

## Freedom of Information Act 2000 disclosure log entry

### Reference

20-21113

### Date sent

19/10/2020

### Subject

Information on DEdPsych

### Details of enquiry

Please send me:

- Information request – 1: How many applicants has Tavistock and Portman NHS Trust had for the Professional Doctorate in Educational Psychology (DEdPsych) in 2020, 2019?
- Information request – 2: In each year (2020, 2019, 2018, and 2017) how many men have applied and successfully received a place on the Professional Doctorate in Educational Psychology (DEdPsych) course in 2020, 2019?
- Information Request - 3: How many people from Black and Minority Ethnic (BAME) groups have both applied and been accepted onto the Professional Doctorate in Educational Psychology (DEdPsych) course in 2020, 2019?
- Information Request 4: What is the ethos of the Professional Doctorate in Educational Psychology (DEdPsych)?
- Information Request 5: Are there any particular therapeutic approaches and/or additional skills/qualifications that are taught as part of the Professional Doctorate in Educational Psychology (DEdPsych)?

- Information Request 6: What is an approximate weekly timetable of the Professional Doctorate in Educational Psychology (DEdPsych) in Years 1, 2, and 3?
- Information Request 7: What are the type of assignments that TEPs will undertake over the three years?
- Information Request 8: What is the procedure if a TEP becomes pregnant or becomes unwell during the Professional Doctorate in Educational Psychology (DEdPsych) and needs to take a period of leave from the course?
- Information Request 9: Do TEPs have autonomy over their thesis topic on the Professional Doctorate in Educational Psychology (DEdPsych)?
- Information Request 10: What support do TEPs have in relation to supporting their emotional wellbeing whilst studying on the Professional Doctorate in Educational Psychology (DEdPsych)?
- Information Request 11: Do you hold course specific (DedPsych) open days/virtual open days, and if so, when is your next scheduled date or rough month that you tend to hold open days for the Professional Doctorate in Educational Psychology (DEdPsych)?

## Response Sent

Your request for information has been handled under the Freedom of Information Act.

Please find below our response:

- Information request – 1: How many applicants has Tavistock and Portman NHS Trust had for the Professional Doctorate in Educational Psychology (DEdPsych) in 2020, 2019?

The Educational Psychology Funded Training (EPFT) scheme provides government funding in partnership with employers for the delivery of training and the associated professional placements for trainee educational psychologists. The Department for Education (DfE) works with the participating training provider consortia to manage the funded element of the EPFT scheme. The Tavistock and Portman/Essex University is in a consortium with UCL (including Institute of Education), Southampton and UEL. The Association of Educational Psychologists (AEP) hosts and administers a centralised online application process. The training providers, in partnership with employers, are responsible for selection of the successful applicants using consistent criteria across the consortium.

2019/20 = 234 applicants

2020/21 = 236 applicants

- Information request – 2: In each year (2020, 2019, 2018, and 2017) how many men have applied and successfully received a place on the Professional Doctorate in Educational Psychology (DEdPsych) course in 2020, 2019?

We do not hold details of the number of applicants. You will need to contact the Department for Education to request this information, as this is a DfE funded programme. You can contact the Department for Education using the following link:

[https://form.education.gov.uk/en/AchieveForms/?form\\_uri=sandbox-publish://AF-Process-f1453496-7d8a-463f-9f33-1da2ac47ed76/AF-Stage-1e64d4cc-25fb-499a-a8d7-74e98203ac00/definition.json&redirectlink=%2Fen&cancelRedirectLink=%2Fen](https://form.education.gov.uk/en/AchieveForms/?form_uri=sandbox-publish://AF-Process-f1453496-7d8a-463f-9f33-1da2ac47ed76/AF-Stage-1e64d4cc-25fb-499a-a8d7-74e98203ac00/definition.json&redirectlink=%2Fen&cancelRedirectLink=%2Fen)

For 2017/18 intake there was 1 male student accepted.

For 2018/19 intake there were 2 male students accepted.

For 2019/20 intake there were 0 male students accepted.

For 2020/21 intake there was 1 male student accepted.

- Information Request - 3: How many people from Black and Minority Ethnic (BAME) groups have both applied and been accepted onto the Professional Doctorate in Educational Psychology (DEdPsych) course in 2020, 2019?

We do not hold details of the number of applicants. You will need to contact the Department for Education to request this information, as this is a DfE funded programme.

For 2019/20 intake there were 4 BAME students accepted.

For 2020/21 intake there were 2 BAME students accepted.

- Information Request 4: What is the ethos of the Professional Doctorate in Educational Psychology (DEdPsych)?

Information on values for Professional Doctorate in Child Community and Educational Psychology (handbook extracts, October 2020)

## **Trust History and Values**

For 100 years, the Tavistock and Portman clinics have embodied a distinctive way of thinking about and understanding mental distress, mental health and emotional wellbeing. The Trust as it is today was originally two separate institutions – the Tavistock Clinic and the Portman Clinic. These joined together in 1994 and became a foundation trust in 2006. The Tavistock was set up by Dr. Hugh Crichton-Miller, who treated soldiers during and after World War I and was profoundly influenced by new ideas from the continent about the potential impact of ‘talking cures’. He established the clinic to bring these new and innovative treatments to those who needed them, and the clinic became recognized internationally as a leader in pioneering mental health theories and treatments. The Portman Clinic (originally called the Psychopathic Clinic) was founded in 1933. It was set up as the clinical arm of the Institute for the Study and Treatment of Delinquency, and it was intended to provide assessment and intervention in this area. To ensure that the

tradition of innovation and excellence upon which the clinic was founded continues, as well as accounting for developments in science and society since then, the Trust has developed aims and values to underpin strategic planning moving forward:

### **Our mission**

Working with children and families and adults, our approach brings together psychoanalytic, psychodynamic and systemic theory and practice and other approaches and seeks to understand the unconscious as well as conscious aspects of a person's experience and places the person, their relationships and social context at the centre of our practice. Our creative and skilled staff continue to build on these approaches, welcoming new ideas and developing innovative interventions, services and models of care which respond to contemporary challenges. Our goal is that more people should have the opportunity to benefit from our approach. We seek to spread our thinking and practice through devising and delivering high quality clinical services, the provision of training and education, research, organisational consulting and influencing public debate.

### **Our aims**

The Tavistock and Portman will:

- continue to deliver and develop high quality and high impact patient services
- offer training and education which meets the evolving needs of individuals and employers and helps transform the workforce in health, care and other sectors
- develop its presence as a centre of excellence in research
- lead the development and evaluation of new models of care and innovative
- approaches to addressing systemic issues in the delivery of care and other services
- use its insights and expertise to contribute to the development of national debate and public policy.

### **Our values**

As an organisation:

- we work with people with lived experience to co-create and improve our services and inform our decision making
- we are caring and compassionate

- we are passionate about the quality of our work and committed to openness, the use of evidence and the application of improvement science
- we value all our staff, are concerned for their wellbeing and seek to foster leadership, innovation and excellence in our workforce
- we embrace diversity in our workforce and work to make our services and training as accessible as possible
- we work with others, in the UK and internationally, who share our values and can enable us to achieve our mission.

While here at the Trust, particularly in the first year, all trainee Educational Psychologists (TEPs) are valued, active members of clinical teams and it is expected that the trust values will be lived by them just as much as by staff members. Throughout their three years here, trainees are part of a working mental health trust – not a conventional University setting – and it is essential that they conduct themselves accordingly.

### **Course Aims and Philosophies**

The Doctorate in Child, Community and Educational Psychology course is one of several vocational professional training courses run by the Tavistock & Portman NHS Foundation Trust in partnership with the University of Essex. The course aims to provide a comprehensive training for work that will enable the newly qualified psychologist to understand and manage effectively the complex range of demands made on them in a professional, rigorous and reflective way. We achieve this through a strong working partnership between the Tavistock University Tutor/Personal Supervisor, the CAMHS supervisor and the Fieldwork Tutor in the EPS.

### **Course aims**

The course offers a range of training opportunities that enable trainees to:

- acquire a sound knowledge of evidence-based practice and practice-based evidence through a range of professional skills and techniques in assessment and intervention and a working knowledge of the theory and application of research methods
- approach the work from an ethically sensitive standpoint and with the capacity to work through ethical dilemmas in a reflective and robust fashion
- acknowledge and address difference in a way that is meaningful and helpful to service users, their families and the wider practice network; and fundamentally includes a capacity to work in an anti-discriminatory and anti-oppressive way

- realise the potential of legislation and statutory/good practice guidance and make positive changes for children, young people and their families
- understand and work with the dynamic relationship between the person, their role as psychologist and the complex and changing systems within which they operate
- appreciate the significance of intra/inter-personal dimensions and their interaction with service users (children, familial, social, organisational and community contexts)
- develop skills of consultation set within a conceptual framework that reflects systemic and psychodynamic dimensions and an understanding of group processes and organisations as systems
- make a successful transition to the role of psychologist working within schools, local communities and multi-agency contexts
- develop evaluations that contribute to the applied psychology knowledge base
- negotiate, plan and conduct rigorous and ethical research and disseminate research findings
- develop competencies, proficiencies and achieve learning outcomes as outlined by the British Psychological Society (BPS) Standards for Doctoral Programmes in Educational Psychology in England, Northern Ireland And Wales, and work towards meeting the Health and Care Professions Council (HCPC) Standards of Proficiency for Practitioner Psychologists.

One of the distinctive features of the Tavistock course is that it offers training opportunities in clinic based and multi-disciplinary work informed by psychotherapeutic and systemic understanding. Trainees develop first-hand experience and an appreciation of a range of professional approaches by working with specialists in different fields such as psychiatry, family therapy, psychotherapy, clinical psychology, speech and language therapy, nursing and social work. They are encouraged to reflect on their experiences of learning and to integrate their theoretical understanding with other areas of experience, both professional and personal. The grounding offered in the practical skills of assessment and intervention is underpinned and enhanced by a conceptual framework, informed by systemic and psychodynamic thinking and other relevant frameworks, providing a critical resource in working with the complex range of issues found in professional practice.

## Tavistock Teaching Principles

The Tavistock has an agreed set of principles in relation to teaching, which may be helpful to note with placement supervisors and other field-based practitioners, including:

Teaching and learning experience is based on the process of 'getting to know' the other. We reflect on the qualities and patterns of relationships to help us understand the dynamics of emotional experience and behaviour

In our teaching, a lot depends on student engagement. We encourage active participation and involvement and give trainees choice. The seminar leader or supervisor will often facilitate a discussion among a small group of students or clinical trainees – working together to try to understand and build hypotheses

The importance of reflection with trainees on their experience in small and large groups and in one-to-one supervision and tutorials. We therefore use techniques such as work discussion, observation and live supervision

Learning starts from where we are. So, for example, we start with describing detailed situations at work, or details in a report from observation tasks, or looking closely at a video of live family interaction

Lectures, theory reading and exploring research follow on from the experiential learning. This is the model on which theory is built

There is also a Tavistock Student Charter, a copy of which is available online.

- Information Request 5: Are there any particular therapeutic approaches and/or additional skills/qualifications that are taught as part of the Professional Doctorate in Educational Psychology (DEdPsych)?

A relational consultation model is taught. Accredited and certificated training on Mental Health First Aid is provided. CBT is taught and supported with supervision from a qualified, specialist EP.

- Information Request 6: What is an approximate weekly timetable of the Professional Doctorate in Educational Psychology (DEdPsych) in Years 1, 2, and 3?

Year 1: 1-2 days of placement; tutorial, .5-1 day of study [variable]; teaching through lectures, seminars, workshops, reading groups, online learning etc.

Year 2: 3 days a week placement (Mondays - Wednesdays)

1 full day of study/fortnight (variable) with additional study time built into the Thursdays and Fridays

Thursdays: Tutorials, CHAI (Assessment Intervention and SEND) teaching, experiential groups (monthly) and peer supervision (monthly)

Fridays: Research and supervision

Year 3: tutorial, experiential (each one per month) or study day. 3 days placement, one day research (research implementation, supervision, write up) supervision with tutor (monthly) supervision with placement supervisor.

- Information Request 7: What are the type of assignments that TEPs will undertake over the three years?

Formal assignments are in the form of three reflective portfolios for each year of placement, essays, a research proposal and a 40000 word thesis. Other contributory assignments include nursery observations write up, long term case write up, groups work write up.

- Information Request 8: What is the procedure if a TEP becomes pregnant or becomes unwell during the Professional Doctorate in Educational Psychology (DEdPsych) and needs to take a period of leave from the course?

Students may request a period of intermission from the programme. This needs to be supported with documentary evidence where leave is being requested for medical reasons. Students are normally permitted up to 1 year total of intermission during the programme. Longer periods may be exceptionally granted where a student is able to evidence the need. Students who have taken intermission for medical reasons are required to provide a letter from their doctor confirming that they are fit to study upon their return.

- Information Request 9: Do TEPs have autonomy over their thesis topic on the Professional Doctorate in Educational Psychology (DEdPsych)?

At the Tavistock and Portman we encourage our trainees to think about and develop their own areas of interest for research. This happens in year 1. They are asked to further develop their ideas in negotiation with the service they are placed with in year 2 and to consider with the Principal Educational Psychologist what research might also be seen as helpful or of interest to the service and the profession. Sometimes the trainee engages in research outside of and independent of the placement if it is seen as appropriate.

- Information Request 10: What support do TEPs have in relation to supporting their emotional wellbeing whilst studying on the Professional Doctorate in Educational Psychology (DEdPsych)?

The course provides personal tutors/supervisors who are available to support trainees in aspects of their personal and professional development. We work to a relational model of supervision which we have researched and disseminated. Supervision sessions are



usually arranged on monthly basis and they are usually an hour in length. In some cases additional supervision sessions are provided and further support from year leads and the Director.

Trainees also access weekly supervision on their placements.

Trainees can apply for lateness extenuation or longer term extenuation if they are dealing with personal or health matters that qualify for such extenuation. In some cases intermittence might be granted. They are allowed short term leave when dealing with matters such as bereavement.

The Trust also offers a Student Advice and Consultation Service for trainees where personal and professional issues arise that they do not wish to share with their personal tutor. Trainees are eligible for three sessions with a staff volunteer who is a member of the professional staff within the Trust. In the initial meeting an assessment will be made of the nature of the difficulty. The follow-up sessions will review whether any further help of a specialist or longer term nature is required and the student will be given assistance in finding such help.

- Information Request 11: Do you hold course specific (DedPsych) open days/virtual open days, and if so, when is your next scheduled date or rough month that you tend to hold open days for the Professional Doctorate in Educational Psychology (DEdPsych)?

Yes usually in the month of October. Last one was October 15<sup>th</sup> 2020

<https://tavistockandportman.nhs.uk/training/prospective-students/open-evenings/>