

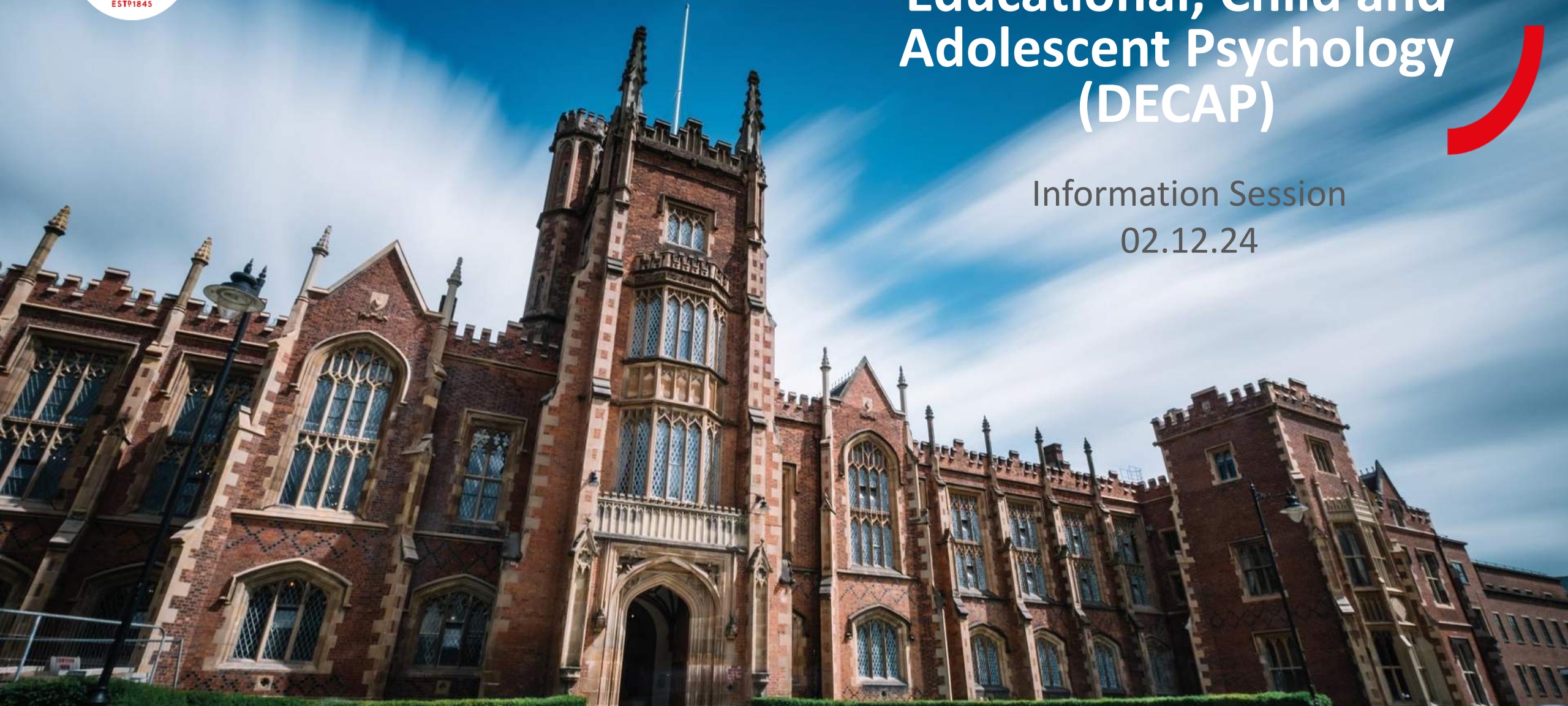


QUEEN'S  
UNIVERSITY  
BELFAST

# Doctorate in Educational, Child and Adolescent Psychology (DECAP)

Information Session

02.12.24



# 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 and evaluating 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.
- Training and development.
- Preventative working.

## **Additionally**

- Systemic work- service delivery and organisational change
- Research and enquiry.



**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



Stephanie Burns,  
Qualitative Research  
Methods Advisor



Alison Jeffrey  
Administrator

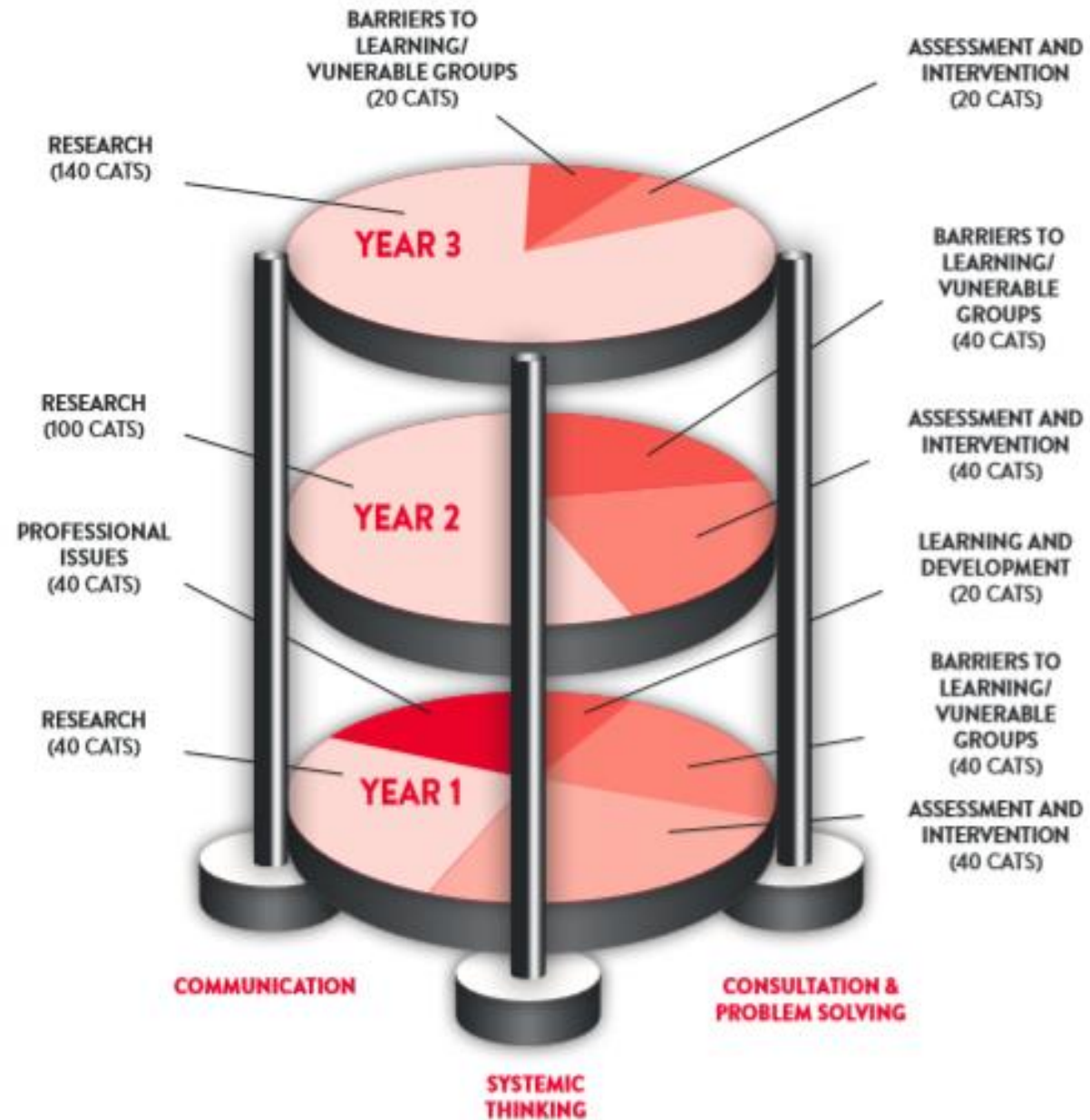


Shauna Mahoney  
Secretary



Karen McAuley  
Secretary

# The DECAP Curriculum





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

June 2022

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.

# BPS Re-accreditation Report (June 2024)

## Commendations

### The visiting team commend the following:

1. The remarkable energy, vision, and resilience of the programme team which fosters a nurturing and supportive environment in which trainees clearly thrive. Despite ongoing political challenges, the team has effectively managed program provision while demonstrating unwavering commitment to trainee and staff wellbeing. (Programme standards: 6.1, 6.2, 6.4, 6.5, 5.3).
2. The strong partnership with trainees, service users and placement providers, and the proactive approach in responsively addressing feedback across all aspects of the program. (Programme standard: 8.2).
3. Equity, diversity and inclusion (EDI) is clearly embedded in the programme. EDI delivery in this programme is exemplary and goes above and beyond the accreditation standards. (Programme standard: 2.4.1).
4. The development of a comprehensive three-year action plan aimed at enhancing engagement with service users across multiple levels: direct feedback, program development, course and research involvement. (Programme standard: 8.2.3).
5. The elective placement. This enriches the trainee experience and their depth of understanding and use of psychology in the wider community in a very extensive range of multidisciplinary settings. (Programme standard: 2).



‘This commendation is exemplary, a platform for trainee and future success, staff cohesion, and also a clear blueprint for all psychology training programmers’

Trainee numbers have  
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 £17,743 (+£800 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 10<sup>th</sup> January 2025 at 4pm
- In 2024- 48% 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 2024: 13% of total applicants

# Placement: Enda Cunningham, PAT

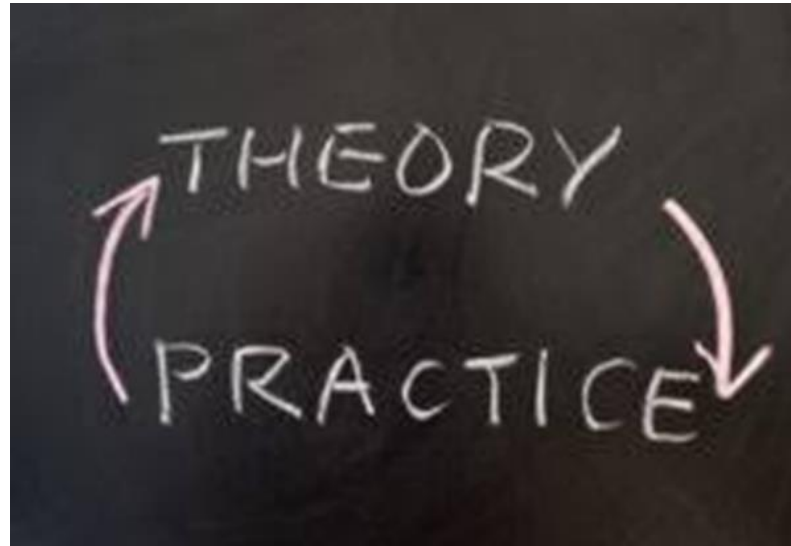
300 days placement for practice-based learning

## Education Authority (EA)/ Non EA Placements



# Year 1

- Year 1 – 90 days



# Year 2

Year 2 – 85 days



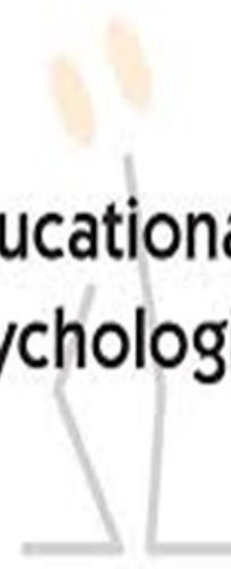


# Year 3

Year 3 – 125 days



Educational  
Psychologist



# DECAP Research Activity: Anthea Percy

Research in practice

Placement experiences

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

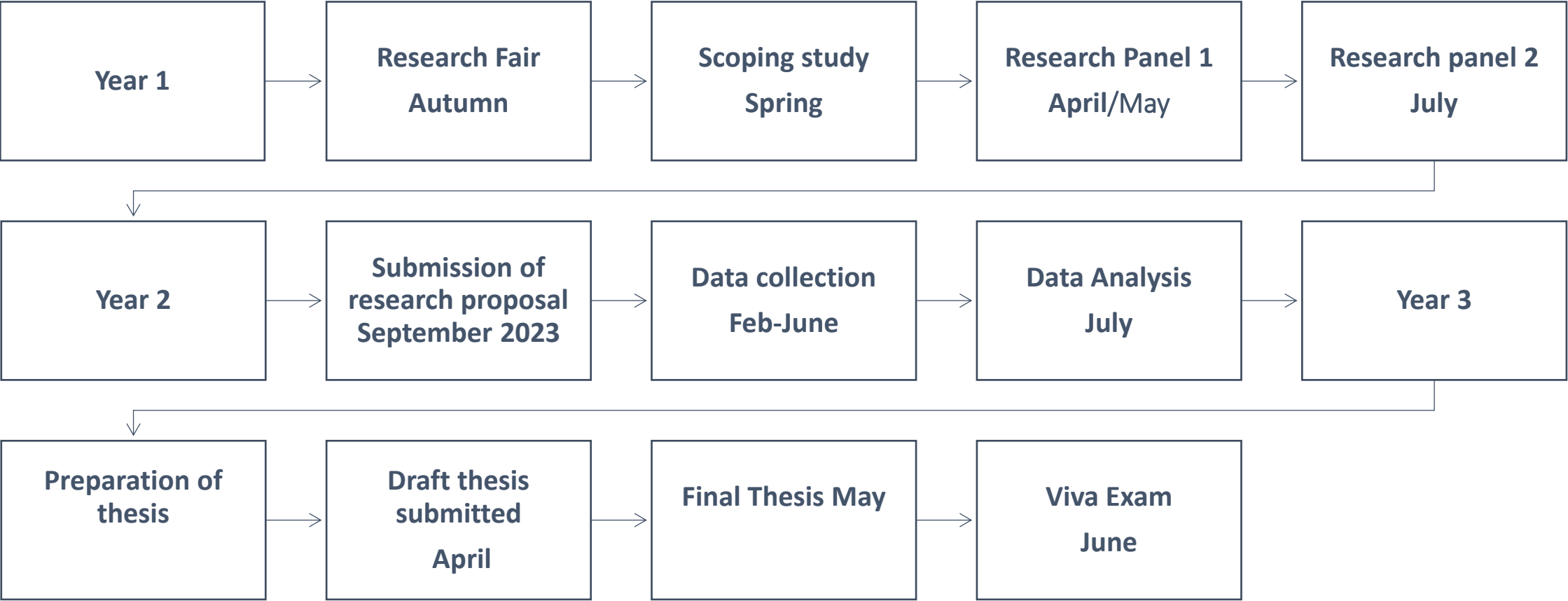
Communicate ideas clearly both in written format and at Viva exam

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



# Ongoing Projects (Year 3)


- An Instrumental Case Study in Universal Design of Learning Framework: Strengths and challenges to implementation in an Irish post-primary. (Enna Louise Darcy)
- The effect of using scaffolded, reward-related episodic future thinking cues on delayed gratification in 6- to 8-year-olds. (Beth Anderson)
- A mixed methods exploration of perceptions of collective efficacy amongst primary and secondary school staff in Northern Ireland (Nicola Gillen)
- The job satisfaction of classroom assistants supporting children with Autism in mainstream primary and post primary education in Northern Ireland (Veronica McKeever)
- Young people's understanding and interpretation of the term 'Special Education Needs' (Jasmine Henderson)
- The impact of The Daily Mile (TDM) on wellbeing, mood, and social connectedness (Emily Matchett)
- Adolescent insights of autistic burnout (Clare Hughes)
- School bereavement policy and practice. An exploration of how Northern Irish Post Primary schools support and respond to bereaved pupils. (Anna O'Neill)

# Ongoing Projects (Year 3)

- Instrumental Case study investigating the feasibility of involving children in the co-construction of a sensory intervention in a small specialist setting (Niamh O'Kane)
- Exploring teachers experience of promoting multi-perspectivity in a post conflict society within diverse classrooms (Hannah ward)
- Exploring autistic young people's experiences of drama and its impact on psychological wellbeing (Laura Baugh)

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

- Collaboration with MAP Supervisors
- Engagement with those accessing EPS (Pupils, School Staff, Parents)
- Connecting with students
- Supporting TEP wellbeing
- Promotion of DECAP & 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

- Leadership skills vital to the practice of Educational Psychology
- Leadership vs management
- Dynamic context; distributed models of leadership
- Teaching: relevant contextual knowledge and skills development
- Leadership roles for trainees



# 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)