



the british
psychological society
partnership and accreditation

University of Southampton

School of Psychology

Doctorate in Educational Psychology

Date of Visit: 9 & 10 February 2026

The British Psychological Society (“the society”) is the learned and professional body, incorporated by Royal Charter, for psychologists in the United Kingdom. The society has a total membership and subscribership of approximately 70,000, and is a registered charity’. Under its Royal Charter, the key objective of the society is “to promote the advancement and diffusion of the knowledge of psychology pure and applied and especially to promote the efficiency and usefulness of members by setting up a high standard of professional education and knowledge”.

The society has been involved in the accreditation of programmes of education and training in psychology since the early 1970s. The society currently accredits programmes at both undergraduate (and equivalent) and postgraduate levels.

Undergraduate and conversion programmes are accredited against the requirements for the society’s Graduate Basis for Chartered Membership, the curriculum requirements for which are derived from the Quality Assurance Agency’s subject benchmark statement for psychology.

Postgraduate programmes are accredited against the knowledge, practice and research requirements for Chartered Psychologist status (CPsychol) in a range of domains of practice, which are defined in accordance with the Occupational Standards for psychologists. A number of the postgraduate programmes that are accredited by The society are also approved by the Health and Care Professions Council, the statutory regulator of practitioner psychologists in the UK.

Psychological Wellbeing Practitioner training programmes are accredited against the knowledge and professional skills outlined by the national adult Improving Access to Psychological Therapies (IAPT) programme team to provide assessment and low-intensity interventions for people with common mental health problems as part of an IAPT service delivery model.

The standards that the society uses to reach decisions on the accreditation of individual programmes can be downloaded from www.bps.org.uk/accreditationdownloads.

The society is licensed by the Science Council to award the title Chartered Scientist (CSci) to Members who are eligible. Completion of a society-accredited postgraduate programme that confers Chartered Psychologist status will count towards the Science Council’s requirements for the award of Chartered Scientist.

For further information about Membership of the society, please visit, <http://www.bps.org.uk/membership>. Information about becoming a Chartered Scientist is available at <http://www.bps.org.uk/csci>.

Any queries relating to this report should be directed to pact@bps.org.uk.

Key Outcomes

Following a visit to the University of Southampton, the society is pleased to confirm the ongoing accreditation of the Doctorate in Educational Psychology.

Therefore, graduates from the programme are deemed to have met the requirements for Chartered Membership of the Society (CPsychol) and full membership of the Division of Educational and Child Psychology.

Commendations

1. The review team commends the strong sense of collegiality between members of the programme team which provides a foundation for supporting students in their journey becoming reflective practitioners. (Programme standard: 6.2.4).
2. Exceptional leadership is provided by the Programme Director and Research Director, offering a deliberate, thoughtful and reflective steer for the rest of the team and to trainees. (Programme standards: 6.1.1, 6.2.1, 6.2.2 & 6.2.3).
3. The programme team demonstrates dynamism and is proactive in responding to a rapidly changing context. (Programme standard: 1 & 2.1).
4. The programme team actively challenge the status quo with the view of enhancing and evolving the programme accordingly. (Programme standards: 8.1.1 & 8.2).
5. The programme team maintains excellent communication with its stakeholders, placement providers, trainees, and the service user group resulting in strong and effective partnerships. (Programme standard: 7.4).
6. The programme is underpinned by exceptional administrative support, which demonstrates a high level of commitment to the programme's success and enables an excellent student experience. (Programme standard: 6.5).
7. The placement structure across Years two and three provides trainees with valuable breadth of service experience and models of delivery. (Programme standard: 2.1).

Conditions of Ongoing Accreditation

There are none.

Recommendations for Further Enhancement

There are none.

Important Dates

The next partnership visit will take place in **2031/32**.

1. Good practice

- 1.1 The programme team demonstrates a clear commitment to trainee wellbeing, underpinned by a relational approach between tutors, fieldwork supervisors, trainees, and prospective trainees. Trainees describe a welcoming experience characterised by warmth and genuine support. The trainees positively commented that the programme team provide not only strong academic guidance but also holistic pastoral support.
- 1.2 The programme maintains excellent communication with services and demonstrates flexibility in its collaborative working arrangements with those. This ensures that trainees receive tailored support during placements, facilitating timely problem-solving, and strengthens partnerships with services, ultimately enhancing the trainees' learning and professional development.
- 1.3 The Small-Scale Research Project and the Dissemination and User Engagement Module together provide a strong foundation for the overall research journey and the progressive development of research skills. In addition, the programme offers valuable and well-structured opportunities for research publication and dissemination, with scaffolded experiences that further strengthen trainees' competence and confidence in these areas.
- 1.4 Ethical thinking is embedded throughout all aspects of the programme. Scaffolded opportunities are provided for trainees to engage with and reflect on ethical practice. For example, the Year three casework viva offers trainees an opportunity to evidence their ethical reasoning and to articulate how their practice is guided by the broader professional ethical framework.
- 1.5 Equity and accessibility are clear features of the selection process. The programme demonstrates a strong commitment to inclusivity by offering a range of activities that enable applicants to showcase their strengths. These activities are closely aligned with Educational Psychology practice and reflect the values and expectations of the programme. For example, all candidates are provided with laptops for the written task, ensuring equal access and supporting participation. Candidates also receive individualised feedback regarding their performance, further promoting developmental reflection within the process.
- 1.6 The creation of opportunities in organisation and leadership for trainees throughout the programme is a key strength of the programme. For example, this is supported by the three-week diversity placement within an organisation across the wider Local Authority which enables trainees to broaden and diversify their experience in an area of specialist interest, while addressing the Equality, Diversity and Inclusion competencies related to working with children, young people, and their families. This placement has also contributed to enhancing the profile and visibility of educational psychologists within the Local Authority at various levels.
- 1.7 The programme builds a strong sense of community and belonging, while also encouraging trainees to take an active role in leadership and the co-construction of their learning journey. This is achieved through initiatives such as cross-cohort days, which include opportunities for placement service comparison, and dedicated leadership development days. Trainees reported that these experiences are enriching, valuing the opportunity to collaborate across cohorts, broaden their perspectives, and contribute meaningfully to the ongoing development of the programme.

2. Commendations

2.1 The visiting team commends the strong sense of collegiality evident among members of the programme team. The collaborative, respectful, and supportive relationships within the team provide a secure and cohesive foundation for trainee development. Through the discussions during the visit, there was also evidence of continual learning from one another, with team members engaging in reflective dialogue, sharing expertise, and drawing on each other's strengths to enhance both teaching and supervision practices.

This culture of openness and shared purpose models the reflective and ethical practice expected within the profession and significantly enhances the support available to trainees. As a result, students are well supported in their professional journey and in developing as reflective practitioners. (Programme standard: 6.2.4).

2.2 The visiting team also highlights the exceptional leadership of the Programme Director and Research Director. Their deliberate, thoughtful, and reflective approach provides clear strategic guidance while responding to the evolving needs of trainees, the profession, and wider community partners. They demonstrate a strong commitment to professional values, academic integrity, and continuous improvement, ensuring coherence across academic, research, professional, and placement elements.

This values-led leadership offers clarity and stability while promoting innovation and professional growth. Through careful decision-making, open communication, and inclusivity, they strengthen team cohesion and enhance the trainee experience. The programme benefits from leadership that is both visionary and grounded, supporting its ongoing growth and excellence.

The Programme Director has also made an impressive and influential contribution at a national level and has been integral to the development of professional training. This national role and impact are clearly reflected in, and thoughtfully filtered into, the Southampton training programme. (Programme standards: 6.1.1, 6.2.1, 6.2.2 & 6.2.3).

2.3 The programme demonstrates dynamism in responding to rapidly changing contexts. The team actively monitors the educational and professional landscapes and ensures that the programme remains relevant and aligned with current demands.

This attentiveness to change also fosters a culture of reflection and agility within the team. By anticipating and responding to developments the programme maintains its rigor and quality while supporting trainees to become adaptable, reflective, and resilient practitioners capable of navigating complex, evolving environments. (Programme standards: 1 & 2.1).

2.4 The programme team demonstrates a strong commitment to quality monitoring and continuous enhancement, ensuring that the training remains rigorous, relevant, and aligned with contemporary research and professional practice. Feedback is actively sought from trainees, placement services, and other community partners through established quality management mechanisms, enabling the team to evaluate the design, delivery, and impact of the programme comprehensively.

Regular review processes examine the programme's aims, intended learning outcomes, content, teaching strategies, and assessment methods, ensuring they effectively support trainee achievement and professional development. By critically reflecting on existing practices and challenging the status quo, the team identifies opportunities for improvement and implements purposeful adjustments that enhance both the learning experience and professional readiness of trainees. (Programme standards: 8.1.1 & 8.2).

2.5 The programme team maintains excellent communication with its community partners, placement providers, trainees, and the service user group resulting in strong and effective partnerships. All groups highlighted that they value the open two-way dialogue and collaboration, ensuring that they feel engaged and respected. As a result, any issues arising during trainees' placements are identified early and addressed promptly and constructively. The emphasis on ongoing communication, responsiveness, and

partnership working ensures that placements remain supportive, developmentally appropriate, and aligned with programme standards and professional expectations. (Programme standard: 7.4).

2.6 The programme is underpinned by exceptional administrative support, which demonstrates a high level of commitment to the programme's success and enables an excellent student experience. The advanced level of organisational skills and subject-specific support provided has been vital to the smooth functioning and ongoing development of the programme.

A consistent theme across all meetings was the high value placed on administrative support. Trainees, placement providers, and the service user group all emphasised how essential and greatly appreciated this support is. The service user group specifically highlighted that the administrator's assistance with logistical arrangements for their participation has significantly reduced their anxieties and enabled them to contribute more effectively. Trainees also expressed strong praise for the administrator, recognising their responsiveness, efficiency, and ongoing support throughout the programme. (Programme standard: 6.5).

2.7 The placement structure across Years two and three provides trainees with valuable breadth of service experience and models of delivery. Through the two-placement model, trainees undertake contrasting placements, enabling them to observe how educational psychology services operate across different contexts and trusts. Trainees reported that this comparative experience increases their awareness of varying practices and processes, supports future professional networking, and contributes to their development as well-rounded and adaptable educational psychologists. (Programme standard: 2.1).

3. Feedback to the society

Feedback from the programme team: "The Programme team were made to feel very relaxed by the kind, curious, yet rigorous, approach taken by the Visiting Team. The whole process, starting with the SEQ, although a lot of work, was so useful in terms of reflecting in detail both on what we were doing well, what we could do better and importantly where we are going next. It was a very affirming process."

4. Programme Management

Dr Sarah Wright CPsychol	Programme Director
Dr Cora Sargeant	Research Director
Prof Charles Leek	Head of School

Angela Goodall Course Administrator

5. Acknowledgements

The society would like to thank all participants at the visit for their important contribution to our work and commitment to collaborative partnership working. The visiting team would also like to thank the programme team for their kind hospitality and good timekeeping throughout the duration of the visit.

6. Membership of the Visiting team

Dr Andrew Richards CPsychol CSci AFBPsS	Convenor; Member, Division of Educational and Child Psychology Training Committee; affiliated to University of Exeter
Dr Jessica Dewey CPsychol	Member, Division of Educational and Child Psychology Training Committee; University College London
Dr Alison Bates CPsychol AFBPsS	Member, Division of Educational and Child Psychology Training Committee; Practitioner Educational Psychologist
Rupal Nathwani	Partnership and Accreditation Officer, The British Psychological Society

7. Report Author

Rupal Nathwani

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