

Developing Post-School Psychological Services



Interim Report

J. Boyle, R. Crichton, C. Hellier

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Scottish Executive

Acknowledgements

The National Development Officers (NDOs) would like to express their gratitude to all those who contributed to the creation of this interim report. This extensive list of people includes the Beattie Implementation Team and the associated NDO Advisory Group, Educational Psychology colleagues at all levels, staff of the key stakeholders in the fields of Further Education, Training Providers, Scottish Enterprise and Careers Scotland and also young people in transition, themselves.

Introduction by the Chair of the Beattie National Action Group



As Chair of the Beattie National Action Group, I am delighted to introduce the interim report from the National Development Officers, currently on secondment to the Executive until March next year.

The Executive is committed to reducing the number of young people not in education, employment and training. We therefore accept the recommendation from the Beattie Committee that educational psychological services have a key contribution to make in supporting the process of transition. The proposals in this report set out how we intend to take this forward. They have already been influenced by key stakeholders, through extensive consultation and through demonstrating – albeit on a small scale – what such services may have to offer.

There is real enthusiasm and support from stakeholders for the work which is being done by the National Development Officers as well as in some local authority services. We believe that the proposals are capable of delivering better outcomes for young people. And moreover, that they are realistic given the context for psychological services generally. But, as part of ongoing consultation, we welcome your views.

Ed Weeples
Scottish Executive
Head of Lifelong Learning and Enterprise Group

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Executive Summary

1. The National Development Officers (NDOs), appointed by the Scottish Executive in August 2001, were tasked with producing an interim report on progress in developing a specification for Post-School Psychological Services (PSPS). The interim report has now been presented and agreed both by the Advisory Group in May 2003 and, subsequently, the Beattie National Action Group at its meeting in June 2003.

Consultation strategy

2. The proposals put forward in the interim report reflect the outcome of extensive consultation with stakeholders, including the Further Education sector, training providers, Educational (and Occupational and Clinical) Psychologists, the Enterprise Networks, Careers Scotland. More specifically, the NDOs have:

- undertaken a survey of key stakeholders, using the results to stimulate further discussion and debate at the national conference in October 2002
- delivered individual pieces of work with a range of providers to highlight the kind of work which might be possible in the future
- carried out a survey of post-school work by existing Educational Psychological Services in order to determine how services might have developed following an earlier survey in 1999
- consulted young people in transition on their experiences and views of educational psychological services, together with a literature review
- identified best practice in local authority Psychological Services including Fife, Clackmannanshire, West Lothian.

3. Overall, consultation has highlighted significant support from key stakeholders for Post-School Psychological Services including: consultation, assessment and intervention, training and development and action research. However, it was acknowledged that resources would be limited and therefore the emphasis was likely to be strategic i.e. with organisations, rather than on case-based work with individual young people.

Proposed services

4. PSPS will aim to promote better outcomes for young people by:

- supporting the young person's transition by enhanced continuity and progression post-school
- complementing the assessment and advice provided by college, training provider or Careers Scotland staff, taking into account a young person's wider life issues
- improving the understanding, skills and effectiveness of service providers through consultation, training and action research
- contributing to strategic developments local and nationally, including policy development.

5. The proposed key roles for PSPS are as follows:

- **Consultation** – provides the means to define, analyse and support areas of need or concern. The process is often solution-focussed: clients are encouraged to use their own strengths and find their own solutions; work with organisations focuses on development of effective practice.
- **Assessment and intervention** – following on from consultation, assessment takes a more hands on role with specific individual clients or groups. It aims to identify and minimize barriers to learning, working with young people and organisations.
- **Training and development** – aims to enhance the skills base, knowledge and understanding of staff in order to support the development of effective working with clients and development of systems. Educational Psychologists have a portfolio of training to offer professional, educational establishment and other users.
- **Action research** – aims to develop best practice through research and evaluation.

Proposed service model

6. The proposed model for Post-School Psychological Services is for services to be delivered locally. It is envisaged that core services will be delivered principally at a local level, within each Council, by colleagues who are embedded within the support, quality assurance and management structures of local authority Psychological Services. Services would be subject to service level agreements with key stakeholders, notably Further Education Colleges, Career Scotland and local training providers. A key requirement of this model would be to work collaboratively within a partnership framework maximising the resources of partner organisations in supporting service users through new learning opportunities and transitions.

7. In order to provide effective services to stakeholders who may not have boundaries co-terminus with local Councils, a system of clustering resources is envisaged. This would be under the management of a host authority who would undertake to co-ordinate the delivery of extended services that transcend individual authorities.

8. Moreover, the model includes capacity for a number of strategic posts, again allied to host authorities, which would deliver services to national bodies such as BRITE, SFEU, SAAS. These posts would also be responsible for overseeing the development of PSPS at local and cluster levels.

Next Steps

9. The Deputy Minister for Enterprise and Lifelong Learning, Lewis Macdonald, MSP, has given his approval to the setting up of a number of Pathfinder Services over the period 2004-2006 to demonstrate service delivery at local, cluster and strategic levels. The aim is to recruit local authorities who are in a position to deliver and to build on current best practice on transitions and post-school working, in different geographical areas. The establishment of Pathfinder Services requires the Executive to make funding available.

10. There are major issues in relation to recruitment and training in terms of new trainees and continuing professional development. These have implications not only for PSPS but for Psychological Services generally, and were addressed by the Currie Review. Projections for new staffing therefore need to take account of decreasing staffing levels and increased expectations of service efficiency. Training is provided by 2 Universities (Dundee and Strathclyde); currently trainees complete a 2-year post-graduate course, followed by a third supervised year of practice. Work is in hand to estimate staffing requirements. For illustrative purposes, a 7 year period would be required to effect an 8% increase in staffing across Scotland.

Longer-term implementation

11. A longer-term implementation and funding strategy from 2004 is required, building on the work being undertaken by the National Development Officers. This would have to be phased to take account of the availability of educational psychologists, to build capacity through a funded training strategy and to further refine key tasks and a working model that meets stakeholder needs at all levels. As indicated earlier, the focus of PSPS will necessarily have to be biased towards strategic tasks, in order to maximise what is likely to be a scarce resource. The availability of funding will determine when a national training strategy can be started.

Beattie National Action Group

12. The Beattie National Action Group, at its meeting on 11 June, noted progress to date and agreed:

- the key roles for education psychological services (**pages 18-19**) and outline portfolio of services which would form the basis of service level agreements with stakeholders;
- the preferred model for service delivery at a local, cluster or strategic level (**pages 21-22**);
- the proposed local authority Pathfinder activity and national strategic developments in 2004-05 and beyond (**pages 22-23**) aimed at demonstrating and developing the proposed services and model;

13. In addition, the National Action Group noted that further work is required on:

- a recruitment and training strategy, both for new trainees and continuing development for existing Educational Psychologists;
- a long-term implementation plan beyond 2004/05.

1. Key recommendations

1.1 To note progress to date.

1.2 To agree, in principle:

1.2.1 the key roles for education psychological services (pages 18-19) and outline portfolio of services which would form the basis of service level agreements with stakeholders

1.2.2 the preferred model for service delivery at a local, cluster or strategic level (pages 21-22)

1.2.3 the proposed local authority Pathfinder activity and national strategic developments in 2004-05 and beyond (pages 22-23) aimed at demonstrating and developing the proposed services and model

1.3 to note that ongoing work is required on

1.3.1 a recruitment and training strategy, both for new trainees and continuing development for existing Educational Psychologists

1.3.2 a long-term implementation plan beyond 2004/05.

2. Background

A significant challenge and opportunity arose for Educational Psychologists in Scotland to consider the implications of the Beattie Report (1999). In seeking to better address the needs of vulnerable young people, it anticipated a key role for Psychological Services to enhance the delivery of assessment and intervention services by stakeholders and partner organisations. The Report's recommendations have since been influenced by a dynamic and changing context which has raised the profile of educational psychology. Increased emphasis on transition and post-school support underscores the need for continuity of service delivery beyond school and the integration of policies and practices across all providers. Educational Psychologists are uniquely placed to provide continuity of support and maintain a strategic overview across agencies and beyond school leaving age. At present, no services delivered by applied psychologists are delivered specifically to the 16 to 24 year age group.

Remit of National Development Officers

2.1 The specific recommendation for Psychological Services in the *Beattie Report (1999)*, *Implementing Inclusiveness Realising Potential*, was:

... 'that the Scottish Executive in co-operation with the Association of Scottish Principal Educational Psychologists, the British Psychological Society and COSLA, should develop a specification for psychological services for 16–24 year olds.....They should also review staffing levels and training requirements for psychological services in Scotland in light of this new emphasis and extension of role.'

2.2 A subgroup of the Association of Principal Psychologists took on the task of expanding the proposal. Subsequently this merged into a national professional development programme group, which took the next steps in articulating the responsibilities, remits and time-scales for 3 part time National Development Officer posts (NDOs). Details of the proposed tasks, timetable and outcomes for the NDOs, appointed in August 2001, are included in **Appendix 1**, along with management and reporting arrangements.

Target population

2.3 The *Beattie Report (1999)* focused upon 'a wide range of diverse and complex needs', including those young people in the 16-24 age range with physical disabilities, learning difficulties, mental health problems and others experiencing emotional and social difficulties. Young people not in post-school education, employment or training include those who are looked after, homeless, young offenders and are currently referred to as 'NEET'. This group presents significant challenges to strategic planners and service providers, in that the proportion of 16-19 year olds in this category, has remained unchanged at 14%, for over a decade (*Labour Force Survey*).

2.4 The *Beattie Report (1999)* further identified transition as a critical factor: young people being likely to require more than one type of support and who would probably have changing needs; needs for individually tailored, responsive and flexible services that were available over time. The most salient message from the young people was that they wanted from life, what most of us want – 'to have a job, to be independent, to have their own home, to have a social life and to have a family'.

A developing context

2.5 Since the *Beattie Report (1999)*, there have been relevant changes and developments in legislation along with various other initiatives, Scotland wide. These include:

- the *Standards in Scottish Schools Act (2000)*, which seeks to maximise the potential of all children and young people, to raise standards and equip pupils with skills, attitudes and expectations, necessary to prosper in a changing society;
- the draft *Additional Support for Learning (Education) (Scotland) Bill*, which signals the move away from Recorded special educational needs to Co-ordinated Support Plans for a wider range of children with additional support needs. These will by definition be focused on those needing frequent support from services over and above Education services. The Bill's emphasis is on transition planning at the point of leaving school, the need to identify support agencies beyond education and to promote continuity and progression;
- the *Currie Report (2002) on the future of Educational Psychology Services*; this underscores the need to recruit and train an effective profession for the 21st century, to maximise resources through a focus on key professional tasks. It anticipates an extended role for the profession up to the age of 24 years, supporting young people with the full range of roles available to educational psychologists. The subsequent national implementation group, to effect recommendations of the Report, presents an opportunity for the NDOs to co-ordinate relevant activities at a national level;
- the Executive's report, *For Scotland's Children (2001)*, which seeks to secure better outcomes for vulnerable children through increased integration of services, provides a stark picture of the challenges facing services and points to higher expectations for them;
- the *Beattie Report (1999)* recommendations have led to the creation of new services including Inclusiveness Projects which provide key workers to support transitions and progression for young people, as well as the Beattie Resources in Information Technology (BRITE) initiative, as part of improved assessment and support services in the Further Education sector. In addition, the NDOs can report an increase in focus on transition by Psychological Services, albeit within limited current resourcing levels (see Survey 2, section 3.41). This is assumed, in part, to be due to the activity of the NDOs.

2.6 These developments, within a context of increased legislated individual rights and removal of discrimination, represent a cultural shift in expectations and a profound challenge to stakeholders. It is a dynamic context that requires radical thinking and change, not least in attitudes and practices of existing service providers. The authors of this report believe that Educational Psychologists have a lot to offer in enhancing the effectiveness of support services, in promoting early intervention and effective transition, in helping services to integrate and innovate and in ensuring better understanding and focus of support, to the benefit of children and young people.

3. Progress of Educational Psychology National Development Officers

The following chapter outlines the extent and outcomes of consultation undertaken by the NDOs with the FE sector, Careers Scotland and Scottish Enterprise, as well as with colleagues including Educational, Clinical and Occupational Psychologists. Meetings with key stakeholders, specific events, consultation workshops and national surveys were included in a comprehensive strategy. In addition, an indication of the views of young people was sought through a commissioned survey. It is clear from extensive consultation that there is a positive expectation of the potential for Post-School Psychological Services. The range of roles including consultation, assessment and intervention, training and development and action research were welcomed overall. However it was acknowledged that effective use of resources would need to ensure that strategic use of psychological skills is made. There was an appreciation of existing pilot work conducted by the NDOs, as well as the limited work undertaken in some existing Psychological Services. There is some encouraging evidence of developments within existing services, regarding transition and post-school sector work with partners, although it is clear that this is hampered by the current staffing situation.

Consultation Strategy Progress Reports

- 3.1 All key stakeholders saw a strategic role for PSPS via consultation and training to bring about effective interventions and quality educational and training courses for the population identified by Beattie. Their contribution to interagency work was seen as extremely valuable and essential to effective transition for youngsters. Individual case work was also seen as beneficial for continuity and progression for students known to Services, given many of the most vulnerable young people have no other supports at this stage. Of particular note within the FE sector was the potential to develop validated training opportunities for staff regarding dyslexia in supporting the FE sector and Student Awards Agency for Scotland (SAAS).
- 3.2 Clinical and Occupational Psychology supported the development of PSPS to contribute to more effective transitions and inclusive systems better able to meet a range of needs. Equally they are positive about the sign posting of their own services for appropriate clients via PSPS. Colleagues in Educational Psychology are keen to offer better services at point of transition and into the post-school sector at a strategic level with case work for youngsters who are currently with the Services and the development of a staged intervention process for new referrals. They are equally clear that given current staffing and resource limitations, some enhancement of Services will be needed to support ongoing growth. Further details are included in this chapter and relevant Appendices along with the NDO Report issued in October 2002 for the National Conference.

Further Education Sector

Beattie Resources for Inclusiveness in Technology and Education (BRITE)

- 3.3 The BRITE initiative arose from the recommendations of the *Beattie Report (1999)*. It offers national training opportunities to all colleges in Scotland, the distribution of, and support for, an assistive technology workstation for each college in Scotland, as well as the creation of a virtual staffroom for the FE sector. All of which is designed

to upskill staff, create equal access across the sector for clients, and to support inclusion.

- 3.4 There has been, and continues to be ongoing strategic and operational contact between NDOs and BRITE. The *Beattie Committee Report* strongly advocated a multi-disciplinary partnership approach to the management of transition and assessment in post-school settings. The NDOs provided joint training with BRITE for practitioners in FE – with an emphasis on identifying needs, engaging clients, negotiating provision and facilitating achievement under the title of Solutions to Personal Planning. The training was delivered in conjunction with BRITE, and offered three half day events delivered by the NDOs, for participants from across all 46 Scottish colleges on a rolling programme, ensuring strategic delivery to the entire sector. The evaluation outcome was extremely positive and highlighted a potential training role for PSPS. (See Appendix 2)
- 3.5 Work is ongoing regarding training and validation in the area of dyslexia, an issue highlighted by survey returns, and ongoing consultation with SAAS and Scottish Further Education Unit (SFEU).

Scottish Further Education Unit (SFEU) Forum

- 3.6 A series of meeting were held, culminating in fourteen members of staff from various colleges across Scotland (mainly from Extended Learning Support departments or the Scottish Further Education Unit), meeting with the three National Development Officers (NDOs) in February 2003 to discuss the potential role of educational psychologists in the FE sector. Dyslexia assessment and validation was regarded as a major issue. Workshops and subsequent discussion on this issue took place. The potential role of educational psychologists in the validation of assessments in general, was highlighted and a way forward suggested. It was agreed that further discussions with SAAS was required and that a model be proposed.

Scottish Further Education Funding Council

- 3.7 Contact has been developed with representation from the Scottish Further Education Funding Council, through the Advisory group and through direct meeting. It has been acknowledged that any developments associated with BRITE and in the FE sector should necessarily involve SFEFC. The current model of Scottish Executive funding for BRITE, through SFEFC offers one possible model for consideration in considering future funding for the development of PSPS.

Student Awards Agency Scotland (SAAS) Edinburgh

- 3.8 Two of the NDOs met with staff from SAAS in response to the ongoing work with SFEU and the BRITE centre to begin to define the potential input of Post-School Psychological Services (PSPS) to support and validate FE assessments. SAAS staff agreed that it would be helpful to have access to a consultation service from PSPS where there were uncertainties in specific cases. In addition, SAAS strongly supported a central role for PSPS in both supporting the development and validation of a common assessment framework across Scotland, the aim being to streamline application for Disability Student Allowance (DSA). Providing such a service as an

extension to the existing BRITE service was seen as a possibility. BRITE and the other FE Access Centres currently provide an initial validation/ checking of some assessments before they are submitted to SAAS.

Support Training Action Group (STAG) Forum

- 3.9 The Support Training Action Group (STAG) is a national forum representing organisations and individuals in Scotland who provide support training to people who are unemployed and require customised training services due to specific learning difficulties or physical needs. The NDOs met with this forum in February 2002 to explore training providers' current experience of psychological services and their experiences of interagency working generally. Overall, training providers have very little input from any agency and concerns were raised about the inadequacy of information being transferred about young people coming into their programmes. When asked about possible future roles of Post-School Psychological Services various suggestions were made. These included sharing information already known about young people, input to the life skills strand of the Get Ready for Work programme and training and development in areas such as anger management, motivation and learning styles.

Association of Scottish Principal Educational Psychologists (ASPEP)

- 3.10 This body represents the Local Authority service managers across Scotland and is concerned with national and local policy delivery and development relevant to Psychological Services within an Educational context. Ongoing contact is maintained with ASPEP through their representative on the groups established by the Executive to oversee the work of the NDOs. In addition, ASPEP has representation on the Educational Psychology Practitioners Network (see below), and has participated in workshop presentations and discussion.
- 3.11 The NDOs presented to this forum in May 2002 and conducted a workshop to explore their views on models of service delivery and effective roles and outcomes for developing Post-School Psychological Services. The outcomes of this fed into further consultation with the profession via the Practitioners Network. The main outcomes arising from this consultation, were the need for clearly articulated roles, a consultative and strategic delivery with a staged approach. There was a general feeling that there should be organic growth from the 32 Services into the post-school sector to augment transition and continuity, but that some form of hybrid model would need to exist to contract with the centralised bodies such as BRITE, SFEU, SAAS, Scottish Enterprise etc.

Educational Psychology Practitioners Network

- 3.12 The Practitioners Network was set up as a vehicle for ongoing consultation regarding PSPS developments and as a means to audit current best practice. It has met six times since inception, helping to shape models of service delivery and clarify effective outcome measures of post-school services, (expanded in Chapter 4). The NDOs have kept practitioners and Services up to date via the Network and have responded to issues arising from it.

- 3.13 Recurring themes included the need to embed evolving post-school services within local authority services, if continuity is to be maintained. Also the need for strategic intervention post-school, rather than an over-focus on individual casework, was seen as the preferred role. There is also the acknowledgement that given the national delivery of certain services in the post-school sector, and cross boundary service delivery, a more creative response to management is needed; a suggested hybrid model addressing national contracting and local Authority partnerships arose.

National Continuing Professional Development Conferences

- 3.14 This is a national event for all Educational Psychologists in Scotland each September. The NDOs have consulted at each of the 2001 and 2002 conferences on the development of PSPS and intend to do so again at the 2003 conference. Here again the profession has given input regarding the shaping of models of service delivery and key outcomes for PSPS.

Linking with Occupational and Clinical Psychologists

- 3.15 It was recognised at the outset that the NDOs had an important task to consider how extended PSPS would relate to colleagues, deployed to provide psychological services to clients, through other organisations. This was reinforced through a specific recommendation in the *Currie Report (2002)*. NDOs have therefore pursued a strategy of contacting and meeting other psychologists, through the British Psychological Society structures, through ongoing contact with representatives and organisations and through direct meetings.
- 3.16 Overall, the development of PSPS was welcomed by colleagues working in Occupational and Clinical settings. All agreed that it would be helpful to be aware of local contacts and services available. The NDOs saw one stated aim being to map the available psychological services (both Occupational and Clinical), in any one area; this would assist in the process of collaborative working. It would allow for the sign posting of relevant referral to applied psychologists, employed with differing remits and responsibilities.
- 3.17 It was seen as essential to promote networking, to share perspectives and develop joint understandings across different working contexts. Ideally any local forum to promote integrated working should ensure that the totality of applied psychological services available should be co-ordinated and accessible to clients both directly and through partner organisations.

Scottish Enterprise (SEn) and Local Enterprise Companies (LEC's)

- 3.18 The NDOs have consulted both at a national and local level with SEn regarding needs and evolving roles of PSPS, particularly in relation to special needs training providers (STNs), their context, training needs and quality control of training content. As with other stakeholders the focus is seen to be on the strategic delivery of contracted training and awareness raising of staff re clients needs and effective strategies to positively support and engage vulnerable young people in training.

Careers Scotland/Inclusiveness Projects

- 3.19 Ongoing contact has been maintained with Inclusiveness Projects, each NDO being assigned to specific areas. NDOs have presented at 2 national training events for key workers and other Careers Scotland (CS) staff, and at a few area training events. Topics have included solution focused planning, team management, assessment, motivation and anger management. Strategic contact has been maintained through regular meetings with relevant management staff in CS as well as involvement in the national assessment framework strategy through attendance at consultation events and written feedback.

Careers Scotland National Conferences in Dunblane

- 3.20 The NDOs have presented at both National conferences, the 2002 presentation focusing on solution focused work for key workers and their clients, and more recently, in the 2003 conference, a consultation workshop on developing PSPS models was offered.

NDOs

National Action Group

- 3.21 Links with the Beattie National Action Group have been maintained through Melanie Weldon, Head of the Beattie Implementation Team, and through progress reports. NDOs made a presentation to NAG in May 2002.

University Training Courses for Psychological Services

- 3.22 The NDOs have maintained close links with the 2 Scottish University training providers of post graduate Educational Psychology, through direct work with Course Directors, tutorial staff and students and ongoing contact with the Scottish Division of Educational Psychology. The latter accredits Psychological Services and assesses courses for the British Psychological Society.
- 3.23 A consultation event, including a day attended by all current training staff and students, highlighted the interest of those represented in developing PSPS and helped to articulate needs to develop relevant pre-service training. Current EP training has been enhanced by NDO input and a greater focus on transition and post-school achieved.
- 3.24 Discussion with Course Directors has led to a proposed phasing of a recruitment and training strategy, outlined in the next section; in addition the need for continuing professional development for existing educational psychologists has been identified, along with potential ways to deliver this.
- 3.25 Training and recruitment proposals for PSPS need to be made within the context of post *Currie Report (2002)* developments, which include action to address an anticipated decline in the workforce, due to demographic trends.

Stakeholder Survey (2002)

3.26 A range of stakeholders from three sectors – Further Education Colleges, Training Providers and Careers Scotland Inclusiveness Projects – were surveyed and a draft report produced. Its key findings were used to develop consultation further, through the national conference, reported below.

National conference – “Developing Psychological Services to Post-School: Where Next?” – Glasgow, October 2002

3.27 Over 100 delegates, representing Careers Scotland, Beattie Inclusiveness Projects, FE Colleges, Training Providers, Local Authority Psychological Services and other key stakeholders attended the conference. The aims of the conference were as follows:

- to set the strategic context for the development of Post-School Psychological Services.
- to provide feedback on the work of the Beattie NDOs.
- to showcase current best practice.
- to engage key stakeholders in developing service specification through further consultation.

3.28 Delegates were given the opportunity to participate in workshop activities designed to illustrate the range of potential services. Some of the workshops were delivered by psychologists currently providing services to post-school. The NDOs were also able to showcase some of the pilot work they had been involved in with the FE sector, Training Providers and Inclusiveness Projects. More generally a workshop on how to encourage motivation and reduce disaffection was delivered, which was well received by the delegates who attended.

3.29 In the afternoon the focus was on discussing key service outcomes and on possible service models for delivering these outcomes via a range of consultation seminars. In brief, recurring themes were around the need for:

- formal structures to ensure co-ordination of all service providers
- post-school services to be embedded and contextualised
- links to be made with other Psychological Services (e.g. Occupational, Clinical) and other agencies (e.g. Social Work, Health Services)
- services to include strategic and operational elements at both national and local levels.

The conference outcomes were influential in shaping subsequent recommendations for a preferred model and desired PSPS indicators.

NDO Work Exemplars

- 3.30 *During the course of the project the NDOs have negotiated individual pieces of work with a range of post-school providers in an attempt to highlight the kind of work which may be possible in the future. In addition, the NDOs are keen to raise the profile of work in the post-school sector, which is currently ongoing in some Psychological Services. Both key stakeholders and Psychological Services were surveyed to gather this information and young people were surveyed to find out what their views were, of the role of their psychologist at the point of transition from school. The following section summarises these NDO work exemplars, the results of the surveys and gives examples of current best practice in Psychological Services.*

With Training Providers - ERGO

- 3.31 The Ergo Project is part of the charity Helm Employment and Training Group and is funded mainly by Scottish Enterprise, Tayside to provide Skillseekers training. Ergo also provides a programme called Pathways for school age pupils (15+) who are disaffected by school. Ergo has 10 members of staff who deal with up to 50 young people at a time. In conjunction with the staff, various training needs were identified by the NDOs and it was agreed that training in solution focused communication with clients would be welcomed. Two of the NDOs carried out an introductory training package with staff in May 2002 and followed this up with a refresher course in September 2002. An evaluation of the training was completed and a presentation of ERGO's experiences formed part of a workshop at the national conference held in October 2002.

With Further Education Colleges

BRITE (Beattie Resources in Technology and Education)

- 3.32 The NDOs provided joint training with BRITE for practitioners in FE – with an emphasis on identifying needs, engaging clients, negotiating provision and facilitating achievement under the title of Solutions to Personal Planning. The training was delivered in conjunction with BRITE, and offered three half-day events delivered by the NDOs, for participants from across all 46 Scottish colleges on a rolling programme, ensuring strategic delivery to the entire sector. The evaluation outcome was extremely positive and highlighted a potential training role for PSPS.

With the Scottish Executive

Adult Literacy Pathfinder Project

- 3.33 As part of the Scottish Executive's aim of encouraging good practice in Adult Literacy provision, four pathfinder projects were established in 2002 to support innovative interagency approaches to learning. One of the NDOs has sat on the management committee of one such project on a consultative basis, regarding assessment, literacy and client engagement. This project has a clear focus on developing a Learning Needs Assessment profile delivered via ITC, to support training in the workplace.

- 3.34 As these Pathfinder Services roll out it is envisaged, a bid will be made with a focus on school leavers in transition with poor literacy skills and the NDO continues to be active in a consultation role with the management group, in relation to this development.

With Inclusiveness Projects

Motivation (Glasgow)

- 3.35 A workshop exploring the current thinking about how best to encourage positive motivation and reduce disaffection in clients was delivered to key workers. It was presented as a conceptual model, encouraging key workers to make sense of their own motivation and that of their clients, providing them with a theoretical base on which to build effective practice in empowering clients in their own positive motivation.
- 3.36 The training was delivered to all of Glasgow's key workers working within the Positive Futures project. It was delivered to two cohorts over two days delivered by Alan McLean, Principal Psychologist in association with one of the NDOs. In discussion with co-ordinators and evaluation of the two days staff would welcome follow up in conjunction with solution focused work.

Communication for Management (Forth Valley)

- 3.37 Pilot work demonstrating the role of educational psychologists in supporting team management skills in an Inclusiveness Project has been undertaken in Forth Valley. Phase 1, presented at the October national conference, included monthly supervision of an Inclusiveness Project Manager who reflected on self recorded video clips of her team meetings. Positive evaluation led to phase 2 in which the Inclusiveness manger is being supported to cascade skills learned to a key worker colleague in the team. Positive feedback at both levels indicates the potential value of such development work and its contribution to the support and supervision strategy currently being piloted in Careers Scotland.

Inclusiveness Projects (General)

- 3.38 Ongoing work by the NDOs in demonstrating potential training and support roles for PSPS has included the negotiation of training inputs to Inclusiveness Projects. One example was a day run collaboratively with Inclusiveness Manager and colleague EP in developing an area assessment framework for 50 key workers. Another ongoing example is the joint development of a training day on anger management for all key workers in a team.

Survey 1 – Key Stakeholders' Views on potential Post-School Psychological Services

- 3.39 A survey was undertaken with key stakeholders in January 2002 and results published in preparation for the *Where Next? Conference* in October 2002. The main aims of the survey were as follows :
- to inform key stakeholders of the role of the NDOs,
 - to describe the current roles of educational psychologists,

- to gain insight into the current practice of key stakeholders and the issues they face,
 - to receive information from key stakeholders on their current contact with psychological services and gather their perceptions on possible future roles.
- 3.40 Three major stakeholders were contacted for the purposes of this survey – Further Education colleges, Training Providers and Inclusiveness Projects and over 100 replies were returned. Survey responses to questions about the working experience and wider views of stakeholders, resulted in recommendations for both the operational and the strategic contexts in which PSPS would be delivered and developed. Operationally these included the need for effective inter-disciplinary working, agreed protocols for information exchange and assessment and maintaining the centrality of the client throughout. Strategically these included a model of service organisation and delivery of outcomes at local and national levels, that encompasses a balance of the 4 key roles of educational psychologists.

Survey 2 Association of Scottish Principal Educational Psychologists (ASPEP) – Current Post-School Service Delivery

- 3.41 ASPEP undertook an initial audit of post-school work undertaken by Services in 2000 prior to the appointment of the NDOs. At that time it was clear there was little non-statutory work being developed by services with the exception of two, who were developing and consolidating post-school work particularly with the FE sector.
- 3.42 The NDOs initiated a further survey via ASPEP in February 2003 circulating all Services with a structured questionnaire to attempt to reflect increasing post-school work post Beattie. There were 33 returns received from 43 sent representing a 77% return rate, with 30 of the 32 Local Authority Services responding, representing 94% of Services.
- 3.43 From this survey it can be seen there are developments from the 1999 audit both at a strategic and operational level with all key stakeholders. With FE colleges being supported operationally to some extent, by 79% of respondents and Careers having operational contact with 52% of respondents, while only 18% of Services provide input to training providers. However the trend is upwards, and is reflected both at the strategic level and through joint working initiatives. This reflects a shift towards Services focusing on transition and post-school, a process that has been prompted and supported by NDO activity.
- 3.44 There is evidence of growth in shared training with key stakeholders particularly Inclusiveness projects and this remains an identified need from all key stakeholders for further growth. Fourteen or 42% of Services now currently provide some form of service to post-school youngsters, with FE continuing to receive the lions share.
- 3.45 In summary:
- Nine Services reported they were represented on local strategy groups
 - All services are active in statutory FNA work
 - Two services apply FNA processes to some non recorded youngsters in transition
 - Three have supported short life working parties on transitional planning

- Five have draft policies and procedures re youngsters in transition
- One authority has seconded a full time PEP to support developments for 14 – 19 population
- Services are beginning to engage in service level agreements with post-school providers
- There is evidence of green shoot growth restricted by current staffing and resourcing
- One Service is actively negotiating with Local Enterprise companies re Training Providers partnership.

Survey 3 – Views of Young People

- 3.46 *Young People Survey* - The NDOs are currently surveying young people, in transition from school, on their views of the role of the educational psychologist. Initial findings, would indicate that young people value the time they spend with educational psychologists. They appreciate being listened to and feel that they could voice any concerns they may have in confidence. Many of the young people will have known their psychologist for a number of years and will have built a trust in them. Continuity and progression from school to post-school is therefore an important element for young people. A service which can define needs as a result of long term knowledge of such young people, and which can support young people through the transition process is both highly valued and seen as essential. The survey findings need to be read in the anticipation that proposed PSP services would build on the best of current practice, both in engaging clients where appropriate, but also in focusing on strategic working as far as possible.
- 3.47 *Literature review* - Much has been documented in recent years on young people's views of the services they receive as they move on from school. An ongoing study by the Special Needs Research Centre at the University of Newcastle upon Tyne is investigating the transition experiences of young people and an extensive literature review of almost 100 publications has been undertaken. None of these publications however refer specifically to the role of educational psychologists in the process.
- 3.48 The literature review by the NDOs has further discovered that, whilst young people's views are highly valued, the numbers who are consulted for many major reports are very small and often involve a one-off focus group or questionnaire. Shelley Gray of Children in Scotland (*Scottish Executive*, 2003) states that “ Consultation should be an ongoing process which properly engages children and young people and gives them opportunities to express their views fully and in ways appropriate to them. It is essential that the children and young people are given ongoing feedback so that they know what is being done with their input”.
- 3.49 The outcomes of gathering young people's views were similar across a number of reports. The *Beattie Report (1999)* suggested that young people's aims as they move on from school are the same as most people's – independence, a sense of belonging, a job, a home and a social life. *For Scotland's Children (2000)* highlighted however that young people felt that adult's perceptions of them were negative, that agencies did not communicate with each other effectively and that services should be more easily accessible. In terms of the role of the educational psychologist, consultations completed by Children in Scotland for the *Currie Report (2002)* indicated that

children and young people generally were unclear on the precise role and function of educational psychologists, that more information and support was required to participate effectively in the special educational needs system and that more frequent contact with educational psychologists was desirable.

- 3.50 Given that the literature reviewed did not cover young people's views on the educational psychologist's role in the transition process and given that the NDOs were keen to survey all stakeholders' views on future roles of Post-School Psychological Services, a questionnaire was devised; this was completed by young people themselves, facilitated as necessary by a third party e.g. a Guidance Teacher. This questionnaire was in no way intended to fully consult with young people, but instead to provide some supplementary information to help inform future practice. Four Services were asked to submit completed questionnaires by March 2003 in order to provide some initial information but this work is ongoing and a further 16 Services are expected to provide questionnaires by July 2003. A full report incorporating a literature review and questionnaire analysis will follow. Initial findings however are summarised for the purposes of this Interim Report.
- 3.51 *Young Person Survey findings* - Four Psychological Services (Angus, Glasgow (NE), Perth and Kinross and South Lanarkshire) provided questionnaire returns for young people who had had contact with educational psychologists from January to March 2003. All of the young people were preparing to move on from school and educational psychologists were seeing these young people in order to assist with this preparation (e.g. in personal planning as part of the Future Needs process, developing strategies to reduce exam stress etc.) A total of 34 young people participated, 30 of whom had a Record of Needs. The support needs of the young people ranged from curricular (e.g. for dyslexia, visual difficulties, general learning difficulties) to behavioural (e.g. for attention deficits, general behaviour management issues).
- 3.52 The young people who participated generally felt comfortable with the educational psychologist and felt that they listened very well to them. Most felt that the educational psychologist explained what they were doing and that the meeting had been helpful. The majority of young people remembered that the psychologist had talked to them about leaving school and the future. Typical comments were:
- *"Started me thinking about the future"*
 - *" He asked me if I was staying on or going to college and asked me what kind of job I wanted"*
 - *"...need to go to the Careers Officer, look in the paper...for advice on how to get a job"*
- 3.53 When asked what would make for a better meeting with the psychologist about two thirds suggested more frequent meetings. Typical responses were
- *"I think having a bit more time with her would have been useful as we would have been able to discuss things in more depth"*
 - *"More time – not enough time to answer all of my questions"*

- 3.54 The young people's responses to the question "How important would it be to be able to meet the educational psychologist in the future?" varied from quite important to very important. Some were unclear on what the purpose of the meeting might be.
- *"Unsure how to answer this question – don't know what the future will hold"*
 - *"Advise me (not sure what about)"*
- 3.55 Some were keen on the continuity of a known person
- *"Someone to talk to I know"*
 - *"Someone you can trust"*
- 3.56 Others were specific on the basis of previous meetings with the psychologist
- *"Help me to listen better and give advice"*
 - *"Continue to help with confidence"*
 - *"Help with career choice and with handling revision"*
 - *"Can talk about anything that worries you and helps take them away"*

Current best practice in local authority Psychological Services

Fife

- 3.57 Fife Council Psychological Service work on the premise that all young people up to the age of 19 have a right to access the Service and have, therefore, provided services to both the Local Enterprise Company (LEC) and Fife FE Colleges. With the LEC, specific time limited pieces of work have been contracted, and with FE colleges a link EP is allocated to each college. The link psychologist is responsible for initial discussion when a college seeks a service and may then involve colleagues in the preparation and delivery of the agreed service. Any service is negotiated on a fully costed basis and incorporates an agreed model of evaluation. Staff from Fife Council Psychological Service presented a workshop on their service delivery to FE Colleges at the *Where Next? Conference* held in October 2002.

Clackmannanshire

- 3.58 Psychological Service involvement with FE Colleges in Clackmannanshire arose from the desire by the Local Authority to track young people with Additional Support Needs as they moved on from school to college. It was felt that provision for these young people needed to be improved. As a result an EP visits Clackmannanshire College once a fortnight. He liaises with the Head of Special Needs and negotiates work through the process of consultation. Service delivery includes consultation with staff, direct work with students and in-service training. Courses have been run recently on dealing with challenging behaviour and managing stress in the workplace.

West Lothian (15-24 Strategy)

- 3.59 Networking with other Psychological Services and with the Special Training Needs Action Group led to the realisation that in some areas, innovative work by EPs at strategic level in the post-school sector was already underway. The Principal

Psychologist of West Lothian had initiated and chaired a multi-disciplinary strategy group to oversee the delivery of support services to transition and the post-school sector. Along with colleagues from Education, Training Providers and other partner organisations the model of this strategy and its outcomes to date were presented and discussed in the national October conference.

4. Proposed Post-School Psychological Services (PSPS)

This chapter sets out the key roles and potential outcomes for Post-School Psychological Services, the proposed portfolio of services and the preferred model. It also looks at work in hand to develop a detailed directory of services, quality indicators, principles and service level agreements (see Appendices) that would underpin service delivery. An implementation strategy from 2004 to 2010 is proposed, including the setting up of Pathfinder Services, the appointment of strategic psychologist posts and a long-term training and recruitment strategy.

Mission Statement

4.1 Post-School Psychological Services (PSPS) will apply psychological knowledge and skills to support clients and key stakeholders to enhance life long learning, through effective deployment of the full range of professional roles. Overall, the aim is to promote better outcomes for young people and contribute to the reduction of the proportion not in employment, education and training (NEET) by:

- complementing and augmenting the assessment and advice provided by college or training provider staff;
- contributing to contextual assessment i.e. taking account of need in the context of the client's wider life issues, which is solution focused and promotes inclusiveness;
- improving the understanding, skills and effectiveness of service providers through consultation, training and action research;
- contributing to strategic developments locally and nationally, including policy development;
- supporting the transition process by enhanced continuity and progression for clients.

Functions of Educational Psychology Services

4.2 Educational Psychologists are applied psychologists working both within the educational system and in the community. They are concerned with learning, well-being and development. They have skills in a range of psychological and educational assessment and intervention techniques and methods for helping children and young people who are experiencing difficulties in learning or social adjustment.

4.3 They are involved in trying to help remove barriers to learning difficulties where possible. They have a central role in the assessment and intervention work in relation to children's difficulties from an early stage. They have a statutory role under educational legislation in the assessment of Additional Support Needs and the offering of advice to parents and local authority staff. Educational Psychologists also have a statutory role with respect to the Children's Hearing System. They aim to maximise the potential and support the welfare and development of all children and young people.

4.4 Much of the current work of Educational Psychologists is with children and young people from 0-19 years in different educational contexts although they also work extensively with parents and carers, teachers and other professionals. They may offer a service to young people and adults in further and higher education. Educational Psychologists work with and within systems, applying different psychological knowledge and skills as

appropriate at an individual, group or organisational level. Some of their work will be with individuals or with groups of children. Other work is with adults in institutions and organisations.

- 4.5 Most Educational Psychologists in the UK work within the public sector and every parent, carer and child and all state maintained schools are entitled to access their services. Although much of their work is with individual clients and families, educational psychologists offer consultation and research to groups and institutions, particularly schools. This includes staff training and development, systems analysis and evaluation.
- 4.6 Educational Psychologists using the specialist term Chartered Psychologist will have completed professional training on a British Psychological Society-accredited postgraduate training course, and may be members of the appropriate Division of applied psychology. Chartering has become a condition of employment since the *Currie Report (2002)*.

Key roles of Educational Psychologists

- 4.7 The following sets out the key roles of Educational Psychologists:

- 4.8 **Consultation**

Negotiating and contracting through consultation is the key to effective and meaningful interventions for clients and organisations.

- 4.9 Consultation takes place at all levels from the individual client or member of staff to wider strategic work with organisations. The process of consultation is to clarify issues and needs in an open and transparent manner, defining clearly negotiated goals and outcomes for clients. Psychological services offer advice and consultation to all Service users based upon knowledge of psychological theory, behaviour and learning. This is provided as an integral part of the portfolio of core services. The process is often ‘solution focused’, the empowering of clients to use their own strengths and find their own solutions. Work with organisations involves support through the exploration of positive aspects of practice. In essence, consultation at all levels provides the means to define, analyse and support areas of need or concern.

- 4.10 **Assessment and Intervention**

Goals of assessment and intervention are to identify and minimise barriers to learning and to support the development and social and emotional adjustment through individual and systems work, and to support the development of effective practice.

- 4.11 Assessment is an interactive and collaborative process involving all of the key players who have a bearing on the presenting issue. It usually follows on from consultation and contracting and may take a more 'hands on' role with individual clients or groups. The assessment process is focused on the client's needs and is contextually based, taking account of the differing settings that a client could experience. It can vary from using traditional assessment tools to collaborating in interagency work; at all levels from the individual to systems work, the psychologist will consider all possible information to build a holistic picture of need to support an intervention strategy. Assessment techniques may include structured interview, structured observation, and standardised psychometric tools where appropriate.

- 4.12 The Educational Psychologist will have access to a range of tools to give information on cognitive skills and profiles, functional attainment, personality, personal and social functioning, learning styles and curricular needs to name a few. They may also undertake a range of therapeutic interventions with clients, where appropriate.
- 4.13 **Training and Development**
The focus of training and development is to enhance the skill base and understanding of staff to maximise their contribution to client and systems development.
- 4.14 Educational Psychologists have a portfolio of training opportunities on offer to professionals, educational establishments and other service users. It covers a wide range of general and specialist knowledge and skills designed to support the development of effective working with clients and the development of effective systems. Examples to illustrate training opportunities are set out in paragraph 4.20 below.
- 4.15 **Projects and Action Research**
The aims of research and project work are to identify and develop best practice. Experience in research methodologies and effective evaluation is available across Educational Psychology Services.
- 4.16 The research and development aspects of these Services can provide support to evaluate Policy initiatives and pilot projects. A number of stand-alone initiatives have also been commissioned by individual institutions to support them in evaluating their developments. Such interventions should be contracted, negotiated and embedded within the development needs/plan of the system being served.
- 4.17 All interventions are based upon professional best practice and comply with the code of conduct and ethical guidelines of the British Psychological Society. All PSPS psychologists will be chartered psychologists with the BPS.

Portfolio of Post-School Psychological Services

- 4.18 The following portfolio and training menu provides an illustrative summary of services available to contract with local Post-School Psychological Services, based upon the 4 key roles of Educational Psychologists. Identified needs within the matrix are shaped by the outcomes of the survey and consultation process and the language of key stakeholders.
- 4.19 **Appendix 2** sets out examples of some of the indicators and key targets for Post-School Psychological Services and the potential processes and outcomes which would indicate that targets are being achieved. This information has been gathered through consultation with key stakeholders and Local Authority Psychological Services. **Appendix 3** illustrates work currently under development on a more detailed directory of services. It is important to acknowledge that Educational Psychologists might well be offering services in collaboration with colleagues from other agencies. The key aim would be to contribute a psychological perspective that enhances service delivery, rather than duplicates it.

4.20 SUMMARY PORTFOLIO OF POST-SCHOOL PSYCHOLOGICAL SERVICES

Identified Stakeholders Needs	Consultation	Assessment/ Intervention	Training	Research
Developmental Disorders <ul style="list-style-type: none"> • Dyspraxia • Dyslexia • Aspergers • Autistic Spectrums Disorder • Language & Comm diffs 	Provide general advice on condition and learning / behaviour/curricular needs Support policy development	Contribute to assessment profile eg contextual / dynamic assessment. Programme and action planning	Provide inset covering all aspects of needs and effective strategies for support / intervention	Evaluating inclusiveness Creating inclusive systems As required / negotiated.
Additional Support Needs <ul style="list-style-type: none"> • Moderate Learning Diffs • Severe and Complex Learning Difficulties • Sensory Impaired • Physical Impaired • And associated conditions 	Provide general advice on condition and learning / behaviour/curricular needs Support policy development	Contribute to assessment profile. Programme and action planning.	Provide inset covering all aspects of needs and effective strategies for support / intervention	Evaluating inclusiveness Creating inclusive systems As required / negotiated.
Challenging Behaviour <ul style="list-style-type: none"> • Social Emotional Behaviour Difficulties • Attention Deficit Disorder • Looked After & Accommodated 	Provide general advice on condition and learning / behaviour/curricular needs Support policy development	Contribute to assessment profile Programme and action planning.	Framework for intervention Motivation Promoting Positive Behaviour Promoting positive ethos	Index of inclusion Creating inclusive systems As required / negotiated. Promoting positive ethos
Effective Interventions <ul style="list-style-type: none"> • Brief Therapy • Behaviour Modification • Anger Management • Emotional intelligence • Motivation • Social Skills 	Raise awareness and understanding Support policy development	Contribute to client centred assessment of need. Capacity to determine appropriate intervention	Staff training in relevant areas of expertise	Provide evidence of effective outcomes to guide practice.

A model of proposed PSPS services

4.21 The following model has been developed in line with the outcomes from consultation and, as such, it represents the preferred model, capable of meeting identified stakeholders' needs. The need to provide effective services from limited resources has resulted in proposals to maximise existing models of deployment; that is, building on existing local authority Psychological Services, through the development of new arrangements across local authority clusters and at national level. Potential benefits for authorities choosing to work together include the ability to develop integrated, inter-agency and client-focused services. Joint working also allows local authorities to make the best use of limited specialist services. Strategic tasks identified by stakeholders further require a level of service delivery to national bodies. It should be acknowledged that the option of a new and separate national service was considered but rejected on the basis that it was unnecessary and likely to be difficult to implement. Moreover, it would conflict with the aims of providing continuity and progression for young people, post-school.

4.22 A framework for service delivery to stakeholders at local, cluster and strategic levels, is outlined below:

	KEY ROLES OF EDUCATIONAL PSYCHOLOGISTS			
	Consultation	Assessment/ Intervention	Training/ development	Action research
Local	X	X	X	X
Cluster	X	-	X	X
Strategic	X	-	X	X

4.23 **Services delivered locally** - It is envisaged that core services will be delivered principally at local level, within each local authority, by colleagues who are embedded within the support, quality assurance and management structures of local authority Psychological Services. Services will be subject to Service Level Agreements with key stakeholders, notably Further Education Colleges, Careers Scotland and local Training Providers. A key requirement will be to work collaboratively within a partnership framework, maximising the resources of partner organisations in supporting clients through new learning opportunities and transitions.

4.24 **Services delivered locally and through clusters** - In order to provide effective services to stakeholders who may not have boundaries co-terminus with local authorities, a system of clustering resources is envisaged. Such arrangements do already exist to some extent, for example, the sharing of specialist assessment and support resources across local authority boundaries. *'Crossing Boundaries: New Ways of Working'* – the latest report from the New Local Government Network (NLGN 2003), underscores the potential advantages of cluster arrangements.

4.25 The proposed clustering will be under the management of a host authority who will undertake the extension of the delivery of services that transcend individual authorities. The Principal Psychologist of the host authority could seek to overview the deployment of Post-School Psychological Services resources in the cluster, funds for services being explicitly tied to such purposes. This could include, for example, joint servicing of Training Providers or Further Education Colleges in the cluster. In this way, psychological services available across 4 separate Services in Edinburgh for

example, could be co-ordinated to work with colleagues organised on an area basis, for example, Careers Scotland South East. Such activity will be subject to Service level agreements drawn up at the cluster level, on the assumption that some resources (i.e. Educational Psychologist time), although based in one authority are available to work across authorities within the cluster. This would include common training.

4.26 **Services delivered strategically to national bodies** - A small group of Educational Psychologists (in effect, a strategic implementation team allied to host local Authority Services across Scotland) would have specific contractual responsibilities to stakeholders including SEELD, Scottish Enterprise, Careers Scotland, SFEFC/HC, SAAS. It would have representation on ASPEP and be responsible for delivery of extended services including strategic or policy work at regional and national management levels across stakeholder groups. In addition, extended contractual tasks would include contributing to specific development & training functions, for example, via BRITE, SFEU. Examples include supporting an accredited validation strategy for assessment within 46 Colleges and providing a consultation service to the Student Awards Agency. Specific tasks would be contracted with relevant stakeholder organisations and drawn up as service level agreements. Overall strategic responsibility to monitor and oversee the development of Post-School Psychological Services operations at cluster and local would reside at this central level. A close link with Principal Psychologists and managers of stakeholder organisations, would be kept, and a matrix model of management developed.

4.27 In order to take forward this model, further work is needed on:

- planning and organisational arrangements which may need to be put in place to support delivery of services at each of the different levels (**Appendix 4**). Tasks identified at each level would require to be addressed;
- a set of principles and key requirements to underpin the proposed PSPS (**Appendix 5**);
- model service level agreements which could be put in place for services delivered at each of the different levels to key stakeholders (**Appendix 6**).

Pathfinder Services 2004-2006

4.28 We consider that there is a need to demonstrate and build on best practice through the establishment of Pathfinder Services, prior to full implementation of Post-School Psychological Services. The aim is to recruit Local Authorities willing to support Pathfinder Services, building on current best practice locally and taking forward the development of improved transition and post-school sector working. The intention is for Pathfinders to cover a range of demographic settings and to deliver services at local authority, area and strategic levels. Informal discussions are underway with Psychological Services in several local authorities to establish their interest in becoming a Pathfinder. The next stage will be to formalise this with local Directors of Education and key stakeholders, as well as the relevant representative bodies.

4.29 In addition, job descriptions, tasks and responsibilities will need to be drawn up to seek to appoint strategic Post-School Psychological Services posts linked to the Pathfinder Services. Their role would be to maintain a strategic vision and to provide services to stakeholders, beyond the Pathfinder levels, nationally. It is envisaged that

these positions will continue to support the unfolding 7-year plan, to provide services equitably across areas across Scotland.

- 4.30 Pathfinders will require ring-fenced funding to be made available to identified local authorities for the purpose of appointing additional educational psychologist resourcing. This will necessarily have to be within a time scale that permits recruitment from the current Dundee training course, which allows new trainees to start employment in September 2004. Interviews would need to be undertaken by January 2004 or earlier.

Implementation strategy 2004 – 2010

- 4.31 A longer-term implementation strategy from April 2004 is required which will build on the work completed by the National Development Officers from August 2001 to March 2004. The overall implementation strategy will have to be phased to take account of the availability of Educational psychologists, post the *Currie Report (2002)*, to capacity build through a funded training strategy and to further refine key tasks and a working model, that ensures effective services, to meet stakeholder needs, at all levels. The focus of such services will necessarily have to be biased toward strategic tasks, given the small scale of any anticipated additional staffing available and the need to ensure maximum effectiveness of a scarce resource.

A recruitment and training strategy

- 4.32 Both Educational Psychology university training courses will need to be involved in negotiating an increase in trainee intake. This will necessarily require funding of trainee fees, including increased tutoring costs, accommodation and administration. Currently each trainee completes a 2 year post-graduate course, followed by a third supervised year of practice. A further strategy to offer a continuing professional development support to existing educational psychologists will also need to be developed.
- 4.33 A pragmatic projection of staffing needs up to 2010 requires to take account of decreasing staff levels in a time of increased expectations of service efficiency, post Currie. Consultation and projections based on the *Currie Report (2002)* suggest that increased recruitment and training will be essential for an implementation strategy to proceed. Work is in hand to estimate the level of demand for the service and implications for staffing and training.
- 4.34 A long term funding strategy for implementation of Post-School Psychological Services is therefore required. This will determine when a national training strategy can be started. For example, a 7 year period would be required to build up to an 8% increase in staffing complement over current projections, across Scotland, using existing courses. (NB: An 8% increase is analogous to the approximately two thirds of the scale of work currently undertaken by Psychological Services in the pre-school sector). It takes 2 years to complete post graduate training to become a probationer educational psychologist and a further third year of supervised practice in a BPS accredited Service. The 7 year period could only start once there is an increase in the number of trainees on the national training courses.

Ongoing consultation

- 4.35 Subject to the outcome of discussions with the Beattie National Action Group, this interim report, will be subject to further consultation with relevant stakeholders including ADES, COSLA, ASC, SFEU, SAAS, SEn/Hi and ASPEP.

Remit of National Development Officers

- 1.1 The specific recommendation for Psychological Services in the *Beattie Report (1999) Implementing Inclusiveness Realising Potential* was:

... 'that the Scottish Executive in co-operation with the Association of Scottish Principal Educational Psychologists, the British Psychological Society and COSLA, should develop a specification for psychological services for 16–24 year olds.....They should also review staffing levels and training requirements for psychological services in Scotland in light of this new emphasis and extension of role.'

- 1.2 A subgroup of the Association of Scottish Principal Educational Psychologists took on the task of expanding the proposal. Subsequently this merged into a national professional development programme group, which took the next steps in articulating the responsibilities, remits and time-scales for 3 part time National Development Officer posts (NDOs), commenced in early August 2001.

- 1.3 Their proposed tasks, timetable and outcomes include:

August 2001 – March 2002

- Prepare a work programme outlining the roles and responsibilities of each of the NDOs by the end of September 2001
- Establish ongoing contact with members of the Beattie Implementation team and the main players in taking forward Beattie recommendations, including Careers Service companies (Careers Scotland from April 2002), FE Colleges and training providers
- Establish ongoing links with each of the Inclusiveness Projects in Scotland (depending on the starting date of the projects.)
- Participate in and contribute to training workshops for project co-ordinators and key workers in Inclusiveness Projects
- Establish a linkage with the post-graduate training courses at Dundee and Strathclyde University to determine the implications for initial training of educational psychologists
- Set up a practitioner network for those psychologists involved in local Inclusiveness Strategy Projects
- Survey stakeholders on the most effective use of such services to report by February 2002
- Offer a consultancy service to FE Colleges, Training Providers and Inclusiveness Strategy Projects which do not incorporate Psychological Service input
- Where appropriate, seek to establish links between FE Colleges, Training Providers, Inclusiveness Projects and Local Authority Psychological Services.

April 2002 – March 2004

- Prepare a work programme for the year ahead outlining roles and responsibilities of each of the NDOs
- Establish appropriate links with Careers Scotland
- Support and evaluate the pilot work undertaken through the Inclusiveness projects and elsewhere in the FE and Training sectors; areas of focus include the transition process, development and training, student tracking and effective assessment

- Provide reports, participate in networks and contribute to training events as required and in consultation with the project manager
- Organise a national seminar to feedback to stakeholders in October 2002
- Develop a model and proposed costings for Psychological Services in the post-school sector
- Evaluate the need for such a service
- Prepare an interim report by May 2003

Management and reporting arrangements

- 1.4 The NDOs are supported and managed by the existence of two groups. A service support group which meets every four to six weeks and an overall steering/advisory group which meets three times annually. The former has representatives including the Head of the Beattie Implementation Team, its Project Manager, ASPEP and the Scottish Executive. The latter includes the former as well as a wider representative group of stakeholders including ADES, Training Provider organisations, Inclusiveness projects and Further Education. In addition, the National Action Group oversees all activity, consequent to the Beattie recommendations, including the development of Post-School Psychological Services.

Quality Indicators For Post-School Psychological Services

This matrix provides examples of some of the key targets for Post-School Psychological Services and the potential processes and outcomes which would indicate that these targets are being achieved. This information has been gathered through a process of consultation with key stakeholders and with Local Authority Psychological Services.

CONSULTATION				
Key Targets	Process Indicators	Stakeholders	Outcome Indicators	
			Clients	
			PSPS	
Improved transition process (school to post-school)	<ul style="list-style-type: none"> Effective communication between agencies Creation of interagency forums Agency roles clarified Clients involved in personal planning Development of common transition forms 	<ul style="list-style-type: none"> Clarity of client need Appropriate information received at point of transition Complementary policy statement Decrease in NEEET 	<ul style="list-style-type: none"> Better matching to post-school placement Focused targets Greater client empowerment 	<ul style="list-style-type: none"> Contracted allocation (time, personnel) Relevant policy statements in place
Access to Educational Psychology services	<ul style="list-style-type: none"> Routes of access to PSPS clarified Portfolio of services made available Service Level Agreements developed Uniform approach to consultation agreed 	<ul style="list-style-type: none"> More support available Links with PSPS developed Clear expectations of service delivery 	<ul style="list-style-type: none"> Better supported on placement Needs better met Greater continuity and progression Higher success rates 	<ul style="list-style-type: none"> Consultation time contracted Contextual knowledge developed Links developed with stakeholders
Support for stakeholders on identified areas of concern (e.g. developmental disorders, additional support needs, challenging behaviour)	<ul style="list-style-type: none"> Consultation process clarified Shared understanding of roles Time allocated for consultation sessions 	<ul style="list-style-type: none"> Personal support and reassurance Greater understanding of issues Clarity of next steps Improved confidence Reduction in stress 	<ul style="list-style-type: none"> Client needs better met Greater confidence in staff Transition and progression eased 	<ul style="list-style-type: none"> Good relationships built Increase in contextual knowledge Effective and efficient use of time allocation
Strategic policy advice and development	<ul style="list-style-type: none"> Shared understanding of client needs Effective practices of inclusion agreed Staff support and supervision practices developed Joint contribution to policy statements 	<ul style="list-style-type: none"> Raised awareness of needs Better differentiation processes Improved teaching environments Increased continuity across stakeholders Staff support practices cascade 	<ul style="list-style-type: none"> Experience of positive, inclusive ethos Needs better supported Increase in tracking, monitoring and review 	<ul style="list-style-type: none"> Involvement in policy development (learning, behaviour, developmental disorders etc.) Increased contextual knowledge

ASSESSMENT AND INTERVENTION			
Key Targets	Process Indicators	Outcome Indicators	
		Stakeholders	Clients
Interagency working in assessment	<ul style="list-style-type: none"> Regular, contracted meetings of agencies (e.g. joint assessment teams, liaison groups) Agency roles clarified Development of a common assessment framework Joint / common training 	<ul style="list-style-type: none"> Joint support structure in place Shared framework Key worker co-ordination Increase in recruitment / retention 	<p>PSPS</p> <ul style="list-style-type: none"> Contracted service Roles and targets agreed and defined
Validation of stakeholder assessments	<ul style="list-style-type: none"> Strategic role in validation developed and agreed Links made with awards/ funding bodies Augmentation and support of current practice 	<ul style="list-style-type: none"> Shared understanding and practice Effective and efficient use of assessment skills Focused assessment Reduction in need for external assessment 	<ul style="list-style-type: none"> Experience of contextual assessment Access to in-house, efficient assessment Less delay in access to assessment Clients needs met quicker <ul style="list-style-type: none"> Effective and efficient use of time Process for validation agreed with stakeholders, award bodies and funders
Staged intervention process	<ul style="list-style-type: none"> Interventions planned and implemented on the basis of agreed action plans Collaborative working and the sharing of professional skills 	<ul style="list-style-type: none"> Stakeholders supported and empowered to develop action plans and evaluate outcomes 	<ul style="list-style-type: none"> Unobtrusive, efficient and equitable strategies in place <ul style="list-style-type: none"> Aims, nature and duration of interventions agreed Roles clearly defined

TRAINING AND DEVELOPMENT			
Key Targets	Process Indicators		Outcome Indicators
	Stakeholders	Clients	PSPS
Menu of training opportunities	<ul style="list-style-type: none"> Portfolio developed in conjunction with stakeholders Accredited courses developed Access to opportunities clearly defined 	<ul style="list-style-type: none"> Improved learning/behaviour Increased retention and motivation Increased achievement 	<ul style="list-style-type: none"> Raised awareness of stakeholder needs Contracted T&D time Wider dissemination of practice
Strategic planning of staff development	<ul style="list-style-type: none"> Resources linked to existing Scotland-wide structures (e.g. SFEU, SEN, BRITE) Strategic planning groups developed 	<ul style="list-style-type: none"> Increased engagement Improved placement outcomes 	<ul style="list-style-type: none"> Highly focused, planned work Planning cascaded to local level National, collegiate approach to training
Staff support, supervision and induction mechanisms	<ul style="list-style-type: none"> Models of supervision and support explored Staff induction processes and policies developed Management commitment to processes 	<ul style="list-style-type: none"> Clients report to feeling better supported Clients central to communication structures Clients feel part of an inclusive organisation 	<ul style="list-style-type: none"> Dissemination of models of support and supervision Effective interagency working Better relationships with stakeholders Effective post-school CPD opportunities

ACTION RESEARCH			
Key Targets	Process Indicators	Outcome Indicators	
		Stakeholders	Clients
Dissemination of best practice / current research findings	<ul style="list-style-type: none"> Improvement of policies Development of training opportunities Links with national structures (e.g. SFEU,SEn) 	<ul style="list-style-type: none"> Improved instruction and training methodologies Improved focus on targets Development plans linked to research findings 	<p>PSPS</p> <ul style="list-style-type: none"> Increase in contextual knowledge Increase in demand for current research findings by stakeholders Staff encouraged to disseminate research findings
Quality improvement	<ul style="list-style-type: none"> Collaborative working practices in place Targets for improvement agreed (e.g. transition, inclusion) Solution focused approaches 	<ul style="list-style-type: none"> Improved problem solving strategies at client and systemic levels Increased understanding of clients and systems 	<ul style="list-style-type: none"> High quality experience of placement Clearly defined success criteria Clearer targets More focused work
Programme of action research opportunities	<ul style="list-style-type: none"> Action research opportunities negotiated and defined Research opportunities offered via Service level Agreements 	<ul style="list-style-type: none"> Focused development of policies and objectives Effective teamwork fostered in research initiatives 	<ul style="list-style-type: none"> Raised awareness of goals and targets Clearer expectations of placement outcomes Research skills well utilised Research strategies utilised in systematic evaluation of service delivery

Training Directory (Illustration)

Developmental Disorders

Understanding Dyslexia

This session considers historical context, definition, prevalence, and effects of dyslexia. It also explores preexisting characteristics, and possible causes. It explores the process of reading and enabling strategies.

Understanding Dyspraxia

This session covers basic information on dyspraxia and strategies to help with dyspraxia. It uses case studies to generate discussion and enables participants to use their own experience and knowledge to find solutions which are relevant to their establishment.

Understanding Autistic Spectrum Disorder ASD

This session covers basic information on ASD and strategies to help with ASD. It uses case studies to generate discussion and enables participants to use their own experience and knowledge to find solutions, which are relevant to their establishment.

Additional Support Needs

- Visually Impaired Or Blind Student In Mainstream
- Hearing Impaired Student In Mainstream
- Physically Impaired Student In Mainstream
- Severe And Complex Learning Difficulties Student

These courses are designed to increase the participants' awareness and knowledge of the issues and needs surrounding such students. The additional support needs of students with such impairments are examined as well as factors affecting integration.

Literacy Workshop: A Cognitive Approach

This workshop is designed for students who have mild - moderate spelling difficulties. A number of strategies are outlined that they can use. The workshop can also be delivered as in-service training to interested staff.

Effective Communication

Parenting Programme / Rights And Responsibilities

Parents learn to use respectful communication skills with their children. Each session introduces a new parenting skill which parents are encouraged to use at home with their children.

Social Skills Training

Use of a range of materials aimed at promoting the social skills of young people. These materials can be used with small groups or in a whole class setting. A skills-based approach as adopted. The link between the acquisition of key life-skills (effective communication, assertiveness etc.) and the development of young people's confidence and self-esteem is highlighted. Ideally, two workers should run groups/class sessions.

Working Together

This session is based on the Working Together package. The aim is to consider ways of developing more constructive working collaboration between agencies. A range of activities are used to explore stereotypes, interagency working, approaches to tackling specific issues e.g. truancy. Ideally, the participants should be working in the same geographical area.

Team Building

A basic day's in-service for team building. Participants are expected to take an active part in activities.

Communication for Management

A video interaction model to support and develop effective communication in managing groups.

Supporting Behaviour

Promoting Positive Relationships

This set of materials aims to:

- Offer a conceptual framework and process whereby schools can identify and respond to student and parent concerns about bullying.
- Help parents and teaching staff reach a common understanding of the problem of bullying to raise the profile of bullying in systems and encourage a more open climate
- Provide resources for discussion, training and action to take place

Ethos and Behaviour Management

This course asks staff to complete an individual questionnaire on their working environment in advance of course, covering the whole system. The psychologist will provide feedback on the questionnaire and facilitate a discussion of the issues arising from this information. The aim of the *course is to enable staff to consider their system ethos* and its impact on behaviour policies. It offers an opportunity for discussion and sharing of views in topics generated by the participants and helps generate action plans where necessary.

Whole System Approach To Challenging Behaviour

For institutions wishing to develop a consistent approach to challenging behaviour and their expertise in this area. Key elements are definition of challenging behaviour, observation, planning interventions and developing policy on challenging behaviour.

Enhancing Motivation

This session looks at strategies and approaches to enhance motivation in students.

Anger Management

Developing a solution focused approach to managing and dealing with anger

Wellbeing

Exam Anxiety / Stress Management

For students sitting external exams. This workshop covers the practical management of exam anxiety including methods for dealing with stress and simple relaxation techniques.

Self and Self-Esteem

This course covers the development of self and self esteem. Practical suggestions for promoting self-esteem are given and staff are encouraged to participate in further discussion on how to raise student's self esteem.

Stress the Positive

A full day's course on examining and managing stress.

Solution Focused Counseling: A Positive Approach

Designed for staff, this workshop outlines the main theoretical background to De Shazer's approach and gives practical examples of a solution focused framework for use with pupils.

Bereavement

Understanding of the stages of bereavement and the development of effective support strategies.

Emotional Intelligence / Resilience

Encouraging positive motivation and resilience in students.

Planning and Organisational Arrangements to Support Service Delivery (local, cluster, strategic)

A. Locally delivered services through the:

- creation of local key stakeholders forum.
- creation of a local development planning.
- creation of local service level agreements.
- creation of transition 'JATs' or other interagency forum.
- re-framing of FNA interventions to redefined population.
- provision of continuity and progression for clients known to the service, in post-school provision.
- consultation / training to local provider partner organisations.

(the above are to be developed in additionally staffed Pathfinder Services, which should provide a model for other Services to follow)

- support of a continued national practitioners network.
- strategic /central support to focus and develop PSPS in all Psychological Services.

(the latter is to be within the limits set by existing staffing levels supported by strategic implementation team).

B. Services delivered through Local Authority clusters to support those areas of work requiring interagency co-operation and delivery beyond local authority boundaries; this will include:

- an identified host local authority
- creation of key stakeholders forum / board of management
- creation of a cluster development plan
- creation of service level agreements with area providers

(the larger Pathfinder Services should be able to model this strategy).

C. Services delivered strategically through :

- membership of a Board of Management to overview national tasks; to monitor and oversee PSPS implementation strategy.
- ensuring a positive roll out of a national training and recruitment strategy, including pre service training and cpd for existing staff (contributing to pre service training content and structure).
- Representation on ASPEP, liaising with Psychological Service and host Principal EPs.
- Maintaining and developing a national EP Network.
- Maximising potential services delivered across Scotland (ensuring no duplication).
- Negotiating service level agreements and delivery of services to national bodies, including BRITE, SAAS, Careers Scotland, Scottish Enterprise. Current requests include: training and development via BRITE / SFEU; supporting a national dyslexia validation strategy; providing consultation to SAAS....

- Contribute a psychological perspective to policy development in different stakeholder organisations.

Principles and key requirements

At strategic level

- Partnership principle underpins activity at all levels of operational and strategic working; the aim being to ensure effective and efficient service delivery through collaboration.
- Specific services to stakeholders to be negotiated and reviewed centrally, within cluster groupings and local authorities.
- Accountability mechanisms for each local service to be understood and co-ordinated centrally in a shared development planning process; shared accountability to be explicit where appropriate, within a model of partnership working.
- Quality assurance includes service level agreements specifying time allocation, core roles and services involved, outcomes and reviewing mechanisms, within clear financial specification; the principles of transparency and Best Value to underpin all operations.
- Quality measures to include process and outcome indicators for clients and stakeholders, within the 4 key roles; ongoing data gathering to inform and provide evidence.
- Strategic planning of PSPS to be located in appropriate planning processes, including local Authority Education Improvement Plans, Children Service Plans and Community Plans, where appropriate.

At operational level

- Local services should contribute to effective multi disciplinary / interagency working in transferring information at points of transition and in offering support services. Access and availability to be clear to all relevant parties.
- Co-ordination with other service providers within local authorities and wider clusters to be a key feature.
- Confidentiality and client centrality will be maintained in all service delivery.
- Each local service will undertake to ensure that continuity and progression are the prime goals of delivering services and allocating responsibilities.
- Services developed should be equitably available to stakeholders and clients regardless of location.
- Delivery of training and support services should be co-ordinated centrally to ensure the maximisation of resources.

Draft Service Level Agreements

The majority of Psychological Services currently operate with reference to service level agreements with partner organisations. The following represents a framework for illustration. It assumes a service to one institution, for example, a further Education College.

Service Level Agreement 2004-2005 between College and Educational Psychology Service

1. Purpose

- 1.1 To maintain explicit and shared understandings on the delivery of educational psychology to x College and the conditions necessary for this to be achieved harmoniously, efficiently and effectively.
- 1.2 To provide an opportunity to review the working relationship between x College and y Educational Psychology Service.

2. Values

- 2.1 The values underpinning this agreement are trust, respect, genuineness, problem solving, competence and responsibility - all aimed at developing collaborative relationships within the context of current resources.
- 2.2 The proposed agreement detailed below outlines the main dimensions of service delivery of educational psychology services to x College along with identifying some of the reciprocal arrangements from the college to assist in the delivery and receipt of such services.

3. Core Services:

- 3.1 The educational psychology service offers four core services:

Consultation

- 3.1.1 All sessions are written up by the psychologist and circulated on request. All staff can access the psychologist for consultation, e.g. management, extended learning support (ELS) staff, lecturers, associate staff.
- 3.1.2 Case work (advice and guidance, validation of staff assessments, student assessment and intervention, progress meetings, reviews of Personal Learning and Support Plans).
- 3.1.3 In-service training and development opportunities as described in the Service Training Directory. Possible topics include Solution Focused training, staff stress awareness, behaviour management and learning styles.
- 3.1.4 Project work / Action Research. Topics to be negotiated both at local college level and nationally through BRITE and SFEU.

- 3.1.5 Each of these four services are accessed through the process of consultation (see Service Portfolio).
- 3.1.6 Balance, flexibility and ongoing monitoring are seen as key elements in determining the time devoted to the four roles.

4. Additional Services may include

- 4.1 Positive consideration will be given by EPS to requests for the following services:
 - 4.1.1 Group work with students e.g. anti-bullying, planning for exams, motivation.
 - 4.1.2 Attending review meetings.
 - 4.1.3 Group work with staff e.g. behaviour management, developmental disorders.
 - 4.1.4 Involvement in induction of new members of staff.
 - 4.1.5 Attending inter-agency meetings.
 - 4.1.6 Any other services as the school may seek that are within the competence of EPS.

5. Service Time Allocation

- 5.1 EPS will allocate x time per week to x college. Services will be delivered by (name of EP).
- 5.2 This time is currently allocated, as requested, on the basis of college contact every (state time allocation). Further time (state) is allocated for external visits, development work and preparation and administration.
- 5.3 Where allocated time cannot be delivered because of matters beyond the control of EPS, e.g. illness, delegated duties, holidays etc - as much notice as possible will be given to the college. Where possible, EPS will attempt to provide substituted time. Where absence is longer term, alternative cover arrangements are operated by the Service.

6. Contact Arrangements

- 6.1 It is in the interests of everyone to develop ways of making the most effective use of EPS time available. A diary is held at the Reception desk for consultation appointments, which all staff can access. Prioritising, regulating and monitoring demands for EPS will be achieved through regular monthly meetings between x psychologist and y staff (state names). X psychologist and y ELS staff (state names) will also meet on a regular basis for ELS issues.
- 6.2 Access to the College Principal will be available on request.

7. Negotiation of EPS Work

- 7.1 Different work will require access to different college personnel. On policy and whole college issues – normally management (state specific named contact). On consultation, development work and casework normally main management or ELS contact (state names)

8. College Responsibilities

- 8.1 College will make available the following facilities for EPS service delivery/use by the college psychologist:
- 8.1.1 Accommodation for confidential contact with staff, students, parents and other professionals as required. College x has identified a room for this function (state).
- 8.1.2 Access to classes / lecture rooms for observation as appropriate.
- 8.1.3 Cover for staff to enable access to the psychologist as necessary.
- 8.1.4 Notification to College staff for EPS service delivery arrangements as outlined in the Service Level Agreement.
- 8.1.5 Staff access to EPS documents and publications, i.e. Training Directory, Service Portfolio.
- 8.1.6 Support and maintenance of the contact arrangements outlined in the Service Level Agreement.
- 8.1.7 Access to student documentation as required.

9. Review of Service Level Agreement

- 9.1 It is intended that these arrangements be monitored by the college and the psychologist, with a commitment and understanding to provide as direct, constructive and early feedback as possible. In addition to this intermediate and formative evaluation, there is a commitment to subject the Service Level Agreement to particular review on an annual basis in discussion with x staff (state names of main contacts in management and ELS) and y psychologist.

10. Departure from Agreed Arrangements:

- 10.1 Within the spirit of the agreement, serious departure from its terms is unlikely. Should that situation be seen to arise from either side, a meeting will be sought to explore and rectify the situation.
- 10.2 Any alteration to this agreement will be negotiated between x College and EPS.

(Name of EP)

.....

(Name of Psychological Service/cluster)

.....

(Name of ELS contact)

.....

Date

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