DOCTOR OF APPLIED PSYCHOLOGY (EDUCATIONAL)

Course Director: Dr Andy Miller
Tutors: Dr Gerv Leyden, Dr Nathan Lambert, Anthea Gulliford

This highly regarded 4-year part-time course for practising Educational Psychologists possesses a number of distinctive features:

- It is located in a School of Psychology with an international reputation for both research and innovation
- It takes a broad and creative approach to the needs of educational psychologists working within Children’s Services, both in terms of applied research and project management
- It is organised and delivered by a friendly and supportive group of tutors
- It develops high level research skills through a specialised programme of expert instruction in a full range of qualitative and quantitative methodologies
- It provides close support to help students achieve at the highest levels by means of monthly small group and individual tutorials throughout each term and an annual residential course.
- There is an emerging track record of successful thesis completion within the 4-year registration period
- There is an established record of influential publications written by students and staff, including a recent collaboration written for the international Sage Handbook of Qualitative Research in Psychology (2008) with Prof Tom Billington from Sheffield University.

For further course information and an application form, please contact:

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University Park
Nottingham
NG7 2RD

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Fax: +44 (0)115 951 5324
E-Mail: martin.lockey@nottingham.ac.uk
What some of our recent graduates have said about the Doctorate in Applied Psychology:

"Attending the course has been one of the most significant CPD experiences in my professional career. I applied for the Nottingham doctorate for three main reasons; as a London PEP with professional links to the various London courses it was difficult to choose just one of them; I had heard very positive comments from lecturers, students and colleagues working with the Nottingham course team; and, the course was designed to cover both qualitative and quantitative methodologies in depth. I have been particularly impressed with the course ethos: encouraging students to share ideas and collaborate, to complete assignments in a timely manner and to aim for thoroughness and integrity in all work undertaken. The lecturers are enthusiastic about their specific areas of work and the supervision on the thesis was both supportive and meticulous".

Dr Julia Hardy, Principal Educational Psychologist, Kingston-on-Thames

"Having worked for a year as an educational psychologist, I was keen to join the Doctorate course as soon as possible to further my interest and skills in applied research. The challenge of the course seemed daunting at the outset, but the spiral structure of the curriculum and emphasis on methodology allowed me to easily dovetail my professional work with related research projects. Supportive supervision also helped me to set realistic targets and problem-solve issues as they arose. I feel confident in my professional role, having achieved a deep and clear understanding of the psychological underpinnings of my practice”.

Dr Alistair James, Educational Psychologist, Norfolk

"My main fears on starting the Doctorate related to managing the demands of the course alongside work and family commitments. However, this did not turn out to be as problematic as initially anticipated since, with forward planning, I found that many of the course assignments could easily be assimilated into my daily EP work. The small-scale research projects have provided excellent experience in terms of applying different research methods and also for managing and evaluating subsequent LA-based projects. This has not only proved valuable to my employers but has also enhanced my own professional development and career opportunities”.

Dr Val Taylor, District Senior Educational Psychologist, Staffordshire

"I had been thinking of beginning a doctorate for several years, but was put off by concerns about juggling a full-time job and family life, alongside postgraduate study. When I attended an informal ‘open morning’ to hear about the Nottingham course I was impressed by the enthusiasm of the current students, and the emphasis on rigorous research methodology. I can honestly say that deciding to join the programme was one of the best decisions I have ever made. There is an excellent supportive ‘learning community’ and the course has re-ignited my enthusiasm for psychology. I have re-discovered the enjoyment of academic reading and critique, and the chance to have top-quality supervision of my research has been excellent. I thoroughly recommend the Nottingham doctorate to any ‘experienced practitioner’ who is looking to refresh their enthusiasm in the discipline”.

Dr John Bradley, Principal Educational Psychologist, Nottinghamshire

Julia (julia.hardy@rbk.kingston.gov.uk), Alistair (alistair.james@norfolk.gov.uk), Val (val.taylor@staffordshire.gov.uk) and John (john.bradley@nottscc.gov.uk) are all happy to receive email queries.

Alternatively, please feel free to contact any of the tutors:

Andy Miller 0115 95 15319 andy.miller@nottingham.ac.uk
Anthea Gulliford 0115 95 15318 anthea.gulliford@nottingham.ac.uk
Gerv Leyden 0115 84 67923 gerv.leyden@nottingham.ac.uk
Nathan Lambert 0115 84 67924 nathan.lambert@nottingham.ac.uk

Or, visit our Course or School websites:
http://www.psychology.nottingham.ac.uk/DApp.html
http://www.psychology.nottingham.ac.uk/
AIMS AND OBJECTIVES OF THE COURSE

This course will allow students to develop research skills and manage projects so that they are able to carry out investigations of subjects of current and forthcoming importance in the context of professional educational psychology. These research studies will draw upon a range of methods, take account of the perspectives of major stakeholders, be disseminated in such a way as to make the maximum impact on applied contexts, and be an original contribution to practice displaying a high level of original thought.

STAFF

Course Director: Dr Andy Miller

Andy has previously worked as Educational Psychology Group Director and Special Professor of Educational Psychology at Nottingham University and Senior Educational Psychologist with Derby City. He is also an Honorary Professor at the University of Warwick. In 2009 he was presented with the first ever Distinguished Contribution to Educational and Child Psychology Award by the DECP. His research interests are: qualitative and quantitative research methodology; research-policy links; grounded theory; attribution theory; psychosocial systems; challenging behaviour in schools.

Tutors: Dr Gerv Leyden, Dr Nathan Lambert, Anthea Gulliford

Gerv’s research interests include inclusive education, the role of the EPS and the organisational healthiness of schools. He was convenor of the BPS/DECP working group on inclusive education and is Associate of the Marsha Forest Centre for Inclusive Education and Community, Toronto. Previously SEP in three LEAs before becoming an Academic and Professional Tutor, Gerv currently works freelance for the SEN and Behavioural Support Consultancies in addition to his part-time role as tutor to the DAppPsy course.

Nathan also works as an Academic and Professional Tutor at the University of Nottingham and as an Educational Psychologist with Birmingham City Council’s Educational Psychology Service. Nathan’s research interests include pupil behaviour and pupils’ school engagement. He also has a particular interest in the ‘voice of the child’ and in investigating ways in which to ensure the views of children and young people are effectively incorporated into decision making.

Anthea is a Joint Programme Director for the initial training doctorate at Nottingham. She also works as a Senior Educational Psychologist with Nottingham City, with a number of strategic responsibilities, including the Education of Children Otherwise than At School (EOTAS). She has worked as an EP previously in Birmingham and Leicester City and been a member of the editorial board of Educational Psychology in Practice. Amongst her particular interests are organisational processes, provision for children in the early years, personal construct psychology, mental health, and deaf education.

Other taught specialisms:

<table>
<thead>
<tr>
<th>Methodology</th>
<th>Professor</th>
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<tbody>
<tr>
<td>Sequence analysis</td>
<td>Professor David Clarke</td>
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<tr>
<td>Factorial designs using vignettes</td>
<td>Dr Claire Lawrence</td>
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<tr>
<td>Q Methodology</td>
<td>Dr John Bradley</td>
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<tr>
<td>Repertory Grid Methodology</td>
<td>Dr Mike Hymans</td>
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<tr>
<td>Discourse and Conversation Analysis</td>
<td>Dr Victoria Lewis</td>
</tr>
<tr>
<td>Grounded Theory</td>
<td>Dr Andy Miller</td>
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<tr>
<td>Single Case Experimental Designs</td>
<td>Dr Andy Miller</td>
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</table>
THE SCHOOL OF PSYCHOLOGY AT NOTTINGHAM

The University of Nottingham’s School of Psychology is one of the best in the country. We had the highest possible score in the most recent national assessment of teaching quality, and our scores in the latest national Research Assessment Exercise (RAE 2008) found 95 per cent of our research to be of an international standard, with the majority rated as internationally excellent or world-leading.

The School participates jointly with a number of innovatory groups and organisations within the University, including the Brain and Body Centre, the Risk Analysis, Social Processes and Health Group, the Institute of Neuroscience and the Learning Sciences Research Institute.

RESEARCH PUBLICATIONS IN EDUCATIONAL PSYCHOLOGY

The Nottingham Educational Psychology Group has a long-standing reputation for publishing research at a national and international level, many of these papers resulting from staff-student collaborations. The DAppPsy course staff and students are also actively pursuing a publication and dissemination strategy. For example, four course members have presented a symposium at an international conference on qualitative research methods in 2006 based on various studies carried out on the course. In addition to journal and book publications, previous and current research has been reported variously on national television and radio and in the broadsheet press.

Already, publications arising from research carried out by students on the Doctorate are appearing and these include:


• Bradley, J. & Miller, A. (2010) Widening participation in higher education: constructions of ‘going to university’ by young people from former coalfield communities. (*submitted for publication*).


Students following the Doctorate will be encouraged to undertake research studies relevant to their current and future professional needs, both their own and those of the organisations in which they work. They will also be exposed to, and may choose to collaborate with current relevant research interests of School staff.

Additionally, some course members have found the programme of additional short courses for researchers run by the Graduate School to be an extremely useful supplement. These courses are free of charge to DAppPsy students and some take place at the weekends. See website below for further details:

[http://www.nottingham.ac.uk/gradschool/research-training](http://www.nottingham.ac.uk/gradschool/research-training)

**COURSE CONTENT, ORGANISATION AND ASSESSMENT**

The course comprises the following modular structure and delivers a spiral curriculum so that students can develop a deepening expertise in a range of research methodologies. There is thus a progressive aspect to the curriculum with material revisited between different years. It is permissible, for example, to include material submitted in a previous assignment on the course as part of a subsequent piece of work, provided that this material must not account for more than 25% of the current assignment.

**STRUCTURE OF YEARS ONE AND TWO**

Years One and Two each consist of three modules and require attendance at the university for nine days spread through the year and a two day residential course in the autumn term. The university-based days will usually be divided into a taught seminar followed by individual or group tutorial sessions. Seminars in both years one and two will be delivered by the core course team, other School of Psychology staff and chartered educational psychologists with a nationally-recognised expertise in specific topics.

Students in years 1 and 2 of the DAppPsy are taught together in the first two years thus allowing each individual course member the opportunity to build as large a supportive peer group as possible. Adjacent years alternate the curriculum so that one begins with the ‘quantitative stream’ and the next with the ‘qualitative stream’.
YEAR ONE/TWO (‘Quantitative stream’)

The three modules with associated assignments are:

1) Designing Applied Psychology Research using Quantitative Methods

The module will extend the knowledge of students in the area of quantitative research methodology and design through a set of small group seminars delivered by School staff. These will examine the philosophical tradition of Realism and the nature of the Scientific Method. Descriptive, relational and experimental research approaches will be considered. Issues of design and sampling will be considered, with a special emphasis placed upon quasi-experimental designs and the concept of ‘threats to validity’. Ethical issues in psychological research will be addressed and the module will include a practical workshop on using the Statistical Package for Social Scientists (SPSS).

Assignment 1: One 5,000-word assignment will be submitted after one term of study, early in January. This will require students to design and critically appraise three quantitative research investigations (an experimental, a quasi-experimental, and a survey design) pertinent to LA and school contexts. The studies are presented as designs and their execution is not required as part of the assignment.

2) Planning a Research Project using Quantitative Methods

This module extends students’ research skills by looking critically at the published literature that underpins professional practice in educational psychology. Combining an introductory workshop session, private study, group, and individual tutorials, the module introduces students to Action Research. The module will also comprise a workshop in which students working as group will devise a set of criteria by which the quality of a published paper employing quantitative methods may be judged.

Assignment 2: One 3,000-word assignment will be submitted in February. This will constitute a Research Proposal for the study to be carried out in the summer term.

3) Quantitative Methods in Action

This module will consist of a series of workshop sessions illustrating research studies that employ various quantitative methodologies and presented by researchers actively engaged with these and other types of studies. These will include using vignettes within a factorial design, factor analysis and Q-methodology, sequence analysis, single case experimental designs, and the coding and analysis of video data.

Assignment 3: One 10,000-word Research Project employing quantitative methods, which will be submitted in mid-September.
YEARS TWO/ONE ('Qualitative stream')

This year follows a similar structure to the previous one but in respect of Qualitative Methods:

1) **Designing Applied Psychology Research using Qualitative Methods**

The module will approach qualitative methodologies via the epistemological roots of such research in the social sciences in general and psychology in particular. An introduction will be given to the standpoints and features of major qualitative approaches such as grounded theory, discourse and conversation analysis. In addition, the use of popular and seemingly straightforward approaches such as content and theme analysis will be critically examined.

**Assignment 4:** One 5,000-word assignment, submitted early in January. This will critically discuss the epistemological roots of qualitative methods and examine debates over various researchers’ preferences for, and rejection of qualitative or quantitative methods. The assignment will also incorporate a set coding exercise in order to demonstrate the practical consequences of some of these controversies.

2) **Planning a Research Project using Qualitative Methods**

One 3,000-word assignment will be submitted in early February. This will constitute a Research Proposal for the study to be carried during the summer term and will be supported by a group planning session and individual supervision.

3) **Qualitative Methods in Action**

This module will consist of a set of workshops that illustrate the use of interview construction, content analysis, grounded theory, discourse and content analysis. These will be presented by psychologists who are or have been actively involved in the use of such methods and will incorporate practical tasks as well as consideration of theoretical aspects.

**Assignment 6:** One 10,000-word Research Project employing qualitative methods, which will be submitted in mid-September.

YEARS THREE AND FOUR

1) **The Thesis**

The module constitutes a major piece of supervised research, which should examine a topic of current professional importance and constitute an original contribution to practice. The thesis must display evidence of a high level of methodological rigour and thought and be between 35,000 and 40,000 words (maximum) in length. Students will be able to on draw upon work carried out in Years One and/or Two as a pilot study for the thesis, and ground rules for distinguishing between pilot and main studies will be discussed at the appropriate time. The topic and methodology for the thesis will be agreed with, and approved by the Course Director.

2) **Dissemination and Impact Evaluation**

This small module, located at the end of Year Four, will describe the potential and any current impact of the research studies carried out. This may consist of impact at any combination of a personal and Service level, policy within the LA, or wider influences on EP practice nationally.

**Assignment 7:** One 3,000-word assignment
WHO APPLIES TO NOTTINGHAM?

Educational psychologists at all stages of their careers and from all around the country have applied to Nottingham. The following tables and provide outline profiles of current cohorts and our recent graduates.

**Job title at commencement**

<table>
<thead>
<tr>
<th>Job title</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEPs &amp; Deputy PEPs</td>
<td>3</td>
</tr>
<tr>
<td>SEPs &amp; Senior Practitioners</td>
<td>9</td>
</tr>
<tr>
<td>EPs</td>
<td>21</td>
</tr>
<tr>
<td>Independent</td>
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**Gender**

<table>
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<tr>
<th>Gender</th>
<th>Count</th>
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<tr>
<td>Male</td>
<td>15</td>
</tr>
<tr>
<td>Female</td>
<td>19</td>
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</tbody>
</table>

**Age at commencement**

<table>
<thead>
<tr>
<th>Age range</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 30</td>
<td>8</td>
</tr>
<tr>
<td>30-39</td>
<td>7</td>
</tr>
<tr>
<td>40-49</td>
<td>12</td>
</tr>
<tr>
<td>50 or over</td>
<td>7</td>
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A group study session during the annual residential course at Stoke Rochford Hall
RESOURCES

The library system is large and offers many services, including introductory tours. The latter cover how to use the on-line catalogue LIBERTAS to check availability, renew books, make subject searches etc., and introduce some of the CD ROM and internet bibliographic tools. The George Green library also contains the PSYCLIT on-line bibliography searching system. This uses a PC to search databases kept on CD ROMs. The library offers a tutorial on using these tools every week. It also offers self-study tutorials on using the library and on improving study skills.

The School of Psychology is generously supplied with IT facilities and a computer service is run in order to introduce and support students in their use of these resources. Students have free access to computers in the School between 8.00am and 9.00pm Monday – Friday.

Special arrangements can be made to work until 10.00pm and at weekends. Students are also able to receive e-mail and access the internet from all machines in the School.

The School also provides equipment for projects and such as transcribing machines and video cameras.

ADMISSION REQUIREMENTS

Applicants will be required to possess a professional qualification for work as an educational psychologist, as recognised by the DCSF. Applicants should also normally have had at least one year’s experience as a local education authority educational psychologist.

DURATION OF COURSE

The course is part-time and four years in duration. Each cohort of students will commence at the beginning of the academic year.

FEES

Fees for 2009/10 were £2650 per annum including fee for 2-day residential course. It is expected that there will be a small increase for 2010/11.

SELECTION PROCEDURES

Applicants will be short-listed for interview following completion of an application form available from the Course Co-ordinator.

As with all University degree outlines, this is provisional and could be subject to change
ADDITIONAL SELECTED PUBLICATIONS BY STAFF

Books


Book Chapters


Journal Papers


