

The Doctorate of
Educational, Child and
Adolescent Psychology
at
Queen's University Belfast

Patricia Davison,
Programme Director

Aims

- The role of the educational psychologist
- How to become an educational psychologist
- The Doctorate in Educational Child and Adolescent Psychology at QUB

Meet the Team



Patricia Davison
PD



Maria McAleese
PAT



Anthea Percy
PAT



Enda Cunningham
PAT



Alison Jeffrey
Administrator



Shauna Mahoney
Secretary



John McMullen
PAT

29 November 2021



Aoibhe Kieran
PAT



Hassan Regan
PAT

Educational Psychology

- Work in schools, colleges, nurseries and special units, primarily with teachers and parents
- Liaise with other professionals in education, health and social services

Direct work may involve:

- Some form of assessment to uncover a C/YP's problem through consultation with professional colleagues, observation, interview or use of test materials
- Providing interventions, developing learning programmes and working collaboratively with a teacher
- Making recommendations on the most appropriate educational provision for that child

Indirect work involves consultation with individuals involved with the C/YP

- Training
- Preventative working

Additionally

- Advise or join working groups concerned with organisation and policy planning
- Plan and carry out research activities

Becoming an Educational Psychologist

- Three year doctorate in Educational Psychology approved by the HCPC
- A psychology based degree, normally 2.1 or above*, that grants eligibility for chartered status (GBC) with the British Psychological Society (BPS) or a conversion course which also grants GBC. **Applicants holding a 2.2 will be considered where the applicant holds a post-graduate psychology-based qualification (granting GBC) at 2.1 level.*

DECAP

- Appropriate work experience – minimum 2 years FTE
- Commitment to work in the EANI as an EP for three years post qualification
- Eligible to work in the UK
- Driving Licence
- English language proficiency

When and how do I apply for the DECAP at QUB?

Application form (submitted online)

Closing Date: Friday 7th January 2022 at 4.00 pm

- Qualifications
- Relevant experience
- Personal statement and self-reflection

Online submission guidance

Success rate: Shortlisting 25% - 33%

2021: 40 shortlisted

Interviews (Format to be confirmed)

Two panels, of DECAP tutors and EA EPS representatives (3 in total):

Academic

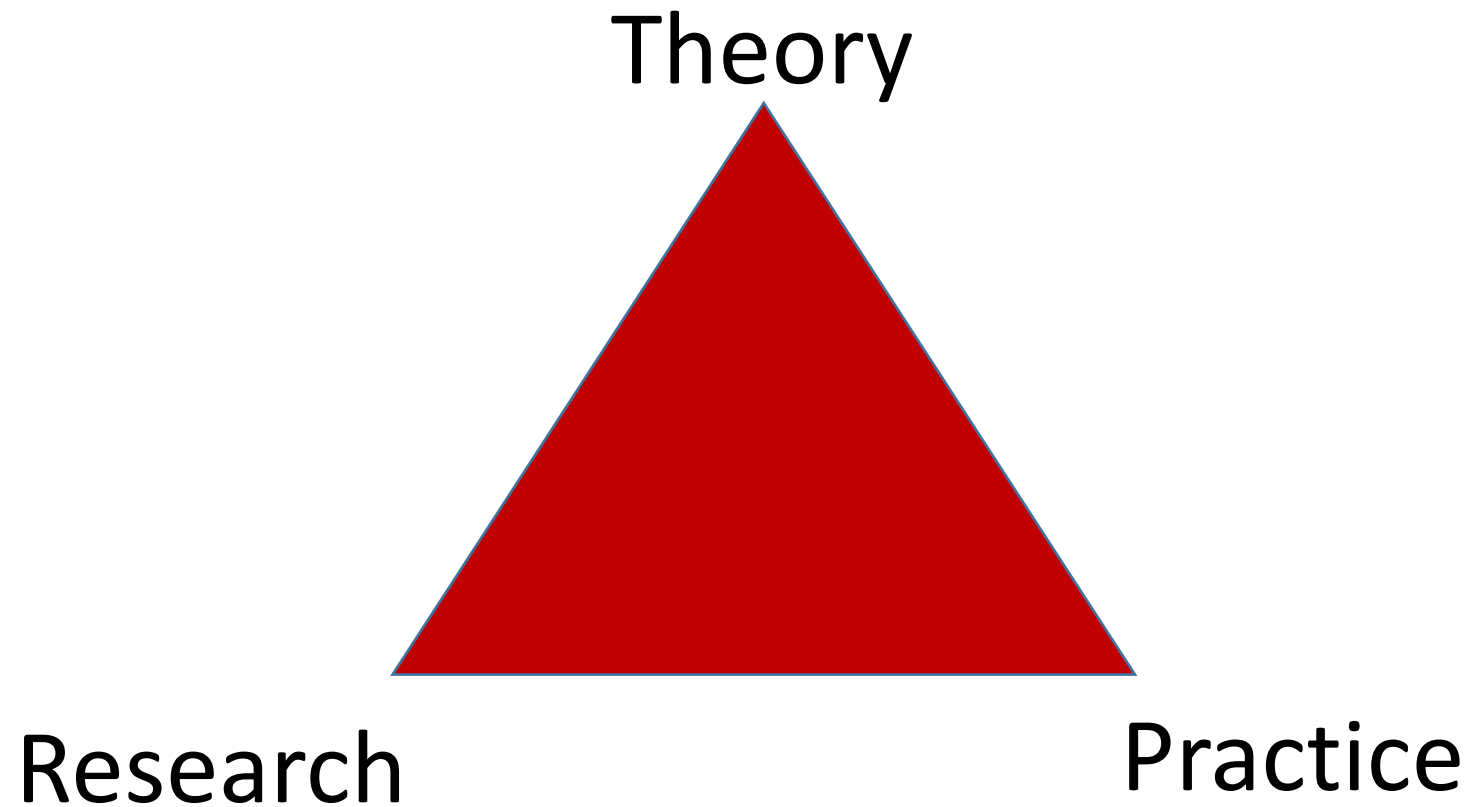
Professional/Personal

Rating - Academic Ability, Personal Qualities and Readiness for Training

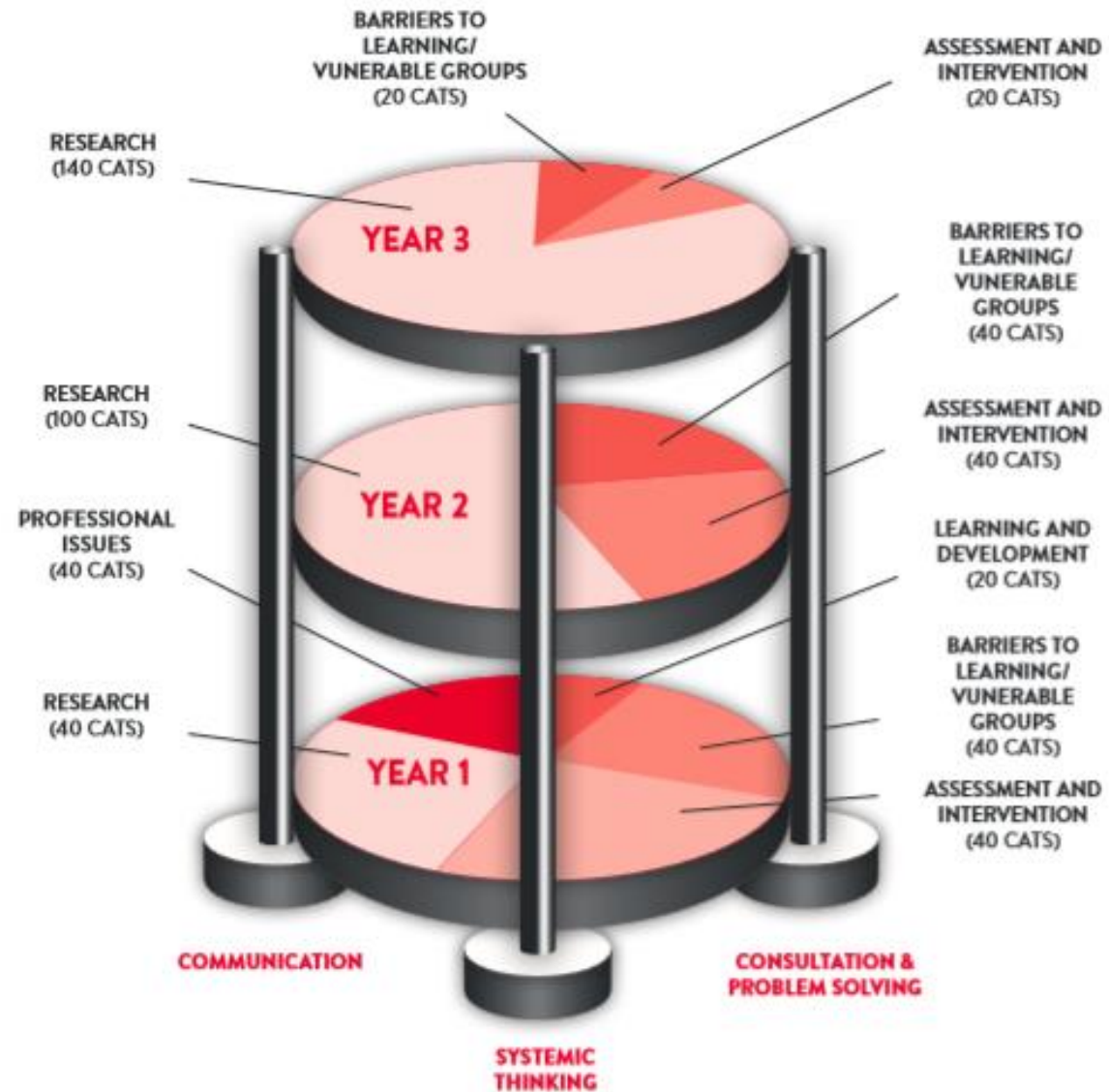
Success rate

- DECAP 8-10% of total applicants

What does training involve?



The DECAP Curriculum



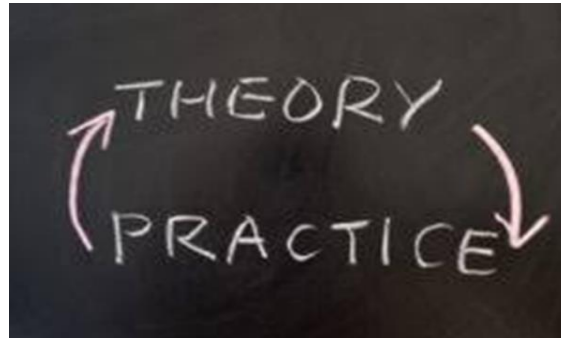
29 November 2021

Placement: Enda Cunningham, PAT

Education Authority (EA)/ Non EA Placements

300 days placement for practice based learning

- Year 1 – 90 days
- Year 2 – 125 days
- Year 3 – 85 days



DECAP Research Activity: Anthea Percy, PAT

Research in practice

Placement experiences
Baby Study (typical development)
SEN Presentation (atypical development)

Minor research project

- Year 2 E&D issue arising in our society
- Group based project with member of tutor team as PI

Year 1: Key Tasks & Support

TASKS

- Coming up with an idea
- SCOPING STUDY
- Research proposal
- Research Panel 1

SUPPORT

- Personal Tutor
- Research Fair
- Research teaching
- Research Panel 1
- Year 1 tutorials

Year 2: Key Tasks & Support

TASKS

- Research Panels 2 & 3
- Application to Faculty Ethics Committee
- Data collection and analysis

SUPPORT

- Personal Tutor
- Research Consultant
- Research Panels 2 & 3
- Research tutorials

Year 3: Key Tasks & Support

TASKS

- Analysis
- Write up and assimilation of thesis

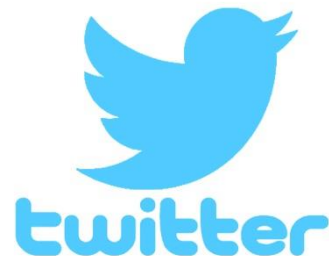
SUPPORT

- Personal Tutor
- Research Consultant Term 1
- Second supervisor
- Research tutorials

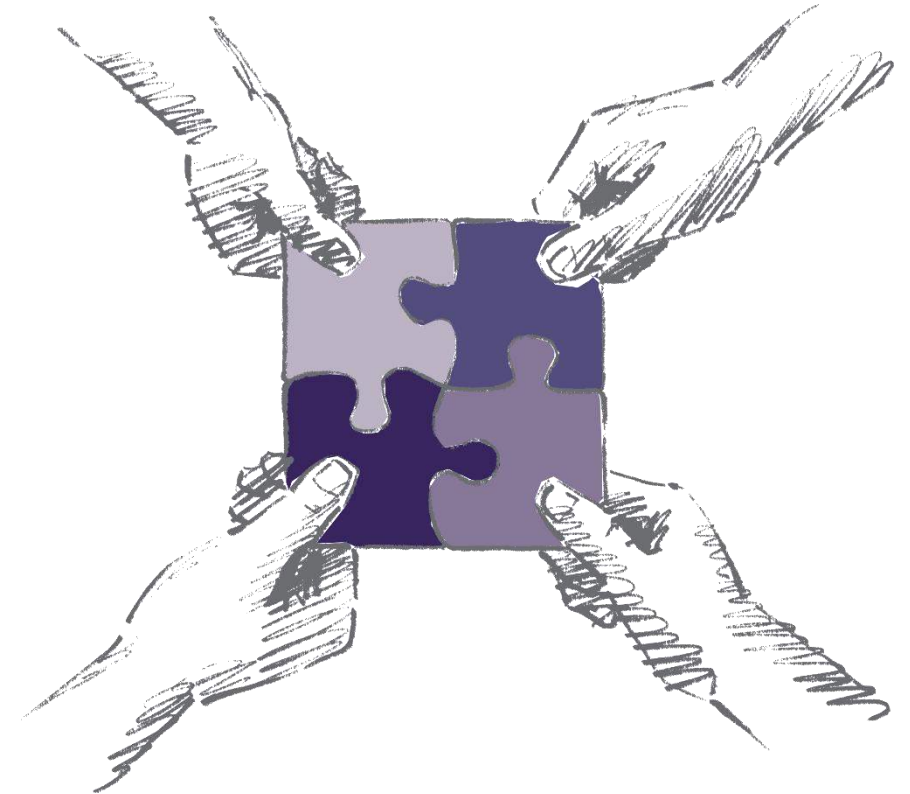
Programme for outreach, connection and engagement: Maria McAleese, PAT

- Collaboration with MAP Supervisors
- Engagement with Service Users (Pupils, School Staff, Parents)
- Stakeholders
- Supporting TEP wellbeing
- Promotion of TEP achievements

Follow us



@decap_qub



Commendations

- Multi-agency/elective placement
- Equality and Diversity placement for field-based research
- Nurturing and supportive environment
- Innovative practice: Video Interaction Guidance, Incredible Years, Dynamic Assessment, CBT approaches, Family Systemic Therapy

Breakout Groups

The next session will provide you with an opportunity to chat with a DECAP tutor and student.

You have already been assigned to one of the following groups, and you have been provided with a separate Microsoft Teams meeting link for this meeting (4.15-4.45):

- **Group 1: Patricia and Emma**
- **Group 2: Maria, John and Megan**
- **Group 3: Anthea, Hassan and Darragh**
- **Group 4: Enda and Rachel**