



The
British
Psychological
Society

Qualification in Educational Psychology (Scotland) (Stage 2)

Candidate Handbook

Draft for Guidance
Revised by QRG
Amended September 2012 – February 2013

Qualifications Office

The British Psychological Society,
St Andrews House,
48 Princess Road East,
Leicester, LE1 7DR.

Tel: (0116) 252 9505

Fax: (0116) 227 1314

Email: exams@bps.org.uk

<http://www.bps.org.uk/exams>

Contents

Glossary of Terms.....	5
List of Commonly used Society Abbreviations.....	6
1. Welcome.....	7
2. Introduction to the British Psychological Society.....	8
2.1 The importance of gaining Chartered Membership of the Society.....	8
2.2 The process of gaining Chartered Membership of the Society.....	8
2.3 The Society's Awards and Qualifications.....	9
3. Features of the Qualification in Educational Psychology (Scotland)(Stage2).....	10
4. Introduction to the Qualification in Educational Psychology (Scotland) (Stage 2).....	11
4.1 Background.....	11
4.2 Academic Level.....	11
4.3 Aims.....	11
4.4 Title to be adopted by Candidates of QEP (Scotland) (Stage 2).....	12
5. How to become a Candidate on the Qualification in Educational Psychology (Scotland) (Stage 2).....	13
5.1 The Enrolment Process.....	13
5.2 Backdating Enrolment.....	14
5.3 Applications for Exemption.....	14
Fig.1. Steps Required to Enroll.....	15
6. Overview of the Qualification in Educational Psychology (Scotland) (Stage 2).....	16
6.1 Competences to be acquired for the award of the Qualification in Educational Psychology (Scotland) (Stage 2).....	16
Fig.2. Outline of the Structure of QEP (Scotland) (Stage 2).....	17
6.2 The Placement (known as the Probationary Period).....	17
6.2.1 Key Features of the Probationary Period.....	18
6.2.2 Time requirements of the Probationary Period.....	18
6.2.3 Planning the Probationary Period.....	18
6.2.3.1 Initial Plans.....	18
6.2.3.2 Reviewing and Revising Plans.....	19
6.2.4 Supervisory Support.....	19
6.2.4.1 The Co-ordinating Supervisor.....	20
6.2.4.2 Designated Supervisors.....	21
6.2.4.3 Problems in Relationships between Candidate and their Co-ordinating and/or Designated Supervisor.....	21
6.2.5 Support for Co-ordinating Supervisor/designated Supervisor.....	22
6.2.6 Changes to the Co-ordinating Supervisor and/or Accredited service.....	22

7. Assessment.....	23
7.1 Assessment.....	23
7.2 Portfolio of Competence.....	23
7.3 Registration for Assessment.....	24
7.4 Submissions Required for the Qualification in Educational Psychology (Scotland) (Stage 2).....	24
7.4.1 Reflective Practice Log.....	24
7.4.2 Quarterly Supervisory Meeting Records.....	25
7.4.3 Work Place Evidence.....	25
7.4.4 Evaluation of Professional Competence Form.....	26
7.5 Outcomes of Assessments.....	26
8. Key Contacts and Their Roles.....	27
8.1 Qualifications Officer.....	27
8.2 Chair of the Qualifications Board.....	27
8.3 Registrar/Chief Supervisor.....	28
8.4 Chief Assessor.....	28
9. Society Expectations of Candidates.....	29
Appendix 1 Assessment Criteria.....	30
Appendix 2 Useful Forms.....	33
Appendix 3 Fee Structure.....	34
Appendix 3.1 Fees for the Qualification.....	34
Appendix 3.2 Enrolment Fee.....	34
Appendix 3.3 Assessment Fee.....	35
Appendix 3.4 Accreditation of Existing Competence Fees.....	35
Appendix 4 Notes for Candidates on submitting their Work Place Evidence.....	36
Appendix 5 Accreditation criteria for Accredited Services in Educational Psychology Scotland.....	38
Appendix 6 Supporting Documentation.....	38
Annex 1 to Appendix 6 Educational Psychology Assessment in Scotland.....	38
Annex 2 to Appendix 6 Quality Management in Local Authority Educational Psychology Services – Self Evaluation Toolkit.....	38
Annex 3 to Appendix 6 Quality Management in Local Authority Educational Psychology Services – Self Evaluation for Quality Improvement.....	38
Annex 4 to Appendix 6 Review of the Provision of Educational Psychology Services in Scotland.....	38
Annex 5 to Appendix 6 Supporting Children’s Learning – Code of Practice.....	38
Annex 6 to Appendix 6 Curriculum for Excellence.....	38
Annex 7 to Appendix 6 Assessment is for Learning.....	38
Annex 8 to Appendix 6 Getting it right for every child (GiRFEC) – multi agency working.....	38

Glossary of Terms

Accredited MSc

These are courses which have been accredited by the Society and details can be found on the website at <http://www.bps.org.uk/careers/accredited-courses/accredited-courses.cfm>

Chartered Membership

This is full recognition by the Society of an individual's competence to practise as a professional practitioner of psychology.

Graduate Basis for Chartered Membership (GBC)

This is the minimum threshold for entry to postgraduate training in applied psychology. It dates from when you officially received your Society approved degree in psychology or passed the Society's Qualifying Examination and thus gained your eligibility for membership of the British Psychological Society.

Health and Care Professions Council (HCPC)

From the 1st July 2009 the HPC (from the 1st August 2012 know as the Health and Care Professions Council (HCPC)) became the Regulatory Body for psychology in the UK.

Practitioner Psychologists must be registered with the HCPC in the relevant area of applied psychology in order to practice in the UK.

Independent Route

The Society's own qualifications are often referred to as the independent route. This is because they provide a route to training in applied psychology, which is by means of the Society's work based learning qualifications rather than by enrolment on a University-based course.

Membership of the SDEP

The Scottish Division of Educational Psychology (SDEP) is the part of the British Psychological Society which is responsible for the professional activities of Educational Psychologists in Scotland.

Membership Standards Board (MSB)

The Board with responsibility for setting policy and standards in relation to membership of the Society and standards of education and training.

Qualifications Standards Committee (QSC)

The QSC is tasked with setting policy and standards in relations to all of the Society's Qualifications. It reports to the MSB.

Registration as an Educational Psychologist

This is full recognition by the Health Professions Council (HCPC) of an individual's competence to practice as a professional practitioner of psychology.

Educational Psychology (Scotland) Qualifications Board (EPQB)

The EPQB is tasked with managing the Society's Stage 2 Qualification in Educational Psychology in Scotland. It reports to the QSC.

AFBPsS	Associate Fellow of the British Psychological Society
AGM	Annual General Meeting
APA	American Psychological Association
BJP	<i>British Journal of Psychology</i>
BJDP	<i>British Journal of Developmental Psychology</i>
BJHP	<i>British Journal of Health Psychology</i>
BJMSP	<i>British Journal of Mathematical and Statistical Psychology</i>
BJSP	<i>British Journal of Social Psychology</i>
BPS	The British Psychological Society
CoS	Co-ordinating Supervisor
CPD	Continuing Professional Development
CPsychol	Chartered Psychologist
CSci	Chartered Scientist
DS	Designated Supervisor
SDEP	Scottish Division of Educational Psychology
SDEPTC	Scottish Division of Educational Psychology Training Committee
FBPsS	Fellow of the British Psychological Society
GBC	Graduate Basis for Chartered Membership (formerly known as GBR – Graduate Basis of Registration)
HCPC	Health and Care Professions Council
HEI	Higher Education Institution
MSB	Membership Standards Board
QSC	Qualifications Standards Committee
QEP (Scotland) (Stage 2)	Qualification in Educational Psychology (Scotland) (Stage 2)
QRG	Qualifications Reference Group

1 Welcome

Welcome to the British Psychological Society's Qualification in Educational Psychology (Scotland)(Stage 2). We very much hope that you will find your period of enrolment a fruitful and fulfilling time.

This handbook is designed to supplement the *Regulations for the Society's Postgraduate Qualifications* (provided on our website – see inside front cover for the address) which you should read carefully and adhere to at all times. This *Candidate Handbook* will provide you with full details of Stage 2 of the Qualification, including the competences which you will be expected to develop and the methods by which you will be assessed. It also includes information about the key people you will have contact with during your enrolment and important dates for you to note (such as when to submit your work and register for assessment). If there is any aspect of your training about which you are still unclear after reading both this *Candidate Handbook* and the *Regulations* you should approach your Co-ordinating Supervisor for further information.

2 Introduction to the British Psychological Society

The British Psychological Society, which was founded in 1901, is the representative body for psychologists and psychology in the UK. It has more than 42,500 members working in different areas of pure and applied psychology and comprises 10 Divisions, each catering for the professional interests of members working in particular areas of specialism.

In 1965, the Society was charged by Royal Charter with national responsibility for the development, promotion and application of psychology. Specifically, our mission is:

‘...to promote the advancement and diffusion of a knowledge of psychology pure and applied and specially to promote the efficiency and usefulness of members of the Society by setting up a high standard of professional education and knowledge.’ (Royal Charter 3i)

In 1987 the Society was given authority to administer and maintain a Register of Chartered Psychologists with the purpose of protecting the public from those who might wish to practise as psychologists without having received appropriate training and thereby of building public confidence in the profession. However, this responsibility has now passed to the Health and Care Professions Council (HCPC) who are now the statutory regulator for psychology in the United Kingdom.

2.1 The importance of gaining Chartered Membership of the Society

Chartered Psychologists are expected to have attained threshold levels of competence in relation to the knowledge-base and skills relevant to their area of work and are expected to adhere to the HCPC's and the Society's required standards of ethics and professional conduct. Those holding Chartered Membership in areas of applied psychology are expected to engage in regular continuing professional development activities and log these with the HCPC. Therefore, if you were to become a Chartered Psychologist as an Educational Psychologist in Scotland this would indicate that you had achieved the recognised British Psychological Society standards of professional competence to practise independently and without supervision and the Health Professions Council's Standards of Proficiency.

2.2 The process of gaining Chartered Membership of the Society

Once you have gained the Society's *Graduate Basis for Chartered Membership* (GBC – see the *Regulations* for further details), the process of becoming recognized as a Registered Educational Psychologist in Scotland involves meeting the requirements of both Stage 1 and Stage 2 of postgraduate training in Educational Psychology (Scotland). The total duration of the training should be a minimum of three years' full-time (or the part-time equivalent).

Stage 1 can normally be gained by:

- Successfully completing a Society-accredited two-year MSc course at a Higher Education Institution (HEI) in Scotland. Details can be found on the

Society's website:

www.bps.org.uk/careers/accredited-courses/accredited-courses.cfm

Stage 2 may be gained by:

- Successfully completing the Society's own Qualification in Educational Psychology (Scotland)(Stage 2).

Only those who have met the requirements of both stages of this training are eligible to apply to the Society for Full Membership of the Scottish Division of Educational Psychology and recognition as a Chartered Psychologist and are eligible to apply for registration with the HCPC.

2.3 The Society's Awards and Qualifications

One of the powers granted to the British Psychological Society under the Royal Charter is to:

'...institute and conduct examinations and to issue Certificates and Diplomas to persons qualified to practise and teach psychology'.

As a result, the Society has developed a number of its own awards, including postgraduate qualifications in several areas of applied psychology. The latter offer an alternative to enrolment on courses based in HEIs for those wishing to gain the competences required of professional Psychologists (and thereby become eligible to apply to become a Chartered Psychologist and a Full Member of the relevant Division of the Society) but who are unable or unwilling to be constrained by the fixed locations and timetables associated with such courses.

It is important for you to note that although the Society can issue awards and qualifications, it is not itself an education provider. Those enrolled for its awards and qualifications are not, by virtue of their enrolment, attached to an HEI-based or distance learning course but are taking a Society Qualification which will ultimately lead to becoming a Chartered Psychologist and Full Member of the relevant Division and eligible for registration with the HCPC.

3 Features of the Qualification in Educational Psychology (Scotland) (Stage 2)

The Qualification was established by the Society with the aim of ensuring that those people wishing to become Chartered Psychologists are given the opportunity to undertake further relevant training to enable them to become registered with the HCPC. The main features of the Qualification are that Candidates:

- (a) Are required to take responsibility for their own learning and professional development;
- (b) Are required to develop and demonstrate competences in relation both to the underpinning knowledge-base of the relevant area of applied psychology and to professional practice (including research) in that area;
- (c) Are provided with detailed information about the competences they are required to develop and the means by which their ability to demonstrate these competences are assessed;
- (d) Are supported in their training by a Co-ordinating Supervisor who is a practicing, registered Educational Psychologist and a full member of the SDEP (Scottish Division of Educational Psychology) or DECP (Division of Educational and Child Psychology).

4 Introduction to the Qualification in Educational Psychology (Scotland) (Stage 2)

4.1 Background

The Qualification in Educational Psychology (Scotland) (Stage 2) (formerly known as the Award in Educational Psychology (Scotland)) was established in 2008 to enhance the monitoring and standards of the Probationary year in a Society-Accredited Educational Psychology Service in Scotland (as accredited by the SDEP Training Committee)(SDEPTC). It provides a mechanism for demonstrating that a minimum of three years (full-time) of training and experience have been undertaken, which will ultimately lead to Chartered Membership with the British Psychological Society and eligibility to apply for registration with the Health Professions Council (HCPC).

The Educational Psychology (Scotland) Qualifications Board ('The Board') was established in 2008 and began its activities by providing and managing the Society's Qualification in Educational Psychology (Scotland) (Stage 2) (formerly the Award in Educational Psychology (Scotland)).

4.2 Academic Level

The Society's Qualification in Educational Psychology (Scotland) (Stage 2) represents minimum threshold levels of competence which must be reached for eligibility to apply for registration with the Health Professions Council and Chartered Membership of the Society and Full Membership of the Scottish Division of Educational Psychology.

Qualification as an Educational Psychologist in Scotland involves a two-year MSc followed by one year's full-time (or the part-time pro-rata equivalent) of supervised practice in a Society-Accredited Educational Psychological Service in Scotland (hereafter known as an Accredited Service) which combined with the MSc makes a total of three years' postgraduate professional training (full-time). This combination of training is designed to meet the competences required to become an Educational Psychologist.

4.3 Aims

The overarching aim of the Qualification in Educational Psychology (Scotland) (Stage 2) (QEP (Scotland) (Stage 2)) is to provide a framework for training which ensures that successful Candidates have gained both the core competences required of all Registered Psychologists and those specific to Educational Psychology. The Qualification is designed to produce Full Members of the Scottish Division of Educational Psychology (SDEP), who will:

- (a) Be competent, reflective, ethically sound, resourceful and informed practitioners of Educational Psychology in Scotland.
- (b) Commit themselves to ongoing personal and professional development and inquiry.

- (c) Understand, develop and apply models of psychological inquiry for the creation of new knowledge which is appropriate to the multidimensional nature of relationships between people.
- (d) Appreciate the significance of wider social, cultural and political domains within which Educational Psychology in Scotland operates.

Further information about the competences to be developed and assessed in fulfilment of the Qualification in Educational Psychology (Scotland) (Stage 2) is provided in Section 6.

4.4 Title to be adopted by Candidates of QEP (Scotland) (Stage 2)

Each of the Society's postgraduate qualifications has designated a title for use by its Candidates which reflect their status as trainees in a particular area of applied psychology. Those undertaking this Qualification are required to adopt the relevant title and use it from the date of their enrolment until they receive notification from the Board that they have been awarded their qualification. As a QEP (Scotland) (Stage 2) Candidate you will be required to use the title: *Educational Psychologist (Probationer)*.

5 How to become a Candidate on the Qualification in Educational Psychology (Scotland) (Stage 2)

The general steps required in enrolling for the Society's postgraduate qualifications are outlined in the *Regulations* and you should read this section carefully before proceeding. The application of the general process to the Qualification in Educational Psychology (Scotland) (Stage 2) (QEP) (Scotland) (Stage 2), is represented in Figure 1.

5.1 The Enrolment Process

The general steps required in enrolling on the Stage 2 Qualification are as follows. Candidates must provide:

- i. Evidence of current Graduate Membership of the Society with the Graduate Basis for Chartered Membership (GBC);
- ii. Evidence that they hold a Stage 1 Qualification in Educational Psychology (i.e. a Society-Accredited MSc in Educational Psychology from a Scottish University).
- iii. The enrolment form;
- iv. Signed confirmation from an appropriately qualified Educational Psychologist that they have agreed to act as the applicant's Co-ordinating Supervisor (see the section on the enrolment form);
- v. Confirmation of employment in an Accredited Service in Scotland (see the section on the enrolment form);
- vi. The name of a referee to whom we can write for a reference in support of your enrolment application, who must be a Chartered Psychologist, a Full Member of Scottish Division of Educational Psychology and registered with the HCPC as a Practitioner Psychologist,. These are contained in the enrolment form.
- vii. The Supervisory Agreement.
- viii. Copy of the PVG check from Disclosure Scotland;
- ix. Health reference (point of clarification – is this still required? I thought it was previously ruled illegal or something?!)
- x. Equal Opportunities Form.
- xi. The current fees.

Once satisfied with your application, the Registrar/Chief Supervisor will write to confirm this, provide you with your assessment number, your enrolment date and your assessment date.

Applicants from overseas must meet the same admissions criteria as candidates from the UK. More information is available on our website (www.bps.org.uk/qualifications). Applicants who do not have English as their first language are also required to meet the English Language requirements (see the *Regulations*, Section 3.3).

5.2 Backdating Enrolment

The Registrar/Chief Supervisor has some discretion to backdate enrolment by up to two months.

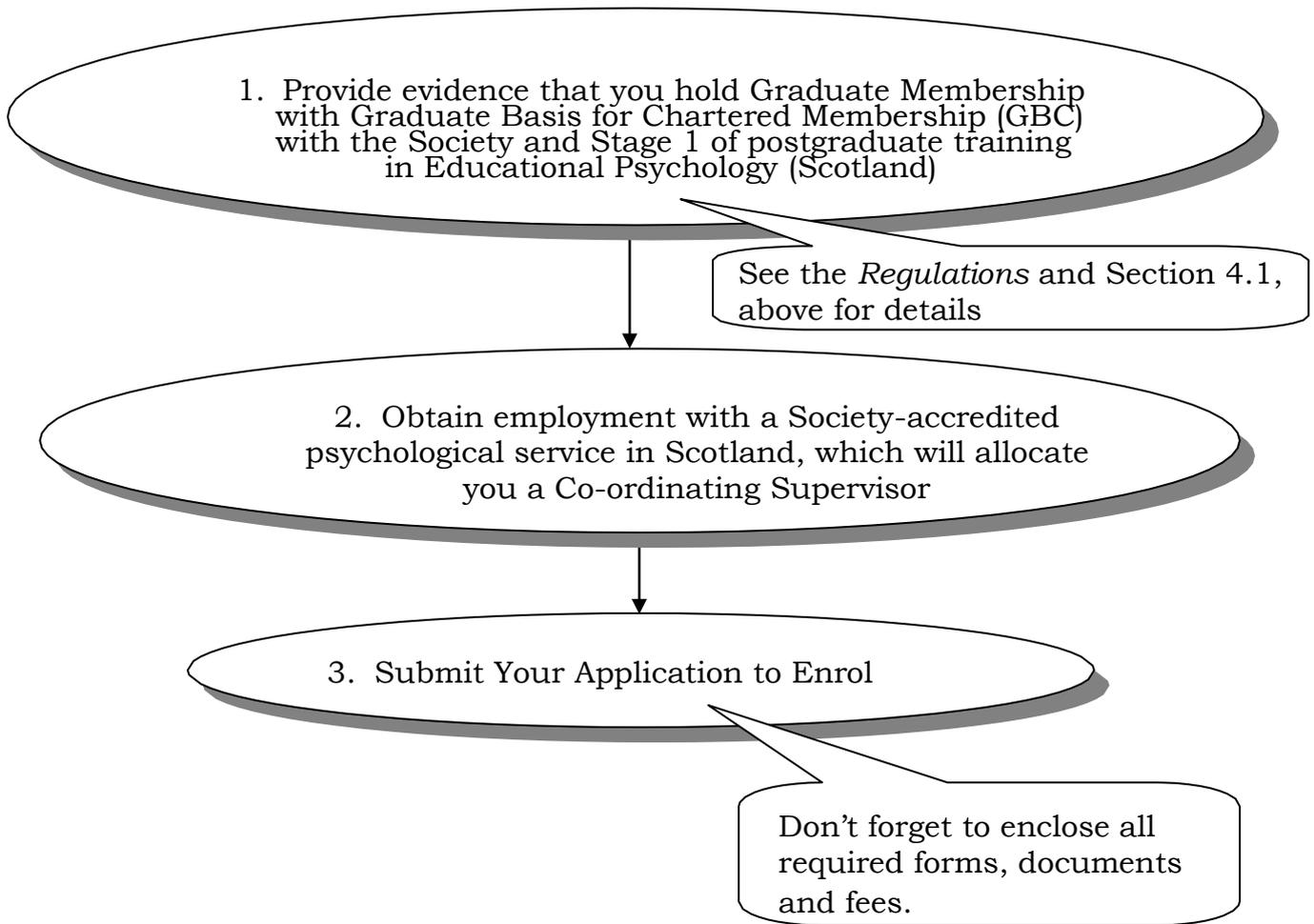
5.3 Applications for Exemption

In order for the Qualification in Educational Psychology (Scotland) (Stage 2) to be awarded, Candidates must demonstrate competence in relation to all of its requirements. However, if you believe you have already demonstrated some of the required competences, you may apply for exemption(s) in accordance with the procedures laid out in Section 4.2 of the *Regulations*.

IMPORTANT NOTE

If your application is granted this will be confirmed in the letter you receive from the Registrar/Chief Supervisor. You must include this letter at the appropriate point in your Portfolio.

Figure 1: Steps Required to Enroll for QEP (Scotland) (Stage 2)



6 Overview of the Qualification in Educational Psychology (Scotland) (Stage 2)

QEP (Stage 2) (Scotland) will follow the broad structure agreed by the British Psychological Society's Membership and Professional Training Board (MPTB) in February 2006. An outline of how this structure is applied to QEP (Scotland) (Stage 2) is presented in Figure 2, overleaf. In brief, QEP (Scotland) (Stage 2) comprises three Dimensions, as follows:

- Knowledge Dimension – the underpinning knowledge-base (MSc)
- Research Dimension – the research element of training (MSc and Stage 2)
- Practice Dimension – supervised practice during the MSc and a Probationary Period during the Qualification in Educational Psychology (Scotland)(MSc and Stage 2)

6.1 Competences to be acquired for the award of the Qualification in Educational Psychology (Scotland) (Stage 2)

Candidates will be required to demonstrate that they have met the competences required to become an Educational Psychologist. (see Section 7 - Assessment)

In addition, Candidates are required to demonstrate competences across the five core functions of:

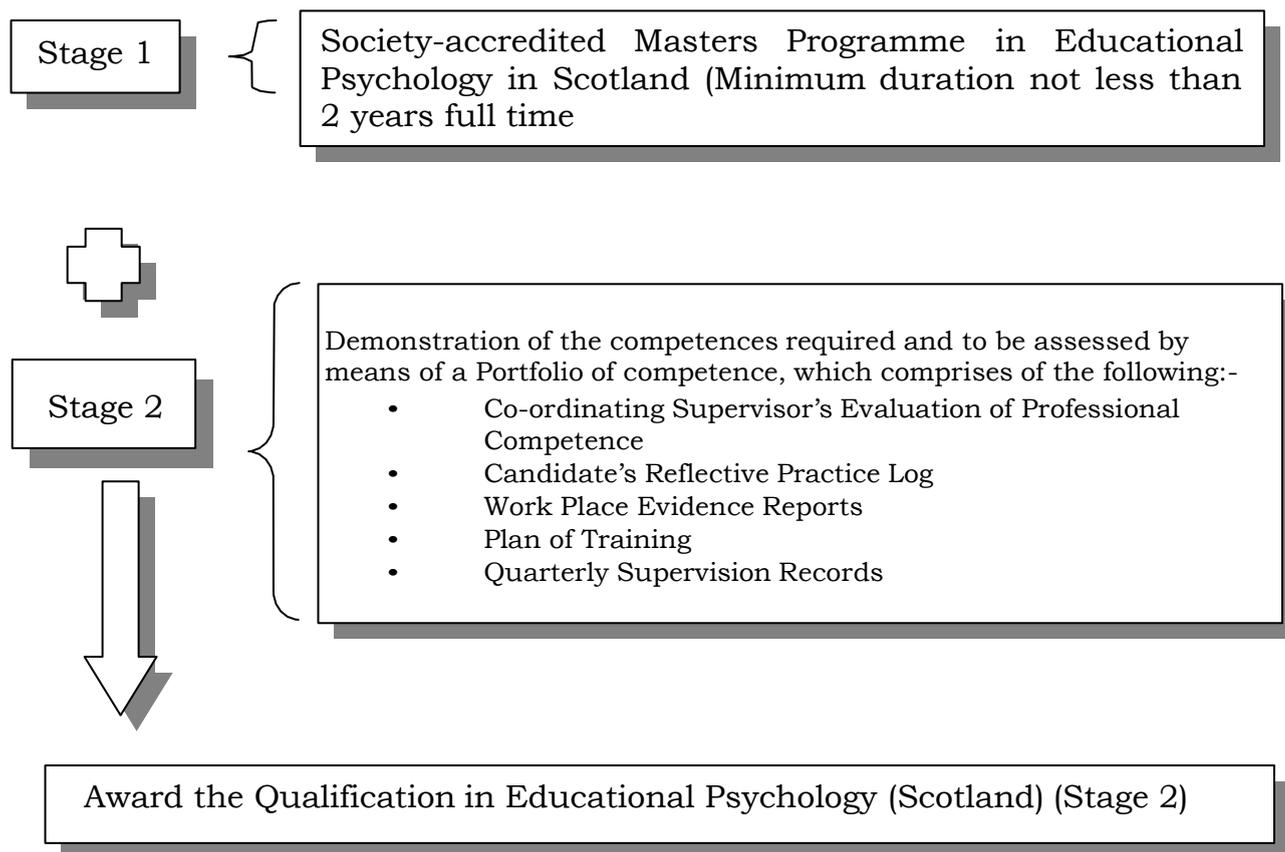
- Consultation;
- Assessment;
- Intervention;
- Training; and
- Research.

These functions should be carried out across the differing levels of intervention, i.e.:

- At the individual child or family level (examples of these could be case working, assessment, intervention, consultation).
- The systemic level of the school as an organisation (examples of these could be consultation, staff development & training, research).
- The level of the local authority/council (examples of these could be consultation, research, staff development and training, participation in strategic planning or policy development).

Candidates will also be required to demonstrate competency in terms of practitioner inter-personal skills.

Figure 2 Outline of the Structure of QEP (Scotland) (Stage 2)



6.2 The Probationary Period

Supervised practice during the placement is the experiential process designed to develop an Educational Psychologist (Probationer)'s knowledge and skills so that s/he is competent to practice independently as an Educational Psychologist. The system is intended to provide a basis for eligibility for HCPC registration. Supervised practice builds upon the underpinning knowledge components of the Stage 1 training in Educational Psychology in Scotland (i.e. the Society-Accredited MSc) by requiring the development and demonstration of practical skills in applied settings.

The principle of practice under supervision has a strong tradition in professional training in many fields. With support and guidance from one or more experienced colleagues, the Candidate gains direct experience of the realities of professional working in relevant contexts, develops practical skills and the ability to integrate theory into practice. Practice under supervision should be an integral part of a Candidate's preparation for independent practice. There is also a gate-keeping function: only individuals who have received adequate training and demonstrated an appropriate level of attainment should be eligible for HCPC registration.

In the context of Educational Psychology in Scotland, the 'Probationary Period' is the one year's full-time supervised practice (or the part-time equivalent) under the supervision of an appropriately qualified Co-ordinating Supervisor, which Candidates will undergo after they have completed their Society-Accredited MSc in Educational Psychology.

6.2.1 Key Features of the Probationary Period

The service should ensure a protected reduction in the Candidate's workload for the Probationary Period. Traditionally Services in Scotland have followed a 20 per cent reduction in case load with the protected Candidate time, however, given that the Qualification may have slightly greater demands on both the Candidate and the Co-ordinating Supervisor this reduction should be viewed as a minimum standard. The Service may also consider arrangements to give protected time for the Co-ordinating Supervisor and/or Designated Supervisor.

The resulting key features of the Probationary Period operated in relation to the Qualification in Educational Psychology (Scotland) (Stage 2) are as follows. They:

- are undertaken in a Society-Accredited service;
- emphasize the consolidation and development of core competences as a practitioner;
- utilize supervision as a mechanism for interactive reflection upon skill development;
- are planned, with flexibility to allow for appropriate changes;
- are facilitated by experienced professionals;
- Involve both the Candidate and service in planning the Probationary Period.

6.2.2 Time Requirements of the Probationary Period

The Probationary Period must comprise at least one year's full-time postgraduate experience (or its part-time pro-rata equivalent).

6.2.3 Planning the Probationary Period

6.2.3.1 Initial Plans

As outlined in the Regulations (Section 4.1.2), all Candidates of the Society's postgraduate training are required to submit written Plans of Training¹ to demonstrate how they propose to use their supervised practice to enable their development of the competences required for the Qualification on which they are enrolled. You will be helped in formulating your Plan of Training by your Co-ordinating Supervisor (see Section 6.2.4, below) and will need to ensure that you include details of the following:

- The areas of work through which you will acquire the supervised practice, with target dates for completion, where appropriate;
- The types of evidence which will demonstrate satisfactory performance within or across the core functions, i.e. Work Place Evidence Reports;
- Any additional training/development activities which are required;
- The name of your Co-ordinating Supervisor and any Designated Supervisor(s);
- The expected date of overall completion of your training which will be given by the Registrar/Chief Supervisor.

¹ A proforma is available on the Society's website (www.bps.org.uk/exams).

Once you have completed your Plan of Training, you should submit it to the Registrar/Chief Supervisor for approval along with the other documentation required. In cases where Plan fails to meet the requirements, the Registrar will normally write to Candidates within three months of receiving the Plan giving full details of all points to be addressed. The Plan will then need to be revised and re-submitted to the Registrar/Chief Supervisor for his/her approval.

IMPORTANT NOTE

The date from which supervised practice is deemed to have commenced may be backdated by the Board to encompass a period not normally greater than six months, subject to this having been requested in writing and justified in your Plan of Training.

6.2.3.2 Reviewing and Revising Plans

While we expect you to make every effort to plan your training effectively at the outset, we recognise that either your own circumstances and/or those of your work environment may later change in ways it would not have been possible for you to foresee at the time you applied to enrol. It is, therefore, acceptable to submit a plan in provisional or outline form and revise it if your circumstances change significantly. In any case, you should review your Plan of Training quarterly with your Co-ordinating Supervisor and revise it inappropriate, i.e. Quarterly Supervision Records.

IMPORTANT NOTE

(1) Significant changes to a Plan of Training must be sent to the Registrar/Chief Supervisor for approval.

6.2.4 Supervisory Support

As outlined in Section 2.6.2 of the *Regulations*, all Candidates of the Society's postgraduate qualifications are required to engage the services of one or more appropriately qualified psychologists who will undertake to support them in their practice .

For Stage 2 of the Qualification, your *main* source of support would ordinarily be your Designated Supervisor; you will also have a Co-ordinating Supervisor, who will take responsibility for the entire supervision process (and the co-ordination of your Professional Development), including any necessary training in key skills, the completion of documentation and the assembly of evidence regarding your development of the required competences.

6.2.4.1 The Co-ordinating Supervisor

Candidates are normally allocated a Co-ordinating Supervisor (CoS) when embarking on their employment. This may be the Depute Educational Psychologist (DEP) or the Principal Educational Psychologist (PEP), depending on the structure and 'set-up' of the Service.

The Co-ordinating Supervisor will be BPS Registered/Chartered and be registered with the HCPC as an Educational Psychologist. They will also have undertaken the 'BPS Training for Co-ordinating and Designated Supervisors for the QEP (Scotland) (Stage 2)', and will be accepted onto the Register of Applied Psychology Practice Supervisors (RAAPS).

As an Accredited Service, the Service should have arrangements to cover the scenario where the Co-ordinating Supervisor may have a prolonged period of absence.

Before enrolment, it is advisable for a Candidate to ensure that the allocated Co-ordinating Supervisor is able to undertake the necessary functions for the full period of the enrolment. These are to plan the Probationary Period with the Candidate and be prepared to complete the required sections of the Evaluation of Professional Competence (EPC) form in consultation with the Designated Supervisor (if appropriate) overseeing the Candidate's accredited service experience.

The Qualification requires the Co-ordinating Supervisor and their Candidates to maintain monthly contact, which will include face-to-face meetings a minimum of once every three months throughout the period of enrolment; records of this will form the 'Quarterly Supervision Meeting Record' Other means of contact will include email and telephone and should be negotiated as part of the supervisory agreement process. Your agreement should ensure that at least these minimum criteria are met.

The Co-ordinating Supervisor should also bear in mind that some Candidates will need more support and supervision than the minimum specified and should allow for this in your arrangement. However, supervision should be planned according to need, but the pattern should be regular and specified (Candidates alongside their Designated Supervisors should have clearly identified written responsibilities. This will take the form of a written agreement between the parties concerned, (the supervision agreement).

The Co-ordinating Supervisor will undertake the following activities on your behalf, for the full period of your enrolment:

- (i) Undertake a needs analysis at the outset of your Professional Development;
- (ii) Hold compulsory quarterly face to face meetings with you during your Professional Development;
- (iii) Oversee the preparation and review of your Plan of Training;
- (iv) Provide you with information relevant to your Professional Development (e.g. ethical, organizational, professional);
- (v) Provide you with guidance on necessary opportunities relevant to the satisfactory completion of the key roles;
- (vi) Observe, or arrange for you to be observed, working in a practitioner situation;

- (vii) Encourage you to reflect on your learning and practice and to engage in creativity, problem-solving and the integration of theory into practice;
- (viii) Listen to your views and concerns regarding your work in progress and offer appropriate advice;
- (ix) Countersign all the relevant forms and submission documents for the Qualification (Stage 2)²;
- (x) Complete the required sections of your Portfolio of Competence.

IMPORTANT NOTE

- (1) The Society requires that formal Supervisory Agreement is drawn up between Candidate and their Co-ordinating Supervisor and a copy lodged with the Society. Individual Society qualifications may have a sample contract available on the relevant page of the Society's website, www.bps.org.uk/qualifications
- (2) The Co-ordinating Supervisor will have copies of the current *Regulations* and *Candidate Handbook*; and
- (3) The BPS will send copies of all correspondence, including all letters providing details of the results of assessments, to the Co-ordinating Supervisor and the candidate.

6.2.4.2 Designated Supervisors

Designated Supervisor are nominated (if required) by the Co-ordinating Supervisor in order to facilitate your practice (e.g. research, workplace support, to reflect specialist remits or the work of special teams, etc.) and provide access to the necessary breadth of experience.

Designated Supervisors need not necessarily be Chartered Psychologists (but must have been qualified for at least two years and be Registered with the HCPC as an Educational Psychologist) as long as the Co-ordinating Supervisor feels they have the competencies relevant to supporting you in the particular aspect of your work. Any Designated Supervisor(s) you engage with will need to be made fully aware of the relevant section(s) of your Plan of Training and to agree to facilitate you in their achievement.

It is anticipated you will meet with your Designated Supervisor on a weekly basis. The duties of the Designated Supervisor could also be undertaken by the Co-ordinating Supervisor, depending on the set-up and structure of the service.

6.2.4.3 Problems in Relationships between Candidate and their Co-ordinating and/or the Designated Supervisor(s)

(a) In the case of your relationship with your Co-ordinating Supervisor

If your relationship with your Co-ordinating Supervisor becomes problematic it is expected that you will each take all reasonable steps to resolve these.

² Further details of all these documents are provided in later sections of this *Candidate Handbook*.

b) In the case of your relationship with a Designated Supervisor

Either you or the Designated Supervisor concerned should bring the matter to the attention of your Co-ordinating Supervisor. S/he may advise that you reformulate the relevant area of your Plan of Training and/or they will appoint a new Designated Supervisor. You will need to enter any such changes into the Plan of Training Form and submit this for the approval of the Registrar/Chief Supervisor.

6.2.5 Support for Co-ordinating Supervisor/Designated Supervisors

If a Co-ordinating Supervisor/Designated Supervisor needs help or guidance the Registrar/Chief Supervisor, who is also a member of the Board, can be contacted via the Qualifications Office.

The Registrar/Chief Supervisor provides written guidance from time to time, and runs training workshops for Co-ordinating Supervisors.

The Board provides training for Co-ordinating Supervisors and Designated Supervisors and may organise workshops from time to time to clarify outstanding issues and to provide help and guidance for all Supervisors and Candidates.

6.2.6 Changes to Co-ordinating Supervisor and/or Accredited Service

The Society should be informed in writing of any changes to the Co-ordinating Supervisor and/or the Accredited Service stipulating the reasons for this change and use the Change of Setting Forms.

7 Assessment

Full details of all general assessment procedures and requirements are provided in Section 6 of the *Regulations*. The assessment of the Qualification in Educational Psychology (Scotland) (Stage 2) is by means of a Portfolio of Competence. The requirements are detailed below.

The assessment process relating to the Qualification is run by the Board, accountable to the Society's Qualifications Standards Committee and constituted of Chartered Psychologists who are also HCPC Registered Psychologists. In brief the Board undertakes to:

- (i) appoint appropriately qualified psychologists to undertake the assessment of Candidate's work;
- (ii) ensure the efficient running of the assessment process;
- (iii) work with the SDEP to ensure the efficient running of the supervision process;
- (iv) agree all assessment tasks required of Candidates;
- (v) agree the outcomes of all assessments undertaken by Candidates with respect to the Society's qualifications;
- (vi) inform the Candidate of their results and any requirements for re-assessment (such as the resubmission of one or more pieces of written work);
- (vii) issue certificates to successful Candidates.

7.1 Assessment

Candidates submit their Portfolio of Competence at the end of their Probationary Period. The Candidate must submit one electronic copy of all assessment materials to the Qualifications Officer. NB: Materials received after the advised submission date will not be accepted, unless under exceptional circumstances. The electronic copy must be sent to the Qualification's drop box, <http://dropbox.yousendit.com/bpsqualifications01>. This needs to be submitted in PDF format. The electronic version will be held by the Society for archival purposes.

The Candidate should ensure they include their assessment number on all of the evidence provided for assessment. They should also provide a cover sheet with their name, Society Membership Number, assessment number and details of their accredited service(s).

7.2 Portfolio of Competence

The Portfolio of Competence comprises a range of records and evidence designed to demonstrate how the required Standards of Proficiency have been developed. The Portfolio of Competence comprises of:

- The Co-ordinating Supervisor's Evaluation of Professional Competence (EPC) form;
- A Candidate Reflective Practice Log;

- Quarterly Supervisory Meeting Record Sheets;
- Work Place Evidence submissions;
- Updated Plan of Training (if changed/appropriate);

Note:

Candidates should ensure that their Co-ordinating Supervisor has seen all work prepared for the qualification before final submission.

7.3 Registration for Assessment

Candidates who are planning to register for their assessment must complete a Registration for Assessment/Assessment Checklist Form(see the website for the actual form – hyperlink required here and appendix included). This must be submitted to the Qualifications Officer one month before they are due to submit so that Assessors can be identified in advance to ensure that assessments are conducted as efficiently as possible.

IMPORTANT NOTE

Candidates must inform the Registrar/Chief Supervisor if, due to exceptional circumstances, they are unable to submit their Portfolio of Competence.

Candidates may request a later submission date which would require agreement from the Registrar/Chief Supervisor

7.4. Submissions required for the Qualification in Educational Psychology (Scotland) (Stage 2)

7.4.1 Reflective Practice Log

You are required to maintain a Reflective Practice Log throughout your Probationary Period. This should provide details of the experiences which have enabled you to gain the relevant supervised practice in an accredited service in Scotland. Your Co-ordinating Supervisor should see this before final submission.

The Reflective Practice Log should provide reflective statements on your development over the course of your Probationary Period. A maximum of 1500 words is recommended. A sample copy of the Reflective Practice Log can be found on the Society's website

7.4.2 Quarterly Supervisory Meeting Records

You are required to complete a Quarterly Supervisory Meeting Records Sheet outlining each mandatory quarterly supervision session. Each Record Sheet must be signed by you, your Co-ordinating Supervisor, your Designated Supervisor (if applicable) These should be submitted in accordance with the relevant information for your Portfolio of Competence. The Quarterly Supervisory Meeting Records Sheet can be found on the Society's website.

7.4.3 Work Place Evidence

In order to ensure both depth and breadth of practice during the qualification, Candidates are expected to report upon their experiences through their Work Place Evidence Reports. The Work Place Evidence Reports should document the competency processes underpinning effective consulting, as well as implicitly considering professional and ethical practices.

The Board anticipates that some of the pieces of evidence submitted may encompass more than one of the core functions therefore may be submitted as a larger report, There should be a minimum of three and maximum of five Work Place Evidence Reports, but the total maximum word count should be 15,000 (excluding references and appendices).

Candidates must clearly state at the beginning of each Work Place Evidence Report which of the five core functions and levels of involvement are covered in the Work Place Evidence Report,

The detail given in these Work Place Evidence Reports must make the negotiation of the work and the process of formulation, intervention and outcome very clear. Wherever possible, you are advised to select pieces of work which allow demonstration of the necessary skills.

Candidates must provide evidence for **all** of the five core functions:

- Consultation;
- Assessment;
- Intervention;
- Training; and
- Research.

And must cover each of the following (one piece of evidence for each level):

- the level of the individual child or family;
- the level of the school or establishment;
- the level of the local authority.

The Board expects that all Candidates will have experience of practice of all of the core functions, although this may be more extensive in some function areas than others (see Appendix 5 – Accreditation criteria for Services).

For more information about the format of each piece of Work Place Evidence, please see Appendix 4.

7.4.4 Evaluation of Professional Competence Form

The Evaluation of Professional Competence Form (EPC) needs to be completed by your Co-ordinating Supervisor and submitted by the Candidate with the Portfolio of Competence . The EPC Form is cumulative and should include comments from both the Co-ordinating Supervisor and the Candidate and should cover the competences required for the award of the Qualification.

The Reflective Practice Log, Evaluation of Professional Competence form, Quarterly Supervisory Meeting Record Sheet and the Work Place Evidence Reports will be given an equal weighting in terms of assessment. We will be positively looking for satisfactory competency attainment by taking all of the work produced into consideration.

7.5 Outcomes of Assessments

General information relating to the outcomes of assessments (e.g. marking conventions, procedures relating to re-submissions, dispatch of certificates, etc.) can be found in Section 6 of the *Regulations*.

If the Assessors were to judge that your Portfolio of Competence did not meet the required standard, they might ask you to do one or more of the following:

- Re-submit one or more pieces of work;
- Supply additional evidence;
- Undergo a further period of supervised practice

8 Key Contacts and Their Roles

8.1 Qualifications Officer

The role of the Qualifications Officer is to ensure the smooth and efficient running of the Society's examinations and awards. Qualifications Officers liaise with Candidates and the Executive Officers of the Board regarding Candidates' training and assessment and they also attend Board meetings to advise on Society policy.

These are the kinds of things you can expect the Qualifications Officer to do for you:

- (a) answer your queries relating to the administration of your qualification ;
- (b) forward any queries that he/she is not able to answer (which are usually those of an academic nature) to the appropriate Officer of the Board such as the Registrar/Chief Supervisor, the Chief Assessor or the Chair;
- (c) send you copies of the *Regulations* and the *Candidate Handbook* when requested;
- (d) process your enrolment form and examination/assessment fees;
- (e) deal with work that you submit for assessment (e.g. sending these to the relevant Examiner or Assessor; logging the outcome of the assessment);
- (f) notify you of your results;
- (g) post you your certificate when you have completed the Qualification.

See the Society's website (www.bps.org.uk/exams) for contact details.

IMPORTANT NOTE

The Qualifications Officer will be happy to help you wherever possible. However, time taken dealing with enquiries inevitably takes time away from other work, so it would be helpful if Candidates would check the *Regulations*, *Candidate Handbook* and website for the answer to their questions before contacting the Qualifications Officer. By only contacting the Qualifications Officer for questions which cannot be answered from these sources you will help us to speed up our response times to all.

8.2 Chair of the Qualifications Board

The Chair is the Programme Leader and is responsible for running the Qualifications Board. The Chair is not directly involved in the assessment of Candidates in order to maintain some independence. He/She chair meetings of the Board and take responsibility for decisions, taken on behalf of the Board, in between meetings.

8.3 Registrar/Chief Supervisor

The Registrar/Chief Supervisor has responsibility for approving the process of Candidates' Professional Development. He/She are responsible for approving Co-ordinating Supervisors (CoSs) and approving Plans of Training. He/She are able to advise Co-ordinating Supervisors and Designated Supervisors throughout the Candidate's training and they are responsible for organising training for CoSs and Designated Supervisors. Contact with the Registrar/Chief Supervisor should be made via the Qualifications Officer.

8.4 Chief Assessor

The Chief Assessor is responsible for the assessment process. This includes the recruitment and training of Assessors, advising Assessors, helping to prepare and finalize feedback for Candidates and ensuring the process runs smoothly.

In order to maintain the independence of the assessment process the Chief Assessor is not normally permitted to speak to any Candidate about their enrolment or assessment. Co-ordinating Supervisors who need some clarification regarding feedback or results would normally discuss this with the Registrar/Chief Supervisor. Where the Chief Assessor has another relationship with the Candidate s/he will not be involved in the assessment of that Candidate and one of the moderators will take the Chief Assessor's role in relation to that Candidate's assessment.

9 Society Expectations of Candidates

Candidates enrolled on the Society's Postgraduate Qualifications are all engaged in training which is aimed at furthering their careers as professional Psychologists. It is, therefore, an integral part of your training for you to be required to act, at all times, in accordance with the standards of conduct expected of members of your chosen profession. Full details of the Society's expectations of Candidates' conduct are outlined in the *General Regulations* and you must abide by these throughout their training. In brief, you are required to:

- Adhere to the Society's *Membership Rules* and the *Code of Ethics and Conduct* and be aware of the Health Professions Council's *Standards of Conduct, Performance and Ethics*. ([hyperlink here](#))
- Adhere to the Society's Professional Practice Guidelines. ([hyperlink here](#))
- Avoid all practices comprising academic misconduct (including plagiarism and all other forms of cheating).
- Take responsibility for many aspects of the administration related to your training.
- Meet all deadlines, except where there are genuine extenuating circumstances that prevent you from doing so.
- Communicate professionally with all relevant personnel.
- Pay all fees when they become due.
- Adopt the required title for the duration of your training (see Section 3.4).
- Manage your time effectively.

If you were to fail to meet any of these expectations of conduct you could (depending on the nature and severity of the infringement) be withdrawn from the Qualification and might also be considered ineligible to enrol on any of the Society's other Qualifications.

Appendix 1: Assessment Criteria

When Candidates are assessed against the core functions experienced Assessors will look to see if they have met the learning outcomes as well as the competences required for supervised practice in an Accredited Service in Scotland which are as follows (SQCF Level 12 descriptors³)

Knowledge and Understanding

- Demonstrate and or work with:
 - A critical overview of a subject/discipline/sector, including critical understanding of the principle theories, concepts and principles.
 - A critical overview of a subject/discipline/sector, including critical understanding of the principal theories, concepts and principles.
 - Knowledge and understanding that is generated through personal research or equivalent work that makes a significant contribution to the development of the subject/discipline/sector.

Practice: Apply Knowledge, Skills and Understanding

- In using a significant range of the principal professional skills, techniques, practices and/or materials associated with the subject/discipline/sector.
- In using and enhancing a range of complex skills, techniques, practices and/or materials that are at the forefront of one or more specialisms.
- In applying a range of standard and specialized research and/or equivalent instruments and techniques of enquiry.
- In designing and executing research, investigative or development projects to deal with new problems and issues.
- In demonstrating originality and creativity in the development and application of new knowledge, understanding and practices.
- To practice in the context of new problems and circumstances.

Generic Cognitive Skills

- Apply a constant and integrated approach to critical analysis, evaluation and synthesis of new and complex ideas, information and issues.
- Identify, conceptualize and offer original and creative insights into new, complex and abstract ideas, information and issues.
- Develop original and creative responses to problems and issues.
- Deal with complex and/or new issues and make informed judgments in the absence of complete or consistent data/information.

Communication, ICT and Numeracy Skills

- Use a wide range of routine skills and a significant range of advanced and specialized skills as appropriate to a subject/discipline/sector, for example:
 - communicate at an appropriate level to a range of audiences and adapt communication to the context and purpose;
 - Communicate at the standard of published academic work and/or critical dialogue and review with peers and experts in other specialisms/sectors.
 - Use a range of ICT applications to support and enhance work at this level and specify software requirements to enhance work
 - Critically evaluate numerical and graphical data.

Autonomy, Accountability and Working with Others

- Demonstrate substantial authority and exercise a high level of autonomy and initiative in professional and equivalent activities.
- Take full responsibility for own work and/or significant responsibility for the work of others.
 - Take significant responsibility for a range of resources.
 - Demonstrate leadership and/or originality in tackling and resolving problems and issues.
 - Practice in ways which are reflective, self-critical and based on research/evidence
 - Manage complex ethical and professional issues and make informed judgments on new and emerging issues not addressed by current professional and/or ethical codes or practices.

In making the rating for each submission Assessors should use the following descriptions of the categories for the outcome of the assessment:

<p>Competence Not Yet Demonstrated:</p>	<p>This may reflect some degree of concern over aspects of the Candidate's performance and failure to meet initial goals. It may also reflect minor difficulties in several areas or a major concern (not amounting to unprofessional or unethical conduct). However, it may indicate serious concern about the Candidate's performance. If major difficulties are described in more than one area specified by the subheadings or if conduct is unethical then this rating should be used. The reasons for the rating should be obvious from the written comments in the assessment report.</p>
<p>Full demonstration (Competence Demonstrated):</p>	<p>This is at least as good as the general level of performance expected of a competent psychologist. It reflects a good match between performance in the probationary year and the initial objectives. (Where initial goals are not met this is due to unforeseen circumstances or revision of the goals at the quarterly reviews.) The Candidates will have undertaken a reasonable workload and carried out the work competently.</p>
<p>Conditional Pass</p>	<p>This category will be used in cases where the Work Place Evidence Reports contain unacceptable presentational errors (e.g. spelling/typing errors, formatting problems or omissions, inaccuracies in references, breaches in confidentiality) that do not have a substantive bearing on the work place submission. Such work will need to be re-presented in a 'clean' form (for checking by the Chief Assessor) before the final grade can be awarded.</p>
<p>Fail</p>	<p>There is insufficient evidence that the Candidate has been able to show evidence of the core functions after the permissible three submissions. The presentation of the Work Place Evidence is inadequate with many errors and poorly organized material.</p>

Appendix 2: Useful Forms

All forms that are required to complete the Stage 2 Qualification are held electronically on the Society's website (www.bps.org.uk/exams) (correct hyperlink required – appendix too). You should check the website regularly as forms are being continually updated.

- Application for Enrolment
- Plan of Training
- Evaluation of Professional Competence
- Sample Supervisory Agreement
- Reflective Practice Log
- Quarterly Supervisory Meeting Record Sheet
- Change of Setting Form
- Registration/Checklist for Submission

Appendix 3: Fee Structure

. The qualification you achieve will give you eligibility to apply for Chartered Membership of the Society and Full Membership of the Scottish Division of Educational Psychology. It will also mean that you are eligible to apply to register with the HCPC as an Educational Psychologist. As with all professional training, there is a financial commitment.

A3.1 Fees for the Qualification

Details of current fees are held on the Society's website, and all Candidates should refer to this before sending in their fees.

The fees for the QEP (Stage 2) are as follows:-

- Enrolment fee;
- Application for Accreditation of Existing Competence (if applicable);
- Fees for assessment;
- Where applicable, re-submission fee(s).

Fees are reviewed annually, on 1st January, and details of those currently in force are published on our website or obtainable, on request, from the Qualifications Office (see inside front cover for addresses).

You should note that the Board reserves the right to refuse to conduct an assessment and/or to withhold the award of the QEP (Stage 2) until any outstanding fees are paid.

A3.2 Enrolment Fee

When applying for enrolment on the Qualification you are required to pay an Enrolment Fee.

The Enrolment Fee is used to:

- Contact your referees for references
- Deal with any questions or issues arising from the references
- Review your Plan of Training and Enrolment Form. The Registrar/Chief Supervisor will ensure they meet the required standards and offer appropriate opportunities for your development
- Administer these activities, including correspondence with you.

A3.3 Assessment Fees

An assessment fee is payable in respect of each annual submission (or re-submission). These fees become due when you submit your registration for assessment form.

This fee covers the cost of

- the preparation of detailed feedback to you on your submission
- administration of Assessment Activities

A3.4 Accreditation of Existing Competence Fees

When submitting your enrolment application you may also submit an Application for Accreditation of Existing Competence (AEC) and pay the respective fees.

The fees for assessing AEC submissions fund the same activities as the Assessment Fees.

Appendix 4: Notes for Candidates on submitting their Work Place Evidence

The Work Place Evidence Reports should be presented as follows:

- (a) Every account of work should have a front sheet which indicates:
 - (i) Which of the five core functions it covers.
 - (ii) The total word count. References are not included within this word limit.
 - (iii) The Candidate's Membership Number and date of submission.
 - (iv) Number the pages.
- (b) Appropriate consent to use client material in the Work Place Evidence Reports must be included
- (c) Work Place Evidence Reports may include assessment materials e.g. observation schedule, a report, correspondence or minutes of a collaborative meeting, exactly as was sent to the parents, young person or other agencies, but anonymised. The report or correspondence or minute may be included as part of the body of the report, or in an appendix.
- (d) You are encouraged to include representation of data in graphs, tables or other visual form, if this is relevant and will help the reader to understand the progress or outcome of the case. Such representations do not need to be counted within the word count.
- (e) The total word count for all Work Place Evidence Reports must not exceed 15,000 words. References are not included within this word limit. The appendices are also not included in the word count. Do not add new materials or data in an appendix that have not been referred to in the main body of account of work.
- (f) Acronyms should be written out in full when first used.
- (g) All material must be presented in such a way as to protect the confidentiality of clients. If a pseudonym is used for a client in an account of work, it must be made clear that this is not the person's real name.
- (h) Work Place Evidence Reports should be presented double spaced. Pages within each account of work should be numbered. All submissions must be in an electronic format.
 - (i) Make sure you or your place of work cannot be identified in the text.

You must retain a copy for yourself.

It is your responsibility to ensure that everything required is included in the Portfolio of Competence at the time of submission.

Remember

The content of the Work Place Evidence Report should ensure that

- The purpose/negotiation/consultation/referral/commissioning of the work/Background is evident
- Brief Rationale for the chosen approach is included

- Description of the work, including presentation and interpretation of information collected and evaluation of progress/impact is evident
- Summary of Results/Outcome and Recommendations are included
- Appendices – Report/Letter(s)/minutes of meetings as sent to parents or others, suitably anonymised, if these do not appear in the body of the account of work can also be included if applicable

Any recommendation section should include a:

- Concise summary of the main results , rather than a repetition of all the results.

Quality of account of work

Here your ability to present a reasoned account of work is considered – communicate the purpose, nature and outcome of the work in a logical, articulate manner. Is the account of work:

- coherent?
- written in articulate style?
- free from grammatical/ spelling errors?
- a good piece of communication with other professionals?

Appendices

Typically Include:

- Raw information.
- Anonymised artefacts, for example, Report or Letters or minute of meeting as sent to parents and others, if not included in body of account of work.

IN GENERAL, ACCOUNTS OF WORK PLACE EVIDENCE REPORTS:

- Are written with the reader in mind.
- Contain clear statement of purpose of the work.
- Contain sufficient context so account of work cannot be misused.
- Contain clear statement of what was done and why.
- Provide source of data if applicable
- Explain any statistics if necessary.
- Give the reader a clear structure for interpreting and assimilating information.

Appendix 5: Accreditation criteria for Accredited Services in Educational Psychology Scotland

The document is held on the downloads page on Society's website:

www.bps.org.uk/careers/accredited-courses/downloads/educational-psychology-programmes.cfm (correct hyperlink required – this no longer exists)

Appendix 6: Supporting Documentation

The following annexes contain documents that all candidates should be aware of whilst undertaking their supervised practice in an accredited service in Scotland.

All candidates and Co-ordinating Supervisors need to ensure that they are aware of any changes to the current legislation and policy with regard to educational psychology provision in Scotland.

Annex 1 to Appendix 6: Educational Psychology Assessment in Scotland

The document is held on the downloads page on the following website:

www.bps.org.uk/sdep/publications/assessment.cfm

Annex 2 to Appendix 6: Quality Management in Local Authority Educational Psychology Services – Self Evaluation Toolkit

The document is held on the downloads page on the following website:

www.hmie.gov.uk/documents/publication/epsseqi.pdf

Annex 3 to Appendix 6: Quality Management in Local Authority Educational Psychology Services – Self Evaluation for Quality Improvement

The document is held on the downloads page on the following website:

www.hmie.gov.uk/documents/publication/epsseqi.pdf

Annex 4 to Appendix 6: Review of the Provision of Educational Psychology Services in Scotland

The document is held on the downloads page on the following website:

[/www.scotland.gov.uk/Publications/2002/02/10701/File-1](http://www.scotland.gov.uk/Publications/2002/02/10701/File-1)

Annex 5 to Appendix 6: Supporting Children's Learning – Code of Practice

The document is held on the downloads page on the following website:

www.scotland.gov.uk/Publications/2005/08/15105817/58187

Annex 6 to Appendix 6: Curriculum for Excellence

Full information on this is held on the following website:

www.ltscotland.org.uk/curriculumforexcellence/index.asp

Annex 7 to Appendix 6: Assessment is for Learning

Full information on this is held on the following website:

www.ltscotland.org.uk/assess/index.asp

Annex 8 to Appendix 6: Getting it right for every child (GiRFEC) – multi-agency working

Full information on this is held on the following website:

www.scotland.gov.uk/Publications/2008/09/22091734/0

