

- Psychological Assessment and Formulation
- Psychological Intervention and Evaluation
- Service Delivery and Organisational Change
- Training and Development
- Research and Enquiry
- Transferrable skills

The specific content and modules vary between HEIs, but typically programmes follow a spiral curriculum, progressing through foundation knowledge, skills and expertise in the first year; extending to mastery in the second year and culminating in advanced level application of educational psychology in the third year of study. The programmes include innovations in professional teaching, learning and assessment, including problem-based learning (PBL) scenarios and video enhanced reflective practice (VERP). All SEEL providers include comprehensive coverage of children’s mental health, a clear national priority, within the curriculum and include initial training in cognitive behaviour therapy (CBT), video interactive guidance (VIG), and play therapy. This ensures that trainee EPs are well placed to support schools and families in responding to children’s mental health needs. Each HEIs curriculum is subject to review by module leads, trainees and the external examiner to ensure that the coverage is such that at the end of the course, trainees are in a position to meet the HCPC Standards of Proficiency and to apply to join the register and secure chartered status with the BPS. The overarching aim of all programmes is to train educational psychologists who are “fit for purpose” and who can integrate theory, research and practice effectively and become competent, creative and accountable professional practitioners. Feedback from our employers suggests high levels of satisfaction with SEEL graduates.

Leading on innovative and creative curriculum developments is a characteristic of the SEEL Consortium and is facilitated by the range of experience within the group and the structures that support collaboration. Some current examples of SEEL initiatives which enrich the curriculum and offer learning in a range of contexts include:

- At Southampton there are three course days when trainees from each cohort come together to debate key areas of the curriculum including: transgender, diversity, working with organisations and mental health with leading academics.
- The Institute of Education provided trainees with opportunities to participate in a national research project led by Professor Peter Blatchford. Trainee EPs from across England engaged in data collection for this research investigating the quality of the learning experiences of children with Education Health and Care Plans.
- All programmes hold annual research dissemination events to share trainee research with the profession, and participate in the annual DECP trainee conference, facilitating the integration of new research findings in the professional evidence base.
- The programmes encourage trainees to publish the findings of their thesis studies to enhance wider professional access to these innovations.
- The programmes use of VERP to support developments in professional practice for those in training.
- The new SEEL debate series is open to all trainees and provides free CPD to all EPs in the region. These events, hosted by the HEIs, invite experts in their fields to provide a stimulus for professional debate. These events are live-streamed to be as inclusive as possible. Topics covered include: Neuroscience, Dyslexia and ADHD.
- All trainees have the opportunity to participate in teaching and learning activities alongside those training to be speech and language therapists and clinical psychologists.
- The HEIs also provide trainees access to a wide range of departmental seminars on relevant areas: e.g. Reading, Mental Health, ADHD and Educational Neuroscience.

Furthermore, each SEEL HEI has a Programme Advisory Committee (PAC) with representation from key stakeholders, including employers from local authority children's services, service users including: head teachers, FE providers, voluntary sector providers, placement supervisors, newly qualified and current trainees. The PAC provides a forum where the needs and demands of the field are discussed and responses to changing legislation, demands for traded services, as well as the needs of service users are considered. These discussions inform curriculum developments and associated placement planning.

**All SEEL training providers have Health and Care Professions Council (HCPC) approval.**

SEEL universities provide the high quality **trainee support**, as evidenced by the quality assurance processes noted above, including HCPC approval and BPS accreditation. These ensure that programmes meet the required staffing ratios, provide access to high quality and well supported placement learning experiences, and provide adequate and accessible facilities to enhance university student welfare and psychological well-being services. SCEC conducts annual surveys of trainee placement quality and workload to ensure fairness and equity during local authority placement experiences (*see Appendix A, Milestone 2*).

Throughout their studies, trainees have a dedicated university tutor who provides academic and pastoral support at university and on placement, through regular tutorials, observations of their professional development on placement and termly three-way placements visits. SEEL HEIs also have specialist teams on site to provide support and advice for: students with disabilities, individuals needing emotional and mental health support and for those experiencing hardship. Trainees with identified needs may be eligible for a statement of reasonable adjustment (SORA) to support their training. Trainees remain in regular contact with programme teams throughout their training and provide on-going feedback on all aspects of their experiences. When there are concerns these are typically managed through the support of the personal tutor and programme director and may include liaison with the placement providers. Most issues can be managed within the programme team. However, if trainees have continuing concerns, each HEI has a formal student complaints process that is explained to trainees at the start of the programme.

The following mechanisms are in place to assure **the quality of the SEEL practice placements**:

- During the first year trainee placements are provided by EPs seconded from LA services, who are managed by the university, to support the coherent integration of theory and practice.
- SEEL providers offer outstanding training for placement supervisors each year, and require all supervisors to attend.
- At point of offering a bursary, PEPs have to agree to the requirements of the PPPF, outlined on their pledge form (downloadable from the website) specifically: levels of supervision, the offer of a range of professional experiences and agreement to observe trainees monthly.
- Reminding PEPs that the BPS requires training providers to ensure that the trainee's supervisors are experienced, competent and receiving their own supervision.
- Central administration of placement collation and allocation. The SEEL Placement Panel is chaired by a PEP who provides feedback on the process each year as does a trainee representative, who attends as an observer. Details are available on our website: [https://www.ucl.ac.uk/educational-psychology/decosy/bursary\\_placements\\_2019.html](https://www.ucl.ac.uk/educational-psychology/decosy/bursary_placements_2019.html)

SEEL trainees complete two online questionnaires each year:

*Workload survey 2018:*

<https://opinio.ucl.ac.uk/s?s=55243>

*Placement Quality Assurance (Y2 & 3) 2018:*

<https://opinio.ucl.ac.uk/s?s=56507>

<https://opinio.ucl.ac.uk/s?s=56508>

The data sets enable SCEC to look at individual placements and address any specific issues that may arise, and ensure that there is consistency of placement experience for all trainees.

### **The range of experiences made available to students to support the training content**

In addition to the curriculum and the enrichment activities described earlier, a key feature of the training we offer is a centralised placement panel where trainees can identify five placements, in order of preference, across a wide area and range of LA services. In addition, all placements are initially for one year, which gives the trainee the option to move between placements widening their training experience.

Throughout their studies trainees are assessed in the three main areas of professional development, including: professional skills, academic ability and research skills. In all of our HEIs these skills are integrated throughout the programme and are evident in all pieces of assessed work. SEEL HEIs use a wide range of innovative assessment approaches that include: role play, video enhanced reflective practice, problem based learning scenarios, as well as essays, research reports and viva examinations.

### **Supervision arrangements during both academic and LA practice placements**

Effective supervision arrangements for both practice placement and academic work are in place across the SEEL programmes and are subject to rigorous review and evaluation by the universities, BPS and HCPC accreditation and annual monitoring systems.

a) **Practice placements** are an integral part of the learning on the programmes and are carefully planned to support the integration of theory and practice. All programmes have implemented the ITEP PPPF, which serves as an audit tool to ensure that all placements meet agreed quality standards to fulfil the developmental needs of trainees. All universities provide ongoing and specifically tailored training for the fieldwork supervisors supporting each cohort of trainees.

The placement supervisor and the university tutor liaise to ensure that the trainee gains the necessary range of experiences on placement. If there is any specialist experience that the placement is unable to provide, then alternative arrangements are made, and may include, opportunities for working with: multi-disciplinary teams, educational psychologists in CAMHs teams, youth offending provision, children's social services, private practice and / or the voluntary sector. Furthermore, the location of the SEEL programmes ensures that trainees have experiences of working within diverse, multi-cultural and multi-lingual communities and within the varied contexts of EP services across three regions. This ensures that all trainees have access to the full range of experiences necessary to qualify.

b) **Academic supervision** of trainees is provided by university tutors. This role complements that of the placement supervisor, whilst adopting a more theoretical and pastoral perspective. During placements, the university tutor will provide on-going tutorial support. In addition, each trainee will have a specialist research supervisor to guide academic progress through the thesis study.

### **Working in partnership with other training providers, organisations and employers of EP services to improve the ITEP courses**

Within the SEEL consortium, there are established partnerships with other training providers, through the National Programme Directors' group, and with key stakeholders through the Joint Professional Liaison group (JPLG) that includes the Association of Educational Psychologists (AEP) and the BPS Division of Educational and Child Psychologists and the National Association of PEPs (NAPEP). Our engagement with these key stakeholders allows the development and improvement our ITEP programmes. SEEL HEIs engage in regular joint activities, including a session in the autumn term hosted at the Institute of Education and delivered by staff from the Tavistock Clinic, which focuses on Adolescence and is attended by all Year 1 SEEL trainees. There are further shared sessions that focus on specialist topics, for example hearing impairment and dynamic assessment and new joint sessions with clinical psychology trainees and speech and language therapy students to build cross-professional collaborative learning opportunities. Employers of EPs, such as PEPs contribute to SEEL programmes in research advisory roles, delivering teaching, participating in the selection process and on PACs.

Some recent specific examples of training providers working together to improve the ITEP programmes includes:

- The inclusion of a process, detailed on our website, whereby surplus bursary placements in the SEEL region can be distributed in an equitable and timely fashion to TEPs from other HEIs. See [https://www.ucl.ac.uk/educational-psychology/decpsy/bursary\\_placements\\_2019.html](https://www.ucl.ac.uk/educational-psychology/decpsy/bursary_placements_2019.html)
- Working in collaboration with PEPs to develop a new questionnaire that asks placement providers to give feedback on their experience of working with individual HEIs (*Appendix A, Milestone 2b*).
- The SEEL research commissioning process will be extended (*Appendix A, Milestone 4*). This will enable the SEEL programmes to consult with the DFE, Service Users (experts by experience), NAPAEP, EP services and other key stakeholders to identify priority topics and themes for commissioning trainee research projects .

In order to monitor and achieve satisfaction ratings that exceed 90% of trainees rating the programme good or above, a range of online surveys will be circulated *during training and post-qualification (Appendix A, Milestone 2)*. This will be circulated for completion at the end of July each year, for completion by December, and will ask trainees to rate their experience of their 3 years of training. These build on existing online questionnaires.

Maximum limit: 2,500 words

## Practice placements

**Please provide details on how you will plan and deliver high quality and sufficient regional distribution of practice placements throughout the course**

Your response should include, but is not limited to:

- Any current placement provider relationships
- The provider shall proactively seek to address any trainee shortages by ensuring Local Authorities within the Provider's immediate region are supplied with a trainee.
- Evidence of an understanding of provider responsibilities for securing practice placements and showing that you have a strategy in place for ensuring that practice placements can be secured for all trainees
- To identify and put in place all necessary arrangements for each trainee to undertake placements that meet HCPC standards within Local Authorities.
- How you will assure the quality of practice placements according to Health Professions Council guidelines
- How you are willing to support the placement accreditation process
- the support you will make available to both trainees and practice placement providers
- Providing evidence for the steps you have taken to ensure that Local Authorities in greatest need have had trainees on placement

Other key points that should be considered in your response include:

- evidence of working in partnership with local authorities and plan for building strong relationships to secure practice placements
- how training provider(s) will ensure value of money and examples of previous similar activity
- quality assurance plans/proposals to ensuring a high-quality practice placements experiences for trainees

**Weighting: 25% of Technical Requirements**

## Response

### Current placement provider relationships

The SEEL consortium includes representation from Principal Educational Psychologists (PEPs) through its Executive Committee (SCEC). Involvement in the selection process ensures that all PEPs can input to the selection of trainees and therefore have a role in quality assuring the Trainees taking up placements in the region. The relationship with the regional placements starts early in Year 1 when trainee EPs in are placed

with university employed/seconded tutors in services with established links, allowing Trainees a progressive placement; closely aligned with academic curriculum content and developing competencies in a quality assured and closely monitored setting.

In Years 2 and 3, there are strong and developing relationships between training and a large number of placement providers and PEPs value the access to different training providers within the Consortium. Feedback from Local Authority (LA) placement supervisors and trainees via the annual survey highlights the benefits to supervisors and Services or supporting TEPs from a range of institutions.

A SEEL strategic priority is to work in partnership with employers to enhance and extend high quality local authority placements (*Appendix A, Milestone 1*). Via membership of Programme Advisory Groups at each provider institution and through regional links with PEP colleagues, Services are encouraged and supported to explore the possibilities of offering placements each year. In offering a bursary, placement providers are affirming that they can offer the range of appropriate experiences and supervision detailed in the Practice Placement Partnership Framework (PPPF). All potential placement providers are required to complete a checklist to verify that they can fulfil key requirements of a high quality placement, in particular:

- To meet the minimum level of formal supervision of 1.5 hours a week
- To facilitate the Placement Supervisor in observing the TEP working at least once a month covering a range of workplace activities
- To ensure that a range of experiences are made available to the TEP that allows them to gather evidence that demonstrates the achievement of the relevant competencies

Confirmed offers of placements are posted to the SEEL consortium website

[https://www.ucl.ac.uk/educational-psychology/depsy/bursary\\_placements\\_2019.html](https://www.ucl.ac.uk/educational-psychology/depsy/bursary_placements_2019.html), together with information about whether use of a car/other independent means of transport for the placement is essential, desirable or not a consideration. Trainees in partner Universities have clear guidelines as to what placements are available, the information they must provide for the selection and the dates on which submissions must be made. This ensures that the placement selection process is transparent, ensuring equity and fairness and a commitment to definite timelines. The placement panel is an important process in maintaining the strong relationships we have within our region.

A unique combination of factors, relating to population density and a radial network of communications with London as the hub, has required a collaborative approach to managing placements within the SEEL region. Educational Psychology Services (EPSs) benefit from a single placement allocation system. This involves LAs offer to host bursary placements which are posted to the SEEL Placement web-site when funds are received. Trainees indicate their top five placement preferences. There are criteria for trainee selection which ensure that choices must represent a mix of central, outer and 'out of London' locations. Placements are allocated anonymously via a panel comprised of PEP representatives from the South East, East of England, London and a programme director representative. A trainee representative is also present to observe the panel and to ensure that the trainee perspective is represented. Their feedback is key in enabling the panel to refine the matching process year on year and to communicate to trainee colleagues in SEEL, the fairness and robustness of the placement allocation process. Feedback from the trainee observer in 2018 commented "in summary, I feel that the panel did an exceptional job of what is an incredibly tough challenge. The process attempts to be as fair as possible and the panel used every opportunity to consider how the allocations could be changed to make the overall situation fairer, and hopefully more positive, for the trainees involved"

**To ensure that local authorities in greatest need have had trainees on placement, the following procedures are in place:**

1. Data analysis – scrutiny of at SEEL-wide placement allocation data to determine local authority distribution patterns following the annual placement panel meeting in June. Discussion with regional PEPs at the summer term SCEC meeting.
2. Plan for action if LAs have not offered a bursary over several years. This may include Programme Directors contacting specific LAs to raise awareness and work with LAs not currently offering bursaries. For smaller authorities where there may be financial constraints, we would consider innovative ways of funding a bursary e.g. joint funding (*see Appendix A, Milestone 1a*).
3. Evaluation of actions at the autumn term SCEC meeting

Through this scrutiny of placement data, SEEL training providers have the mechanisms in place to ensure a good match between trainee preferences and LA requests for placements. **Shortages can be addressed in a proactive manner by ensuring Local Authorities within the Provider's immediate region are supplied with a trainee.** The inclusion of regional PEP representation on the panel provides a voice for those services who are likely to have fewer choices by students. Where a preference occurs in the trainee's top 5 selections for a less popular geographical area, or the panel considers that the distance is commutable from their home postcode, the bursary will be allocated to an area which otherwise would be unrepresented. If the number of placements is greater than the number of trainees, the panel will follow the process outlined on our website to extend placements to NORMID-SW so that unused bursaries can be absorbed. In 2018, 43% of SEEL trainees were placed in their first preference placement, 40% in their second or third choice and just 17% in their fourth or fifth preference.

**Evidence of an understanding of provider responsibilities for securing practice placements and showing that you have a strategy in place for ensuring that practice placements can be secured for all trainees**

Should the situation arise that there are insufficient placements offered to meet the number of Trainees in the region, plans are in place for the SEEL Executive to approach smaller services to discuss the possibility of making a joint bid, allowing the Trainee to share the placement in an agreed and rational manner (*see Appendix A, Milestone 1a*).

The Placement Panel is key in exercising this responsibility and ensuring placements are secured and distributed. There are two advisors to the Panel: a Year 3 trainee and the Bursary Bank lead. The role of panel members is to ensure fairness of the process not to advocate for particular area or LA. It operates with the following principles in mind.

- PEPs take the lead in managing the Panel
- Clarity of time-frames by which placement providers commit to the scheme and for trainees to know where they will undertake their Year 2 and 3 placements
- Clear criteria for placement allocation
- Placements are allocated across the region on the basis of TEP home to work-base distance by Panel members

**Identify placements that meet HCPC standards within local authorities and assurance of quality.**

All Consortium providers maintain regular contact with placements to ensure that there are strong and transparent links between academic learning and placement practice. The individual activities undertaken on placement are designed to provide Trainees with the opportunity to fulfil the learning outcomes of practice-based modules and to meet the standards of proficiency required for HCPC registration at the end of the programme. This contact is based upon the Practice Placement Partnership Framework (PPPF) which provides a framework for support for trainees and placement providers. Building on the standards set by

the BPS, roles and responsibilities of the key parties are clearly outlined. The PPPF also provides further detail regarding managing difficulties, and procedures to follow should there be concerns.

Quality assurance for placement of trainees in their second and third year takes place within the PPPF structure. Alongside individual University coordinated three-way meetings where individual trainee progress is discussed, a formal placement review process is now in place, which combines trainee feedback with placement provider self-assessment (see Appendix A, Milestone 2b). SCEC has overall responsibility for quality assurance of placements, through monitoring the current placement system and highlighting areas for development. Members of the consortium follow the BPS requirements of a minimum of 300 days of placement; typically 40 days in Year 1 followed by 130 days each in Years 2 and 3. All SEEL programmes have HCPC approval and are therefore fully compliant with HCPC requirements for delivering successful placement learning with each programme being required to evidence this each year as part of their annual audit.

### **Plans to support the placement accreditation process**

As a Consortium this is priority and is included in the strategic plan (see Appendix A, Milestone 1d). We plan to build on and develop our current system of self-declaration which is made by PEPs on pledging a bursary (see bullet points following paragraph 3 above).

We also draw their attention to the BPS requirement for training providers to ensure that the supervisors providing supervision to trainees are competent and also receiving their own supervision.

We will also be working with the BPS Division of Educational and Child Psychology (DECP) and Joint Professional Liaison Group (JPLG) to suggest that these requirements could be incorporated into the revised edition of the Quality Standards for Educational Psychology Services publication.

Where a placement is not delivering a quality placement as evidenced by positive trainee feedback and consistent reports from tutor/supervisor three way meetings, we will follow the processes laid out in the PPPF. Should the situation not resolve, access to further bursary placements may be denied. The SEEL strategic plan highlights the objective to develop criteria for termination of unsatisfactory LA placement providers over the period of the next contract (see Appendix A, Milestone 1c).

**We will continue to provide good support through well-defined course structures to both trainees and practice placement providers.** In Years 2 and 3 trainees are allocated a placement supervisor to provide weekly supervision and ensure that trainees work under the required degree of supervision. All supervisors must be registered with the HCPC as an educational psychologist, be eligible for Chartered status with the BPS and have at least two years' experience and be aware of placement supervisor responsibilities, as laid down in the PPPF. In addition, each trainee has a nominated university tutor who carries out placement visits and regular three-way reviews of progress and learning during which concerns can be picked up and addressed.

The trainee's developing competencies are monitored by the placement supervisor who complete a Placement Assessment Report at the end of each year, reflecting development in demonstrating competencies and proficiencies and confirming that the Trainee is ready to progress into the next year or to graduate from the programme.

SEEL providers offer supervisor training, comprising models of supervision and providing updates on placement guidelines based on HCPC Standards of Education and Training (SETs)<sup>1</sup>, BPS competencies and

<sup>1</sup> Health and Care Professions Council (2012) *Standards of education and training guidance*. Set 5 Practice Placements page 41. [www.hcpc-uk.org](http://www.hcpc-uk.org)

university requirements and procedures. Training opportunities will be developed over the course of the next contract as part of a SEEL-wide initiative to enhance existing provision (*see Appendix A, Milestone 3*).

### **Working in partnership with employers to deliver quality practice placements**

This is a key driver for the SEEL consortium. The key indicator for success and value for money in this partnership is the record of securing practice placements for all trainees over the previous contract periods, with subsequent employment of trainees on completion of the programme (*see Appendix A, Milestone 1*).

To date, the majority of placements in Years 2 and 3 have been within LAs where trainees experience a rich variety of placement experience. The Tavistock programme provides extensive opportunities for training in multi-agency CAMHS contexts and this is an area where the SEEL consortium is in a position to lead national developments in line with the current focus on meeting the mental health needs of children and young people. Other active links exist, with members of the consortium involved in partnership with mental health services, a Fostering and Adoption voluntary agency as well as Youth Offending teams, Ethnic Minority and Traveller Services, Children's homes, and Further Education Colleges. These partnerships create new innovative opportunities for TEPs to develop their skills and equip them to work in diverse community settings. They also provide opportunities to work with other applied psychologists (e.g. Clinical).

### **Value for money and examples of previous similar activity**

This is our third successful tender as a Consortium and we have been delivering training successfully for over 11 years in the SEEL region.

SEEL surveys will be extended to ensure that performance is evaluated, and efficiencies considered in the context of DfE KPIs and for HEI quality monitoring and enhancement purposes (*see Appendix A, Milestone 2*). Annual data collection gives a clear indication of current high levels of satisfaction of LAs with the SEEL placement arrangements. PEPs and supervisors report that trainees on placement contribute quality casework, offer new and creative interventions for individuals and groups, as well as generating research in areas that are of particular interest to local services. Furthermore, they are seen as making a valuable contribution to the service's priority of meeting the demands of increased referrals for statutory assessment.

Survey feedback from placements also confirms that Trainees enter Year 2 placements with appropriate knowledge and foundational skills necessary for EP practice and are quickly in a position to make a valuable contribution to Service priorities. Even at the level of trainee (working under supervision) this is ensuring that more children can access an Educational Psychology Services at a time of national shortage.

Trainees have also played a significant role in provision of mental health support; following specific training, they are in a good position to identify need and carry out interventions. Trainees research across SEEL is also leading the way in creating an evidence-base for support for vulnerable groups. See the following link for a sample of world leading educational psychology research that has been published in peer reviewed journals by alumni, current trainees and tutors at UCL: <https://www.ucl.ac.uk/educational-psychology/research.html>

### **Quality assurance plans/proposals to ensuring a high-quality practice placements experiences for trainees**

As a consortium, SEEL has established processes for gaining trainee feedback both on placement experiences (from trainee and supervisor perspectives) and balance of work (*Appendix A, Milestone 2*). The data we collect enables us to look at placement quality across the region and identify areas of concern. The innovative SEEL workload survey has provided the basis for development of guidelines around the number of statutory assessments that would typically be undertaken which has been crucial in the development of

national guidance on placement workload expectations – central to developing quality assurance processes that will inform placement accreditation.

In addition, discussions at SCEC meetings include consideration of strategies to continue to maintain standards and extend the requirements and frameworks for diverse placement experiences in LAs (e.g. Academy, Youth Offending Teams, CAMHS teams, independent psychology providers and the voluntary sector) to meet workforce and service user needs (*Appendix A, Milestone 1b*).

Maximum limit: 2,500 words

#### **Recruitment to ITEP**

**Please provide details and evidence as to how you will manage the application and recruitment process, recruiting to your allocated numbers and retaining high quality candidates from a diverse range of experiences.**

Responses should include, but not be limited to:

- How you will design and implement a fair and equitable application process that shall determine the suitability of any applicants applying for the course having due regard to each applicant's individual merits.
- Evidence of your specialist knowledge in assessing whether an applicant could successfully complete the course to HCPC standards
- Make available an online application portal for trainees available 24/7 except in reasonable downtime agreed with DfE. (If an applicant is unable to apply online, the Provider shall make available a paper-based application form or if required a braille paper application form)
- provide a detailed plan on how you will have the capacity to support the full application process and support trainees
- design and implement a fair and equitable application process that treats suitably qualified candidates solely on the basis of merit and includes an online portal
- How you will recruit the allocated numbers while retaining high quality candidates from a diverse range of experiences
- Ensure all successful candidates meet the entrance criteria and understand fully all of the conditions of funding
- how you will have the capacity to support the full application process and support trainees during the process / post selection

Other key points that should be considered in your response include:

- providing a detailed recruitment plan highlighting training providers internal structures and processes which will support the application process and how these will support value for money
- details of your diversity policy and monitoring including plans for ensuring that recruitment to the course will attempt to address any imbalances
- details of the processes in place to ensure that Disclosure and Barring Services checks are in planned

and organised by the training providers prior to the start of the course

- details about the process and support available for trainees with particular reference to deferrals and withdrawals

**Weighting: 15% of Technical Requirements**

**Response**

**The SEEL consortium have a strong track record of designing and implementing a fair and equitable application process that strives to determine the suitability of any applicants applying for the course having due regard to each applicant's individual merits (see Appendix F, SEEL Selection Policy).** All HEIs have extensive experience of recruitment and have internal structures and processes in place which support applications. SEEL programmes are heavily oversubscribed and each year the Consortium receives over 1,300 training applications, attracting approximately 20 well qualified applicants for each funded place available. Our administrative systems deal with the high volume of applications in an effective and efficient way, within a limited time frame. Each programme has a dedicated recruitment administrator who in conjunction with SEEL programme directors manage the ITEP application process. Administrators also liaise effectively with the individual University's central admissions and finance departments, ensuring that there are efficient internal arrangements to support applications. **This demonstrates that the SEEL consortium have the capacity to support the full application process/post-selection. In order to support trainees in accessing the information that they require,** HEIs have multiple mechanisms to disseminate information about the profession, routes to training and the conditions of funding. Telephone advisory lines, open days and website information deliver guidance on timing of applications, suitable career paths, experience, qualifications and signpost background information sources.

The consortium will continue to support the Association of Educational Psychologists (AEP) **online application portal** through financial contribution and joint planning (see Appendix A, Milestone 5). The AEP application system can be accessed directly or through individual SEEL HEI web-site links and course brochures. The AEP application portal is functional late September to December (**available 24/7, with technical support to minimise downtime**). The 2020 application forms will be online and made available in **braille and audio form** for candidates requiring reasonable adjustments, in line with the Equality Act (2010) (see Milestone 5d).

**Evidence of the specialist knowledge within SEEL HEI recruitment processes in assessing whether an applicant could successfully complete the course to HCPC standards can be found in the SEEL Selection Policy (Appendix F) and on HEI web-sites.** A key recruitment aim is to achieve a good match between course expectations and candidates' abilities and potential. Applications are scrutinised by course shortlisting panels against publicised essential criteria. Candidates shortlisted for interview must have:

1. A psychology degree (2.1 or above) or equivalent that meets the criteria for the Graduate Basis for Chartered Membership (GBC) of the BPS.
2. A good command of written and spoken English - a minimum of IELTS Academic English overall score of 7.0.
3. A minimum of one year's full-time relevant experience of working with children within educational, childcare or community settings
4. Excellent references

Further desirable criteria include; application of psychology in promoting the welfare and attainment of children and young people and the ability to work with parents and professionals. Shortlisting, moderating and subsequent interviewing/selection panels comprise course tutors trained and supported in selection, and PEPs. Combined experience ensures there is sufficient specialist knowledge of what is needed to

successfully complete the course. Every attempt is made to ensure that panels are balanced in terms of gender and ethnicity.

The selection process includes individual interviews to reflect on personal qualities, knowledge, experience and values and other tasks designed to represent likely demands on a trainee EP. These aim to assess if candidates will develop the appropriate BPS/HCPC core competencies/proficiencies to ensure success. Tasks include evaluation of referral-type information, group discussions to indicate ability to take part in informed, reflective discussion and written accounts (indicating the ability to communicate effectively through writing). Plenary discussions confirm those above the offer threshold where there is confidence in PEPs that the candidate would be acceptable for placement and employment in an EP service.

A clear understanding of the demands to be met and a commitment to train as an EP must be apparent. The responsibility is to select people who will successfully complete the training and remain within the profession. This will become more formalised over the period of the next contract (*Appendix A, Milestone 2*) with the post-qualification survey and reporting. Current success levels are evidenced in SEEL by a 96%+ completion rate (over the past last eleven years) (*see Appendix C, SEEL KPI plans and track record*).

**SEEL has designed and implemented a fair and equitable application process that treats suitably qualified candidates on the basis of merit.** The recruitment plan is reviewed annually, through SCEC and HEI programme committees. Members of the consortium monitor the implementation of their diversity policies to ensure that plans are developed **to ensure recruitment to SEEL programmes address any imbalances** (*Appendix A, Milestone 5f*). London is home to one of the most diverse student bodies in the country and this is recognised in the diversity of our tutors and students. SEEL HEIs are committed to respecting difference and ensuring equal treatment and opportunity for all regardless of gender, sexuality, race, disability, religion, age, and ethnic or national origin. All HEIs are fully accessible to wheelchair users and each has dedicated services to ensure that appropriate adjustments are made for students with a disability. Our HEI quality assurance mechanisms provide an annual process for monitoring and addressing these commitments through collecting and analysing diversity data on the recruitment and retention of students. In addition, analysis of the diversity monitoring data provided by the AEP, at both individual programme level and for all applicants nationally, informs planning within HEIs. In future, scrutiny of comparative data and recruitment will be undertaken in order to improve diversity monitoring and action planning on a regional basis in SCEC (*Appendix A, Milestone 6a*).

We have taken a number of proactive steps **to recruit the allocated numbers while retaining high quality candidates from a diverse range of experiences.** Website information explicitly welcomes and encourages applications from groups who represent difference. Tutors and students on programmes provide talks to interested groups, presenting Educational Psychology as a diverse profession. Talks through the BPS and at a community level are given by tutors from under-represented groups (*see Appendix A, Milestone 6c*). Such proactive steps can develop into mentoring programmes in partnership with particular LAs (e.g. Hackney) and organisations such as the Black and Ethnic Minority Educational Psychologist (BEMEP) Support Network. Where possible, when candidates are deemed equal in interview performance scoring, the preference will be for candidates from under-represented groups. Detailed feedback is provided to unsuccessful candidates, designed to support improved, successful applications in subsequent years.

**To ensure all successful candidates meet the entrance criteria and understand fully all of the conditions of funding,** clauses regarding the terms of funding, the requirement to engage fully with the training process and the commitment to two full years FTE working within a local authority will be added to the HEI postgraduate student contract (*Appendix A, Milestone 6d*). Each SEEL HEI will make this expectation clear (e.g. on web-site information, course brochures, handbooks etc) and this will be reinforced at pre-entry meetings. On accepting a place on a course, trainees will be expected to provide confirmation of their

understanding of the commitments and financial arrangements and consent to cooperate with the requirements.

There are **processes in place to ensure Disclosure and Barring Service (DBS) checks are planned and organised by all SEEL training providers prior to start of training** (*Appendix A, Milestone 5e*). In accordance with the HEIs Safeguarding Policies, admission to the programmes is dependent on an enhanced DBS check. These checks are organised prior to the start of Year 1. Where a criminal conviction is disclosed, confidential consultation takes place with the Senior Management in the School/Department and with members of the Programme Advisory Committee who represent placement providers to consider whether the conviction might affect the applicant's ability to meet the HCPC standards of conduct, performance and ethics. This is detailed within the SEEL Safeguarding Process (*see Appendix G*).

**Processes and support available for trainees with regard to deferrals and withdrawals**, include the requirement to meet progression requirements in relation to academic progress, competency on placement and research. Ongoing support for trainees ensures that difficulties encountered are identified quickly and steps are taken to provide additional support. There are termly meetings between academic and placement staff and yearly progress meetings to monitor progression and fitness to practice. Extenuating circumstances procedures and support arrangements exist for those that require this. Additional adaptations and support are provided both on an anticipatory basis and in response to medical, additional and special educational needs, which might be detailed in a Disabled Student Assessment. Interruption procedures are employed (e.g. maternity or health considerations) and both placement providers and the DfE are kept fully informed (as evidenced within the monthly reports to the DfE (*see Appendix A, Milestone 7*)). Those interrupting studies will be provided with contacts and support to help return to training.

Maximum limit: 1,500 words

#### **Reporting and contract management**

**Please provide details on how you will monitor performance and manage the collection of data / information requested by DfE.**

Responses should include but not be limited to:

- The actions you plan to take to address any potential causes of concern which may be raised by trainees / employers / regulators in the course of delivering the programme
- Your commitment to provide monthly reports to DfE updating on recruitment, deferrals, placements and any other areas of concern raised by candidates
- Bidders shall submit a security plan that explains how they will ensure that DfE's data and the personal data of individuals will be protected
- How you may incorporate feedback and lessons learnt following each application process
- Any other data collection requirements outlined in the specification
- Examples of process / systems in place to provide accurate reports and information
- Demonstrating how your organisation will propose to monitor and manage data systems including

compliance with data security requirements

- How you will support the implementation of any review of training agreed recommendations

### **Weighting: 10% of Technical Requirements**

#### **Response**

Across the SEEL consortium there are effective and well-established reporting and contract management systems which enable clear monitoring of progress against key performance indicators (KPIs). Progress of trainees across the consortium is routinely monitored and activity is tracked. The Chair of SCEC and the Lead SEEL Administrator are responsible for ensuring information requested by the DfE can be provided in an accurate and efficient manner due to our robust data collection procedures.

Termly meetings of the SEEL Consortium Executive Committee (SCEC), membership which includes programme directors and Principal Educational Psychologist (PEP) representatives from the South East, East of England and London regions (key regional stakeholders) provide a peer review forum. The meetings serve to share and scrutinise data and reports in order to address **potential causes of concern which may be raised by trainees, employers or regulators during the course of delivering the programme.**

Currently each training provider collects information on all aspects of their programme including: equal opportunities monitoring; details of the progression of each cohort of trainees (including deferrals, sickness, maternity leave); bursary placements of trainees in Y2 and Y3; final employment destinations. Reports may raise issues of concern for individuals, or more general training or placement issues; they also facilitate planning for future bursary placements. The SCEC meetings provide a forum in which to consider strategic and creative responses to changes in the professional, employment and/or legislative context. If there are concerns raised by regulators (e.g. the HCPC), SCEC also provides a forum to address these and consider appropriate actions.

Collection of this data has allowed the SEEL consortium to develop flexible and supportive responses at individual, programme and LA levels to ensure that trainees experiencing challenges are supported appropriately to complete their training. SCEC monitors and reports trainee progression data by reviewing the success rates of trainees at each stage of training and considering the challenges faced by those trainees that interrupt studies or fall below the required standards of competence. This allows for the identification of at risk groups or profiles. We plan to build on current data collection systems to ensure that more comprehensive, targeted data is available to evaluate performance against DfE KPIs and for HEI quality monitoring and enhancement purposes (see Appendix A, Milestone 2). This includes data collected prior to training, during training and post-qualification.

**We are committed to providing monthly reports to DfE updating on recruitment, deferrals, placements and any other areas of concern raised by candidates.** Past performance has demonstrated 100% compliance with submission of SEEL monthly reports. SEEL data is collated by the Lead Administrator using the template provided by the DfE. Going forward, SCEC meetings will incorporate reviews of SEEL monthly reports to verify the information provided is up to date and accurate.

All five SEEL HEIs have **security plans to ensure that DfE data and the personal data of individuals will be protected.** Individual HEI policies are based on the principles set out in data protection legislation (Data Protection Act 2018 and General Data Protection Regulation 2016) and form part of wider information security policies. All processing of personal data is covered by the data protection policy. This includes ensuring appropriate security of personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational

measures. All SEEL consortium programme staff must undertake mandatory training in data protection before accessing the DfE's personal data. Each member of staff, and its students have an obligation to abide by all UK legislation and the relevant legislation of the European Union. Of particular importance are the Computer Misuse Act 1990, the Data Protection Act 1998 and the Human Rights Act 1998.

UCL, the SEEL consortium lead provider's data protection policy can be found here:

<https://www.ucl.ac.uk/information-security/sites/information-security/files/data-protection.pdf>

Further information on UCL security policies can be found here: <https://www.ucl.ac.uk/information-security/information-security-policy>

Information on our organisational and technical measures can be found on our webpages here:

[https://www.ucl.ac.uk/drupal/site\\_information-security/technical-advice](https://www.ucl.ac.uk/drupal/site_information-security/technical-advice)

**Each HEI within the SEEL consortium has arrangements to monitor and manage data systems including compliance with data security requirements.** For example, DfE data is segregated and the principle of least privilege applied with regard to access to specific files and the data therein so that only authorised users can access them. Paper data containing personal or other sensitive information is securely stored in access controlled buildings and rooms with locked filing cabinets and securely destroyed when the appropriate retention period is completed. In general, the taking of data offsite is discouraged unless strictly necessary. However, where staff are required to hold identifiable data on mobile or portable devices, then all laptops and any USB devices utilised are encrypted. When SEEL programmes provide data reports to SCEC, use of a reference number, rather than trainees' names is important as potential employers are members of SCEC and should not have access to sensitive information that is identifiable.

**Other data collection requirements outlined in the specification** relate to the *KPIs (see Appendix A, Milestone 2 and Appendix C)*. Details of placements in Y2 and Y3 are collated at consortium level. This includes personal information relating to childcare, disability and access to transport, which is sought to enable prioritisation of placement allocation due to special circumstances. Data relating to the percentage of trainees placed in one of the five LA placements for which they expressed a preference has been useful in establishing the high levels of trainee satisfaction with the SEEL Placement Panel (in 2017 and 2018, 100% of trainees received one of their 5 nominations). We collate details of programme outcomes including the date of the award and final employment destination in preparation for entry on the HCPC register. Over the next contract, we will collect data relating to the outcomes of the placement accreditation process.

Consortium wide quantitative data on trainee and supervisor satisfaction with placement and training providers, as well as trainee workload on placement is currently collected by means of annual SEEL quality assurance survey (*Appendix A, Milestone 2b*).

**Each year, we incorporate feedback and lessons learnt following each application process.** This process is taken very seriously as entry to SEEL programmes is very competitive. In 2019, the five SEEL universities received 1376 applications from a wide geographical area for 70 funded places. Throughout the application process notes are made in preparation to feedback to the AEP any comments or issues regarding the technical aspects of the application system in an effort to identify good practice and ensure that any lessons learned lead to operational changes. Feedback sought on completion of the selection process encompasses functionality of the technical system, equal opportunities monitoring of access and inclusion through the rigorous comparison of applicant data provided by the AEP, against those invited for selection, and those subsequently offered a training post using ethnicity, gender, disability and age profiles. The SEEL Selection Policy (*Appendix F*) was drawn up to ensure continuity of application practice across training providers.

The selection process involves liaison with PEP representatives from regional employment contexts, to identify PEPs to join the selection committees of each training provider. There are typically two PEP

representatives on the selection panels for each programme. The PEPs have an extended remit to participate in short-listing, and in all other aspects of the selection process, alongside the programme team in order to ensure that candidates with the greatest aptitude for and commitment to the profession are selected, monitoring the access and inclusion of underrepresented groups to ensure that those in training are representative of the communities where they will be working.

SCEC meetings scrutinise data within termly consortium reports sent to the DfE and the contract management meetings provide a helpful forum in which to review, in partnership with DfE representatives, all aspects of the selection and training process and consider any necessary developments or changes to improve the quality of the experience for candidates.

**SEEL partners have a strong track record of supporting the implementation of recommendations following reviews of training.** This is assisted by SEEL programme staff participating in a range of national policy developments, influencing the direction of future training for the profession (e.g. the UCL led Higher Education Academy funded project on development of competencies for work with 16-25 year olds with SEND). Sarah Wright (Southampton PD) is Chair of the Division of Educational and Child Psychology (DECP) Training Committee, Gavin Morgan (UCL) is Chair of the DECP committee and Vivian Hill (IoE PD) is past Chair. Sarah Wright is also co-chair of the Programme Directors' Group and regularly attends the Joint Professional Liaison Group. These positions mean that as a consortium we are at the forefront of future national developments. There is also strong evidence of SEEL partners leading and participating in national/international forums (e.g. Sandra Dunsmuir is a member of the International School Psychology Association (ISPA) trainers group and regularly presents at the annual conference) and evidence of SEEL tutors and trainees disseminating research and making a substantial contribution to the development of progressive and effective EP practice can be found at <http://www.ucl.ac.uk/educational-psychology/research.html>.

Maximum limit: 1,500 words

## Contract Costs - weighted 30% of overall bid score

### Please provide details of your costs and how you will provide value for money

The Response section below is allocated to allow you to provide a written response in relation to your costs and articulate any necessary clarifications. In addition, **you must complete the Cost Matrix**, providing a full breakdown and detailing of your costs.

#### Key points of consideration

- You must use the cost matrix to identify all programme costs.
- You must identify if VAT will be chargeable and at what rate
- Any bid with a management charge of over 15% will be excluded from the evaluation process.
- Pricing will be evaluated on the total cost per participant for a three-year course. There is a finite amount of funding available for this contract.
- You must provide a total cost per participant for all three cohorts (2020,2021,2022).
- You must provide a full breakdown of what these costs are made up of including tuition, supervision and staff / management costs. If you have included infrastructure / I.T. / Administration aspects within your costs then you must provide a clear breakdown showing of these costs.
- If you have not been clear with costs, DfE reserves the right to clarify any costing assumptions within their submission.

### Response

The cost matrix identifies total programme costs across the five universities within the SEEL Consortium (UCL Faculty of Brain Sciences [Lead Provider], University of East London, Tavistock and Portman NHS Trust, University of Southampton and UCL Institute of Education).

Costs are based on the staff: student ratio required by the British Psychological Society (BPS) for programme accreditation. The BPS Standards for the Accreditation of Doctoral Programmes in Educational Psychology in England, Northern Ireland & Wales states:

6.3.1 Education providers should provide a calculation of their current staff student ratio (SSR) in the evidence they submit in support of an application for accreditation, or in advance of a partnership visit. Doctoral programmes in educational psychology in England, Northern Ireland, and Wales are funded according to a specific funding model that provides for a staff student ratio of 1:10 in year one of the programme, and 1:15 in years two and three, in addition to a Programme Director. Education providers and visiting teams will take account of this when evaluating the adequacy of staffing resources that are in place." (BPS, 2019, p. 36).

The costings in this tender are based on the award of 80 funded places to recruit, train and certify trainees to doctoral level across the consortium. Funded places will be distributed equitably across the five HEIs (16 each). The financial case presented, assumes that over the three years of the contract, 240

educational psychologists will be trained within the SEEL consortium. There is flexibility to take on additional funded places should this be necessary to extend the numbers of trainee educational psychologists nationally.

The fee is higher in the first year of training [REDACTED] due to the fact that with the majority of the academic teaching occurs during Year 1 and trainee EPs are placed with university employed/seconded tutors, so the costs are borne by the HEI. In Years 2 and 3, when trainees spend three days a week in local authority (LA) placements, the fee will reduce to [REDACTED]. It is proposed therefore that tuition fees across three years of training total [REDACTED].

The Year 1 bursary is £16,390 for trainees in London and £15,950 for those training at HEI outside of London. Four of the five SEEL HEIs are in London, therefore bursaries are calculated at the higher rate i.e. 16 trainees x 4 HEIs @ [REDACTED] ■ [REDACTED] per annum. The University of Southampton Year 1 annual bursary costs are at the lower rate i.e. 16 trainees x [REDACTED] ■ [REDACTED]. Over the three years of the contract, the total cost of Year 1 SEEL bursaries is therefore [REDACTED]. The total average cost per student is therefore [REDACTED].

The contract price is [REDACTED] excluding the bursary and [REDACTED] including the bursary. The detail is shown in the cost matrix along with the assumptions and conditions.

Inflation is included at 4% HEI staff, 3% seconded tutors & 2% non-pay. The increased pay rates are in part due to increased NI and employers pension contributions. Savings have been made within overheads, administration costs and other non-pay costs. By allowing for inflation but still keeping total costs constant we are demonstrating increasing VFM over the duration of the contract.

The cost matrix identifies where VAT will be chargeable and at what rate. All other key points of consideration are included.

The contract is assumed to be ongoing (continuing from the current contract and continuing into a new contract). Other income streams relevant to this costing include HEFCE PGR QR and self-funded students.

UCL, as lead provider, will be responsible for the distribution of fees and Year 1 bursaries from the DfE to HEIs. The bursary admin fee of [REDACTED] per annum reflects the cost of the University of Southampton's co-ordination of the Year 2 and 3 trainee bursary scheme, collecting monies from placement providers and distributing to HEIs, who then organise bursary payments to their trainees.

Maximum limit: 2,500 words

## SEEL Consortium Project Plan 2020-23

Key Milestones and Associated Deliverables	Methodology	Resources	Provisional Completion/ Review Date			
			2020	2021	2022	2023
<p><b>1. Work in partnership with employers to enhance and extend high quality local authority placements</b></p> <p>a) Ensure sufficient placement capacity through annual review and consideration of funding models for SEEL bursaried placements (e.g. though joint LA funding)</p> <p>b) Continue to establish standards and frameworks for diverse placement experiences in local authorities (e.g. Youth Offending Team, CAMHs, PRUs, SEND colleges etc).</p> <p>c) Develop criteria for termination of unsatisfactory LA placement providers</p> <p>d) Develop a national placement accreditation process</p> <p>e) Report to SCEC on processes that have been developed and implemented</p>	<p>PEPs and SEEL Programme Directors to contribute to the development of systems, structures and practices to support bursaried placements that meet workforce and service user needs.</p> <p>Review existing Year 2 and 3 placements and agree how extended experiences (e.g. mental health, 16-25 provision) delivered to a wide range of cultural groups, different faith groups and those who speak English as an additional language can be built in.</p> <p>Annual review by SCEC based on SEEL Annual Placement Satisfaction Survey and feedback from universities.</p> <p>Work with BPS, JPLG, NAPEP and programme directors</p>	<ul style="list-style-type: none"> <li>• PEP representatives on SCEC</li> <li>• SEEL programme tutors involved with placement organisation and management</li> <li>• SCEC meeting in the Autumn term each year</li> <li>• Consortium administration time</li> <li>• Assessment resources</li> </ul>	July	July	July	July
			Nov	Nov	Nov	Nov

Key Milestones and Associated Deliverables	Methodology	Resources	Provisional Completion/ Review Date			
			2020	2021	2022	2023
<p><b>2. Extend SEEL data collection to ensure comprehensive data is available to evaluate performance against DfE KPIs and for HEI quality monitoring and enhancement purposes:</b></p> <p>a) <i>Prior to training:</i> to collate data from all SEEL programmes on profiles of all applicants those invited to interview and those offered a funded place with regard to gender, age, disability, ethnicity and job background.</p> <p>b) <i>During training:</i></p> <ul style="list-style-type: none"> <li>• Collect, analyse and circulate qualitative and quantitative data on student satisfaction with HEI programmes and placements to enable comparison of experiences across SEEL universities and LA placement providers and identify areas for development.</li> <li>• Circulate the annual SEEL online survey to evaluate supervisor satisfaction with HEIs in supporting trainees on placement</li> <li>• Survey trainee workload on placement and use this data to negotiate with placement providers and establish national norms and expectations.</li> </ul> <p>c) <i>Post qualification:</i> to develop an online student exit survey for distribution in the Autumn term following completion of their course, to obtain data on trainee satisfaction with their programme, placements and establish in which LA they have obtained employment.</p>	<p>SEEL Programme Directors to develop survey for review and approval by SCEC</p> <p>SEEL Administrator to set up online questionnaire on Opinion</p> <p>Year 2 and 3 trainees to complete survey</p> <p>SCEC review of collated results (presented by course, but anonymised by student). This data will be included in the report submitted to the DfE at the end of each academic year</p>	<ul style="list-style-type: none"> <li>• SEEL programme director time</li> <li>• SEEL administrative staff time</li> <li>• Year 2 and 3 trainee time</li> <li>• PEP engagement</li> <li>• SCEC meeting time</li> </ul>	May	July	July	July
			July	July	July	July
			Oct	Oct	Oct	Oct
			April	April	April	April

Key Milestones and Associated Deliverables	Methodology	Resources	Provisional Completion/ Review Date			
			2020	2021	2022	2023
<p><b>3. Enhance curriculum offer in all SEEL programmes to ensure training matches workforce needs (e.g. in relation to child mental health; EHCPs, service delivery)</b></p> <p>a) Collate information from SEEL programmes on developments in EP role and requirements in local authority settings</p> <p>b) Identify EPs with expertise and specialist knowledge to engage in curriculum development initiatives across SEEL programmes</p> <p>c) Extend shared teaching workshops</p> <p>d) Deliver innovative training and opportunities for debate and professional development, both to doctoral students and as CPD programmes for local authority supervisors and experienced EP practitioners</p> <p>e) Establish a SEEL Expert by Experience Service User Group to inform curriculum developments and approaches to teaching and learning</p> <p>f) Evaluate these initiatives through seeking feedback following training and attendance at workshops and public debates</p>	<p>SEEL PDs to present feedback from Programme Advisory Committee meetings about workforce needs that have been identified</p> <p>PEP representatives and SEEL programme directors to identify EPs with expertise and specialist knowledge and academic colleagues working in SEEL HEIs to contribute to 3b), 3c) and 3d)</p> <p>To approach key stakeholders from across the SEEL region and invite participation. To feedback recommendations to SCEC.</p> <p>Consortium lead to co-ordinate collation and reporting of feedback</p>	<ul style="list-style-type: none"> <li>• SEEL consortium programme staff</li> <li>• PEP reps, SEEL PDs and administrative staff time</li> <li>• PEP representatives on SCEC</li> <li>• Consortium lead and administrative staff time</li> </ul>	Sept	Sept	Sept	Sept
			May	May	May	May
			March	March	March	March
			Sept			
			Dec			

Key Milestones and Associated Deliverables	Methodology	Resources	Provisional Completion Date			
			2020	2021	2022	2023
<p><b>4. Extend the SEEL research commissioning process to inform development of evidence-based educational psychology practice</b></p> <p>a) Collate local and national research priorities in collaboration with PEPs and colleagues in the voluntary sector (e.g. Young Minds, Place2Be). To use these as a basis for trainee research commissions</p> <p>b) Develop links with personnel at the DfE and consult over national research priorities. To use these as a basis for trainee research commissions</p> <p>c) Disseminate educational psychology research results via publications and presentations at SEEL events, national conferences (e.g. BPS Division of Educational and Child Psychology annual professional development event) and international conferences (e.g. International School Psychology Association conference)</p> <p>d) Contribute to the new BPS online abstract database which will enable members of the profession to search for theses in particular areas of interest.</p>	<p>SEEL PDs to present feedback from Programme Stakeholder/Advisory committee meetings and workforce needs that have been identified through this forum</p> <p>PEP representatives and SEEL programme directors to identify EP with expertise and specialist knowledge</p> <p>Consortium lead to co-ordinate collation and reporting of feedback</p>	<ul style="list-style-type: none"> <li>• SEEL consortium programme staff time</li> <li>• SEEL consortium programme and administrative staff time</li> <li>• Consortium lead and administrative staff time</li> </ul>	Sept	Sept	Sept	Sept

Key Milestones and Associated Deliverables	Methodology	Resources	Provisional Completion/ Review Date			
			2020	2021	2022	2023
<p><b>5. Work with the AEP to upgrade and improve the online application system and provide feedback following each annual application process</b></p> <p>a) Information and advice made available to potential applicants and others in accordance with BPS and HCPC standards.</p> <p>b) Recruitment scheduled and completed in accordance with nationally agreed timetable.</p> <p>c) Update web-based information</p> <p>d) Make application forms available in braille and audio form for candidates requiring reasonable adjustments, in line with the Equality Act (2010).</p> <p>e) DBS checks conducted</p> <p>f) Diversity monitoring data reviewed at SEEL and national levels</p>	<p>SEEL PDs and administrative staff in liaison with the AEP and DfE</p> <p>SEEL PDs and admissions staff provide both general and programme specific advice on website and in response to enquiries</p> <p>SEEL PDs and admissions staff implement the recruitment timetable notified by the AEP</p> <p>SEEL PDs work with AEP to ensure that application forms available in braille and audio form for candidates requiring these formats.</p> <p>Enhanced disclosure process initiated upon acceptance</p> <p>Each provider reviews own data supplied by AEP following completion of the application process and SCEC considers the picture for the South East quadrant of England and any action to be taken across the region</p>	<ul style="list-style-type: none"> <li>• SEEL programme director and administrative time</li> <li>• SEEL administrative time</li> <li>• SEEL programme director and AEP liaison time</li> <li>• SEEL consortium programme admissions and registrar department time</li> <li>• SCEC meeting</li> <li>• Existing programme accommodation</li> </ul>	Sept	Sept	Sept	Sept
			May	May	May	May
			Jun	Jun	Jun	Jun
			July	July	July	July
			Nov	Nov	Nov	Nov

Key Milestones and Associated Deliverables	Methodology	Resources	Provisional Completion/ Review Date			
			2020	2021	2022	2023
<p><b>6. Recruitment and Retention to ITEP</b></p> <p>a) Increase the diversity of the educational psychology workforce through initiatives to widen participation through examination of diversity monitoring data and discussion of strategies to address any recruitment biases</p> <p>b) Apply to Sutton Trust for funding to develop a Pathway to Professional Psychology programme, to ensure the profession better reflects the communities that we serve, targeting academically able state school students from culturally diverse and disadvantaged backgrounds.</p> <p>c) Provide input on the route to becoming an educational psychologist to local EP Services, SEEL universities (for psychology graduates) and local secondary school career events.</p> <p>d) Revise postgraduate student contract issued within the terms of the relevant institution, relating to provisions to address repayment of fees and Y1 bursary, where appropriate.</p>	<p>SEEL Programme Directors and PEP reps on SCEC to review the diversity monitoring data on an annual basis and make recommendations based on the conclusions.</p> <p>To make contact with the Sutton Trust and establish the criteria for bidding</p> <p>SEEL programme teams to review opportunities for dissemination of information on careers in Educational Psychology</p> <p>SEEL PDs to liaise with lawyers and admissions teams to review the postgraduate contract to address conditions in relation to repayment of fees</p>	<ul style="list-style-type: none"> <li>• PEP representatives on SCEC</li> <li>• SEEL programme directors and course tutors involved with selection</li> <li>• SEEL consortium project lead</li> <li>• SEEL programme director time</li> <li>• HEI legal teams and admissions</li> </ul>	<p>June</p> <p>Sept</p> <p>Nov Feb May</p>	<p>June</p> <p>Nov Feb May</p>	<p>June</p> <p>Nov Feb May</p>	<p>June</p> <p>June</p> <p>Nov Feb May</p>

Key Milestones and Associated Deliverables	Methodology	Resources	Provisional Completion/ Review Date			
			2020	2021	2022	2023
<p>7. Report to the DfE updating on recruitment, deferrals, placements, any causes of concern raised by candidates, data on any instances of long term trainee absences/ performance or other significant issues</p> <p>a) Review of project risk log and programme level quality assurance data (including trainee progression data) and action plan summaries</p> <p>b) Review Year 1 trainee bursary monthly distribution arrangements alongside existing arrangements for payment of year 2 and 3 bursaries and invoicing of placement employers</p>	<p>Lead provider collates information with the frequency required by the DfE (termly is assumed in this schedule but monthly can be accommodated).</p> <p>Each training provider inputs the required information and ensures cessation/holding of payments for any withdrawn/deferred candidates</p> <p>Project risk log and annual programme quality monitoring and enhancements summary reports to SCEC meetings for review and problem solving where indicated</p> <p>Each training provider enters new cohort details into appropriate established institutional systems to ensure prompt payment of bursaries to all trainees</p>	<ul style="list-style-type: none"> <li>• Consortium project lead and administrative time</li> <li>• Consortium programme staff time</li> <li>• SCEC meetings</li> <li>• Existing programme accommodation</li> <li>• Existing training provider mechanisms for payments to students</li> <li>• SEEL training provider administrative staff time</li> </ul>	<p>Jan May Sep</p>	<p>Jan May Sep</p>	<p>Jan May Sep</p>	<p>Jan May Sep</p>

Key Milestones and Associated Deliverables	Methodology	Resources	Provisional Completion/ Review Date			
			2020	2021	2022	2023
<p><b>8. Report to the DfE on destination of trainee placements in Year 2 and Year 3</b></p> <p>a) PEPs in the South East, East of England and London identify bursaries</p> <p>b) Trainees identify preferences making known any accessibility or other special considerations they wish the placement panel to take into account</p> <p>c) Trainees with funded places commit at the point of acceptance of a place on a course to undertaking Year 2 and 3 placements within SEEL</p> <p>d) SEEL Placement Panel allocation of trainees to accredited placements completed</p>	<p>Report on agreed schedule by Consortium lead</p> <p>SEEL Placement Panel requests information which is collated by the SEEL Consortium administrative support</p> <p>SEEL PDs collate and endorse for trainees on their programmes. The Placement Panel PD advisor liaises with PDs from outside the SEEL Consortium to provide information on trainees requiring placements across regions to ensure their needs can be accommodated</p> <p>SEEL Placement Panel meets to match trainees to placement according to criteria reviewed annually. Trainees and PDs informed</p>	<ul style="list-style-type: none"> <li>● Consortium lead and administrative time</li> <li>● SEEL Placement Panel</li> <li>● SEEL Consortium administrative support</li> <li>● SEEL PD time</li> <li>● SEEL PD Placement Panel Advisor time</li> <li>● SEEL Placement Panel members time</li> <li>● SEEL Consortium administrative support to the Placement Panel</li> </ul>	Sep	Sep	Sep	Sep
<p><b>9. Provide the DfE with information on date of completion of award and post-award local authority employment for each newly qualified educational psychologist</b></p>	<p>Lead provider sends the link to the online survey to each training provider to circulate to all newly qualified EPs from their programme and collates the results for discussion at SSEC and submission to the DfE</p>	<ul style="list-style-type: none"> <li>● SEEL Consortium</li> <li>● Project lead and administrative time</li> <li>● SEEL Consortium programme staff time</li> </ul>	Dec	Dec	Dec	Dec

Key Milestones and Associated Deliverables	Methodology	Resources	Provisional Completion/ Review Date		
			2020	2021	2022 2023
<p><b>10. Training Providers will be security certified under the Cyber Essentials scheme.</b></p> <p>a) SEEL training providers not currently certified under the Cyber Essentials scheme will work towards accreditation by September 2020.</p> <p>b) During the interim period prior to certificate of the Cyber Essentials scheme, all SEEL training providers will continue to meet required standards including, using firewall to secure internet connections, choosing secure settings for devices and software, control who has access to data, protection from viruses and other malware and ensuring devices and software is up to date.</p>	<p>Lead provider and lead administrator to monitor and collect certification from training providers for Cyber Essentials by co-ordinating with other SEEL programme directors and their IT/ data protection teams.</p> <p>Reviews of HEIs who are not yet compliant but plan to be by September 2020 will be undertaken.</p> <p>Certification is stored securely within HEI password protected local drives.</p>	<ul style="list-style-type: none"> <li>• Consortium project lead and administrative time</li> <li>• Consortium programme staff time</li> <li>• SEEL Consortium administrative support</li> </ul>	Jan	Jan	

## Appendix B

### SEEL Consortium RISK LOG

<b>Project/Programme Name</b>	Provision of Initial Training of Educational Psychologists		
<b>SRO (Sponsor)</b>	Department for Education, DfE		
<b>Manager</b>	Prof Sandra Dunsmuir, Project Lead, UCL		
<b>Start Date</b>	10.03.17	<b>Completion Date</b>	31.08.2023

<b>Date Risk Log opened</b>	20.03.17	<b>Date last updated</b>	01.04.19
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No.	Risk Description	Date Raised	Originator	Impact	Overall Impact	Probability	Countermeasures	Status	Owner
1.	Failure to resolve reservations about the contract	20.03.19	LC	Financial viability (H) Contract management (M)	H	M	Seek mediation	Open	LC
2.	Failure to maintain appropriate partnerships: (a) Successful consortium arrangement  (b) Sustainable high quality partnerships with placement providers	20.03.19	PDs	Contract management (H) Coherent financial arrangements (H)  Availability and quality of practice placements (H) Employment opportunities for SEEL graduates (M)	H	L	Review and update existing SEEL Consortium agreement  Review with placement providers their representation on and communication channels to SCEC. Take forward agreed developments with placement providers of the SEEL Placement Panel.	Open	LC  SCEC

	(c) Strong engagement and adherence to standards laid out by HCPC & BPS	20.03.19	PDs	Programme approval and accreditation (H) Continuation of DfE funding (H) Reputation (H)	H	L	Ensure prompt completion of annual monitoring. Maintain good communication with HCPC & BPS, continue to encourage programme staff engagement with these bodies & contribution to approval/accreditation processes.	Open	PDs
3.	Adverse changes in government policies impacting demand for educational psychologists & funding for training.	20.03.19		Funding for an additional cohort in 2018/thereafter jeopardised (M) Practice placements reduce due to reductions in LA budgets (H)	M	M	Ensure robust exit strategies are in place in all SEEL partners. Maintain good communication with policy setters. Adopt Southampton model to allow partial placement funding.	Open	PDs
4.	Failure to attract and retain sufficient high quality trainees in sufficient numbers.	20.03.19	PDs	Financial viability (H) Delivery of contracted numbers of graduates (H)	H	L	Monitor number of applicants annually who meet baseline quality thresholds. Review recruitment procedures to ensure best assessment of commitment to and aptitude for EP training.	Open	SCEC
5.	Failure to recruit and retain sufficient levels of high quality staff: EPs seconded from LAs, academic staff at SEEL partner institutions, support staff.	20.03.19	PDs	Quality of programme delivery (H) HCPC approval & BPS accreditation (H) Financial viability if LA secondment costs rise (M)	H	M	Maintain close working relationships with LAs seconding staff to the programmes. Ensure appropriate pay structures for professionally qualified academic staff.	Open	SCEC

6.	Failure to maintain appropriate infrastructure including: estates, computing teaching resources, research support.	20.03.19	PDs	Quality of programme delivery (M) HCPC approval & BPS accreditation (M)	M	L	Review annually any changes for each SEEL partner programme. Establish arrangements within the consortium for resource sharing/giving trainees access to resources at other consortium members. Ensure adequate provision in each consortium member's disaster recovery and business continuity plans. Identify ways the consortium arrangement can enhance these.	Open	SCEC
7.	Disaster recovery and business continuity relating to unavailability of staff &/or premises	20.03.19	PDs	Quality of programme delivery (M)	M	L	Ensure adequate provision in each consortium member's disaster recovery and business continuity plans. Identify ways the consortium arrangement can enhance these.	Open	SCEC

Key: PL – Project Lead  
FL – Financial Lead (Keith Hartne I, Senior Management Accountant, UCL)  
PDs – Programme Directors of the 5 SEEL Consortium programmes  
LC- Legal Counsel (Alex Hall, Legal Services, UCL)  
SCEC – SEEL Consortium Executive Committee (Chaired by Sandra Dunsmuir, Project Lead)

## Appendix C

### South East, East and London (SEEL) Consortium Key Performance Indicators (KPIs): criteria and track record

KPI	Service Period	Measure	Monitoring method	Track Record
100% of all ITEP scheme places successfully filled by the Provider for each yearly intake.	At the commencement of the ITEP scheme each academic year for 2020, 2021, and 2022.	All 80 SEEL places are filled	The lead SEEL administrator will report the names of trainees and confirm the total number of successful candidates admitted to each SEEL training programme a month prior to the start of the academic year. There will be communication if funded spaces are not filled, as there may be instances where SEEL reserve candidates can be shared	100% of all ITEP scheme places successfully filled by the Provider for each yearly intake.
At least 95% of trainees will qualify upon completion of the course	For the duration of the contract.	At least 76 students successfully obtain the qualification	The lead SEEL administrator will liaise with all programme directors and report the total number and names of trainees successfully completing the course at the point of HCPC registration. This will be submitted to the DfE within 10 working days of the end of each course for each cohort.	97% of trainees qualify upon completion of the course
No more than 5% of students raise upheld grievance according to university standards	Each year for the duration of the contract	Fewer than 3 students from each cohort	Monthly Report in accordance with template provided by DfE	No students raised upheld grievance according to university standards
95% of graduates will find employment with an English Local Authority within 3 months of qualifying unless any of the exemptions contained within the contract apply	Each year for the duration of the contract	At least 76 students will find employment with an English Local Authority within 3 months of qualifying	An email will be sent to all graduating Year 3 trainees across SEEL for employment data collection purposes and the report will be submitted to the DfE within 20 working days of the 3 months ending.	97% of graduates obtained employment with an English Local Authority within 3 months of qualifying

95% of graduates remain employed by an English Local Authority for at least 2 years FTE after graduating the programme unless any of the exemptions contained within the contract apply	For the first two cohorts only	At least 76 students will still be in employment with an English Local Authority 2 years after graduation	An email will be sent to all Local Authorities to confirm continuous employment of the trainees after 1 year and 2 years employment and the report submitted to the DfE within 20 working days of the 3 months ending.	No data available
100% of bursaries paid in full and on time	The first academic year for each of the three cohorts.	100% of students	Submission of invoice in accordance with the agreed invoice submission and payment dates which will be September, December, March and June for each year of the programme.	100% of bursaries paid in full and on time
100% submission of monthly reports, which will update on recruitment, deferrals, placements and any causes of concern raised by trainees.	Per month for the duration of the contract	Reports will provide details of numbers of trainees who have: deferred, withdrawn, on placement and trainees who are causing any concern	Monthly Report in accordance with template provided by DfE	100% submission of monthly reports, which will update on recruitment, deferrals, placements and any causes of concern raised by trainees.
90% of respondents, to the annual survey of final year trainees on qualification, will rate the training as good or above	Each survey year; Oct 2023, Oct 2024, Oct 2025	Above 72 SEEL responding to the annual survey rate their EP training as good or above	The annual survey will be circulated to all Year 3 trainees in the Autumn term following	To be implemented.
The Provider will attend at least one contract management meeting a year at the DfE office specified by the contract manager.	On-going for the duration of the contract	At least one meeting attended each year of the contract.	Face to face meeting	To be implemented.

## Appendix D

Southend-on-Sea Borough Council  
Department for People  
Director of Learning: Brin Martin  
Civic Centre, Victoria Avenue, Southend-on-Sea, Essex S82 8ER  
01702 215000  
www.southend.gov.uk

Creating a better  
**Southend**  
www.southend.gov.uk



Our ref: SEEL 19  
Your ref:  
Date 1 May 2019  
Telephone: [REDACTED]

Dear Sir/Madam,

RE: SEEL CONSORTIUM

I am writing on behalf of Principal Educational Psychologists to express continued support for the proposals made by the SEEL Consortium of training providers to deliver entry level training for educational psychologists. We are satisfied that the model of training outlined will continue to deliver high quality training and meet the future needs of our region for qualified educational psychologists.

In the period since 2008 when the SEEL consortium was founded, the SEEL Consortium Executive Committee (SCEC) has provided a valuable forum for training providers and Principal Educational Psychologists, representing employers, to work in partnership, developing systems to support Y2 and Y3 placements. This has enabled the piloting of different models and approaches and provided a sound foundation for further developments.

The meetings of SCEC have provided a forum in which to consider innovations in training within the developing context of EP service delivery. We have been very pleased with the quality of trainees and new recruits to our services, and the systems in place to support their progression through the three years of training. We would welcome the opportunity to continue to work within these strong existing relationships. We value the diversity of training that is offered by this consortium model. We find SEEL to be particularly responsive to emerging issues and present day practise in services. The approach is collaborative and cooperative there is a sense of identifying priority issues across and within services and using the research opportunities that Trainees provide to explore and develop new initiatives. We are further interested in sharing the ideas from expert user groups such as parents and students to further shape ideas for research. We will continue to work closely with training providers to deliver the single interview selection process and refine the operation of the placement panel to identify and manage high quality practice placements.

We welcome the recent announcement regarding the increase in numbers of training places but remain concerned about overall numbers of educational psychologists available to work within LA EP services.

In summary, we strongly support the SEEL consortium tender and are committed to working in partnership with the training providers and further welcome partnerships between training providers to ensure that the contract requirements are delivered.



@southendbc | SouthendBCOfficial | southendbc | southendbc

Educational Psychology Service

London Borough of Islington

222 Upper Street

London N1 1XR

10.04.19

Dear Sir or Madam,

I am writing on behalf of the London Principal Educational Psychologists to express continued support for the proposals made by the SEEL Consortium of training providers to deliver entry level training for educational psychologists. We are satisfied that the model of training outlined will continue to deliver high quality training and meet the London area's future needs for qualified educational psychologists. We welcome the recent announcement to increase the number of EPs being trained, and across the London region we are keen to ensure we can provide a sufficient number of high quality placements for the increased number of trainees.

In the period since 2008 when the SEEL consortium was founded, the SEEL Consortium Executive Committee (SCEC) has provided a valuable forum for training providers and Principal Educational Psychologists, representing employers, to work in partnership, developing systems to support Y2 and Y3 placements. This has enabled the piloting of different models and approaches and provided a sound foundation for further developments. We value the opportunity to work collaboratively with the training providers to agree the areas of research to be undertaken by trainees, to ensure they address key Local Authority priorities and therefore will ultimately benefit and improve outcomes for the children, young people and families in our areas.

The meetings of SCEC provide a forum to consider ongoing innovations in training within the developing context of EP service delivery. This joint approach ensures the training of new EPs is responsive to changing needs and demands, and is able to offer value for money. We are particularly excited about the prospect of the development of a SEEL-wide user group made up of members who are experts by experience, which will further enhance the quality of the training courses.

We have been very pleased with the quality of trainees and new recruits to our Services, and the systems in place to support their progression through the three years of training. We will continue to work closely with the training providers to deliver the single interview selection and the placement panel process. We welcome the opportunity to continue to work within these strong existing relationships to maintain high quality practice placements.

In summary, we strongly support the SEEL consortium tender and are committed to working in partnership with the training providers to ensure that the contract requirements are delivered.

Yours faithfully



Dear Sirs,

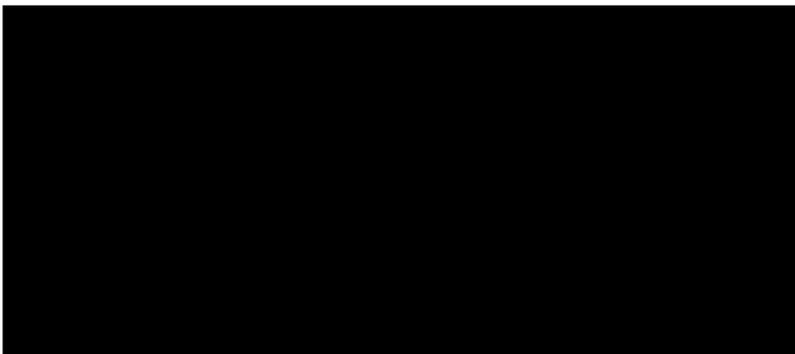
I am writing on behalf of the South of England Region Principal Educational Psychologists to express continued support for the proposals made by the SEEL Consortium of training providers to deliver entry level training for educational psychologists. We are satisfied that the model of training outlined will continue to deliver high quality training and meet the future needs of our region for qualified educational psychologists. We view the proposed increase in the number of available training places within our region positively and are keen to provide the increased number of high quality placements for TEPs within our local authority services that this will require.

In the period since 2008 when the SEEL consortium was founded, the SEEL Consortium Executive Committee (SCEC) has provided a valuable forum for training providers and Principal Educational Psychologists, representing employers, to work in partnership, developing systems to support Y2 and Y3 placements. This has enabled the piloting of different models and approaches and provided a sound foundation for further developments. We recognise the expertise that the training providers bring and how we can work together with universities to conduct joint research which addresses the priorities of LAs, and therefore continues to positively promote LA EP services as undertaking high quality and relevant research which is of benefit to children, young people and their families.

The meetings of SCEC have provided a forum in which to consider innovations in training within the developing context of EP service delivery. We have been very pleased with the quality of trainees and new recruits to our services, and the systems in place to support their progression through the three years of training. We would welcome the opportunity to continue to work within these strong existing relationships. We value the diversity of training that is offered by this consortium model. We will continue to work closely with training providers to deliver the single interview selection process and refine the operation of the placement panel to identify and manage high quality practice placements. We continue to liaise closely regarding innovative practice and are pleased that a user group comprising members who are experts by experience will be part of the consortium offer moving forwards.

In summary, we strongly support the SEEL consortium tender and are committed to working in partnership with the training providers to ensure that the contract requirements are delivered.

Yours faithfully



## Appendix E

### South East, East and London (SEEL)

#### Consortium Executive Committee (SCEC)

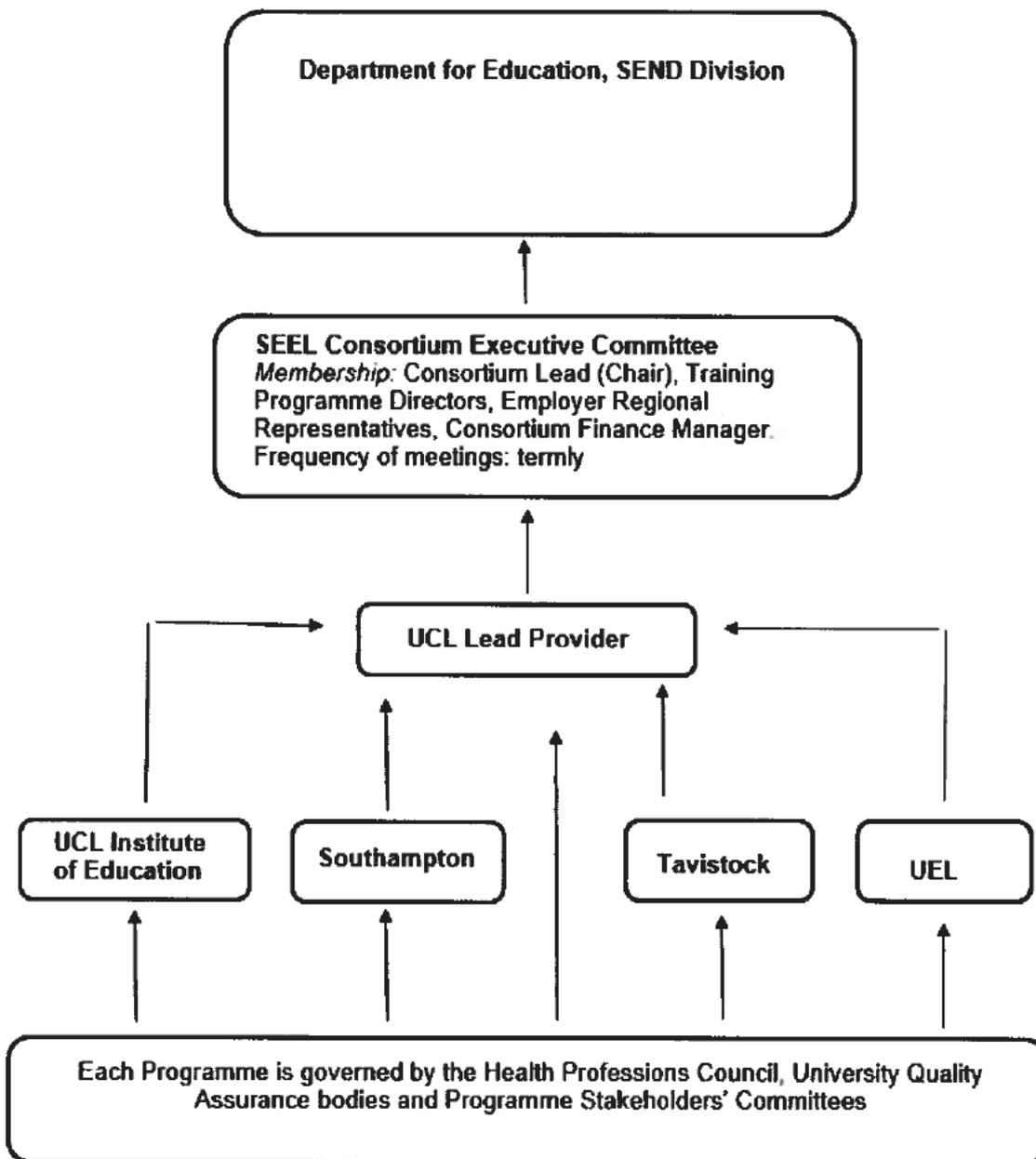
#### Terms of Reference

1. To ensure the smooth and efficient working of the consortium
2. To ensure that all financial and managerial matters are working effectively
3. To monitor budgetary and financial reports, risk log and exit strategy operation, agreeing appropriate action where necessary
4. To oversee the working of the consortium agreements
5. To ensure Department for Education reporting requirements are met
6. To review the detailed operation of the selection procedure
7. To monitor supply of placements for years 2 and 3 and liaise with placement providers accordingly to secure sufficient high quality placements
8. To monitor staffing and to ensure that suitable staffing arrangements are in place for the effective delivery of the project
9. To receive summary quality monitoring and enhancement reports from partners annually
10. To identify and review issues in respect to the day to day operation of the consortium

#### SEEL Consortium Executive Committee (SCEC) Members:

Name	Role
[REDACTED]	[REDACTED]

## SEEL Consortium Organisational Map



## Appendix F

### SEEL Selection Process

**Key principle:** PEPs will be involved in decision-making and ensuring trustworthiness at all stages of the process from shortlisting to finalisation of the Placement Panel allocation list, as described below.

#### Shortlisting

It is not feasible for PEPs to commit the time needed for full involvement in shortlisting given the very large numbers of applications received by the SEEL programmes. Instead, they should be invited to a 2-3 hour meeting devoted to moderating the shortlisting process during which they will be provided with samples of applications from those recommended by the tutor team to be interviewed and not to be interviewed, together with a sample of those at the borderline.

Where a PEP cannot attend the shortlisting meeting the sample of applications for moderation, together with the tutor ratings against the shortlisting criteria will be e-mailed to them prior to the meeting for their comments.

All candidates invited to interview must have a satisfactory professional reference. Where this has not been provided with the application it must be obtained by the programme before the invitation to interview can be offered.

#### Selection Days

The selection process followed by each of the SEEL programmes was approved subject to the following conditions:

- Each candidate is seen by a panel involving a PEP
  - No other aspect of the selection process can outweigh the panel interview in which PEPs are involved. It must not be possible for a candidate ruled out by this panel interview to be offered a place.
- (Other aspects of the interview process are typically included to rule out candidates whose written language (written task) or team work (group activity) skills do not meet minimum requirements. PEPs will not usually be involved in scoring written tasks, they may be involved in observing and scoring group activities. At the Tavistock an individual interview is used to rule out candidates not suited to training in this particular NHS mental health trust context.)

At the end of the final selection day at least one of the PEPs must be involved in drawing up the final rank ordered list, confirming the applicants to receive the initial funded place offers and identifying a line below which an offer (whether funded or self funded) will not be made. Candidates below this line are not considered suitable for training on the basis of their interview performance at this time.

## **PEP Representation**

Each year the Eastern, London and South Eastern region PEPs will nominate 10 PEPs to participate in the SEEL selection processes (2 per programme) and 10 reserves (usually SEPs).

### **Information to Candidates.**

Programmes and services need to inform potential applicants that all UK applicants, including those prepared to self fund, must apply through the Educational Psychology Funded Training (EPFT) Scheme and be interviewed as part of the SEEL selection process in which the representative PEPs are fully involved.

Overseas, EU or any other applicants who are accepted onto SEEL programmes will not be placed on the SEEL Placement Panel Allocation List, although the same criteria and standards for shortlisting and interview will apply. A busaried placement in a LA service will not be possible for them. For such applicants there are 2 placement options in Years 2 and 3:

- 1) they complete an unpaid placement supervised by a course tutor with the agreement of their PEP
- 2) they complete placement in their home country (where learning opportunities and supervision arrangements satisfy HCPC and BPS requirements)

## Appendix G

### SEEL Selection Safeguarding Process

When	What	Who	Action/ Decision
At/ before interview	Candidate asked to self-declare all cautions, convictions and reprimands	Self-declaration form	
After interview	DBS completion (enhanced child & adult)	University administration	
Pre-registration (clear)	Clear DBS On file	Programme administration	
Pre-registration (concerns)	Failure to disclose - normally withdrawal of place	University administration and programme director	
	Disclosure of caution, conviction or reprimand	University positive disclosure process (and associated sub-process for professional trainings).	
	Applicant statement		
	Programme director jointly evaluate case with regional PEP rep		
	Identify any necessary/ mitigating in-programme provisions		
	Programme director recommend registration (with/ without conditions) or terminate application		
University informs applicant with possible associated caveats if admitted (e.g. possible risk to subsequent employability)			
Post registration	HCPC expectations – guide for students	Student self-monitoring and declaration to programme director in event of any (further) cautions, convictions, reprimands.	
Placement	PEP and Programme Director consult	Student self-declaration to PEP	