



**School of Psychology**

**DOCTORATE  
in  
EDUCATIONAL,  
CHILD & ADOLESCENT  
PSYCHOLOGY**

**Selection Procedures:  
A Guide for Applicants**

**Closing date Wednesday, 8<sup>th</sup> January 2020  
@ 4pm**

# Queen's University Belfast

## School of Psychology

### DOCTORATE IN EDUCATIONAL, CHILD & ADOLESCENT PSYCHOLOGY

#### Applications for September 2020

The Doctorate in Educational, Child & Adolescent Psychology (DECAP) is a three year (36 month) postgraduate professional training course, accredited by the British Psychological Society (BPS) as conferring eligibility for chartered status and approved by the Health and Care Professions Council (HCPC) as conferring eligibility to apply for registration as an educational psychologist. The course is based in the School of Psychology at Queen's University Belfast and placements are undertaken in a variety of educational, health or community settings. This document provides information and guidance for applicants.

The application form is available on the School of Psychology web page (<http://www.psych.qub.ac.uk>)

#### ***SAFEGUARDING CHILDREN AND VULNERABLE GROUPS***

**Please see Appendix for information on the University's policy.**

***Proof of identity and qualifications will be required from those candidates offered a place on the programme.***

***On the initial Application Form, one referee must be nominated by the candidate from the last position (if any) in which s/he was working with children or young people. If there is a gap in a candidate's employment history, this should be briefly explained on the application form. All candidates who are successful, and offered a place on the course, will be subject to an Enhanced Disclosure Check.***

#### **1. ESSENTIAL CRITERIA**

##### **1.1 Entry Requirements:**

All applicants to the course must have at least an upper second class (2:1) honours degree in psychology, or the equivalent.

All candidates **should state the published mark of the degree and provide a copy of their academic transcript from the university. If a transcript is not available, please explain why and state published marks. In the absence of such marks, students will be disadvantaged as the panel will assume the lowest possible mark within the degree category.** Candidates who graduated prior to computerisation of results will not be disadvantaged.

Candidates who have not obtained an upper second class (2:1) honours degree may apply if they can show evidence of a postgraduate degree relevant to Educational Psychology (eg. Masters or PhD). In the case of a Masters degree, the percentage mark should be given and/or academic qualifications (Conversion) transcript.

- 1.1.1 The qualification must be such that the applicant is, or will be, eligible for the Graduate Basis for Chartered Status (GBC) of the British Psychological Society (BPS). Candidates with qualifications from overseas etc., or where GBC is uncertain, **should have received a decision from the BPS as to whether their degree confers GBC by the application closing date.**

**GBC.** In order to be eligible to become a chartered psychologist on completing the DECAP, all candidates must have a primary qualification in psychology which is recognised by the British Psychological Society (BPS) as conferring the Graduate Basis for Chartered Status (GBC). If your primary qualification in psychology is unusual in any respect or comes from outside the UK, then you should provide evidence that it confers GBC. Queries regarding GBC status should be directed to the BPS, St Andrew's House, 48 Princess Road East, Leicester LE1 7DR. Tel. 0116 254 9568.

- 1.1.2 Candidates are expected to have appropriate experience working with children, young people and young adults for at least two years full-time equivalent (FTE) by the application closing date. This can be cumulative or continuous and may be remunerated employment or work undertaken in a voluntary capacity. Experience acquired during university placement of less than 10 months will not be counted. Whatever kind of work has been undertaken, applicants **should reflect** on what they have learnt from their experiences and its relevance to the work of an educational psychologist, and, how they have been able to apply the knowledge of psychology from their studies. Please see the DECAP website for some suggestions about relevant experience. The 'quality' of experience in work experience is as important as the quantity of experience gained. Breadth and variety of experience will be favourably considered.
- 1.1.3 In line with the university's Postgraduate Prospectus, applicants requiring a work permit for employment in the UK cannot usually be considered for enrolment on the DECAP course.
- 1.1.4 Overseas candidates should provide evidence of proficiency in written and spoken English, unless you obtained your degree through English. Candidates must be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System (with no element below 6.5) or in an equivalent English Language test acceptable to the university see <http://go.qub.ac.uk/EnglishLanguageReqs>

## 1.2 Additional Information

Successful applicants will be funded by Department of Education provided they undertake to work in the Northern Ireland Educational Psychology Services, in accordance with the staffing needs as determined by the Education Authority, for three years following qualification, subject to the availability of EP posts. Applicants applying for such funding must do so on this basis. In addition, the requirement to travel throughout the region for placement and other activities means that applicants are normally expected to have, or to obtain before enrolment, a full driving licence, unless prevented for health or disability reasons.

Most applicants will possess the minimum entry requirements. The following three core elements are **rated** on the basis of the evidence presented in the application form and later

at interview. Shortlisting, and later offers of places, are determined by the selection panel, on the basis of ratings awarded.

- 1.2.1 **Academic Ability:** this is a judgement of the applicant's ability to cope with the academic demands of training. Whilst the quality of previous academic qualifications and training plays a large part in forming judgements here, other competencies inform this – especially at the interview stage. These include critical reflection and reasoning skills, ability to synthesise information succinctly, ability to draw inferences and implications from information, psychological knowledge, ability to apply psychological theories and research to educational scenarios, research skills, presentation skills etc.

1.2.2 **Relevant Experience (Section 5):**

In this section, you should describe your relevant experience, with dates of employment, in chronological order beginning with the earliest employment. See worked example on page 10.

1.2.3 **Personal Statement and Self Reflection (Section 7)**

In this section you should demonstrate evidence of your capacity to reflect on your motivation to undertake educational training as an educational psychologist, the experiences and values which have shaped that decision, as well as the personal qualities you would bring to this career. You may wish to include information about your personal and/or professional interests. You should indicate how you relate your experiences, skills and competencies as related to the training programme for educational psychology.

1.3 **References (Section 8)**

We require three references with regard to each application. At least one of the references should be academic and at least one should be professional. ***Please note that one referee must be from the last employment in which you worked with children or young people.*** References written by relatives of candidates are not acceptable. These references are considered by the selection panel only after ratings have been awarded at interview. Applicants with unsatisfactory references are unlikely to be offered a place on the course. The selectors will contact the referees of candidates who have been shortlisted for interview.

1.4 **Equal Opportunities:**

Applications are invited from all sections of the community. An equal opportunities policy is adopted in relation to selection. Applications are invited from candidates regardless of gender, marital status, dependency, age, disability, sexual orientation, ethnic origin, perceived religious affiliation or political opinion. Every effort will be made to make reasonable adjustments to training requirements for those successful applicants who have a disability which may impact on training.

2. **FUNDING**

- 2.1 Places on the course are funded by the Department of Education. ONE APPLICATION covers both the application for a place on the course and application for funding.
- 2.2 Selected applicants are recommended to the Department of Education or their appointees for the award of a training bursary of circa £16,000 (*this bursary is free of income tax.*) They are appointed for one academic year in the first instance, with contracts renewable

each year, subject to a successful annual review in training. Trainees will be subject to terms and conditions of education and training, as determined by Queen's University and the Department of Education.

- 2.3 In accepting places funded by the Department of Education, trainees **are required to sign an undertaking that, on successful completion of training, they will make themselves available to work within educational psychology services in Northern Ireland, in accordance with the staffing needs as determined by the Education Authority, for three years (subject to the availability of educational psychologist posts).**

### 3. SHORTLISTING

- 3.1 We expect to receive many more applications than there are places available. This year we intend to shortlist up to 30 applicants for interview.
- 3.2 Late and incomplete applications will be discarded as invalid, and do not go to the shortlisting panel. Ensure that you have completed the application form, with the assistance of the checklist.
- 3.3 The shortlisting panel is made up of practitioner psychologists and tutors, each of whom scrutinises all valid applications.
- 3.4 Applications are first judged on whether the candidate meets the minimal entry requirements as described in Section 1. Those who do not will not be shortlisted. The candidates are then rated by individual panel members on the Readiness for Training and Personal Qualities. On the basis of the combined panel ratings, a shortlist of candidates for interview is drawn up.

### 4 INTERVIEWS

- 4.1 Shortlisted candidates at this stage are invited to spend up to a day at the university, where two interviews will be held.
- 4.2 There are two interviews:
- The **academic-research** interview will involve the applicant being questioned on the key points made in a journal article or review paper. Applicants will have access to the journal article for 30 minutes prior to this interview. This will be followed by other questions designed to assist this panel in rating appropriate elements of academic ability, personal qualities and readiness for training as described in Section 1.
  - The **professional-personal** interview will involve the applicant making a brief presentation (with the assistance of an overhead or flipchart) on a case/vignette, which, again, they will have access to for 30 minutes prior to this interview. This will then be followed by other questions designed to assist this panel in rating appropriate elements of academic ability, personal qualities and readiness for training as described in Section 1.

(Please note: in both interviews, your individual copy of the article/vignette - which you may have annotated or highlighted - will be returned to you at the start. It must not be taken away at the end of the interview.)

This year we will also be piloting a short writing task to ascertain candidate's ability to write with fluency and cogency.

- 4.3 The two interviews are equally weighted. Ratings from the two interviews are combined, and those with the highest overall ratings in the three components (Academic Ability, Personal Qualities and Readiness for Training), and who have reached a satisfactory standard in each of the three components, are offered places on the course. Additional conditions are attached to some offers (eg. successful completion of GBC course).
- 4.4 A reserve list may be drawn up and a reserve candidate may be offered a place if one of the original offers is turned down.
- 4.5 It is anticipated that interviews are expected to take place week beginning 2nd March 2020.
- 4.6 ***You will be required to bring photographic proof of identity (passport, driving licence, electoral identity card etc) and an original birth or marriage certificate, if invited for interview.***

## **5. COMPLETING YOUR APPLICATION FORM**

- 5.1 Applicants should read the following notes carefully before completing their forms.
- 5.2 Make sure to include in your form **all the information** you wish the shortlisting panel to take into consideration. Bear in mind the selection criteria as described above. **No other information will be sought on candidates prior to shortlisting.**
- 5.3 All information must be typed. Forms downloaded from the web page should be typed in Times New Roman font, size 12.
- 5.4 **Do not use continuation sheets (except in Section 7).** Your responses must be confined to the spaces provided in the application form. Please note the word limit for Section 7 (750 words).
- 5.5 Normally, the only material to be returned with your application form should be the insert forms, and, if relevant, proof of GBC, **photocopies** of certificates and course transcripts and evidence of proficiency in English (if applicable).
- 5.6 You should pay particular attention to the following:
  - i. **Driving Licence.** This question must be answered accurately or your application will be invalid. Applicants currently without full driving licences may be offered places but these will normally be subject to having full licences before beginning the course (unless prevented for health or disability reasons). Given the

geographical spread of placements, trainee psychologists who do not drive encounter significant difficulties in carrying out their duties.

- ii. **Qualifications.** You should provide the name of your primary degree/qualification in Psychology and the awarding institution. It is important to state your **DEGREE CLASS** and **PUBLISHED MARK** and to provide a copy of an academic transcript. If these are not available, you should provide the marks for **ALL** the modules taken in Level 2 and Level 3 of your degree (or in the last two academic years / academic levels of your degree study.) In the absence of a published mark, the panel will assume the lowest mark in the degree category applicable. Please provide similar information about additional qualifications undertaken, as well as details of A level grades (or equivalent). If the number of additional qualifications prohibits recording all marks in the space provided, you should record the marks/grades of the qualifications which you deem to be most relevant. If you have a qualification from outside the UK or Ireland (with which the selectors would probably not be familiar), you should enclose copies of your certificate and, if possible, course transcripts.
  - iii. **Referees.** Give the name, address, telephone numbers and **e-mail address** of three referees who can comment on your academic and/or professional suitability for educational psychology training. These should normally include someone familiar with your first degree in psychology or higher degree where this is recent and someone who has known you in a work setting. ***In accordance with Safeguarding procedures, one of the three referees must be from the last place of employment (or voluntary work) in which you worked with children or young people.*** Where possible, you should name psychologists or others familiar with the demands of educational psychology training. People who have known you only personally (e.g. family, friends), or in the distant past (e.g. schoolteachers), are not usually suitable. The selectors reserve the right to seek references, if necessary, from persons other than those you have named. The selectors will contact the referees of candidates who have been shortlisted for interview.
- 5.7 This application is for consideration for both a place on the course and funding. To make it **complete and valid**, you must return:
- i. **SEVEN COPIES OF THE COMPLETED APPLICATION FORM** (the original and **SIX** photocopies) with a passport photograph attached to each.
  - ii. **THREE APPLICATION INSERT FORMS (NO additional copies required).** Completion of these inserts is necessary to comply with university regulations. They are separated from your application form and are not seen by the shortlisting panel when they are rating your application.
- 5.8 Please **DO NOT ENCLOSE** any continuation sheets or documentation (e.g. curriculum vitae) other than that requested.
- 5.9 Queen's University Belfast is registered as a **data controller** with the Office of the Information Commissioner. As such, it is entitled to hold personal information on those who enquire about admission, on applicants and on current and former students. These data are held in electronic and paper format. By signing the application form, applicants are consenting to the processing of the data by the University for administrative purposes,

including consideration of their applications, but only insofar as it is permitted to do so within the constraints of the Data Protection Act 1998. Full information can be found in the University's official notification.

- 5.10 When you sign and date your application you are confirming that the information you give is correct and complete. If the selection panel believe that you or any other person has given **false information** in your application or references, or has made any misrepresentation in the information given, we reserve the right to take whatever steps necessary to check the authenticity of the application. The panel also reserve the right to ask you to give further details on any aspect of the application (e.g. proof of academic qualifications, status etc.). Fraud is a very serious offence and where detected the panel reserve the right to disclose such details to outside agencies (e.g. the police).
  - 5.11 There is currently no discretion for **deferred entry** except under very exceptional circumstances (e.g. illness). If you are offered a place for September 2020 and do not take it up, you will normally be expected to re-apply the following year.
  - 5.12 Applications must be sent to **DECAP Applications, School of Psychology, Queen's University Belfast, Belfast BT9 5BN**, to be received by **4pm on WEDNESDAY, 8th January 2020**. Late applications will not be accepted. Within four weeks of the closing date, applicants will be informed whether or not they have been shortlisted for interviews.
6. **FURTHER ENQUIRIES:** Please contact the Course Administrator on **028 9097 5651** or [a.jeffrey@qub.ac.uk](mailto:a.jeffrey@qub.ac.uk) (e-mail) if you have any additional queries or questions.



## APPENDIX

### Vetting Information

The training place you have applied for involves working with children and/or adults in ‘regulated activity’ as defined by the Safeguarding Children and Vulnerable Groups (NI) Order, as amended by the Protection of Freedoms Act 2012. The current legislative framework requires the University to conduct criminal history checks (Enhanced Disclosure Checks) on anyone engaging in regulated activity.

Enhanced Disclosure Checks are only requested for the preferred candidate when the post is offered and all offers are subject to a satisfactory check.

The organisation that processes these checks is called AccessNI and the target time for processing such checks is 4 weeks. After the check is completed an Enhanced Disclosure Certificate (EDC) is issued. This certificate contains details of any spent and unspent convictions, as well as any cautions, informed warnings and diversionary youth conferences that are not ‘protected’ or ‘filtered’ as per the Rehabilitation of Offenders (Exceptions) (Northern Ireland) Order 1979, as amended in 2014. It will also indicate if there are no such matters on record. EDCs may also contain non-conviction information (for example attempted prosecutions which were unsuccessful) that are held on police records which a Chief Police Officer thinks may be relevant to the post applied for (i.e. “soft/police intelligence”). The police may also include information that is protected or has been filtered by AccessNI on the basis that it “might be relevant and ought to be disclosed”. The EDC will confirm whether you are on the Children’s Barred List or the Adult’s Barred List.

To enable the University to obtain an Enhanced Disclosure Certificate you will be asked, if you are to be offered a place on the DECAP programme, to complete an EDC application form and provide copies of the relevant identification as specified. Guidance on completion of this form will be provided. We will only request a check of the barred lists for the workforce you will be engaging in regulated activity with e.g. the children’s workforce or the vulnerable adults’ workforce.

Any information received will be treated confidentially, in compliance with ANI’s Code of Practice, in line with the University’s Recruitment of Ex-Offenders Policy and in line with Data Protection principles.

The disclosure of a criminal conviction or ‘soft intelligence’ may not necessarily prevent you from obtaining a training place on DECAP, however if you appear on the barred lists it is an offence for you to engage in, or seek to engage in, regulated activity.

Please note all ANI queries should be directed to:

AccessNI

PO Box 1085

Belfast

BT5 9BD

Tel: 0300 200 7888 Email: [accessni@ani.x.gov.uk](mailto:accessni@ani.x.gov.uk)

<b>EXAMPLE FOR APPLICANTS</b> <b>Name of organisation / Nature of work</b>	<b>Dates</b>		<b>Hours per week</b>	<b>Total weeks</b>	<b>Total Hours</b>
	<b>From</b>	<b>To</b>			
Education Authority/ David Keir School/ Classroom Assistant/	Sept 2015	June 2016	25	40x25	1000
Wee Bunnies – volunteer	Sept 2016	August s	10	44x10	440
Education Authority Psychology Assistant	Sept 2017	February 2018	35	20x35	700
<b>Cumulative total number of hours (pgs 3 &amp; 4)</b> <b>NB: This is typically the equivalent of two years full time work</b>					<b>2140</b>