**DOCTORAL PROGRAMME IN EDUCATIONAL PSYCHOLOGY:** Placement Handbook

### Appendix 1: BPS Competencies: Log of evidence

Last updated: August 2023

**PLEASE NOTE: There are two significant changes:**

* A switch in the word equality to equity so Equality Diversity and Inclusion now becomes Equity, Diversity and Inclusion. There is also an additional competency 10l covering safe working practices to reflect the 2023 updated SOPs.
* Links to the updated HCPC Standards of Proficiency which come into effect in September 2023. In doing this mapping the DECP training committee made minor changes to the BPS competencies in order to better reflect the HCPC standards of proficiency, or where the original wording appeared clunky (the more significant ones are added in bold for reference).

Trainees will complete this log of evidence across their placement, using it to evidence areas of developing competence and to reflect on how each competence is enabling them to work toward the HCPC standards of proficiency as a practitioner psychologist (highlighted in the second column). Supervision co-ordinators/supervisors will sign the log as part of their continuing overview of trainee development.

**The key to evidence is quality, not quantity.** For all years, one piece of evidence for each competency is sufficient; the key is the reflection you make on the extent to which you feel this competency is one that is achieved, needs developing, or is one that you are at the very early stages of acquiring (Haring's Learning Hierarchy can help here). By the time you reach Year 3, the three work files should be testimony to proving evidence of, and reflecting on, all the competencies as listed with at least three pieces of evidence (a different example and reflection each year).

There will be some competencies (according to your individual experiences this year) that you cannot reasonably be expected to achieve in year 1. For these, simply record this in your reflection notes and make a note to look out for this in future years.

**Year 3 trainees should include in their work file their Year 1, Year 2 and Year 3 logs in order for their acquisition of competencies across the three years to be evidenced.**

**For Year 3 Only**: **I confirm that I have met all the HCPC SOPS during my 3-year training and that I have provided evidence of this.**

**Signed............................................................................  Date..........................................................**

**APPENDIX 1.1 BPS COMPETENCIES LOG OF EVIDENCE**

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| **1** | **PROMOTING DEVELOPMENT AND EDUCATION** | **SOPs** | **Evidence** |
| 1a | Understand individual differences in developmental progression by demonstrating knowledge of theories of psychology relevant to:* cognitive development and learning (e.g. maths and literacy)
* language and communication;
* social, emotional and mental health and wellbeing, and behaviour;
* physical and sensory development.
 | 12, 7.3, 12.1, 12.29, 12.30, 12.36, 12.39, 13.57 |  |
| 1b | Demonstrate knowledge of school and systems structure, organisation and theory; general and special education; technology resources; and evidence informed educational practices that promote academic outcomes, learning, social development, and mental health across the 0–25 age range. | 12.31, 2.14, 12.4, 12.31, 12.32, 12.35, 12.38 |  |
| 1c | Demonstrate knowledge and application of pedagogic practices and their conceptual and evidential bases, taking account of normal progression and development, and the modifications necessary to support effective learning and development for children, young people and young adults with special educational needs and disabilities (SEND). | 2.14, 5.5, 12.29, 12.30, 12.32, 12.38 |  |
| 1d | Demonstrate knowledge and understanding of biological, cultural, and social influences on learning, cognitive, social-emotional functioning, mental health and developmental processes, and application of evidence-informed curriculum and instructional strategies. | 2.14 5.8, 12.1, 12.29, 12.30 12.32, 12.35, 12.38, 12.39, 12.40 |  |
| 1e | Demonstrate skills to work collaboratively with children, young people and the adults who care, work and plan for them to develop and implement practices and strategies to create and maintain effective and supportive learning environments. | 5.5, 12.3 |  |
| 1f | Evidence an understanding of issues relating to mental capacity and consent. | 2.7, 2.8, 12.1 |  |
| 1g | demonstrate knowledge of parenting and family functioning and evidence working in partnership with parents and carers. | 12.3, 12.34, 12.35 |  |
| **Overall reflection and level of competency at this stage of training.*** Where have you seen the most progress?
* Where do you most want to focus the coming year?
* What have you found the most challenging?
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| **2** | **PERSONAL AND PROFESSIONAL VALUES, ETHICS AND SKILLS** | **SOPs** | **Evidence** |
|  |  | 1,2, 3, 4, 6, 10, 11 |  |
| 2a | demonstrate professional and ethical practice which adheres to the British Psychological Society’s Code of Ethics and Conduct and the HCPC Standards of Conduct, Ethics and Performance. | 2.1, 2.4, 2.7, 2.12, 2.13, 5.2, 6.o, 6.1, 6.2, 7.8, 7.12, 9.1, 9.2, 13.7, 13.29, 13.59 |  |
| 2b | apply knowledge of, and demonstrate the ability to operate effectively within, the legal, national and local frameworks for educational psychology practice. | 2.1, 2.4, 2.10, 5.2, 6.2 |  |
| 2c | work ethically and effectively at an appropriate level of autonomy, with awareness of the limits of competence, and accepting accountability to relevant professional, academic and service leaders/managers. | 2.1, 2.4, 2.7, 4.1, 4.4, 4.5, 13.1, 13,7 |  |
| 2d | demonstrate awareness of role boundaries and limits to legitimate professional expertise. | 1.1,2.1, 2.9, 2.10, 2.12, 2.13, 4.4, 4.5,12.6, 12.28 |  |
| 2e | challenge views and actions judged potentially harmful to the child/young person. | 2.2, 2.7, 2.9, 5.5, 5.6, 13.34, 13.59 |  |
| 2f | demonstrate knowledge and understanding of safeguarding policy and procedures for children, young people and vulnerable adults in order to intervene and support appropriate others. | 2.3, 2.9, 6.1, 6.3, 12.31, 13.34 |  |
| 2g | take appropriate action to address and resolve tensions where there is a conflict between personal and professional values and policy/cultural expectations for professional practice. | 2.9, 5.3, 6.1 |  |
| 2h | Demonstrate an appreciation of the importance of the wellbeing of those with whom they work. | 2.3, 13.24, 13.59 |  |
| 2i | demonstrate the ability to identify and communicate personal values and reflect honestly on the implications for their professional practice. | 5.3, 10.1, 10.3 |  |
| 2j | ensure that they seek, secure and make effective use of supervision, consultation and other resources to improve and extend knowledge, understanding and skills. | 3.5, 4.8, 10.4 |  |
| 2k | demonstrate awareness of personal health and well-being and seek support as appropriate, sharing relevant information regarding health status or personal circumstances which may hinder effectiveness with the appropriate person (e.g. service manager and/or supervisor), with due consideration for personal-professional boundaries. | 1.2, 2.12, 2.13, 3.1, 3.2, 3.3, 3.4, 3.5 |  |
| 2l | be able to recognise unethical or malpractice and follow the appropriate organisational policies and procedures to respond. | 2.2, 2.3, 5.5, 6.1, 9.2 |  |
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| **3** | **EQUity, DIVERSITY AND INCLUSION** | **SOPs** | **Evidence** |
|  |  | 12.33, 12.40 5.7 5.8 |  |
| 3a | Demonstrate appreciation of diversity in society and the experiences and contributions of all. | 5.1, 5.7, 5.8 5.4, 12.32 |  |
| 3b | Demonstrate understanding and application of equality and diversity principles and actively promote inclusion and equity in their professional practice. | 5.1, 5.5, 12.32 |  |
| 3c | Demonstrate understanding of the impact of inequality and poverty and their implications for wellbeing, access to resources and services. | 5.1, 5.5, 12.32 |  |
| 3d | Take appropriate professional action to redress power imbalances and to embed principles of anti-discriminatory and anti-oppressive practice in all professional actions. | 2.11, 2.13, 5.2. 5.4, 5.6 |  |
| 3e | Demonstrate knowledge and understanding of varying family characteristics and/or structures. | 5.1, 7.3, 12.35 |  |
| 3f | Be aware of attitudes to impairment, disability, and neurodiversity and where relevant, redress influences which risk diminishing opportunities for all vulnerable children and young people including those with SEND and their families. | 5.1, 5.3, 5.4, 5.8, 12.32 |  |
| 3g | Demonstrate knowledge and understanding of race, religion or belief, gender, sexuality and their intersection as relevant to professional practice. This will include showing an understanding of the impact of stigmatising beliefs. | 5.1, 5.8, 7.3, 12.32, 12.35 |  |
| **Overall reflection and level of competency at this stage of training.*** I Where have you seen the most progress?
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| **4** | **CONSULTATION** | **SOPs** | **Evidence** |
|  | Demonstrate: | 7, 13, 13.2, 13.13, 13.23 |  |
| 4a | Knowledge and understanding of evidence informed models of psychological consultation | 11.1, 12.7, 12.37 |  |
| 4b | Effective interpersonal and communication skills that enable them to consult with children, families and other professionals (e.g. effective listening, a non-judgemental stance, empathy, acting as advocate). | 2.6, 7.1, 7.4, 13.2 |  |
| 4c | Competence in using consultation to respond to needs and concerns at individual, group, class and whole organisation levels. | 7.16, 12.7 |  |
| 4d | Skill in offering a clear explanation of the model and process of consultation being used. | 7.1. 7.13, 12.7 |  |
| 4e | Use of a transparent, systematic problem-solving approach within the consultation process. | 4.6, 4.7, 7.4. 7.12, 13.2 |  |
| 4f | The ability to monitor and evaluate the effectiveness of their own consultations and interventions. | 10.1,11.2, 11.4, 11.5, 11.8 |  |
| 4g | Skill in empowering consultees through collaborative working, building on the strengths and skills of others. | 2.5, 2.6, 7.4 |  |
| 4h | Use of evidence-informed person-centred approaches to ensure that children, young people and other consultees are appropriately included within the process and are able to contribute to plans and decisions that are made for them. | 2.5, 4.7, 11.1, 13.2 |  |
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| **5** | **PSYCHOLOGICAL ASSESSMENT AND FORMULATION** | **SOPs** | **Evidence** |
|  |  | 7, 13, 13.2, 13.5, |  |
| 5a | Select from a range of methods of assessment and data collection (e.g. norm-referenced, curriculum based, ecological, interview, observational data), relevant to presenting concerns and other information about the child / young person / group. | 12.5, 12.37, 13.2, 13.4, 13.6, 13.12, 13.21, 13.22, |  |
| 5b | Have a thorough knowledge of psychometric theory which has relevance to psychological assessment (e.g. classical test theory, item response theory, sources of error and bias, reliability, validity and effect sizes). | 12.5, 13, 13.23, |  |
| 5c | Use and interpret psychological and educational assessments cautiously and ethically taking into account contextual and systemic factors. | 13.3, 13.7, 13.21, 13.53, |  |
| 5d | Draw on assessment information to develop an integrated formulation which draws on psychological theory and research. | 4.2, 11.7, 4.2, 13.3, 13.7, 13.14, 13.53 |  |
| 5e | Work to develop psychological formulations in collaboration with children and young people, parents, school staff and other service users. | 2.2 2.5, 2.6 4.2, 7.4, 7.10, 13.3, 13.14, 13.16, |  |
| 5f | Integrate assessment information from a range of sources into a concise formulation that informs decision making and any subsequent action /interventions. | 4.2. 7.10, 11.7, 4.2. 7.10, 13.3, 13.53, 13.56, |  |
| 5g | Demonstrate the ability to communicate, both orally and in writing, assessment results and their interpretation to diverse audiences, clearly, concisely and effectively avoiding jargon wherever possible. | 7.1, 7.2 , 7.9, 7.10, 7.11, 7.13, 9.1 |  |
| 5h | Present the rationale for the assessment methods selected and be able to justify any decisions about how assessment outcomes are reported (both orally and in writing). | 4.1, 7.4, 7.13, 13.3 |  |
| **Overall reflection and level of competency at this stage of training.*** I Where have you seen the most progress?
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| **6** | **PSYCHOLOGICAL INTERVENTION AND EVALUATION** | **SOPs** | **Evidence** |
|  |  | 12.34. 13.58 |  |
| 6a | Demonstrate critical knowledge of theory and research on effectiveness of psychological and educational interventions at the individual, family, group and systems levels. | 7.10, 11.5, 12.5, 13.7, 13.12, 13.22, 13.25, 13.56 |  |
| 6b | Synthesise, use and share assessment information to negotiate and develop action plans to address learning, social, physical and mental health outcomes for children and young adults with diverse abilities and needs. | 4.2, 7.10, 11.5, 12.1, 13.14, 13.21, 13.57, 13.58, |  |
| 6c | Demonstrate the ability to identify and plan suitable evidence-informed interventions, drawing on relevant assessment information and formulation **with regard to timescales and responsibility for implementation.** | 4.1, 4.2, 11.1, 13.7, 13.14, 13.17, 13.22, 13.60, 13.61, |  |
| 6d | Reflect on and revise interventions in response to monitoring data and service user feedback. | 2.5 4.3, 10.1. 10.3. 11.2, 11.3, 11.4, 11.5, 11.7, 11.8, 12.34, 13.7 |  |
| 6e | Carry our direct intervention with individual children, young people and young adults, using appropriate evidenced-informed therapeutic methods for which trainees have undertaken relevant prior study/training, and for which they are in receipt of supervision from an appropriately trained and experienced practitioner. | 4.8, 10.4, 13.7, 13.57 |  |
| 6f | Establish agreed criteria to evaluate response to intervention (using qualitative and /or quantitative measures) and set up appropriate monitoring arrangements **within agreed timescales.** | 4.2, 11.2, 11.3, 11.4, 11.8, 13.14, 13.7 |  |
| 6g | Evaluate outcomes of intervention and offer formative and summative feedback to key stakeholders (including the child/young person). | 11.2, 11.5, 13.7 |  |
| 6h  | Draw on evidence-informed strategies to improve outcomes for children and young adults by promoting collaboration and partnership between parents, school and community agencies. | 4.1, 4.2, 11.1 |  |
| 6i | Design positively focussed interventions which balance applications of research evidence with concern for ecological validity, feasibility, and acceptability to service users. | 2.2, 2.5, 7.16, 12.5, 13.25 |  |
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| **7** | **SERVICE DELIVERY AND ORGANISATIONAL CHANGE** | **SOPs** | **Evidence** |
| 7a | Demonstrate knowledge of the legislative context for service delivery. | 2.10, 2.14, 5.4 |  |
| 7b | Demonstrate knowledge and understanding of key legislation, central to supporting commissioning authorities and services used by children and young people to meet their statutory responsibilities and to fulfil the educational psychologists' statutory role including the production of high quality psychological advice. | 2.10, 5.2, 5.4, 11.1, 11.8, 12.4, 12.6, 12.28 |  |
| 7c | Identify and understand policies, structures and accountability systems in a range of educational **and other** settings (e.g. early years, school, further education, youth justice) to ensure effective service delivery for all children. | 2.10, 2.14, 12.4, 12.29, 12.32 |  |
| 7d | Contribute to the analysis, development and maintenance of effective and supportive learning environments for all children and young people in a diverse range of settings. | 5.4, 5.6, 12.4m 13.2,13.30 |  |
| 7e | Demonstrate the capacity to adapt practice to different settings including early years, primary, secondary and specialist schools, colleges of further education, alternative education provision and other public service and thirdsector settings. | 2.14, 5.9 |  |
| 7f | Work effectively with, and learn from, a range of professionals from health and social care backgrounds (e.g. speech and language therapists, occupational therapists, Child and Adolescent Mental Health Service (CAMHS) staff,social workers) and have an understanding of their knowledge base so that collaborative working is enhanced by identification of distinctive and complementary areas of practice. | 2.14, 4.4, 7.14, 12.4 |  |
| 7g | Demonstrate knowledge of theoretical and research perspectives on organisations, systems and the process of organisational analysis and change, and work in collaboration with fellow professionals to bring about change, through policy and systems development. | 2.14,11.6, 12.36, 13.30 |  |
| 7h  | Contribute a distinct psychological perspective within multi-professional teams and organisations. | 4.4. 7.14 10.2, 12.3, 13.62 |  |
| 7i | Demonstrate understanding of leadership theories and models and their application to service development and delivery. | 12.6, 12.7, 12.32 |  |
| 7j | Demonstrate knowledge and understanding of the history of educational psychology and how political, social and economic factors and influences have shaped and continue to shape the development of the profession of educational psychology. | 12.6 |  |
| **Overall reflection and level of competency at this stage of training.*** I Where have you seen the most progress?
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| **8** | **TRAINING AND DEVELOPMENT** | **SOPs** | **Evidence** |
| 8a  | Undertake needs analyses to check commissioner expectations and critically appraise contextual influences on training content, delivery, monitoring and evaluation. | 7.16, 11.8 |  |
| 8b  | Develop ‘bespoke’ training with clear, defensible, psychological foundations to address the training needs of service users and commissioners. | 2.2, 11.8, 12.34, 13.12 |  |
| 8c  | Prepare, develop and/or deliver training carefully attuned to participant needs, drawing on explicit instructional and adult learning theories. | 12.7 |  |
| 8d  | Negotiate, design and implement evaluation of training against derived outcomes both for the participants and for the group intended to benefit from theimplementation and application of the knowledge and skills addressed. | 7.16, 11.2, 11.8, 12.7 |  |
| **Overall reflection and level of competency at this stage of training.*** I Where have you seen the most progress?
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| **9** | **RESEARCH AND ENQUIRY** | **SOPs** | **Evidence** |
|  |  | 13.26 |  |
| 9a | Promote the place of enquiry and empirical research as a method that can support and inform decision-making processes for key partners such as educational settings, local authorities and other relevant organisations. | 4.7, 11.2, 11.6, 13.9, 13.54, 13.55 |  |
| 9b | Demonstrate knowledge of paradigms and methods appropriate for research in the field of educational psychology; | 2.7, 12.2, 13.37 |  |
| 9c | Critically evaluate research and produce systematically conducted research syntheses to inform practice and policy decisions. | 4.7, 11.3, 11.6, 13.9, 13.10, |  |
| 9d | Develop a critical understanding of research design, including the rationale for choice of alternative techniques, the formulation of ‘researchable’ questions and appropriate alternative approaches to research. | 12.2, 13.27 |  |
| 9e | Plan and conduct rigorous research i.e. identify research questions, demonstrate an understanding of ethical issues, choose and implement appropriate methods and analysis, report outcomes and identify appropriate pathways for dissemination, including publication and contribution to the professional knowledge base. | 2.7, 6.2, 7.16, 11.3, 11.6, 13.6 13.11, 13.15, 13.27, 13.29, 13.54 |  |
| 9f | Develop critical understanding of the philosophy of research, including alternative epistemological positions to provide a context for theory construction and refinement. | 12.2, 13.27 |  |
| 9g | Develop a critical appreciation and understanding of advanced methods relevant to applied psychological research. | 12.2, 13.8 |  |
| 9h | Apply research skills in professional practice, demonstrating knowledge of a range of approaches to service/organisational review, evaluation and audit. | 2.7, 4.7, 6.2, 10.2, 11.3, 11.6, 13.8, 13.28, 13.30 |  |
| 9i | Disseminate research to a range of audiences, through presentation and writingresearch reports and contribute to the professional knowledge base. | 13.9, 13.55 |  |
| **Overall reflection and level of competency at this stage of training.*** I Where have you seen the most progress?
* Where do you most want to focus the coming year?
* What have you found the most challenging?
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| **10** | **TRANSFERABLE SKILLS** | **SOPs** | **Evidence** |
|  |  | 1,3,4,7,9, 10, 11, 15 |  |
| 10a | Generalise and synthesise knowledge and experience to enable application and adaptation in different settings and novel situations. | 4.2, 13.1, 13.10, 13.12, 13.20, |  |
| 10b | Demonstrate self-awareness and work as a reflective practitioner. | 3.1, 3.2, 4.1, 4.8, 7.15. 10.1, 10.3 |  |
| 10c | Engage in a dynamic, responsive and evolving process to maintain and develop professional practice through the process of appropriate professional reflection and continuing professional development (CPD). | 1.3, 4.8, 10.1, 10.3, 10.4, 13.1 |  |
| 10d | Demonstrate strategies to deal with the emotional and physical impact of practice and seek appropriate support where necessary. | 1.2, 3.1, 3.2, 3.3, 3.4, 3.5 |  |
| 10e | Engage in and learn from interactive **reflexive** supervision processes. | 3.5, 4.8, 10.1,10.3,10.4 |  |
| 10f  | Demonstrate effective interpersonal communication skills across a range of settings and activities (including use of interpreters, taking account of the strengths and limitations). | 2.6, 5.9, 6.4, 7.1, 7.5, 7.6, 7.8, 7.15 |  |
| 10g  | Demonstrate effective reporting and recording skills across a range of settings and activities | 2.7, 4.3, 6.2, 6.4, 7.11,7.13, 9.1,10.1, 13.5 |  |
| 10h  | Demonstrate effective personal and professional management and organisational skills. | 1.2, 3.3, 4.8 |  |
| 10i  | Demonstrate effective management of professional relationships, contributing to and fostering collaborative working practices. | 2.6, 4.8 |  |
| 10j | Demonstrate the ability to manage uncertainty. | 13.18, 13.19, |  |
| 10k | Make appropriate decisions about the use of interactive digital technology and show awareness of when remote psychologically informed practice is appropriate to the needs of the client and the problem situation (including the use of artificial intelligence). | 6.5, 7.7, 9.3, 13.1 |  |
| 10l | **Working safely: understand and demonstrate awareness of safety needs of self and others; demonstrate awareness of workplace and other safety requirements and procedures; ensure the practice environment is safe for all**. | 14.1, 14.2, 14.5 |  |
| **Overall reflection and level of competency at this stage of training.*** I Where have you seen the most progress?
* Where do you most want to focus the coming year?
* What have you found the most challenging?
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