Exeter DEdPsych Meet the Team 2026

DEdPsych Programme Team
10 October 2026 (St Luke's Campus)
14 October 2026 (Online)

University of Exeter

Exeter is a top UK university, according to the main higher education league tables

Each league table ranks more than 100 UK higher education institutions.

- The Times and The Sunday Times Good University Guide 2025 ranked Exeter as 13th in the UK
- This year's Guardian league table (2025) lists Exeter in 18th position out of 122 higher education institutions.
- The Complete University Guide (2026) published in the Independent lists Exeter in 11th place.

What does this mean for you if you study here?

Exeter is one of the top universities in the world. Your degree is well respected and comes from a university that connotes very high-quality research, excellent teaching, employability and student experience.

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What do Educational Psychologists do?



National Association of Principal Educational Psychologists

Educational Psychologists (EPs) are doctorate level trained professionals and are registered with the Health and Care Professions Council. EPs work with children, families, educational & community settings and at a strategic level (local, regional and national) applying psychological expertise, using consultation, assessment, intervention, training and research at all levels of the system so that children are included, achieve and have good lives.

EPs working across the system: promoting inclusion

5 areas of EP delivery

3 levels of EP delivery

Consultation & Review

Assessment

Intervention

Training

Research

Child and Family



EP Consultation is more than a meeting.

It is a psychological process and is indirect assessment where the EP meets with the parent(s)/carer and teacher/practitioner to:

- Provide a safe and containing time and space that supports engagement and collaboration.
- Prioritise the safety of children, families and staff.
- Support and challenge implementation of a learning support plan through careful listening and skilled questioning that strives to make sense of a child's strengths/ needs and gets at the root why an intervention has worked or why it has not.
- Create an opportunity to reinforce or reset the learning support plan.
- Collect practice-based evidence bespoke to the child.
- Support identification of teacher/wider staff continuous professional development needs.

EP consultation takes place in the setting and/or home with interpreters where needed so that parents/carers can be fully involved.

Psychological assessments enable early and accurate understanding of a child's presentation through:

- Applying a holistic, interactionist and problem-solving approach to consider the child within the context of their biological, familial, educational, community, and health environments.
- Consultation (indirect assessment).
- Psychological observation.
- Dynamic and standardised assessment approaches that account for and respect the child's unique cultural background and lived experiences.
- Having a rationale for chosen methodology (quantitative, qualitative, mixed) and subsequent methods: dynamic, standardised, personal construct psychology etc.
- Adding value/insight to what is already known.
- Respecting teacher/practitioner/setting's accumulation of knowledge of the child over time.
- Respecting parent/carer knowledge.
- Accessing and amplifying the child's voice.
- Multi-agency discussions and supporting referrals onto specialist services (e.g., Early Help, CAMHS).
- Triangulating and synthesising all assessment information and providing a psychological and ethically grounded formulation that is accessible, meaningful and free from jargon.

Providing psychological led/informed intervention for children with a range of needs.

This can include teaching children (and staff in educational settings who work closely with them) how to understand their strengths and needs and use effective strategies to support their learning and emotional needs. EPs provide the training, supervision and coaching to sustain these approaches, e.g.,

- Psychoeducation in the areas of Autism/Attention Deficit & Hyperactive Disorder (ADHD)/Emotional Based School Non-Attendance (EBSNA)
- Identity development work.
- Approaches to build social and emotional resilience, e.g., Homunculi, FRIENDS, PEERS.
- Strength based approaches for children and families (e.g., Tree of Life)
- Mindfulness groups / techniques, e.g. to manage exam stress.
- Emotional Literacy Support Assistants (ELSAs).
- Mediated Learning Support Approach (MeLSA).
- Metacognitive strategies/study skills for revising successfully.
- Parent coaching and drop-in support.
- Parenting programmes, e.g. Incredible Years.
- Video Interactive Guidance (VIG).
- Trauma informed Practice approaches using implementation frameworks.
- Supervision and coaching for staff.

EP-led training provides a reflective and enriching space for learning, grounded in the principles of andragogy.

Educational Psychologists invite those who care for children to think psychologically—enhancing their knowledge, deepening compassion, and strengthening connections. This empowers them to make a greater impact across educational, community, and home settings.

Training/workshops through the Early Years core offer, e.g.,

- Prioritising the importance of the wellbeing of caregivers, containing relationships, attunement, talking and playing with babies, toddlers, and nursery age children and how this helps social, emotional development, independence and readiness for learning in school.
- The importance of play and outdoor play on later learning in the classroom.

Primary and secondary age workshops delivering training on developmental changes, e.g.,

- Developmental stages, providing care and setting boundaries.
- Supporting executive function skills at home.
- How to talk to your child so that they will listen and talk to you
- The stages of identity development – stepping stones to successful learning.
- Puberty and SEND.

Research and action research for families

Conducting action research with families and children to:

- Evaluate the impact of early years/ school-based interventions.
- Listen to children's experiences and making sure that their feedback is acted on.
- Understand the lived experiences by accessing and amplifying the voice of families and children when co-producing services/offers.
- Provide families with digestible research that supports engagement, choice and uptake of interventions.

School or Setting



Whole school/setting/group/ cohort using consultation skills to:

- Provide advice, guidance on programmes for individual and groups of children.
- Inform decision-making on selecting/continuing with evidence-based programmes.
- Review practice-based evidence with SEND, pastoral and senior leadership teams.
- Inform the setting's SEND development plans & policies.
- Inform future investment in workforce development ensuring efficient and effective use of resources backed by implementation science.

Assessment / Audits

Leading on the development and/or implementation and review of audits supporting settings to undertake self-assessments on whole setting approaches to promote inclusion using psychologically informed frameworks, e.g.,

- Implementation of trauma informed practice and emotional wellbeing approaches.
- Promoting Inclusion of Neurodiversity in Schools

Critical Incident Response

EPs provide strategic support in situations that have the potential to cause disruption and distress to the community as a result of a significant loss, traumatic or sad event through:

- Supporting the setting's Senior Leadership Teams to consider the situation, develop an understanding of the support needs of individuals and groups within the community and guide planning in relation to providing the right emotional support at the right time over the short, medium and longer term.
- Supporting Council staff in Children's Services.
- Providing psychological containment for local area trauma.

Training, supervision & coaching for education settings

- The allocated EP develops a deep understanding of the educational setting's professional development needs through a collaborative partnership. This insight informs senior leadership decision-making around staff training, supervision, support, and supporting staff retention.
- Through this scoping process, training is customised to workforce requirements and shaped by evolving thinking in education and psychology, underpinned by local and national research.

Research and action research in settings:

Action research evidences and informs impact and decision making.

- Using participatory research method to place voice/experience of the child at centre of the educational setting's leadership planning, e.g., children's sense of safety in/at school/college.
- Effectiveness of EP impact on outcomes for children, e.g., annual satisfaction surveys and stakeholder engagement.
- Effectiveness of whole school intervention programmes.
- Providing evidence for best practice, pastoral care, pedagogical approaches and resource choices by conducting brief literature reviews on relevant topics, e.g., best practice in schools to support children who are experiencing homelessness and temporary accommodation.

Local Authority / Local Area / Regional / National (DfE)



EPs lead and/or are members of partnership boards, strategic planning and operational workstreams, e.g.,

- Principal EPs, Senior EPs and EPs are strategically positioned across the system to support breadth of understanding of inclusion and SEND issues and apply psychology to the group dynamics e.g., risk of 'group think' and 'power threat' dynamics, maintaining advocacy for the child.
- Challenging racism in education, EBSNA, exclusion and promoting trauma informed/relational practice.
- SEND Partnership Board, Youth Justice Strategic Management Board, Early Help Partnership Board, Designated Safeguarding Lead network, SENCO networks, Senior Mental Health Leads networks, etc.

EPs lead and contribute to assessment & decision making through:

- Multi-disciplinary local area teams, e.g., neurodevelopment assessment clinics.
- Multi-agency local area decision making panels, quality assurance processes, e.g., SEND Panels, Placement & Provision Panels, Tribunal Panels, Fair Access Panels, sufficiency place planning based on changing cohorts, joint commissioning, etc.
- Reporting on progress relating to a range of local area strategies through action plans and self-evaluation documents.
- Developing and contributing to national and regional audit/benchmarking exercises providing compare and contrast data.

EPs leads on and/or are active partners in the development of local area partnership implementation programmes

These are fully aligned with regional and national initiatives across education, health, social care and the EP profession: underpinned by an evidence base, psychological theory, frameworks and implementation science, e.g.,

- Collaboration and delivery across the early years partnership, e.g., Family Hubs, parent-infant mental health, development and supervision for early years settings and partner services.
- Promoting whole school approach to emotional wellbeing and mental health in schools and settings.
- Leading on relational and trauma informed practice & emotional based school non-attendance (EBSNA).
- Promoting understanding and inclusion of neurodiversity.
- Initial Teacher Training / Early Career Teaching development and supervision.

Research and action research at a local, regional and national level

- Research is conducted across all levels of the system, emerging from practice-based issues and developed through a continuous, iterative cycle.
- This ground up approach highlights the most pressing and relevant issues, generating data and insight that shape and inform decision-making and best practices, guided by established research methodologies and implementation science.
- This process means that the research is relatable, accessible and practical and can be utilised by parents/carers, educators and system leaders, e.g., understanding the experiences of families who 'opt for EHE' to inform local area response.

Based on the Currie Matrix (as cited by DfE, 2023)

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Why train at Exeter?



Being the best applied psychologist you can be…

EXETER DEdPSYCH

in a few words...

Here's how our current trainees would describe the Exeter DEdPsych programme to someone from another university or a potential applicant...

"**Reflective, creative** and **unique.**"

"A **supportive** and **inclusive community** that really values who you are and helps you grow."

"**Wide ranging and evidence focused,** with a strong emphasis on applying psychological thinking to real world practice."

"Challenging at times, but **hugely rewarding.** It pushes you to think deeply, be curious and develop as a reflective practitioner."

"A self-reflective experience full of opportunities for **personal and professional development.**"

"A programme that helps you see the **bigger picture** – combining theory, research and practice to make a real difference."

"**Collaborative, purposeful** and grounded in real world practice – you're supported to bring your interests and ideas to life."

"A welcoming, values-driven programme that prioritises **wellbeing and authenticity.**"

"**High quality teaching,** diverse learning opportunities and a strong sense of belonging."

"It's more than a course – it's a journey that helps you become **the best applied psychologist you can be.**"

In what ways does the DEdPsych programme encourage you to become 'the best applied psychologist you can be'?

FEEDBACK FROM OUR TRAINEES

REFLECTION AND SELF-AWARENESS

"Encourages curiosity, openness and self-awareness and developing reflective skills."

"It offers space to reflect on your own values, opinions and experiences and bring these to the group."

SUPPORTIVE COMMUNITY

"The tutors genuinely want the best for all of us."

"A supportive learning environment where there are no silly questions and every discussion is an opportunity to learn."

A BROAD RANGE OF APPROACHES

"Provides a full menu of approaches and models so you can try different methods and choose what aligns with your values."

"Wide ranging and evidence focused, with psychology at the forefront of everything."

CHALLENGE AND GROWTH

"Gentle challenges and opportunities for development both personal and professional."

"The right amount of high challenge and high support – it pushes you to think deeply and develop."

FREEDOM to find your own way

"There is no blueprint to be an educational psychologist. We all bring something different and this is celebrated at Exeter."

VALUES AND AUTHENTICITY

"You are encouraged to work in line with your values and to develop your own beliefs about important issues."

"The consistent message is that as long as we practice ethically and with the best interests of children and young people at the centre, we have the flexibility to practice how we choose."

HIGH QUALITY TEACHING AND LEARNING

"Interesting and varied university sessions and assignments that cover a broad range of topics."

"The programme gives you the tools you need for placement and supports you even when out in a service."

INDIVIDUAL JOURNEY

"You get out what you put in."

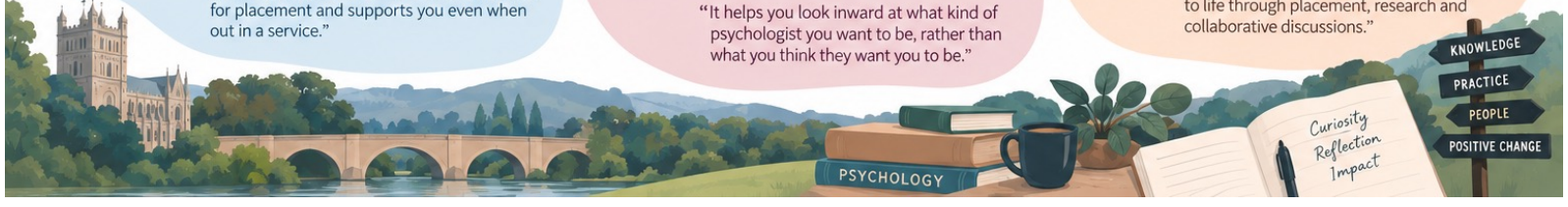
"Everyone progresses differently and develops at their own rate – the programme recognises and supports this."

"It helps you look inward at what kind of psychologist you want to be, rather than what you think they want you to be."

REAL WORLD PRACTICE

"Helps you see the bigger picture – combining theory, research and practice to make a real difference."

"Opportunities to bring your interests and ideas to life through placement, research and collaborative discussions."




Perseverance
Adaptability
Hope
Optimism
Courage
Flexibility
Kindness
Reflexivity
Curiosity
Compassion
Diversity
Fairness
Creativity
Independence
Responsibility
Social justice
Respect
Connection
Honesty
Humour
Resilience
Collaboration
Vulnerability
Equality
Authenticity
Understanding
Community
Growth
Inclusion
Pride
Openness
Learning
Being the best (EP we can be)
Teamwork
Self-discipline
Belonging
Integrity
Professional
Knowledge
Supportive
Reliability
Endurance
Commitment
Challenge
Evidence-informed
Competence
Tradition

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The Three-Year Journey



Year 1

- University teaching Monday-Friday, 10am-5pm
- Independent study days
- Shared learning days with peer supervision
- Key stage placement (October-November)
- EPS placement (November; January-June)

Placements will likely be in the south of the region: Cornwall, Plymouth, Torbay, Devon, Somerset, Dorset.

Years 2-3

- EPS placement Monday-Wednesday
- Thesis/university work Thursday-Friday
- Return weeks
- Shared learning days with peer supervision

Placements will likely be in the south west: Cornwall, Plymouth, Torbay, Devon, Somerset, Dorset, North Somerset, Bristol, South Gloucestershire, Gloucestershire, Swindon, B&NES.

Sometimes placements can be requested out of region but unlikely.

Practical Considerations

Bursary (tax free, paid monthly)

- Year 1: £16,266 pa
- Year 2/3: £27,090 (2026-27 figure, subject to annual increases)

Travel

- You need to be a driver with a car or be able to provide alternative arrangements.

Post-qualification employment

- Three years (fte) in local authority.

In Person

- Fully in person course, no hybrid attendance available, some online sessions where possible.

Thesis

- As well as the taught and practical aspects of the course, during years 2 to 3 you will be conducting independent research and completing a thesis.

- The thesis is up to 40,000 words, on a topic of your choice that is relevant to EP practice.

- You will be supported by two research supervisors.

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Applying to Exeter



Application Process

- Applications are anonymised and read by at least two members of the panel (tutors, community partners).
- 48 invited for interview (plus reserve list) on 1-2 March 2027.
- 12 places offered (plus reserve list).

If on the reserve list but not offered a place, feedback phone call offered.

Deadlines (2027 intake)

Application Start Date

Thursday 1st October 2026 (12pm)

References Deadline

Tuesday 10th November 2026 (5pm)

Application Deadline

Wednesday 11th November 2026 (5pm)

Interviewing and Shortlisting Deadline:

Friday 19th March 2027 (5pm)

Offer Release:

Wednesday 24th March 2027 (midday)

Candidates will have 7 days from receiving an offer to accept or decline an EPFT place.

Who can apply?

- BPS accredited degree (2:2 or above) OR
- BPS accredited psychology conversion course OR
- Another qualification which has been assessed by the BPS and confers eligibility for GBC membership

You must have completed the qualification that grants you eligibility for GBC before the application deadline.

- A minimum of one year's full-time experience working with CYP by the application deadline (or 9 months work / 3 months voluntary)

- You do not need to hold active membership of the BPS or the AEP prior to application.

https://www.aep.org.uk/EPFT

A strong application…

- Make the evidence explicit: show what you did, learned and how your understanding developed.
- Use psychological thinking to connect experiences to theory, evidence, ethics and context.
- If you have applied before, identify growth, new learning and changes in your reflective practice. Don’t assume you will be automatically shortlisted again as applications are increasing.
- Choose referees carefully. Follow current AEP guidance on academic and professional references. Specific queries can be email to our Enquiries email address.

Interview Day

Whole day in person at St Luke's, exact structure to be confirmed.

Likely format:

- Formal interview – themes of questions shared in advance, changed each year
- Research skills, e.g., critical review of an academic paper
- Written skills
- Presentation skills
- Group task

Sometimes possible to swap day with someone else but not guaranteed. No online/delayed interviews possible.

26-29 Year 1 Reflections on the Process

It has been a long journey to get here. I feel lucky to be part of a very interesting course, where your ideas will be challenged but you will have the support of an amazing team

I am really enjoying my experience in the course so far. I've enjoyed having my thoughts challenged and I am excited to continue to learn

So far the course has been very interesting and there have been lots of ways to apply experience to learning.

I've really enjoyed meeting the group and being with people that like Educational Psychology as much as me

The DEdPsy at Exeter has offered a supportive base, from which my experience and ideas are being developed and challenged, to expand my thinking and skillset towards doctoral level.

'An act of kindness' - the interview having multiple tasks is helpful as can show the best of yourself in different situations if felt one area was not a strength