### UCL STUDENT AND REGISTRY SERVICES

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## Examiners’ Joint Report for an IoE DEdPsy Candidate

**Candidate: Patrick Langford**

*(Please enter full name and title)*

**Student Number:** **17124310**

*(Please enter student number if known)*

**Examination:** DEdPsy

**Thesis Title: What Are The Effective Features Of Consultation? A Mixed Methods Analysis**

*(Please enter complete thesis title)*

**Date of Oral Examination:**  12 July 2021

**Supervisor present? Yes**  **/ No**

*(If yes, please enter the supervisor’s name here)*:

**Please Note:** Section B should be completed, giving the grounds on which the joint decision is based. This report should be submitted together with the preliminary reports to Research Degrees, Student Records within two weeks of the oral examination. Signed and dated original reports should be sent by email to [researchdegrees@ucl.ac.uk](mailto:researchdegrees@ucl.ac.uk), or by post to:

Research Degrees

Student Records

Student and Registry Services

UCL

Gower Street

London, WC1E 6BT

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| **Section A: Summary of Examination Result** |  |
| **The examiners confirm** that they have examined the thesis submitted by the candidate and have also examined the candidate orally on the subject of the thesis and on subjects relevant to the thesis.    **The examiners confirm** that they have satisfied themselves that the candidate, as evidenced by the thesis and the Viva, can communicate with the scholarly community about their areas of expertise. | |
| **The examiners report that they have satisfied themselves that the thesis:**   |  |  | | --- | --- | | ***Please check the box against the relevant items***   1. is genuinely the work of the candidate 2. forms a distinct and significant contribution to knowledge of the subject   iii) affords evidence of originality: a) by the discovery of new facts and/or b) by the exercise of  independent critical power   1. is an integrated whole and presents a coherent argument 2. gives a critical assessment of the relevant literature 3. gives the method of research and its findings 4. gives discussion of those findings and how they advance the study of the subject 5. demonstrates deep and synoptic understanding of the field of study, including objectivity, autonomy and the capacity for judgement in a complex situation 6. is satisfactory as regards literary presentation 7. includes a satisfactory bibliography and references 8. demonstrates research skills relevant to the thesis 9. is of a standard to merit publication in whole, in part or in revised form |  |   Please comment in Section B below and provide feedback if you are not satisfied in any of the above.  **Please continue overleaf….** | |

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| **The examiners report that they have determined ONE of the following:** |
| **1.** The candidate has met the criteria for a **DEdPsy** without the need for corrections and **can be awarded the** **DEdPsy** |
| **2.** The candidate **is required** to make **specified amendments** to the examiners’ satisfaction **within:**  **one month.**  **six months.**  **(Only tick one box)**  **Please complete Section C**  Name of person nominated to check the minor corrections: **­­­­­** Maria Kambouri  Address:      IOE UCL  Post Code:  ***\* The person* *nominated to check the amendments can either confirm the required amendments have been made satisfactorily by email (***[***researchdegrees@ucl.ac.uk***](mailto:researchdegrees@ucl.ac.uk)***) or by using the Certification of Minor Amendments form available from:*** [***www.ucl.ac.uk/srs/academic-manual/research-degrees/documents/minor\_amendments.doc***](http://www.ucl.ac.uk/srs/academic-manual/research-degrees/documents/minor_amendments.doc) |
| **3.** The candidate is permitted to **re-enter** for the above degree and **to resubmit the thesis** **in a revised form** **within a period not exceeding twelve months.** (A further oral examination is at the discretion of the examiners)  **NB: This result is not applicable for a resubmitted thesis.**  **Oral Examination? Yes**  **No**  **To Be Confirmed** |
| **4.** Thecandidate has **not fulfilled the requirements for the DEdPsy** (Such a candidate will not be permitted to re-enter this thesis for examination). |
| **Section B: Examiners’ Joint Report of the Viva**  This section of the report should be completed by the examiners and should give the grounds on which the joint decision is based, including feedback on any of the criteria for the degree which have not been satisfied. |
| This is a very interesting study which examines the views of Educational Psychologists (EPs) regarding the effective features of consultation. It used a mixed-methods approach in which EPs were interviewed to explore what they believe to be the key features of consultation and the barriers to effective consultation for children and young people. In addition, six consultations were observed to identify possible combinations of consultation features which lead to progress in agreed targets for a child or young person. Target Monitoring Evaluation and Qualitative Comparative Analysis were used.  Considering the centrality of consultation to the work of the EP, the research is timely and provides an original contribution to knowledge on many aspects of EP practice. We believe this research to be an original piece of work which Patrick could defend with confidence and enthusiasm. Patrick was very open to suggestions and engaged in a laudable co-professional discussion about many aspects of his research. We strongly encourage Patrick to prepare papers for publication in journals targeted at both the psychology domain and that of education.  We make the following suggestions based on the discussions in the viva voce and feel that they will enhance Patrick’s dissertation and future publications.   1. The literature review should include appropriate theoretical models to present the concept of consultation. One (or a combination of several) should be chosen to be woven through the methodology, findings and discussion. 2. Definitions of key terms should be presented, e.g., consultation and expert. We suggest that an original definition of consultation should be proposed based on the literature basis and the findings of this study. 3. Include a paragraph about the importance of the child’s voice, link to the consultation model or to the works of Bronfenbrenner. Considering that Bronfenbrenner’s Bioecological Model is already presented in the dissertation, it should be presented more critically and should ideally present the later of Bronfenbrenner’s model. 4. As this is a professional doctorate, applied and/or practical answers to the research questions should be suggested for EPs, parents and teachers. 5. There is a need for a full edit of the document to address shortcomings in the writing. This includes but is not limited to typographical errors and use of appropriate psycho-educational language, some of which are outlined below.  |  |  | | --- | --- | | Page | Comment | |  | Need for list of abbreviations and acronyms and to use the acronym the first time the term is used and refer to the acronym consistently afterwards. | | 6 | Educational psychology (EP) but this is used for Educational Psychologist in the abstract, a need to change one or the other | | 6 | U.K. (no other abbreviations use full stops after letters). This appears throughout the dissertation. | | 6 | States that the research “sought to qualitatively and systematically identify the core features of a consultation” but then states “By taking a mixed methods approach, …”. A need in the first statement to say that quantitative data was also used. | | 6 | which helps produce change for the CYP we work with. Avoid ending sentences with a conjunction (which helps produce change for the CYP with whom we work) | | 7 | Word missing “By providing EPs with evidence-based recommendations, their practice will improve and the positive … they will have in the communities they work will be increased.” | | 13 | Write out BPS in full the first time it is used | | 15 | “Consultation has become the model of service delivery for many Educational Psychology Services (S. M. Sheridan et al., 2017). Most Educational Psychology Services (EPS) in the” EPS should be used in brackets the first time the term appears and used consistently thereafter. | | 15 | Wagner quotation needs a page number | | 15 | Munro quotation needs a page number | | 22 | “the following section explore” (explores) | | 22 | “O’Farrell & Kinsella (2018) interviewed three groups containing a teacher, an EP, and the parents of the child the consultation was about” Sentence not coherent. | | 22 | Wagner is mentioned, a need to put year with the literature | | 24 | “The aim was to elicit their understanding of the kinds of work they believed EPs engage in.” Better not to end a sentence with a preposition | | 24 | “there is still a divide in what stakeholders’ value about EP work”. Delete apostrophe from stakeholders’ | | 25 | “Yet one of the main results, namely the lack of understanding regarding the nature of consultation) has been” (delete bracket) | | 26 | Reference to the work of Henderson, but later on this page you refer to ‘they’. | | 52 | Direct quote from Braun and Clarke requires page number | | 53 | Direct quote from Rihoux & Lobe requires page number | | 55 | Direct quote from Ragin requires page number | |  | Check all direct quotations and add in page numbers as necessary | | 57 | Sentence starts with And (delete) | | 63 | Review sentence One of the ways that this is through *“active listening”* (Interview 1). | | 65 | SENCOs written incorrectly | | 83 | 4.1.3.2 Information gather (should this be information gathering?) | | 103 | “one expressed frustration at having at repeatedly explain their child’s needs to different professionals” | | 103 | “Table 2 summarises the goals for each child and with whom the goals were created by.” Either with whom the goals were created or by whom the goals were created. | |  | Check throughout for use of prepositions or conjunctions at ends of sentences. | | 122 | “If the school do not have the resources” does not | | 123 | “the pressure’s” delete the apostrophe | | 125 | “but the school do not have the means” change do to does | |  |  |   Use of terminology   |  |  | | --- | --- | | Page | Issue | | 29 | “empowering staff to successfully fix their problems,” This seems to be a trite way of looking at the issues raised by a staff. Perhaps phrase it as resolve, address, problem-solve the emergent issues. | | 127 | Use of term ‘treatments’. Check throughout for this as it is a medical term. Better to use intervention or support or programme. | |  |  |   Finally, it was a pleasure to read Patrick’s work and to engage in an animated discussion about key aspects of the research. We wish him the very best of luck in his future career as an EP and hope he will consider researching other areas of his practice.    External Examiner, Mary Immaculate College Limerick.    **Internal Examiner, Maria Kambouri** |
| **Section C**: **Examiners’ Request for Minor Amendments**: The following section **should** be completed where the examiners have determined that minor amendments are required. Examiners should select **one** of the following: |
| **i)** The examiners confirm that the candidate has been provided with **a list of minor** amendments **or an annotated thesis** either immediately after the oral or within two weeks of the oral examination and has been asked to **send the amended thesis for confirmation to the person nominated to check the corrections:**  **\***  **ii)** The candidate has **already** made the minor amendments required to the satisfaction of **designated checker**: |
| **Section D: Examiners’ Signature Confirming Result of the Examination**  **Declaration:** We confirm this is the joint examiners’ report for the above name candidate. |
| Signed: Date:  (Please print name)  Signed: Date:  (Please print name)  Signed: \* Date:  (Please print name)  If electronic signatures are to be used, these must be the image of a hand written signature. We cannot accept a typed name in place of a signature.  ***( \* Only for use in the exceptional cases when UCL has approved the appointment of a third examiner)*** |