

# DEVELOPING SUSTAINABLE ARRANGEMENTS FOR THE INITIAL TRAINING OF EDUCATIONAL PSYCHOLOGISTS

FINAL REPORT (NOVEMBER 2011)

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### INTRODUCTION

1. The Review of Educational Psychologist (EP) Training was focussed on the design of future initial training arrangements to equip trainees to work within EP services of the future, deliver the developing EP role, are sustainable and fit with our wider approach to workforce development. As a foundation for the design of future training, the review has considered the role EPs play in the education system, the current configuration of EP services and how these are changing and might develop further in the future.
2. We believe a national training model based on the current doctorate, but improved through the adoption of a centrally managed approach could place the training of EPs on a more sustainable platform. The Department has secured funding to meet the costs of tuition fees and first year bursaries for the current Spending Review period.
3. We would like to express our thanks to our key partners who have provided helpful and insightful advice to the review, in particular the Children's Workforce Development Council (CWDC), the Association of Educational Psychologists (AEP), National Association of Principal Educational Psychologists (NAPEP), British Psychological Society (BPS), Health Professions Council (HPC), our current training providers, Local Authorities (LAs) and to numerous Principal EPs and their colleagues in EP services across England.

### RECOMMENDATIONS

4. **REC 1:** The national steering group (see recommendation 5 below) should continue to consider the alternative approaches to training and assess new and innovative models, for example *Educational, Child and Family Psychologists*.
5. **REC 2:** The EP profession and the EP training providers should develop closer links with associated professions and their training providers.
6. **REC 3:** Training from 2013 will be a three year full time doctorate based on a three year bursary model. All trainees will receive bursaries during all three years of training. Although taking on service delivery responsibilities during their study, as *EPs in Training*, the trainees should be viewed as students rather than employees of LAs (or other organisations).
7. **REC 4:** CWDC and the Teaching Agency (from April 2012) to oversee the training of EPs on behalf of the Department for Education. These bodies will also undertake regular EP workforce surveys to inform supply and demand.
8. **REC 5:** The creation of a national steering group to manage nationally the relationship between training and placement providers comprised of LA employers including Directors of Children's Services (DCS), the profession, training providers, placement providers, AEP, NAPEP, HPC, BPS and the Association of Child Psychologists in Private Practice (ACHIPPP). Overarching responsibility for the effective management of this group will be with the Teaching Agency.

9. **REC 6:** Development of a competitive tender strategy for a three year training contract for cohorts beginning training from 2013.
10. **REC 7:** In addition to planning for current and future cohorts, a main responsibility of the steering group will be to agree approaches to training to ensure future contracts deliver cost effective training that best meets the needs of all children and young people whilst aiming to open training up to the widest possible applicant base.
11. **REC 8:** All placement providers should seek accreditation to drive consistency and quality of placements ensuring all trainees receive equitable and broad placement experiences. Accreditation could be part of a peer review quality monitoring and improvement process driven by the steering group or an external accrediting body.
12. **REC 9:** Contracts are awarded to the current training providers for a cohort to begin training in 2012.
13. **REC 10:** During the current Spending Review period, the Department for Education will make £5M a year available for the initial training of EPs.
14. **REC 11:** LAs (and other employers) will meet the costs of years two and three training bursaries, placement supervision and associated on costs.

## SUMMARY

15. The Review of EP Training was focussed on the design of future initial training arrangements that equips trainees to work within EP services of the future, delivers the developing EP role, is sustainable and fits with our wider approach to workforce development.
16. We have consulted an expert group of professionals including representatives from key stakeholders including professional and training bodies to ensure the work has credibility and to secure buy-in for this internally led review.
17. We believe a national training model based on the current doctorate, but improved through the adoption of a centrally managed national approach could place the training of EPs on a more sustainable platform. The Department has secured funding to meet the costs of tuition fees and first year bursaries for the current Spending Review period (until 2014-15).
18. These costs were previously met through a local authority voluntary subscription scheme and represent the Department's commitment to the training of EPs of £5m per annum. The remainder of the whole life costs of training (including years two and three bursaries, supervisor costs and other on costs) should continue to be met by those LAs and other employers who invest in training through the offer of placement opportunities. We regard this as an important partnership between government, training provider and local employers.
19. Consistency of training, including access to and quality of the placement opportunities, will need to be addressed to drive a holistic three year approach which offers trainees more certainty than the current model. We believe parity of the training experience could be achieved through a national bursary mechanism with accredited placements which is managed through a collaboration between training and placements providers.

## BACKGROUND

20. This review was driven by a combination of changes in LA EP Services (EPS) and the need to make the most of the specialist knowledge, expertise and skills of EPs. These factors, and the need for government to step in to meet a shortfall in funding from LAs, call into question the sustainability of existing training arrangements. EPs have important roles in improving the opportunities of all children and young people, both in terms of local authority statutory responsibilities and more universal early intervention and preventative support offered by the public and private sectors, voluntary and community groups and social enterprises. The initial training of EPs must meet the requirements of all these roles.

21. To draw up the recommendations in this report, the review gathered information on:

- what functions EPs are performing (statutory and non-statutory) that make the best use of their skills, and how their role is changing;
- how EP services are designed, and how their configuration is changing;
- what the current training arrangements are, what problems are emerging, the extent to which they prepare EPs for their current and anticipated role and meet the needs of local services.

22. As a society, we need to make sure we understand children's development so that we can best support them to reach their full potential, irrespective of their socio-economic backgrounds. EPs are employed to provide professional advice on children and young people's educational and emotional development and by understanding their needs and their educational contexts, they are well placed to identify and provide them with effective support to improve their life chances.

23. There is a duty for educational psychologists to provide advice to the statutory assessment of children under Section 323 of the 1996 Education Act and Regulation 10 of the 2001 Education (Special Educational Needs) (England) (Consolidation) Regulations. However, the work EPs undertake goes far wider than this statutory duty.

24. A useful description of the educational psychologist role is provided by BPS - *“educational psychologists work with children and young people from birth to nineteen years, and their families, in a variety of settings including schools and homes, and sometimes as part of multi-agency teams. They have competencies in consultation, assessment, case formulation, and intervention related to children's learning, developmental, behavioural, emotional and mental health needs. Intervention may take place at an organisational level, indirectly through parents and teachers, and/or directly with individuals, groups, and families. Educational Psychologists are also involved in evaluation of interventions, research and project work, management and leadership of teams, and offer training to other professional groups.”*

25. CWDC's description aimed at potential applicants asserts *“educational psychologists work in a variety of different ways to address the problems experienced by children and young people in education. They work directly with children and young people individually or in groups and with a wide range of other professionals to deliver their work. Part of the educational psychology role is to work at a strategic level, carrying out research and advising on educational policy development. Other areas of work include delivering training on issues such as behaviour and stress management. Direct work with children and young people includes assessing their learning and emotional needs using methods such as interviews, observation and test materials. Interventions are then developed to support the child or young person with the problems they are experiencing.”*

26. One significant development in the EP role is the emerging possibility of supporting young people in the 19-25 age group, helping with the difficult transition from school to further education, training or employment. There are a growing number of further education institutions looking to commission EP services, but no consensus has been reached on whether all EPS should be supporting this older age group.

27. The ways in which the profession is employed and EP services are commissioned are changing. It is likely that a smaller proportion of EPs will be directly employed by LAs in future, with more EP services being commissioned by LAs, individual and clusters of schools, community based organisations and parents. The current economic climate has led to staff reductions in some LA EP services and other support services including Child and Adolescent Mental Health Services (CAMHS). EPs are moving to a more varied pattern of employment – some with private sector providers of education services, and into private practice with the potential also to form social enterprises commissioned to run services, similar to those being developed under the pilots of social work practices.

28. It is of interest to note that in this changing landscape, there has been no systematic national evaluation of the EP workforce since Warnock (1978). Warnock considered the numbers of EPs required to meet the needs of children and young people. However, ratios derived in 1978 bear little relevance in today's contexts and we believe there is a strong argument for undertaking a robust workforce modelling exercise alongside the implementation of changes driven from the *Green Paper on SEN and Disability* consultation. Workforce data, including information on supply and demand, can be collated through the ongoing annual EP workforce survey which is currently commissioned by CWDC and we believe this can and should continue beyond April 2012 under the direction of the Teaching Agency.

29. It is not for this review to prescribe how local government should deliver its EP services, especially before the Department's response to the *Green Paper on SEN and Disability*, but it is worth noting that LAs vary significantly in their delivery of services. There is little consensus neither on what constitutes LA statutory responsibilities or core services nor on the proportion of universal versus targeted support. We believe there is value in the profession taking these issues forward to try to agree a level of consistency.

30. The most vulnerable children must be able to access appropriate support. Commissioning enables schools and other bodies to buy in additional EP services often to meet a well-defined need. However, we must make sure non-sponsored children are also able to access EP support. Mechanisms will be agreed locally, but as we move towards a more traded public sector economy, there is a risk that some children might not get the support they need.

31. Currently EPs make a significant contribution to statutory SEN assessments. However the tendency to focus on the statutory role to provide a written contribution to the assessment and the associated monitoring and follow-up work means that much of what EPs have to offer more widely is not taken up or commissioned by LAs or schools. It is widely understood that there is a clear correlation between early intervention and statutory work - emphasising the former can have a positive impact on the latter, reducing the level of statutory work and keeping costs down.

32. Early intervention is accepted as a cost effective approach to supporting the needs of all children and young people. However, there is a concern that in the current environment of budget cuts, there is the possibility that these long term universal solutions will be replaced by targeted short term statutory interventions, driven by the duties incumbent on LAs.

33. It is worth noting that the profession can often make an important contribution to the

effective delivery of the broader LA duties of care, even though they are not direct duties of EPs themselves.

34. The review needed to be consistent with our wider approach to workforce development which is to intervene centrally only for key groups of practitioners where it is clear that further, targeted government intervention is needed to improve quality or capacity, and to move the responsibility over time to employers and professions themselves. We believe the EP profession is one of those key groups and that we should continue to play a part in the training of its workforce.

35. The educational psychology entry qualification for professional practice and employment in England is an integrated three year full time doctorate degree. Successful completion enables trainees to register as educational psychologists with the HPC. The training has been designed to meet the professional training needs of EPs with several academic, research and professional goals.

36. Year one is spent studying full time with the training provider and incorporates short term practical placements in the field. In years two and three trainees are matched to placements mainly within LAs to prepare them for the wide range of challenges and demands in the diverse contexts of educational psychology. Years two and three also include part time release to the training provider for one to two days study per week and to complete a thesis (an integral part of the qualification) in the third year.

## **REVIEW PROCESS**

37. The review was conducted in three stages:

- stage 1: evidence gathering, between March-June 2011;
- stage 2: analysis of initial consultation responses – interim report July 2011;
- stage 3: design of training models, and recommendations – final report October 2011.

## **FINDINGS**

38. There is consensus that the current training model is not sustainable because of two major failings, namely the funding mechanism and the lack of central coordination especially around placement opportunities in years two and three of the course.

39. The current funding mechanism relies on voluntary contributions from the LAs to meet the contractual costs of the twelve training providers. However, the number of LAs making voluntary contributions has decreased significantly since the mechanism was introduced. This has led to the discrepancy of some LAs investing far more in the training of EPs (through the subscription scheme or by offering placements) than others, but potentially all LAs benefit from the ability of recruiting newly qualified EPs irrespective of whether or not they contributed to the scheme. This funding issue has led to a shortfall of 90% in 2010-11 and virtually 100% in 2011-12.

40. It is becoming increasingly difficult for training providers to find suitable and timely placements for the trainees in years two and three of the doctorate. The main reasons are a combination of poor planning, shrinking EP services in the current economic climate and

associated budgets leading to a reduction in places being offered, and inconsistencies in the relationships the training providers have with their neighbouring LAs, some offering geographic ring fenced opportunities and others taking a national perception.

41. LAs are often unable to identify funding for training opportunities before the start of the financial year, which leads to placements not being offered well in advance of need. Inconsistencies have also arisen around the type of placement offered, with some trainees receiving a salary, and others being paid via bursary. It is worth noting that the year two placements in 2011 were secured earlier than in recent years, with the vast majority being offered for the first time as bursaries.

42. A brief summary of the key findings of the 1st stage of the review can be found at Annex A.

### **OPTIONS FROM 2013**

43. As we look to the future, improved EP training must provide trainees with consistency, certainty and quality.

44. A common belief held by the sector as a whole is that the content of the current integrated academic and practice based three year doctorate is most suited to providing trainees with a foundation, which includes evidential analysis and rigour, to best meet the needs of the profession. The focus of academic study of the first year followed by the work experience gained during the final two years, together with the benefit of undertaking a detailed thesis are all cited as the reason for its effectiveness.

45. With fees averaging about £30k for the three years and additional trainee living costs (salary or bursary), the whole life costs of EP training are significant although comparable to other doctorate courses. It is important to note that other similar Higher Education (HE) qualifications are funded through various mechanisms ranging from central government full funding to wholly self funded courses.

46. Similar practitioner psychology courses, including clinical psychology in England and educational psychology in Scotland and Wales, receive central government sponsorship.

47. In addition to minimising the upheaval of adopting a new training model, there are a number of benefits to continuing with a similar training approach as is currently delivered. These include parity with some other similar psychology professions and the courses in the devolved administrations, the courses meet the standards required for HPC (and BPS) and the Higher Education Funding Council for England (HEFCE) accreditation, the curriculum is broadly current having only been in existence since 2006, trainees are provided with a thorough understanding of the role and delivery is through a number of high quality HE training providers with more showing interest in entering the market.

48. The majority of views provided to this review have stated that the preferred option is to continue with the current training arrangements, but improved by refining a number of key areas:

- national programme with better centralised management;
- holistic three year package avoiding uncertainty;
- an end to placement interviews in years two and three;



- ensuring parity with similar practitioner psychologist professions;
- further exploration of combined applied psychology approaches;
- curriculum must keep in step with current research and include a focus on early intervention, child development, therapeutic and systemic universal approaches.

## ALTERNATIVE FUTURE TRAINING MODELS

49. In addition to investigating improvements to the current doctorate, the review has discussed other methods of delivering sufficient training. CWDC has worked up five alternative training models.

50. Taking into consideration stakeholder comments to date plus the findings of a review of the current model in detail (including profiles of the successful applicants, trainee placements together with comparative training costs), identification of other models across the United Kingdom, and a profile of the children and young people in school in England, the alternative models are:

- The Modified Status Quo;
- Two Part Training Model (or “Stepped Model”);
- The Partnership Model;
- The Family Psychologist;
- Fast Track.

### Overview of the models

51. *The Modified Status Quo* is very similar to the current three year doctorate model in England. However, it has been modified to address the concern’s raised by stakeholder’s particularly greater employer engagement; students being interviewed only once and placements being quality assured, coordinated nationally, and agreed at the beginning of training for the duration of the course.

52. *The Two Part or “Stepped Model”* has its foundations in the current Scottish Model. Students enter the labour market part qualified. A licence to practice is issued only after part two is complete. This model potentially has a natural break, which should students who for a variety of reasons need to break from the course can be accredited for the work they have done to date as well as pick up their training again at a later date without being lost to the educational psychology workforce.

53. *The Partnership Model* is a combination of two previous potential models the “modified grow your own” and “work based models”. The opposite of the first model, this focuses on service delivery skills required of an EP role over academic attainment. It loosely adopts a modern “apprenticeship” training model as its basis.

54. *The Family Psychologist* combines the educational psychology training with the children, young people and family’s elements of the clinical psychology training.

55. *The Fast Track Model* was developed following profiling of the successful candidates in

2011. The evidence showed that 22% of the successful applicants had a postgraduate qualification, 85% of these were at Masters Level. This model proposes a two instead of three year course and would see students accredited for prior learning (in a relevant subject) towards a doctorate level. This may encourage older students (those in the 30+ age group, perhaps with dependents) with a wealth of work experience which the current model appears to disadvantage.

56. We believe each model could deliver an effective EP workforce and each has its own merits and short-comings. However, each would also represent a significant change from the current approach and this will have time and cost implications. Further details are provided at Annex B.

57. We have also received other training models from the profession during the course of the review. In many aspects these have been similar to those worked up by CWDC. However, a common thread has been the inclusion of a pre-course work experience year before the start of the academic study to introduce the work to the trainee and to ascertain their competence. Although the benefits of this approach can be readily understood, it also raises a few challenges including additional costs of a further year in training – the current model already includes related experience as a pre-requisite - and transition from pre-training to year one (particularly the failure to reach year one).

58. We explored these alternative models with the accreditation and professional bodies (HPC, BPS and AEP), the profession and the training sector. A number of concerns have been raised around timing, the split of academic study from work experience and the perceived substantial reduction in theoretical and academic learning. Other concerns include supervising capacity, accrediting responsibility and whole life costs.

59. However, there is value in continuing these discussions as we develop more robust approaches to training to evaluate if any can be adopted in future in answer to the concern around a restricted applicant base and developing entry points for experienced staff.

**60. Recommendation 1: The national steering group (see recommendation 5 below) should continue to consider the alternative approaches to training and assess new and innovative models, for example *Educational, Child and Family Psychologist*.**

61. We also see value in the profession and the training providers building closer and stronger links with other similar professions including clinical and counselling psychologists and their training providers. Examples of such links would include more opportunities for joint initial training experiences, doctoral theses that reflect the interests of the wider application of psychology and, at an individual child level, increased assessment and interventions that draw different psychology practitioners together with a common focus. The cooperation of practitioner psychology professionals can only help to drive better outcomes for children and young people and the wider population and although we accept there is good communication across the professions, this could and should improve.

**62. Recommendation 2: The EP profession and the EP training providers should develop closer links with associated professions and their training providers.**

## **PREFERRED OPTION**

63. We believe a national training model based on the current three year doctorate, but

improved through the adoption of a centrally managed system to drive parity of the training experience, overseen by CWDC and then the Teaching Agency (from April 2012) will place the training of EPs on a more sustainable platform.

64. With the adoption of a centrally managed and national approach, EP training from 2013 will continue to develop as a holistic and integrated programme focussed on delivering EPs with excellent academic, theoretical and professional qualities, which will best meet the needs of all our children and young people.

**65. Recommendation 3: Training from 2013 will be a three year full time doctorate based on a three year bursary model. All trainees will receive bursaries during all three years of training. Although taking on service delivery responsibilities during their study, as *EPs in Training*, the trainees should be viewed as students rather than employees of LAs (or other organisations).**

**66. Recommendation 4: CWDC and the Teaching Agency (from April 2012) to oversee the training of EPs on behalf of the Department for Education. These bodies will also undertake regular EP workforce surveys to inform supply and demand.**

67. Cooperation between training and placement providers will be managed nationally through the creation of a national steering group to include LA employers (including Directors of Children's Services), the profession, training providers, placement providers, AEP, NAPEP, HPC, BPS and ACHIPPP. Overarching responsibility for the effective management of this group will be with the Teaching Agency. It is likely that day to day operations will be managed by a sub group reporting to the steering group made up of mainly Principal EPs and training providers with more direct involvement in planning placements for years one, two and three.

**68. Recommendation 5: The creation of a national steering group to manage nationally the relationship between training and placement providers comprised of LA employers including DCS, the profession, training providers, placement providers, AEP, NAPEP, HPC, BPS and ACHIPPP.**

69. We will encourage buy-in from LAs and other employers at the beginning of each cohort so that there is a true partnership between HE Institutions (HEI) and employers during the application, interview and selection process. This will ensure all parties are content with the quality of the successful applicants bringing to an end the need for subsequent placement interviews in years two and three, which we feel are unfair and unacceptable for a holistic three year training programme.

70. The steering group will agree a mechanism to ensure all employers trust the decisions made by the selection panels and will provide clear guidance on the selection process, including the responsibilities, requirements and expectations of government, training and placement providers and employers.

71. We will ask CWDC to develop a competitive tender strategy for a three year training contract with a training provider or providers for cohorts beginning training in 2013, 2014 and 2015.

**72. Recommendation 6: Development of a competitive tender strategy for a three year training contract for cohorts beginning training from 2013.**

73. There is a concern that continuing with a single approach to EP training might exclude people with excellent potential from applying, especially those with other commitments or looking for a career change. We will continue to investigate how we can open up access to

wider groups.

**74. Recommendation 7: In addition to planning for current and future cohorts, a main responsibility of the steering group will be to agree approaches to training to ensure future contracts deliver cost effective training that best meets the needs of all children and young people whilst aiming to open training up to the widest possible applicant base.**

75. However, considering the academic, theoretical knowledge and delivery experience required for new recruits, and the small number of students we train each year makes it challenging to adopt (and fund) several routes into the profession. We believe, in securing substantial funding to meet a large part of the costs of an accredited, proven and effective training programme, developing a single sustainable approach is the most appropriate option to take.

76. Placement opportunities should provide all trainees with excellent work based experiences to ensure newly qualified EPs are best placed to meet the needs of all children, young people, their families and schools (and other educational settings). Consistency of training across England, especially the quality of the placements, will need to be addressed to ensure access to training is maintained and to ensure the three year approach offers trainees more certainty than the current model.

77. The quality of placement experiences needs to be assured through an accreditation process for all employers offering placements, whether delivered through all LAs and other employers or by a small number of training placements. We need to discuss these options with the sector and the training providers to determine how best to achieve placement consistency and effective delivery.

**78. Recommendation 8: All placement providers should seek accreditation to drive consistency and quality of placements ensuring all trainees receive equitable and broad placement experiences. Accreditation could be part of a peer review quality monitoring and improvement process driven by the steering group or an external accrediting body.**

79. Under a nationally funded bursary scheme, short listing, interviewing and selecting candidates will be a collaborative process between the HEIs and representatives from LA EP services and other employers. All employers will have the potential to offer bursarial placements, subject to the accreditation process, and this could be on a rotational basis. This will allow trainees to gain a range of experiences in more than one placement setting. There will need to be evidence of partnership working between the HEIs and placement providers, although currently, this is considered as part of the joint BPS and HPC course accreditation process.

## **INTERIM SOLUTION FOR 2012**

80. Originally, the focus of this review was on developing a long term solution for initial EP training from 2013. However, the contracts held with the twelve training providers end with the 2011 intake and while the review was carried out we made provision for the current training arrangements to continue in order to secure a continuing flow of entrants to the profession.

81. Considering the current one year lead in time for applications, we accepted that any long term arrangements would not be in place in time to deliver a new solution and recruit trainees

by September 2012.

82. After investigating options for a 2012 cohort with CWDC, we have agreed to award the current training providers with contracts to run a training programme for one cohort starting in 2012.

**83. Recommendation 9: Contracts are awarded to the current training providers for a cohort to begin training in 2012.**

## **THE CURRENT FUNDING POSITION**

84. Funding has remained a key issue with any proposed solution and once a preferred delivery option was agreed, we needed to explore funding options to identify how the approach can be adequately financed.

85. In the past, the Local Government Association (LGA) managed the funding mechanism for the initial training of EPs on the Department's behalf via a mandated LA top slice of the Revenue Support Grant.

86. In 2006, to meet EU employment guidelines, BPS with support from the profession drove the change in EP training from a one year course to the current three year doctorate. AEP expressed concerns about the proposal, believing that the funding mechanism was not sustainable.

87. Around the same time, LGA decided to phase out the top-slice without establishing a sustainable alternative arrangement and the money was redistributed to the LAs.

88. The Department asked CWDC to take on the role previously undertaken by LGA, but without the remit to mandate LA contributions. Since 2007-8, the EP training scheme has been reliant on LA subscriptions, collected on a voluntary basis.

89. Increasingly LAs have taken the decision not to pay into the voluntary fund, although a number continue to meet salary or bursary costs for years two and three placements and the costs associated with providing trainee supervision. CWDC received only about 10% of the LA contributions in 2010-11, this year this has dropped to about 2%. The Department has agreed to meet this shortfall until 2012-13 and one of the review's main objectives was to identify how the training should be funded in the future.

90. The size of the annual EP training cohort is relatively small (circa 120 trainees each year), reducing the likelihood of demand led market forces driving sustainability of provision into the future. Central organisation, with or without a central budget, will be key to delivering any new national mechanism.

91. Using evidence collated during this review on placement opportunities and newly qualified EP employment statistics and including CWDC's workforce survey (the executive summary is provided at Annex C), we can assume that that the current size of the cohorts is approximately correct. Continuing with the annual workforce surveys as detailed in recommendation 4 of this report will provide a clear indication of the numbers of new recruits required for entry into the profession each year and therefore the precise size of future training cohorts.

92. The range of funding options falls between two extremes, from fully funded by central

government to fully self funded by either the employer or the trainees themselves.

93. The sector believes there is a need for central government to fund the training of EPs, at least in part, to help support a more reliable and sustainable system. In seeking a fully funded resolution, the profession has argued that central government should meet all the costs of EP training, citing the Scottish and Welsh fully funded delivery models.

94. Increasingly EPs in some localities are taking on wider roles beyond their statutory work, this is often demand led as schools and communities commission more EP support. The responsibilities and expectations of government, LAs, schools and parents are unclear. There is a significant variance across EP services in what is seen as statutory, core and non-statutory work and several commentators have stated that the profession would benefit from guidance clarifying these differences. The extent to which government involves itself in these local decisions is open for discussion.

95. Employers benefit from both trainees taking up placement opportunities and newly qualified EPs and should bear part responsibility for the associated costs of training as they have done historically. This does not necessarily mean that funding must wholly or mainly come from LAs as different models of organising services, such as private provision and social enterprise models are emerging.

## **FUNDING FROM 2012**

96. As detailed earlier in this report, for consistency and equity with other education related professions, funding to train any profession must be weighed up against our wider approach to workforce development which is to intervene centrally only for key groups of practitioners where it is clear that further, targeted government intervention is needed to improve quality or capacity, and to move the responsibility over time to employers and professions themselves. We believe that the educational psychology profession is a key group and that we should continue to play an active and funding role in the development of the EP workforce.

97. We have secured funding to meet a significant proportion of the costs of training throughout the current Spending Review period, equating to £5M annually. The majority will be used to meet the tuition costs and first year bursaries of trainees.

**98. Recommendation 10: During the current Spending Review period, the Department for Education will make £5M a year available for the initial training of EPs.**

99. The vast majority of placements for year two trainees in 2011 have been offered for the first time as bursaries. The decision to offer bursaries and not salaries has been driven by local government and it is one that we do not envisage reversing; it will not be surprising if all placements in 2012 were offered as bursaries, which will help with the goal of consistency of training.

100. Bursaries, supervising and associated on-costs for years two and three will remain the responsibility of those LAs and other organisations offering placements.

**101. Recommendation 11: LAs (and other employers) will meet the costs of years two and three training bursaries, placement supervision and associated on costs.**

## NEXT STEPS

102. The *Green Paper on SEN and Disability* consultation drew to a close at the end of June and we have been working with the Green Paper team to collate and analyse the EP specific responses, which, with a focus on the SEN perspective, have been taken into consideration as part of this review. We expect the Department's initial response to the Green Paper will be published by the end of the year.

103. This report detailing the findings of the Department's review of EP training and containing recommendations for a preferred model, signals a clear direction for a sustainable approach, with options for taking its implementation forward. We will be looking to the sector to work alongside us to deliver the review's recommendations.

## **ANNEX A – Summary of the Emerging Findings (views provided to the review from the profession and other key partners)**

### **Workforce planning strategy**

- A robust workforce planning strategy is required, which will be linked to the outcomes of the Green Paper;
- No systematic evaluation of EP numbers needed since 1978;
- Wide variation across England;
- Adequate supply of EPs needed to meet timely statutory and other duties;
- National supply and demand evaluation overseen by government;
- Proposals for systemic change in the Green Paper may extend the possible contribution from EPs to include the 19-25 age range;
- Quality and consistency centrally driven with a national perspective.

### **Statutory/ non statutory roles**

- Wide variance across EP services in what is seen as statutory, core and non-statutory work;
- The profession and training providers would welcome a Government definition of 'core' EP services that every LA must deliver – there is currently no consistency. One view is that core services should not be employer or demand led;
- Non statutory work has always been a significant part of the responsibilities undertaken by many EPS;
- Significant and growing interest in early intervention and prevention, some services being co-located within multi agency teams;
- Intrinsically linked – perverse to split the two functions – non statutory early interventions often leading to a reduction in the need for formal statements (e.g. MAISEY in Somerset);
- A number of LAs have also reported increases in requests for statutory assessments after decisions were taken to reduce the level of early intervention for schools. However, the direct cause of this is uncertain – requesting assessments has been a mechanism for schools and parents to get EP time for their children and young people;
- Examples of EP services located within community focussed multi-agency teams, providing support and advice to team managers – impartiality, knowledge and understanding of children and their family and social contexts is key to multi-agency approaches;
- Non Statutory work can be seen as a drain on the capacity to meet statutory requirements. This might lead to young people on the margins not being provided with the support they need because EP resources are directed to those requiring statutory provision.



## Current training issues

- Systemic uncertainty;
- Inconsistent training – quality of training and research is patchy, placements becoming harder to find and often the responsibility lies with the trainees;
- 12 Training Providers – 120 places;
- Annual fees around £10k;
- Doctorate – 1+2 model;
- Timing issues – academic deadlines often clash with service delivery pressure points;
- Academic curriculum needs widening to keep in line with new psychological research, to include for example neuropsychology and new therapeutic approaches. Other components including IAPT, paediatrics and working with parents and families need to be continually refreshed.

## Accreditation

- HPC - statutory regulator of 15 professions including *Practitioner Psychologists*;
- *Educational Psychologist* protected in law;
- EPs MUST register with HPC;
- HPC standards – *fitness to practise* not employer needs;
- BPS run a voluntary register – *Chartered*;
- BPS role in accrediting training (curriculum, etc).

## Benefits of the three year Doctorate

- Research/ thesis rigour– analysis and evaluation skills;
- Evidence based research/ practice;
- Development and refining assessment and intervention skills;
- Placements – ‘on the job’ experience;
- Broader range of experience over time;
- Therapeutic/ preventative work.

## The Scottish and Welsh models

- Scotland - two year Masters (with a bursary) followed by a probationary year employed placement as an associate EP placement. Fully funded through the Scottish Government and delivered in alternate years by the Universities of Dundee and Strathclyde;
- Wales – centrally managed three year doctorate delivered by the University of Cardiff. Funded through the Welsh Assembly with £4k contribution from each trainee.

## Closer links with Clinical psychology (and other allied Professional Psychologists)

- Could open up movement between the professions;
- Merit in a single applied psychology course (including Educational, Clinical and Counselling Psychologists) delivering a holistic approach to childhood development;
- Open disagreement across the profession around feasibility of merging courses;
- CP focus is the individual using the *within child* medical model;
- EP focus is the individual and their context;
- Few shared areas of teaching;
- CP training fully funded.

## Finance

- Current financial pressures;
- LAs “cannot meet the full cost of EP training” – contributions are challenging in some areas;
- Small numbers of self funded trainees.

## Placement opportunities

- Must always offer a range of appropriate experience and good supervision;
- Increasingly difficult to arrange;
- Trainees involved in finding places;
- Should be managed centrally with a national perspective;
- Examples – Essex/ Somerset.

## Traded services

- Increasing numbers of EPS are moving to *Traded Service* models - generating income to maintain staff numbers and offering a wide range of services from buying additional services to trading for all their psychological support requirements;
- Core (statutory and associated work)/ Traded (non statutory);
- Schools are the main commissioners of traded services;
- Several EP services are opposed to trading models and are concerned about schools (or other commissioners) paying for psychological services – support should be free to service users and parents and professionals should have open access to EP advice;
- Traded services must have effective and strong business support mechanisms;
- Risk that vulnerable groups – non-sponsored children and young people - will not be supported. However, this can also apply in non traded contexts.

## **Non LA EP services**

- We are beginning to see a growth in services being delivered by the private/ voluntary sectors, charities, social enterprises, etc;
- Private sector traditionally commissioned by legal services and parents to challenge LA EPS assessments – tensions often existed;
- A small number of private sector EPs now working alongside the LA EPS;
- Tend to have parent or school based clientele.

## ANNEX B – Summary of CWDC’s Alternative Training Models

<b>Model 1A: Modified Status Quo</b>	
<p><b>Description</b></p>	<p>A one year intensive academic study preparation with short taster placements sourced by the Training Provider followed by employment based training with academic blocks / study of sufficient length to meet the professional expectations of an educational psychologist role.</p> <p>The final qualification would be a Doctorate.</p> <p>Trainee Educational Psychologist’s (TEP) would be selected by both the potential employer (providing the trainee with a placement for the duration of the course) and training provider, jointly from short listing, interviewing and final selection.</p> <ul style="list-style-type: none"> <li>• The trainee would only be interviewed once;</li> <li>• the employer would guarantee’s short taster placements in Year 1 and long term placements for the rest of the duration of the course.(Short taster placements maybe undertaken by anyone from the TEP cohort so that students receive a wide range of experience).</li> </ul> <p>During their Year 2 placement onwards, an existing qualified Educational Psychologist would then train the TEP.</p> <p>The TEP would only be able to work as a qualified Educational Psychologist once the course was complete, having successfully met both the professional standard required for Registration by the Health Professional’s Council and academically to a Doctorate level.</p> <p>If there was insufficient placements in year one, TEPs could re apply in the second year. Placement would be coordinated centrally and quality assured.</p>
<p><b>Accreditation / awarding body</b></p>	<p>The training provider (s) would be responsible for accreditation and act the awarding body once students are registered (as currently).</p> <p>Delivery could be by one coordinating / commission national training provider or multiple local training providers as at present.</p>
<p><b>Funding</b></p>	<p>A: Government funds all training and provides a bursary which includes supervision costs for the duration of the training.</p> <p>B. Government funds all academic costs for the duration of the training, plus a living cost bursary for Yr 1 only.</p> <p>C. Government funds Yr 1 only (academic and cost of living); employer covers any academic costs for the rest of the duration of the course, supervision and a bursary / salary.</p> <p>D. The employer or student funds both academic and living costs.</p>

<p><b>Model 2A. Two part training model (stepped model*)</b></p> <p><b>*similar to Scottish Model</b></p>	
<p><b>Description</b></p>	<p>Professional recognition would be based on completing part 1 and part 2 training.</p> <p>Part 1 would be a two year full time HEI based model with final assessment.</p> <p>Candidates are then free to enter the labour market (partly qualified) and complete Part 2 once they have found employment from the private / public / school cluster sector.</p> <p>A licence to practice is issued after part 2 is complete.</p> <p>Potential employers could be confident of the skills of the TEP, and in return would guarantee placement and sponsorship for the duration of part 2 the course.</p> <p>TEPs would be interviewed twice – for Part 1 again for Part 2. Part 1 by the Training Provider / Higher Education Institution (HEI) and Part 2 by Employer.</p> <p>There are differentiated learning outcomes dependent on how long it takes to train and the level of study. The final qualification would be either an MSc or a Doctorate.</p>
<p><b>Accreditation / Awarding Body</b></p>	<p>National and/or local training provider.</p>
<p><b>Funding</b></p>	<p>A: Government funds all training and provides a bursary which includes supervision costs for the duration of the training.</p> <p>B. Government funds all costs until the completion of part 1 (academic and a living cost bursary). The employer then pays a salary, supervision and any academic costs for part 2. As the TEP is part qualified.</p>

<p><b>Model 3A. Partnership (between employer and HEI) model*</b></p> <p><b>*revised modified grow your own and work based models following consultation</b></p>	
<p><b>Description</b></p>	<p>An intensive HE-based course of three – six months followed by employment with structured work-based study. Candidates would agree to attend a number of HEI-based residential sessions during the duration of the course.</p> <p>Sponsoring / employing employers from either the private and / or public sector / or school partnerships would jointly with the HEI identify and select trainees once at the beginning of training. Employers would</p>

	<p>provide a commitment to guarantee placements for the duration of the course. The trainee would receive a bursary of a salary.</p> <p>Existing qualified Educational Psychologists would then train an Educational Psychology Trainee (“apprenticeship”).</p> <p>Placements would be pooled from participating organisations regionally / nationally, so that TEPs gained a broad range of experience of working in different settings / organisations.</p> <p>There are differentiated learning outcomes dependent on how long it takes to train and the level of study so could be either an MSc or Doctorate. It will be the professional training that gives candidates the right to practise as the model splits professional from the academic award.</p>
<b>Accreditation / awarding body</b>	<p>Commission one training provider to:</p> <ul style="list-style-type: none"> <li>• over see the training;</li> <li>• over see placements;</li> <li>• negotiate with local providers / HEIs;</li> <li>• This training provider would be the Awarding Body and responsible for accreditation.</li> </ul> <p>The benefit for the DfE is that it only negotiates /holds one contact with one training provider which would be consistent with the rest of the UK.</p>
<b>Funding</b>	<p>A: Government funds all training and provides a bursary which includes supervision costs for the duration of the training.</p> <p>B. The Employer funds all academic and supervision costs for the duration of the training, plus a living cost salary / bursary.</p> <p>C. The Government funds all academic and supervision costs and the employer all cost of living and associated travel expenses / residential sessions.</p>

<b>Model 4A: The Family Psychologist*</b>	
<b>*this would be a long term model which would require planning beyond 2013</b>	
<b>Description</b>	This would combine educational and clinical psychology (CP) training, a core option followed by role specialism.

## Model 5A :Fast Track

<b>Description</b>	<p>A two year course, leading to a doctorate level qualification. Aimed at those with significant experience of working with children, young people and families (0-19 years) in an educational, childcare, health or community setting and a relevant Masters qualification, completed to a high standard within an agreed time of applying for the Educational Psychology course.</p> <p>This would be a national programme limited to an agreed number of places (20-25).</p> <p>The academic elements could be centrally funded. Employers would pay a bursary when on placement.</p> <p>The aim of the shortened course is to attract applicants with considerable experience of working with children, young people and families (0-19 years) in an educational, childcare, health or community setting who have recent demonstrable high level academic achievement (Masters level ) in a relevant area of study.</p> <p>Candidates would receive credits for their Masters qualification, which would contribute towards the doctorate. The 2 years study would focus on professional training required to register as an Educational Psychologist with the Health Professional Council.</p> <p>These candidates may have dependents, and come from the 30 years + age categories.</p>
<b>Funding</b>	<p>Central funding for the academic elements of the course.</p> <p>Employer or trainee or a combination for the placement / cost of living elements.</p>

# **ANNEX C – Executive Summary of CWDC’s EP Workforce Survey 2011**

## **Educational psychology workforce survey 2011**

### **Executive summary**

On 20 June 2011, CWDC invited all Directors of Children’s Services (DCSs) in England to take part in an Educational Psychology (EP) workforce survey. The purpose of the survey was to measure workforce demographics and investigate service delivery and commissioning models. The final response rate was 68% (103 LAs). The key findings are outlined below.

### **Workforce demographics**

The survey recorded a headcount of 1638 qualified Educational Psychologists.

For LAs that did not respond, CWDC used the most recent headcount data available, bringing the approximate headcount total for all LAs to 2327. Based on a comparison with workforce surveys conducted by CWDC in 2009 and 2010, this figure suggests that the headcount number of EP’s in England has not changed significantly in recent years.

The survey captured 189 Trainee Educational Psychologists working in the LAs in the sample. 57% of these were being paid a salary by the LA and 43% were being paid a bursary. However, for 2010 cohort of trainees commencing year two trainee posts in September 2011, 96% have been offered bursaries and 4% have been offered salaries, indicating a significant move towards the bursary model in LAs for new trainee posts commencing in September 2011.

### **Commissioning**

99 out of the 101 respondents stated that their Educational Psychology services were fully or partly funded by the LA. Two in the sample were commissioning jointly with another LA and 44 reported that they were operating a trading model. Of the 44 trading LAs, 39 of these were also funded by the LA, therefore operating a mixed funding model. The majority of trading was taking place directly with schools.

Respondents were asked how they envisage EP services being commissioned in the future (2012-2014). There was a notable increase in respondents selecting trading. 80 stated that they anticipated they would be trading, 71 of which anticipated that they would continue to be funded by the LA, indicating an anticipated increase in the mixed funding model described above.

45 respondents stated that they were aware of non LA EP services working in their area, the majority of which were independent EP’s working with parents or schools. In the future, more LAs (55) anticipated that there would be non-LA services working in their area.

### **Statutory and non-statutory work**

Respondents were asked to record what percentage of their EP service’s time was spent on statutory and non-statutory work. Responses to this question were mixed; with some LAs commenting that it was difficult or impossible to clearly define time spent on the two types of work, as different LAs interpret statutory duties in different ways.



## **Vacancies and service demand**

31 LAs stated that they were recruiting to a total of 61 vacancies on 1st June 2011. CWDC conducted an EP workforce survey in November 2010 and at this time, 27 LAs reported that they were recruiting to 46 vacancies.

53 LAs reported a backlog for services in their area, over half of which stated that the level of the backlog was between one to three months. Some stated that there was more demand for services than they could meet, but that this could not be measured as a time bound backlog as they do not operate waiting list systems.

Respondents were asked about likely recruitment requirements in 2012/13 and 2013/14. The majority stated that they were unsure and commented that it was not possible to predict the future size of the EP workforce at the time of the survey.

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