your individual arrangements. Please note that the Qualifications Office are unable to advise on fee setting or become involved in the contracting process. Potential Co-ordinating Supervisors may request references before entering into any arrangement with you.

Please ensure that your Co-ordinating Supervisor has copies of this handbook, the Society's Regulations for Postgraduate Study, and all correspondence between you and the Society, including all letters providing details of the results of assessments.

You and your CS may agree that it is appropriate to engage the support of an additional supervisor. For more information on this, please see Section 4.2.

3.3 Planning your training

All candidates undertaking the QEP(S) must be employed in a Society-accredited educational psychology service in Scotland. The 'probationary period' is one year of full-time supervised practice (or the part-time equivalent) under the supervision of an appropriately qualified Co-ordinating Supervisor, in order to develop the knowledge and skills to practise independently.

The enrolment form asks you for information about the accredited service you will be working in and the support that will be available to you. This is so we can be assured that the placement provides a suitable and safe learning environment. During your probationary period, you will gain experience through undertaking a reduced workload, relative to the service. It is the service's responsibility to ensure that you have a protected reduction in your workload throughout the probationary period. Usually, services have followed a 20 per cent reduction in caseload rule; however, given that the QEP(S) may have slightly greater demands on candidates and their Co-ordinating Supervisor this reduction should be viewed as a minimum. In addition, the service may consider arrangements to provide protected time to the Co-ordinating Supervisor and/or Additional (Designated) Supervisor in order to fulfil their role.

You are welcome to apply to backdate your training by a maximum of six months. However, this **cannot** precede the date on your MSc certificate or letter confirming successful completion of the course. The final decision relating to the approval of the probationary period rests with the Chief Supervisor/Registrar.

Key features of the probationary period are listed below:

- emphasis is placed on the consolidation and development of core competencies as a practitioner;
- supervision is utilised as a mechanism for interactive reflection upon skill development;
- it is planned, with flexibility to allow for necessary changes;
- it is facilitated by experienced professionals; and
- it involves all parties (candidates, supervisors and service) in planning the development of the competencies.

A society-accredited service will have the following features in place:

- practical steps to enable the service to benefit or learn from the new skills that a candidate brings;
- mechanisms for dealing with any difficulties from the perspective of the candidate or service; and
- a plan for review of the induction programme.

You will be required to submit your plan of training to demonstrate how you intend to develop the required competencies for the QEP(S) and you should include details of the following:

- the areas of work through which you will acquire the supervised practice, with target dates for completion, where appropriate;
- the types of evidence which will demonstrate satisfactory performance within or across the core functions, i.e. work place evidence reports;
- any additional training/development activities;
- the name of your Co-ordinating Supervisor and any additional supervisor(s); and
- it involves all parties (candidates, supervisors and service) in planning the development of the competencies.

3.4 How to enrol

In order to apply to enrol for the QEP (Stage 2), there are a number of documents which you will need to submit to demonstrate that you meet the necessary criteria, please see below:

1. Enrolment form;
2. Induction checklist;
3. Plan of training – including details of any backdating;
4. Supervisory contract;
5. Evidence of successful completion of a Society-accredited Master's degree in educational psychology. Please send either your original certificate or a photocopy. **If you would prefer to send a photocopy, please ensure that it has been verified as a true copy of the original document by your Co-ordinating Supervisor;**

6. Confirmation of employment in an Accredited Service in Scotland;
7. Copy of the Protecting Vulnerable Groups (PVG) check from Disclosure Scotland;
8. Health declaration form;
9. Equal opportunities form;
10. Payment details; and
11. You are required to provide two completed references (forms available on our website), which can be sent with your enrolment form or separately, direct from referees. One of your referees must be a Chartered psychologist and registered with the HCPC as a practitioner psychologist. Your Co-ordinating Supervisor is not permitted to provide a reference, neither is a current candidate.

All standard enrolment forms can be downloaded from the BPS website.

Please, note that all signatures must be dated no earlier than six months before the date your fully completed application has been submitted to the Qualifications Office.

Provided that the documentation above is in order, you will receive an email acknowledgement and an estimated application processing time. Please note that incomplete application forms will not be accepted and will be returned to you for completion.

Your application can be submitted to your Qualifications Administrator either in the post (to the BPS Leicester office) or electronically via Hightail, which can be accessed from the Qualification webpage or by clicking on the following link: www.hightail.com/u/bpsqualifications02

Your application will be reviewed by the Chief Supervisor/Registrar who will write to you to confirm the outcome within three months of receiving all of your enrolment documentation.

Please advise us as soon as possible of any disability that may have an affect on your training or assessment whilst enrolled on the qualification so that reasonable adjustments to the assessment process can be discussed.

Any correspondence, including assessment results, will be sent to your e-mail address held on the Society's database. Please remember to notify the Society promptly of any changes to your contact details.

3.5 The Probationary Period Audit

The Audit tool is used to ensure that the proposed work-based learning setting for your probationary period will provide you with a safe and effective learning experience, and should be completed for each setting (organisation) you will be working in on an annual basis. The Audit is also a tool to assist Co-ordinating Supervisors when they are considering whether to recommend a work placement for approval and it forms part of the enrolment documentation. If you change employment during your enrolment, you will be required to submit a 'Change of Setting' form.

3.6 How to use the Audit Tool

You are required to carry out the audit before enrolment and review it after the first six months of enrolment, and then annually (if you are still enrolled on the QEP). If, as a result of the audit, you add points to the action plan that you may need to review sooner in order to ensure these points have been addressed. Your Co-ordinating Supervisor will have overall responsibility for the audit but your line manager and/or Additional (Designated) Supervisor will also contribute and may advise you on an appropriate score for some questions.

For each of the audit questions you should assign a score (0–5) depending on how well you think these audit points are achieved:

- Score 0 if the question has not been seriously addressed at all;
- Score 1 for poor;
- Score 2 for partially met;
- Score 3 for satisfactory;
- Score 4 for good; or
- Score 5 for excellent.

Please remember that these scores reflect your subjective judgement. You should take into account the information provided by the parties involved in scoring the questions.

If you think the questions require a yes/no answer, additional judgement should be exercised when scoring the questions. For example, ‘Do the induction materials and induction include health and safety policies?’ might be answered as yes or no. In this case a ‘no’ would be a serious problem and should be scored 0. A yes would be satisfactory and should score 3. In some cases the policies might represent best practice and might be provided in documents which are explained and discussed at an induction meeting. This might be considered ‘excellent,’ in which case a score of 5 would be appropriate. In some cases the health and safety policies might not cover everything you would like to see, for example, they might neglect to include a lone working policy. This would score a 2.

Having completed the Placement Audit you should consider the questions which have scored 2 or less and think about what might be done to improve the score of those points, in discussion with your supervisors and employer. The action points to improve the score should be noted in the action plan at the end of the audit tool. Sometimes it will be possible to improve the score by taking simple action that can be completed relatively quickly; other areas may take longer to improve. The action plan should be signed by you, your Co-ordinating Supervisor and an organisation representative.

The audit tool and the action plan form part of the enrolment documentation and will help the Chief Supervisor/Registrar decide whether or not the enrolment can be accepted. If the enrolment is approved then you should review the audit again after six months, or if you become aware of any issues in the meantime. The purpose of this review audit is:

- to ensure that the probationary period is living up to expectations;
- to review the action plan to see if the proposed improvements have been made; and
- to identify if any further action is necessary.

If there is no change to the response for a particular question, please just note ‘no change.’ If the score has changed please indicate the new score. The action plan should also be updated if necessary. For some questions you will see the review column has been blacked out. This is because these questions only apply to the initial audit. The review audit should be attached to the quarterly reports and submitted to the Chief Supervisor/Registrar via your Qualifications Administrator.

If any of the actions have not been addressed, we may seek further information or set timescales within which the actions must be undertaken. Ongoing approval of the work placement may be dependent on meeting these timescales.

3.7 The risk assessment

Introduction

We recognise the importance of assuring that you are undertaking training in a safe environment. Whilst the responsibility for health and safety in the workplace rests with the employer providing the placement (i.e. the accredited service) the Qualifications Board needs some information to be assured that the employer has appropriate systems and policies in place. For this reason the Board has introduced a risk assessment process to be conducted prior to the commencement of the placement in an accredited service. You should conduct the risk assessment, in the first instance, and then your Co-ordinating Supervisor should review it. We hope this will give candidates experience of conducting risk assessments and help them to take responsibility for their safety in work settings on an ongoing basis.

It is important not to confuse 'risk' with 'hazard.' Hazard is the potential to cause harm whilst risk is the likelihood or uncertainty of harm occurring. In many of the settings in which educational psychology placements may take place the incidence of hazards is likely to be quite low (for example, you are unlikely to be working in a chemical plant or with toxic materials), but there are likely to be factors which could carry a risk of harm (such as lone working or community work with known high risk groups such as drug abusing or violent clients) which do occur. It is important that risks can be identified and appropriate policies are in place to minimise the likelihood of harm occurring as a consequence of the risk.

Responsibilities of each party

Primary responsibility for the management of your health and safety whilst on placement rests with your employer (the accredited service). You have a responsibility to follow instructions and act sensibly to protect your own health and safety and that of others.

The Society is not responsible for health and safety issues in the accredited service's organisation, but does have a duty to only approve placements where it has been provided with evidence that the accredited service has implemented a health and safety policy which identifies, minimises and, as far as possible, controls the risks which may be present in the workplace. We exercise this responsibility by requiring evidence of a risk assessment before approving the probationary period and seeing certain documentary evidence. The Placement Audit, conducted by your Coordinating Supervisor, will check that the risk assessment has been conducted and that the appropriate documentary evidence has been collected.

Risk factors

Risk factors can be grouped into six main areas:

Work factors – pertain to your role within the organisation and include any specific hazards which may be present on the work site (personal protective equipment should be provided where appropriate, along with training in its use) and risks associated with particular aspects of the job. The placement provider should have policies for minimising and controlling risks.

Travel and transportation – risks associated with travelling for work purposes particularly where the placement involves travel between different work sites. Where you are using your own car you must ensure that your insurance policy includes business use.

Location and/or region factors – particularly when you undertake a placement in an unfamiliar location, or where the placement is located in an area with a significant risk of civil disorder, crime

or similar danger (for example, a placement located in a country where the Foreign and Commonwealth Office advises against travel).

General/environmental health factors – environmental or health issues associated with the specific workplace. This might include, for example, infection control procedures or inoculation requirements for working in some countries.

Individual factors – personal factors, such as health, disability, linguistic or cultural factors which may increase the risk of illness or accident and which may require specific adjustments or support.

Insurance limitations – placement providers should ensure that they have public liability insurance, employers insurance and professional indemnity insurance, which extend to cover your actions whilst on placement with them. In some cases, you may be required to take out your own professional indemnity insurance where the cover of the placement provider does not cover the liability for injuries to third parties, including clinical errors, or property damage arising from their duties within the organisation.

Process

Before your probationary period can begin, you must conduct a risk assessment (see enrolment form) and we recommend asking for an appointment with the organisation's health and safety contact for this purpose. It might be helpful to provide a copy of the enrolment form in advance so that the health and safety contact knows what information you will be asking for.

You should discuss the risk assessment with your Co-ordinating Supervisor, particularly noting any hazards or risks which have been identified and the policies and measures which the placement provider has in place to minimise or control the risk.

The completed risk assessment should be submitted to the Chief Supervisor/Registrar with the other enrolment documents. If you change employment then the risk assessment will form part of the Change of Setting documentation. If you split your supervised practice across two posts then a risk assessment will need to be completed for each accredited service.

If any health and safety issues arise during your placement, please ensure that they are reported to the health and safety contact. The way in which any issues were resolved or controlled should be discussed with your Co-ordinating Supervisor at your next meeting. In addition, at your six-monthly review, your Co-ordinating Supervisor should specifically check that the responses given on the initial risk assessment form are still accurate.

Any serious health and safety concerns which are not resolved should be reported to the Chief Supervisor/Registrar, who will consider whether or not the placement remains suitable. For further information on Health and Safety relating to placements, see:

Universities and Colleges Employers Association (2009). *Health and Safety Guidance for the Placement of Higher Education students*. UCEA: London.

3.8 Fees and payment options

Details of the current fees for undertaking the QEP(S) (Stage 2) are available on the website. The fees can be paid either in full, via bank transfer or by credit/debit card over the telephone. Please note that some fees can also be split over Direct Debit. If you wish to pay by Direct Debit, please contact your Qualifications Administrator.

Please be mindful that, depending on your chosen payment method, there may be additional costs imposed by either your bank or credit card company. The fee must be paid in sterling. Please find our bank details below:

Royal Bank of Scotland

Account Number: 11226510

Sort Code: 16-23-21

Branch: Leicester Market Street

Swift Code: RBOS GB 2L

IBAN Number: GB09 RBOS 16232111226510

If you do transfer money into the Society's account, please make sure that you inform your Qualifications Administrator, providing the date, amount and reference of the transaction. If there are any limitations imposed by your bank on the amount that you can transfer and/or the frequency of payments, please contact your Qualifications Administrator.

You also need to be aware of additional costs that you may incur during your training which are not set by the Society. These include, but are not limited to, supervision costs, travel costs (for instance, to supervisory meetings, events and conferences) and professional indemnity insurance.

Please do not combine Qualification fees with any other payments to the Society. Combining payments could lead to delays in processing your Qualification documents.

4. Ongoing training and supervision

4.1 Contact with your Co-ordinating Supervisor

Throughout your enrolment for the QEP(S), you will have the support of your Co-ordinating Supervisor who will oversee your training and development as you progress. They will be your first point of contact to discuss any changes to your plan of training and your preparation for assessment, and will perform the full list of duties outlined in Section 3.2.

You will need to have face-to-face contact with your Co-ordinating Supervisor at least once every three months. At these quarterly meetings, you and your Co-ordinating Supervisor will complete the Quarterly Supervisory Meeting Record form.

In between your quarterly meetings, you will need to maintain regular contact so that your Co-ordinating Supervisor is kept up to date with your progress and any queries or concerns that you may have regarding your training. This contact could be by email, telephone or other means, as appropriate to the matter that you need to discuss. A record should be kept of all contact.

4.2 Additional Supervisors

You may also choose to engage an Additional (Designated) Supervisor to supervise specific areas of your training (e.g. research, workplace support) and may provide access to the necessary breadth of experience. Additional supervisors need not necessarily be Chartered members but must have been qualified for at least two years and be registered with the HCPC as an educational psychologist. You will need to establish a process for communication between your Co-ordinating Supervisor and Additional Supervisor(s). Your Co-ordinating Supervisor retains overall responsibility for your supervision.

Your Additional Supervisor(s) will be required to:

- liaise with your Co-ordinating Supervisor;
- provide you with direct supervision in a given area of work in line with your plan of training;
- countersign relevant documentation for both enrolment and assessment;
- listen to your views or concerns about work in progress and advise as appropriate;
- model and teach practical competence through illustration, prompting and feedback;
- encourage you to apply best practice and good communication; and
- appraise your effectiveness and provide positive and constructive feedback on your strengths and areas for development.

4.3 Changing your Supervisor

You may find that, during your enrolment, you need to change your Co-ordinating Supervisor or Additional Supervisor. This can occur for a variety of reasons, for example:

- changes in circumstances for one or more parties; and / or
- supervisory relationship problems.

All changes of supervisory support should be kept to a minimum: these roles should be taken on only after careful consideration of present and likely circumstances and of the responsibilities of the role. You will need to inform your Qualifications Administrator of any proposed change to your supervisory arrangements by completing the Change of Supervisor form and entering into a new contract. Any change is subject to the Chief Supervisor/Registrar's approval.

In the event that you need to change your Co-ordinating Supervisor, your original Co-ordinating Supervisor must complete the Supervisor's Report and send it to the Qualifications Administrator, who will forward it to the Chief Supervisor/Registrar. This report will detail the supervised practice that you have completed so far.

In the event that you need to change your Additional Supervisor, your current Additional Supervisor must complete the Supervisor's Report for the area(s) of work that they have been supervising and send this to the Qualifications Administrator, who will pass this on to the Chief Supervisor and your Co-ordinating Supervisor.

4.4 Updating your plan of training

If your own circumstances change throughout your period of enrolment and/or those of your work environment later change, you can submit a provisional plan of training and revise it if your circumstances change. It is recommended that you review your plan quarterly with your Co-ordinating Supervisor and revise it appropriately. Any changes must be sent for approval.

Completion of the period of supervised practice should not normally be delayed by a revision of the plan of training, but the Chief Supervisor/Registrar may grant an extension of this period if appropriate, subject to a written request.

4.5 Quarterly Supervisory Meeting Record

As stated in Section 4.1, you will have a face-to-face meeting with your Co-ordinating Supervisor on a quarterly basis. At these meetings, you will complete your Quarterly Supervisory Meeting Record form (QSMR), which are designed to help you to review progress for the previous quarter, set objectives for the coming quarter and identify resources that you may need in order to develop the required competencies. The form also has a section for any comments or concerns that you wish to share with the Qualifications Board.

4.6 Ethics and professional conduct

Whilst you are enrolled on the QEP(S) (Stage 2) you are engaged in training which is aimed at furthering your career as a professional psychologist. It is, therefore, integral to your training that you act, at all times, in accordance with the standards of conduct expected by the Society.

Full details of the Society's expectations of candidates' conduct are outlined in the Regulations and you must abide by these throughout your training. In brief, you are required to:

- adhere to the Society's *Membership Conduct Rules* and the *Code of Ethics and Conduct*;
- adhere to any professional or regulatory body codes of conduct which apply in the country in which you are practising;
- avoid all practices of misconduct, including academic misconduct (for example, plagiarism and all other forms of cheating) and professional misconduct;
- take responsibility for many aspects of the administration related to your training;
- meet all deadlines, except where there are genuine extenuating circumstances that prevent you from doing so;
- communicate professionally with all relevant personnel;
- pay all fees when they become due;
- make your status as a trainee clear to anyone with whom you have contact in relation to your

training, and ensure that you comply with any legal requirements regarding your title; and

- manage your time effectively.

4.7 Support for candidates

As well as receiving support from your Qualifications Administrator, you will also have access to the dedicated area of the website for QEP(S) (Stage 2) candidates, which includes all the documentation you need to help with your training.

The Board may organise candidate workshops which review the Qualification paperwork and processes, and provide an opportunity for you to discuss any queries that you may have and meet with fellow candidates.

As a member of the Society you have access to PsychSource, which is a searchable gateway to the Society's 11 journals and books programme, plus 32 other key psychology journals, together with multimedia resources. It also provides access to EBSCO Discovery Service and links to a multitude of other Society resources supporting research, teaching and practice.

As a QEP (Stage 2) candidate, you may also have remote access to the electronic psychology collection at Senate House Library, University of London. This includes the full range of Senate House's electronic journal collection, including the APA journals, and their psychology e-book collection.

You are also encouraged to attend the Scottish Division of Educational Psychology (SDEP) conference. Further details of this and other events organised by the Society's Professional Development Centre can be accessed on the Society's website.

4.8 Support for supervisors

The Board organises workshops for Co-ordinating Supervisors and Additional (Designated) Supervisors. These are face-to-face workshops which review the relevant documentation and processes, and provide an opportunity for supervisors to discuss any queries they may have and meet with fellow supervisors. Co-ordinating Supervisors are required to attend a workshop at least once every two years in order to remain approved.

If your Co-ordinating Supervisors needs help or guidance, they should contact the Chief Supervisor, via the Qualifications Office, in the first instance.

4.9 Changes to the accredited service

The Society should be informed in writing of any changes to the Accredited Service stipulating the reasons for this change.

5. Assessment

5.1 Portfolio of Competence

The assessment process consists of a Portfolio of Competence, which you will submit at the end of the Qualification (probationary period). It is expected that candidates will submit their work within one year (or the part-time equivalent) of completing the probationary period.

You will need to register for the assessment of your Portfolio by completing the Registration for Assessment form and submitting it to the Qualifications Team one month ahead of the submission deadline. If, once registered, you are unable to submit your Portfolio, you will need to inform your Qualifications Administrator so that your record can be updated. You will then be required to re-register for assessment at a later point.

Your Portfolio must reach the Qualifications Office no later than the fifth day of the month.

You will need to complete all documentation in conjunction with your Co-ordinating Supervisor. Your Co-ordinating Supervisor is expected to comment on issues such as any practical challenges that you may have faced, the quality of work that you have produced, or particularly significant learning experiences. They are also expected to read your submission before it is sent for assessment and agree that it is ready to be assessed.

Please ensure that your work is correctly referenced using APA referencing style.

You have three attempts at submission. If the outcome of your assessment is *Competence Not Yet Demonstrated*, you will be required to resubmit either all or part of your work.

5.2 Contents of your portfolio submission

Your Portfolio of Competence submission consists of the following elements:

- **Reflective Practice Log.** You are expected to maintain a reflective log throughout your probationary period. The log should include reflective statements of your development and details of the experiences, which have enabled you to gain the relevant supervised practice in an accredited service in Scotland. A maximum of 1,500 words is recommended.
- **Workplace Evidence submissions.** In order to ensure both depth and breadth of practice throughout the probation period, you are expected to report upon your experiences through your Workplace Evidence Report. The report should document the competency processes underpinning effective consultancy as well as implicitly considering professional and ethical practices. The Board anticipates that some of the pieces of evidence submitted may encompass more than one core function and, therefore, maybe be submitted as a larger report. You must clearly state at the beginning of each report which of the five core functions and levels of involvement are covered in the Workplace Evidence Report. The detail that you provide in the Workplace Evidence Reports must make the negotiation of work and the process of formulation, intervention and outcome very clear. Wherever possible, you are advised to select pieces of work which allow demonstration of the necessary skills. Please ensure that you submit a minimum of three and a maximum of five reports, the total maximum word count should not exceed 15,000, this is exclusive of references and appendices.

Candidates must provide evidence of practice for all of the five core functions and must cover each level, please see Section 1.7 of this Handbook for specific details.

Further details relating to the work place evidence submissions are included in Appendix 2 of this handbook.

- **Quarterly Supervisory Meeting Record.** Each record must be signed by you, your Co-ordinating Supervisor and Additional (Designated) Supervisor (if applicable). A template form can be found on the Society's website
- **Evaluation of Professional Competence (EPC) form.** This form should cover all competencies and must be completed by your Co-ordinating Supervisor. The EPC form is cumulative and should include comments from both you and your CS.
- **Updated plan of training** (if applicable).
- **Relevant declaration forms** (e.g. health/PVG)

All of the above are given an equal weighting in terms of assessment.

5.3 Assessment criteria

Candidates are assessed against the core 'Currie' functions (see Section 1.6), as well as the competencies required for supervised practice which are as follows:

Scottish Qualification Credit Framework Level 12 Descriptors

Knowledge and understanding

Demonstrate:

- A critical overview of a subject/discipline/sector, including critical understanding of the principle theories, concepts and principles.
- A critical, detailed and often leading knowledge and understanding at the forefront of one or more specialisms
- Knowledge and understanding that is generated through personal research or equivalent work that makes a significant contribution to the development of the subject discipline/sector.

Practice: Applied knowledge, skills and understanding

- In using a significant range of the principal professional skills, techniques, practices and/or materials associated with the subject/discipline/sector.
- In using and enhancing a range of complex skills, techniques, practices and/or materials that are at the forefront of one or more specialisms.
- In applying a range of standard and specialised research and/or equivalent instruments and techniques of enquiry.
- In designing and executing research, investigative or development projects to deal with new problems and issues.
- In demonstrating originality and creativity in the development and application of new knowledge, understanding and practices.
- To practice in the context of new problems and circumstances.

Generic cognitive skills

- Apply a constant and integrated approach to critical analysis, evaluation and synthesis of new and complex ideas, information and issues.
- Identify, conceptualise and offer original and creative insights into new, complex and abstract ideas, information and issues.

- Develop original and creative responses to problems and issues.
- Deal with complex and/or new issues and make informed judgments in the absence of complete or consistent data/information.

Communication, ICT and numeracy skills

Use a wide range of routine skills and a significant range of advanced and specialised skills as appropriate to a subject/discipline/sector, for example:

- communicate at an appropriate level to a range of audiences and adapt communication to the context and purpose;
- communicate at the standard of published academic work and/or critical dialogue and review with peers and experts in other specialisms;
- use a range of ICT applications to support and enhance work at this level and specify software requirements to enhance work; and
- critically evaluate numerical and graphical data.

Autonomy, accountability and working with others

- Demonstrate substantial authority and exercise a high level of autonomy and initiative in professional and equivalent activities.
- Take full responsibility for own work and/or significant responsibility for the work of others.
- Take significant responsibility for a range of resources.
- Demonstrate leadership and/or originality in tackling and resolving problems and issues.
- Practice in ways which are reflective, self-critical and based on research/evidence.
- Manage complex ethical and professional issues and make informed judgments on new and emerging issues not addressed by current professional and/or ethical codes or practice.

5.4 How to submit

You must submit one electronic copy of your portfolio as a PDF to the Qualifications Administrator via Hightail at www.hightail.com/u/bpsqualifications02. Please ensure that you have included your assessment number on all evidence that you have submitted for assessment and that you also provide a cover sheet with your name, Society membership number, candidate number and details of your accredited service(s).

Late submissions will not be accepted unless you have an exceptional circumstance and the Board have granted an extension in advance.

5.5 Outcome of assessment

The overall outcome of assessment in relation to the five core 'Currie' functions: Assessment, Consultation, Intervention, Research and Training – is one of the following:

- Competence Demonstrated;
- Competence Not Yet Demonstrated;
- Conditional Pass; or
- Fail (third and final assessment attempt).

Once the assessors have assessed your submission, they will present their recommendation and feedback to the Chief Assessor, which will then be considered by the Qualifications Board. We will issue your result to you and your Co-ordinating Supervisor within three months of the submission deadline.

Upon successful completion of all requirements of the QEP (Stage 2), you will be sent a certificate confirming the award of the qualification within one month of receiving the results letter.

Please note that all fees must be paid before the QEP(S) can be awarded.

5.6 Assessment outcomes description

Competence Demonstrated	This is at least as good as the general level of performance expected of the competent psychologist. It reflects a good match between the candidate's performance and their planned training objectives, where the candidate will have undertaken an appropriate workload and carried out the work competently, such that they are fit to practise independently and autonomously as a practitioner psychologist.
Competence Not Yet Demonstrated	<p>This may reflect some degree of concern over aspects of the candidate's performance. It may reflect minor difficulties in several areas or a major concern (not amounting to unprofessional or unethical conduct). However, it may indicate serious concern about the candidate's performance. If major difficulties are described in more than one area specified by the subheadings or if conduct is unethical then this rating should be used. The reasons for the rating should be obvious from the written comments in the assessment report.</p> <p>If the assessors were to judge that your Portfolio of Competence did not meet the required standard, they might ask you to do one or more of the following:</p> <ul style="list-style-type: none"> ■ re-submit one or more pieces of work; ■ supply additional evidence; ■ undergo a further period of supervised practice.
Conditional Pass	This category will be used in cases where the Workplace Evidence contains unacceptable presentational errors (e.g. spelling/typing errors, formatting problems or omissions, inaccuracies in references, breaches in confidentiality) that do not have a substantive bearing on the work place submission. Such work will need to be corrected and re-submitted for checking by the Chief Assessor) before the final assessment decision can be made.
Fail	There is insufficient evidence that the candidate has been able to demonstrate competence in relation to the core functions after the permissible three submissions. The presentation of the Work Place Evidence is inadequate with many errors and poorly organised material.

5.7 What happens if you need to resubmit

If you are required to resubmit your work, you will need to register in line with the usual process and then submit via Hightail at www.hightail.com/u/bpsqualifications02. Your resubmission will then be assessed and you will receive the assessment decision within three months of the resubmission date.

If this work is deemed by the assessors to still fall short of the requirements the assessment outcome will be Competence Not Yet Demonstrated. In these circumstances, the assessors will nearly always request that new work is submitted. This is because if a candidate doesn't demonstrate competence on the third attempt the entire Qualification will be failed.

5.8 Proficiency in the English language

All submissions must be submitted in the English language. You are required to demonstrate a degree of proficiency in the English language which is equivalent to level 8 of the International English Language Testing System (IELTS).

Full details of IELTS can be obtained from www.ielts.org.

5.9 Appeals

For details of the appeals process against assessment decisions please refer to the *Regulations for the Society's Postgraduate Qualifications*

Appendix 1: Notes for candidates on submitting their Work Place Evidence

The Work Place Evidence reports should be presented as follows:

1. Every account of work should have a front sheet which indicates:
 - Which of the five core functions it covers.
 - The total word count. References are not included within this word limit.
 - The Candidate's Membership Number and date of submission.
 - Number the pages.
2. Appropriate consent to use client material in the Work Place Evidence must be included.
3. Work Place Evidence reports may include assessment materials, e.g. observation schedule, a report or correspondence or minutes of a collaborative meeting, exactly as was sent to the parents, young person or other agencies, but anonymised. The report or correspondence or minute may be included as part of the body of the report, or in an appendix.
4. You are encouraged to include representation of data in graphs, tables or other visual form, if this is relevant and will help the reader to understand the progress or outcome of the case. Such representations do not need to be counted within the word count.
5. There should be a minimum of three and maximum of five Work Place Evidence Reports, but the **total maximum word count should be 15,000** (excluding references and appendices).

References are not included within this word limit. The appendices are also not included in the word count. Do not add new materials or data in an appendix that have not been referred to in the main body of account of work.
6. Acronyms should be written out in full when first used.
7. All material must be presented in such a way as to protect the confidentiality of clients. If a pseudonym is used for a client in an account of work, it must be made clear that this is not the person's real name.
8. Work Place Evidence reports should be presented double-spaced. Pages within each account of work should be numbered. All submissions must be in an electronic format.
9. You must retain a copy for yourself.

It is your responsibility to ensure that everything required is included in the Portfolio of Competence at the time of submission.

Remember

The content of the Work Place Evidence report should ensure that:

- The purpose/negotiation/consultation/referral/commissioning of the work/background is evident.
- Brief Rationale for the chosen approach is included.
- Description of the work, including presentation and interpretation of information collected and evaluation of progress/impact is evident.
- Summary of results/outcome and recommendations are included.
- Appendices – Report/Letter(s)/minutes of meetings as sent to parents or others, suitably anonymised, if these do not appear in the body of the account of work can also be included if applicable.

Any recommendation section should include a concise summary of the main results , rather than a repetition of all the results.

Quality of account of work

Here your ability to present a reasoned account of work is considered – communicate the purpose, nature and outcome of the work in a logical, articulate manner. Is the account of work:

- Coherent?
- Written in an articulate style?
- Free from grammatical/spelling errors?
- A good piece of communication with other professionals?

Appendices

Typically include:

- Raw information.
- Anonymised artefacts, for example, Report or Letters or minute of meeting as sent to parents and others, if not included in body of account of work.

In general, accounts of work place evidence

Are written with the reader in mind.

- Contain clear statement of purpose of the work.
- Contain sufficient context so account of work cannot be misused.
- Contain clear statement of what was done and why.
- Provide source of data if there could be any doubt/confusion.
- Explain any statistics if necessary.
- Give the reader a clear structure for interpreting and assimilating inform.

Appendix 2: Useful web links

The following annexes contain documents that all candidates should be aware of whilst undertaking their supervised practice in an accredited service in Scotland.

All Candidates and Co-ordinating Supervisors need to ensure that they are aware of any changes to the current legislation and policy with regard to educational psychology provision in Scotland.

Assessment is for Learning

www.gov.scot/Publications/2005/09/20105413/54164

Educational Psychology Assessment in Scotland (2014)

www.bps.org.uk/system/files/Public%20files/Quals/aspep-sdep_assessment_position_paper_2014.pdf

Getting it right for every child (GiRFEC) – multi-agency working

<http://www.gov.scot/resource/doc/1141/0065063.pdf>

Quality Management in Local Authority Educational Psychology Services – Self-Evaluation for Quality Management

<https://education.gov.scot/Documents/QualityManagementLAEdPsychServices1.pdf>

Quality Management in Local Authority Educational Psychology Services – Self-Evaluation Toolkit

<https://education.gov.scot/Documents/QualityManagementLAEdPsychServices2.pdf>

Review of the Provision of Educational Psychology Services in Scotland

www.gov.scot/Publications/2002/02/10701/File-1

Supporting Children’s Learning – Code of Practice

www.scotland.gov.uk/Publications/2005/08/15105817/58187

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