



QUEEN'S
UNIVERSITY
BELFAST

Doctorate in Educational, Child and Adolescent Psychology (DECAP)

Information Session
27.11.23



Aims

- The role of the Educational Psychologist
- The Doctorate in Educational Child and Adolescent Psychology (DECAP)
- How to become an Educational Psychologist

Educational Psychology

- Work in educational settings, primarily with C+YP, SENCOs, teachers and parents.

Direct work may involve:

- Assessment and formulation- through consultation, observation, interview or use of test materials.
- Providing individual/group interventions, developing learning programmes and working collaboratively with school staff.
- Making recommendations on the most appropriate educational provision for that child.

Indirect work may involve:

- Consultation with other professionals in education, health and social services.
- Training and development
- Preventative working

Additionally

- Systemic work- service delivery and organisational change
- Research and evaluation activities.



**QUEEN'S
UNIVERSITY
BELFAST**



ea Education
Authority

DECAP



Department of
Education

hcpc health & care
professions
council



The
British
Psychological
Society

Meet the Team



John McMullen
PAT / PD



Aoibhe Kieran
PAT / Y1



Hassan Regan
PAT / Y2



Maria McAleese
PAT / Y3 /Outreach



Anthea Percy
PAT / Research



Enda Cunningham
PAT / Placement



Carol Strahan
PAT / Wellbeing



Stephanie Burns,
Qualitative Research
Methods Advisor



Alison Jeffrey
Administrator

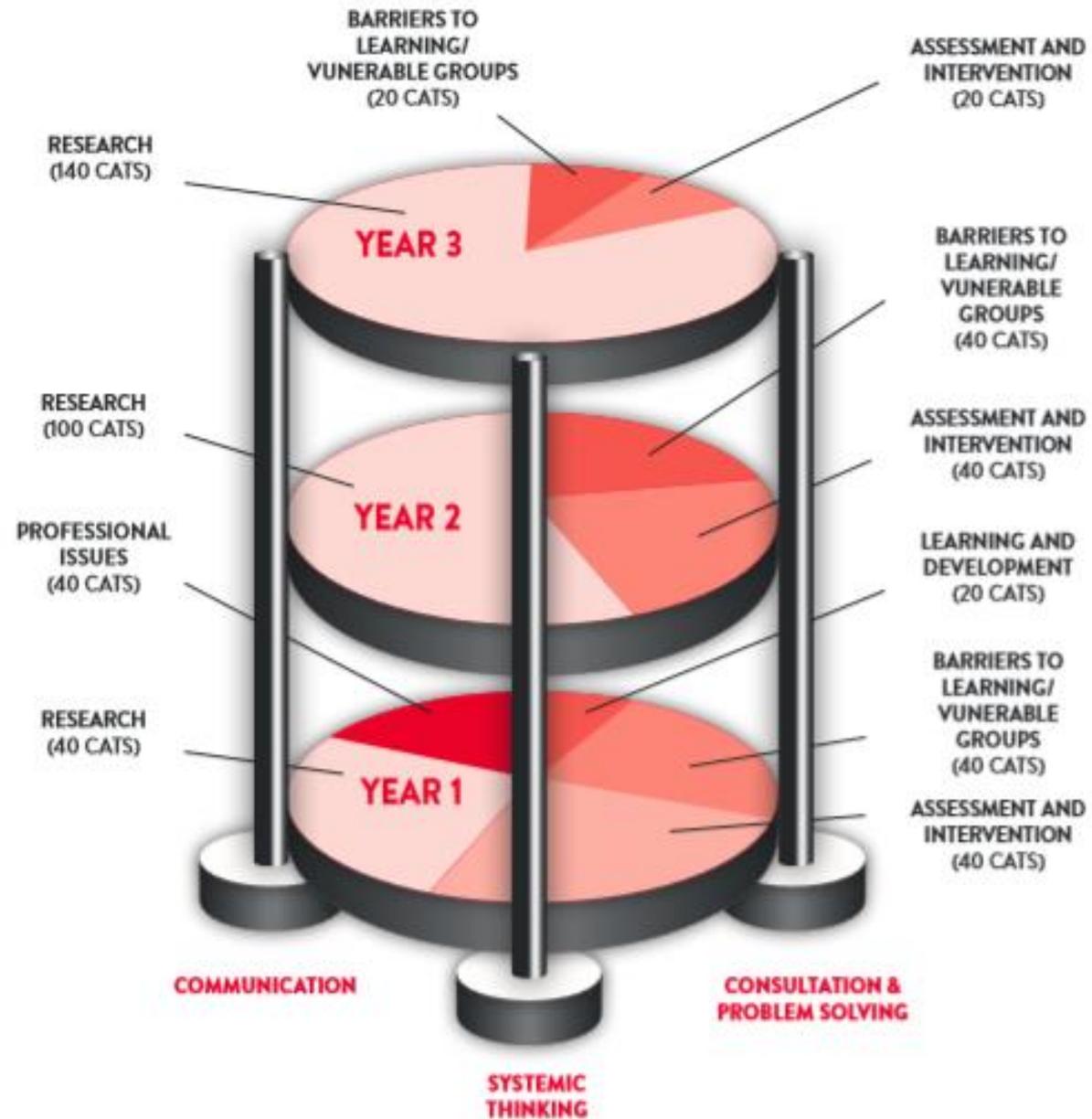


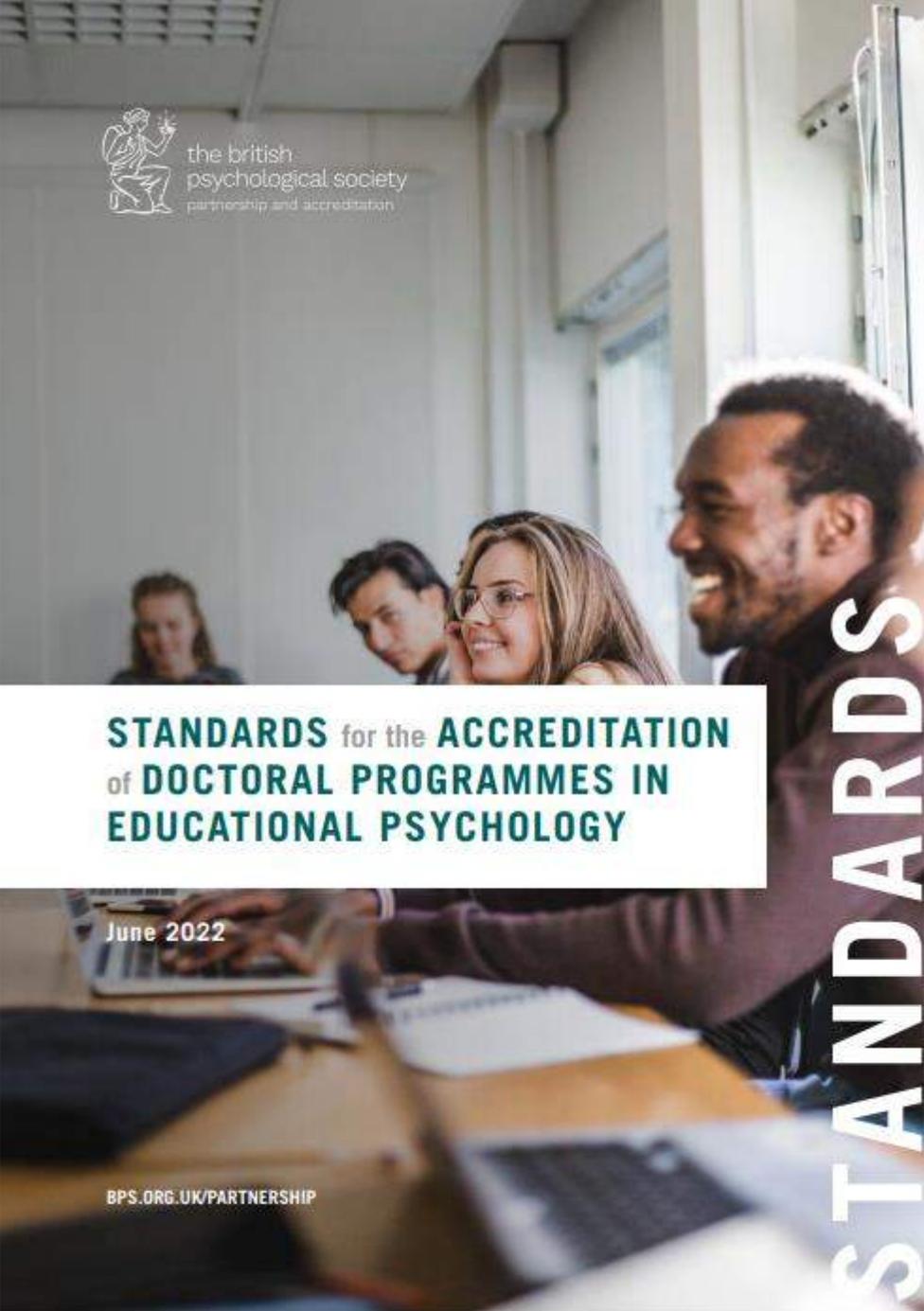
Shauna Mahoney
Secretary



Karen McAuley
Secretary

The DECAP Curriculum





STANDARDS for the **ACCREDITATION**
of **DOCTORAL PROGRAMMES IN**
EDUCATIONAL PSYCHOLOGY

June 2022

STANDARDS

1. Promoting development and education;
2. Personal and professional values, ethics and skills;
3. Equality, diversity and inclusion;
4. Consultation;
5. Psychological assessment and formulation;
6. Psychological intervention and evaluation;
7. Service delivery and organisational change;
8. Training and development;
9. Research and enquiry;
10. Transferrable skills.

Commendations

- Multi-agency/elective placement
- Equity, Diversity and Inclusion
- Innovative practice: Video Interaction Guidance, Incredible Years, Dynamic Assessment, CBT approaches, Family Systemic Therapy.
- Nurturing and supportive environment
- Specialist input

Trainee numbers
doubled since 2020



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).
- Appropriate work experience – minimum 2 years FTE (or 2000 hours)
- Commitment to work in the Education Authority (NI) as an EP for three years post qualification.
- Eligible to work in the UK.
- Driving licence.
- English language proficiency.

- Bursary currently £17,395 (+£750 conference budget)

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

- Information and guidance- <http://go.qub.ac.uk/qubdecap>
- Application:
 - Qualifications
 - Relevant experience (2 years)
 - Personal statement and self-reflection
- Closing Date: Friday 5th January 2024 at 4pm
- In 2023- 53% of applicants were shortlisted for interview

Interviews

In person at QUB

Two panels made up of DECAP tutors, QUB and EA representatives:

- Academic
- Professional/Personal

Rating:

- Academic Ability
- Personal Qualities
- Readiness for Training

Success rate 2023: 17% of total applicants

Placement: Enda Cunningham, PAT

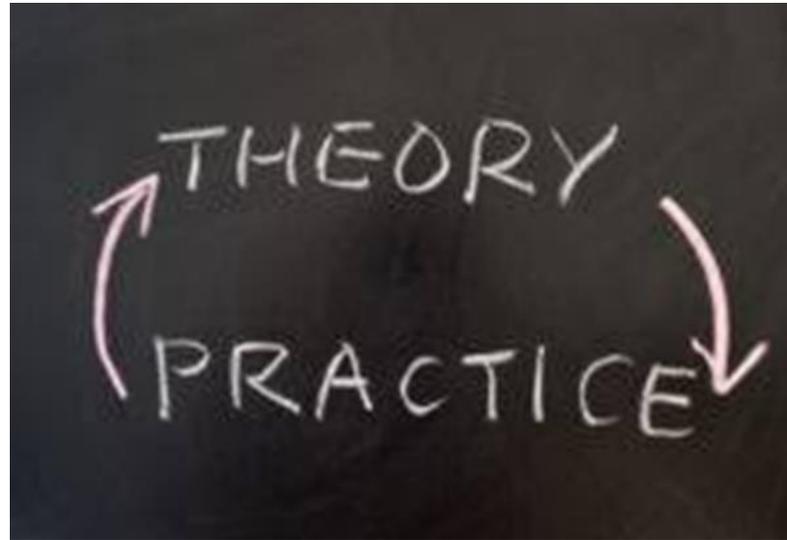
300 days placement for practice-based learning

Education Authority (EA)/ Non EA Placements



Year 1

- Year 1 – 90 days



Year 2

Year 2 – 85 days

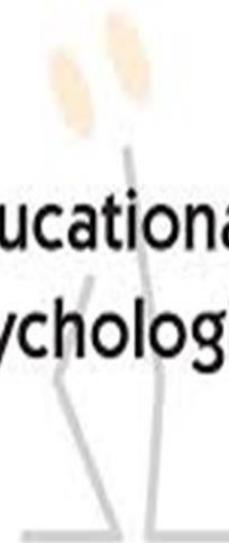


Year 3

Year 3 – 125 days



Educational
Psychologist



DECAP Research Activity: Anthea Percy

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

Your research should...

Be original, you should aim to create and interpret new knowledge or techniques

Master a substantial body of knowledge and display critical thinking

Evidence the ability to conceptualise, design, and implement a project and to adjust the design

Show that you have a detailed understanding of research methodology and techniques

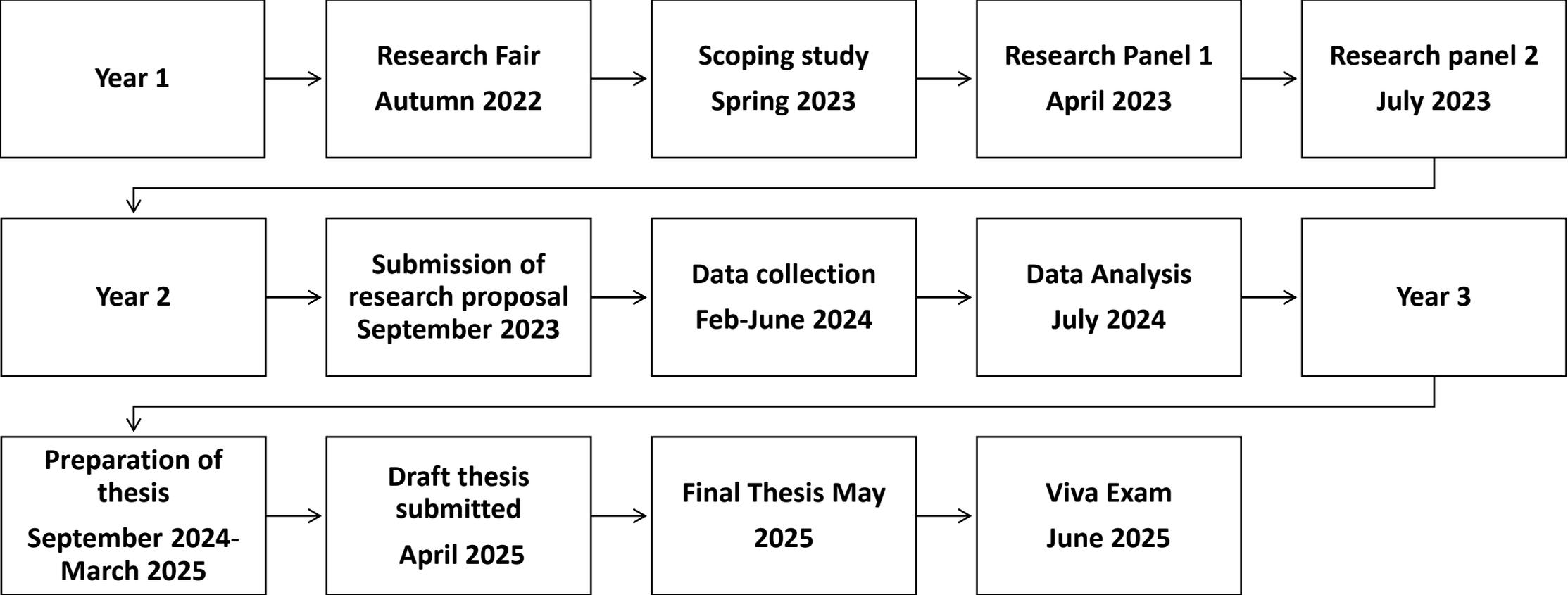
Communicate ideas clearly both in written format and at Viva exam

Reflect personal responsibility and autonomous initiative

Aim to produce a thesis of publishable standard

Aim to make a contribution to professional practice in Educational Psychology

Timeline



Supports

Professional and
academic tutor

Research
supervision
contract

Second
supervisor

Research tutor

Research Fair

Research Panels

Research
teaching

Journal club

Graduate
School

Course
meetings

Research
seminars

Conference
fund

Professional
Guidance
HCPC/BPS/EANI

Faculty Ethics
panel

Disability and
student well-
being

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 on  @decap_qub and check out our website

<https://www.qub.ac.uk/schools/psy/Study/PostgraduateTaughtCourses/DECAP/>



Leadership curriculum: Aoibhe Kieran, PAT

- Dynamic context; distributed models of leadership
- Teaching: relevant contextual knowledge and skills development
- Placement experiences: working with increasing levels of independence and a strengthening systemic focus
- Reflective supervision: development of effective leadership skills

We are committed to promoting equity, diversity and inclusion – and to challenge prejudice and discrimination



The complexity of culture and the intersectionality of various reference groups (e.g., race, ethnicity, sexual orientation, gender, age, socioeconomic status; Grieger 2008) all but guarantees that every school psychologist will work with students and families with unique cultural contexts, regardless of the practitioner’s personal ethnic, linguistic, and / or cultural background.

(Hass and Abdou, 2019, p48)

Breakout Groups

The next session will provide you with an opportunity to chat with DECAP tutors and trainees.

You will be randomly allocated to a breakout group now

