**UNIVERSITY OF SOUTHAMPTON DOCTORAL PROGRAMME 123**

**BPS COMPETENCIES LOG OF EVIDENCE**

Trainees are expected to provide and reflect on evidence which shows their acquisition of competencies as described under:

**Section 2**: Practice of applied educational psychologists

**Section 3**: Personal and professional standards and values

**Section 4**: Application of valuation, research and enquiry

As the log is completed trainees should reflect on whether the evidence also demonstrates acquisition of the core professional skills as set out in **Section 1** and cross references accordingly. Where there is insufficient, or no evidence, these core skills need to be separately evidenced.**APPENDIX 1 BPS COMPETENCIES LOG OF EVIDENCE**

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| **1** | **Core Professional Skills** | **Evidence** | **Reflection/Link to SOP (year 3)** | **Supervisor/Field Tutor** |
| 1.1 | Decide, using a broad evidence and knowledge base, how to assess, formulate, and intervene psychologically, from a range of possible models and modes of intervention. |  |  |  |
| 1.2 | Generalise and synthesise prior knowledge and experience in order to apply them in different settings and novel situations. |  |  |  |
| 1.3 | Demonstrate self-awareness and work as a reflective psychological practitioner. |  |  |  |
| 1.4 | Think critically, reflectively and evaluatively. |  |  |  |
| 1.5 | Exercise duty of care with regard to safeguarding children. |  |  |  |
| 1.6 | Develop and maintain effective working relationships with key role partners including: children, young people, their carers, teachers and other professionals. Work collaboratively, when appropriate, with the above role partners to promote effective outcomes for clients. |  |  |  |
| 1.7 | Engage children, young people and their carers as active participants in assessment and decision-making processes, and I the evaluation of interventions and service delivery. |  |  |  |
| 1.8 | Identify, critically appraise and apply research evidence relevant to practice. |  |  |  |
| 1.9 | Demonstrate effective professional management and organisational skills. |  |  |  |
| 1.10 | Effectively communicate psychological knowledge and insights. |  |  |  |
| 1.11 | Demonstrate effective interpersonal communication skills across a range of settings and activities. |  |  |  |
| 1.12 | Demonstrate effective reporting and recording skills across a range of settings and activities. |  |  |  |

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| **2** | **Practice of Applied Educational Psychologists** | **Evidence** | **Reflection/LINK TO SOP (YEAR 3)** | **Supervisor/fIELD tUTOR** |
| 2.1 | Demonstrate practice that evolves from robust psychological models, theories and frameworks with due ethical consideration. |  |  |  |
| 2.2 | Formulate interventions that focus on applying knowledge, skills and expertise to support identified local and national initiatives. |  |  |  |
| 2.3 | Bring about change for individuals, children, young people and their families by working at different levels (e.g. individuals, families, groups, communities, organisations, local authorities and national priorities). |  |  |  |
| 2.4 | Select, use and interpret a broad range of assessment instruments with due consideration to their relevance to the client, their needs and likely interventions. |  |  |  |
| 2.5 | Apply, review and evaluate a range of professionally appropriate counselling and therapeutic skills in work with children, their families and other professionals. |  |  |  |
| 2.6 | Develop and apply practice based on evidence-based approaches, incorporating evaluation, monitoring and review of outcomes. |  |  |  |
| 2.7 | Adopt a proactive and preventative approach in order to promote the psychological wellbeing of clients. |  |  |  |
| 2.8 | Apply and adapt personal professional practice skills within differing service contexts, and to service standards. |  |  |  |
| 2.9 | Understand and apply consultancy models of service delivery. |  |  |  |
| 2.10 | Contribute a distinct psychological perspective within multi-disciplinary teams. |  |  |  |

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| **3** | **Personal and Professional Standards and Values** | **Evidence** | **Reflection/Link to SOP (year 3)** | **Supervisor/fIELD tUTOR** |
| 3.1 | Demonstrate professional and ethical practice which adheres to the British Psychological Society’s *Code of Ethics and Conduct.* |  |  |  |
| 3.2 | Apply knowledge of, and demonstrate the ability to operate effectively within the legal, national and local frameworks for educational psychology practice. |  |  |  |
| 3.3 | Apply educational psychology across a variety of different contexts that draws creatively and flexibly from a range of theoretical models, frameworks and psychological paradigms. |  |  |  |
| 3.4 | Take account of the impact and implications of differences and diversity on life opportunities. |  |  |  |
| 3.5 | Engage in a dynamic, responsive and evolving process to maintain and develop professional practice through the process of appropriate professional reflection and CPD. |  |  |  |
| 3.6 | Work effectively at an appropriate level of autonomy, with awareness of the limits of own competence, and accepting accountability to relevant professional, academic and service managers. |  |  |  |
| 3.7 | Develop strategies to deal with the emotional and physical impact of practice and seek appropriate support where necessary, with due consideration for boundaries. |  |  |  |
| 3.8 | Engage in, and learn from, supervision. |  |  |  |

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| **4** | **Application of Evaluation, Research and Enquiry** | **Evidence** | **Reflection/Link to SOP (year 3)** | **Supervisor/fIELD tUTOR** |
| 4.1 | Plan and conduct rigorous research i.e. identify research questions, demonstrate an understanding of ethical issues, choose and implement appropriate methods and analysis, report outcomes and identify appropriate pathways for dissemination including publication. |  |  |  |
| 4.2 | Develop a critical understanding of the philosophy of research, including alternative epistemological positions to provide a context for theory construction (ESRC Guidelines for Professional Doctorates), |  |  |  |
| 4.3 | Develop a critical understanding of research design, including the choice of alternative techniques, the formulation of researchable questions and appropriate alternative approaches to research (ESRC Guidelines for Professional Doctorates), |  |  |  |
| 4.4 | Develop a critical understanding of methods of data collection and analysis, including quantitative and qualitative methods and appropriate skills (ESRC Guidelines for Professional Doctorates). |  |  |  |
| 4.5 | Develop a critical understanding of specialist/advanced methods relevant to the individual’s own research (ESRC Guidelines for Professional Doctorates). |  |  |  |
| 4.6 | Select, design and implement approaches to evaluate the effectiveness and impact of interventions, to inform evidence based practice. |  |  |  |
| 4.7 | Work with key role partners to support the design, implementation, conduct evaluation and dissemination of research activities, and to support local authorities in conducting robust evidence based research. |  |  |  |

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

Signed............................................................................  Date..........................................................