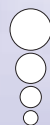




Professional Development Programme

Psychological Services post 16



ACKNOWLEDGEMENTS

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- 7 **The views expressed in the various reports and the conclusions reached are those of the authors and are not attributable either to employing authorities or to the Scottish Executive Education Department.**
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The summary document and full reports can also be accessed via the worldwide web at:

www.scet.com/pdp/

PDP 2000-2001

Developing a Role for Local Authority Psychological Services Post 16

Contents

Foreword <i>Jenni Barr</i>	1
Reference	3
Developing a Role for Local Authority Psychological Services Post 16 <i>Anna Boni, Alan Haughey, Robert Johnstone, Ken Keighren, Ian Liddle, Les Meade and John Proctor</i>	
Background to the Project	4
Establishing the Current Position	7
Issues Relating to a Specification for Psychological Services	11
Consultation with the Profession and Meetings with SEED and Members of the Beattie Implementation Team	14
Proposal to Develop a Specification for Educational Psychology Services in line with Sections 6.45 and 6.46 of the Beattie Report	17
Postscript	21
Appendix	22
References	23
List of Participants	24

Foreword

Jenni Barr, Senior Co-ordinator

Over the past five years the PDP in Scotland has shown itself to be a useful vehicle for advancing the continuing professional development of educational psychologists. The report from the Beattie PDP Group that follows details a tight process of development work and external consultation undertaken during the period May 2000 to April 2001. The terms of reference differed from previous PDP topics: the development work was undertaken not just to inform educational psychologists, but to prepare the profession for discussion with those whose task it would be to take forward the recommendations of the Beattie Report (SEED, 1999).

The task was clearly known from the outset, but the timescales were not. The Beattie Report had been published in 1999, suggesting a new role for psychological services with implications for service funding, service structure and service delivery, and it was looking likely that funds would be made available for pilot work. It was also probable that some form of national group would be set up to take forward the recommendations in the report. Would psychological services be represented on this group? Was it enough to wait and see?

In the event, the Association of Scottish Principal Educational Psychologists (ASPEP) thought it prudent to establish a working group, if only to act as advisors to the profession. In addition, the group would be available when external consultation was required. This proposal was discussed in Spring 2000 with SEED officials and a decision was taken to anchor the group within the PDP process, since the timescales for any fieldwork fitted well. Thus the group was born, and the members - **Anna Boni (City of Edinburgh)**, **Alan Haughey (Midlothian)**, **Robert Johnstone (Glasgow NW)**, **Ken Keighren (Fife)**, **Ian Liddle (Stirling)**, **Les Meade (Dundee)** and **John Proctor (Aberdeenshire)** - are joint authors of the report published here.

The existence of the group did prove fortuitous. In December 2000, within weeks both of the announcement of funds for pilot work and the establishment of the Beattie National Action Group, representatives of the PDP group were able to meet with SEED officials and the Beattie Implementation Team to discuss plans for developing the specification for psychological services for 16 - 24 year olds, as advocated in the report. The initial proposal was to develop this through pilot work with FE colleges and training providers over a three-year period.

However, already by December 2000 careers service companies had been given responsibility for co-ordinating a number of multi-agency bids for pilot Inclusiveness Strategy Projects, and it was recommended that the PDP proposal should seek to dovetail with the time-frames for these projects, and to take account of any Inclusiveness Projects where psychological services were to be involved.

The success of individual bids by careers service companies was not yet known. The PDP group consulted with the profession and produced a proposal that sought funding over three years for a small number of educational psychologists to be seconded part-time as national development officers to liaise with the multi-agency projects, with FE colleges and training providers, with educational psychology training courses and with psychological services in order to develop over the period a specification for this new service to 16 – 24 year olds.

To provide any more detail here would be to summarise the report. For the group, the two-day PDP Start-Up Conference in May 2000 provided a useful forum to brainstorm issues and plan the fieldwork and survey phases of the project, so that by Autumn 2000 many of the initial questions had been either clarified or answered. A process of mind mapping, using MindManager computer software (details at www.MindJet.com) helped the group to organise key themes. Access to ASPEP meetings and to the Beattie Implementation Team allowed the group to adopt an informing and negotiating role on behalf of the profession, and funds from the PDP facilitated a national consultation meeting for educational psychologists at a point in the process where time was of the essence.

With a little more foresight, the group would probably have delegated writing the summary report to one or two authors, with time protected for the task. As it was, six authors collaborated on separate sections, and two members acted as editors to pull the document together and impose a coherent style.

It is not the report which is the principal product of this PDP project. The main outcomes are the process of consultation and the emerging proposal to develop a specification for a new role for educational psychology services. The proposal was approved and funding for the project obtained in April 2001. With publication here of the account of the process, the group has fulfilled its remit. A new advisory group, linked to the three-year project, will carry the baton from here.

Reference

SEED (1999) Implementing Inclusiveness: Realising Potential (Beattie Committee Report)
Scottish Executive

Developing a Role for Local Authority Psychological Services Post 16

Anna Boni, Alan Haughey, Robert Johnstone, Ken Keighren, Ian Liddle, Les Meade and John Proctor

Background to the Project

All local authorities in Scotland have a duty to provide a psychological service to address the needs of children and young people with special educational needs (Education (Scotland) Acts, 1980 and 1981).

Educational psychology in Scotland is unique in terms of its statutory foundation, and in that sense is different from any comparable service in UK or Europe (Mackay, 1996). Its statutory duties go beyond the provision of a school psychological service and even beyond local authority education services, for example in relation to the Children (Scotland) Act (1995), in terms of Social Work services and the Reporter's service .

The age range of children and young people served by psychological services is birth to 19 years. Considerable work is done with those who have special needs who remain at school beyond 16 in terms of transition issues and future needs planning and with those still 'looked after' by their local council, but to date psychologists have had limited contact with young people after they have left school-based education.

Nevertheless, there has been an increasing demand from colleges, training providers and careers services for information and input regarding young people whose transition into further education and training has been problematic. Frequently, these are young people who have been known to psychological services during their school careers. Thus, whilst no statutory arrangements have been in place for psychological service involvement beyond school, over the years informal arrangements have proved to be beneficial at a number of levels.

In 1998 the Government established the Beattie Committee to look at the requirements of such young people as they move from school to further education and training and into the world of work. The potential benefits of psychological services becoming involved in supporting this transition were acknowledged in the appointment of an educational psychologist to the

committee and in the subsequent recommendation that a specification be developed for psychological services to 16-24 year olds.

The Committee concluded:

6.46 We therefore recommend 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 based on the outline above. They should also review staffing levels and training requirements for psychological services in Scotland in light of this new emphasis and extension of role.

(SEED, 1999, 6.46)

In discussions between the Association of Scottish Principal Educational Psychologists (ASPEP) and officers of the Scottish Executive in March 2000, it was agreed that a way to take forward such proposals would be to use the framework of the Professional Development Programme for educational psychologists (PDP) to enable a group of psychologists to produce a specification between May 2000 and December of the same year, for further discussion with those responsible for the implementation of the report.

The development of the specification has therefore consisted of two parallel strands (Table 1, p.6). The professional strand represents the progress of the thinking and activities of the PDP group. The formal strand represents the process of ongoing feedback and discussion between the profession, the Scottish Executive and the Beattie Implementation Team.

The purpose of this report is to describe the process.

Professional Strand	Date	Formal Strand
	September 1999	Beattie Report published.
PDP proposal discussed initially at ASPEP main meeting.	November 1999	
	March 2000	Discussions with SEED re recruitment, staffing, etc. PDP proposal revived.
Proposal redrafted.	April 2000	
PDP Start-up Conference: two days of project planning.	May 2000	
Clarifying the model for service delivery: fieldwork and survey.	May-August 2000	
	September 2000	National Action Group set up.
Feedback on fieldwork and survey.	October 2000	
Consulting and informing: ASPEP main meeting.	November 2000	
	December 2000	Meeting with SEED and Beattie Implementation Team. Proposals for pilot discussed.
National Consultation Seminar for educational psychologists.	January 2001	
End of PDP project.	April 2001	Meeting with SEED and Beattie Implementation Team. Proposals revised and agreed.

Table 1: Parallel strands in the development of a specification for psychological services for 16-24 year olds

Establishing the Current Position

The PDP group identified three key tasks in preparing a response to the recommendation:

- 1) a survey of existing psychological services' practice in relation to FE colleges and training providers
- 2) an exploration of the key issues within the FE and training sectors likely to have direct impact on the potential role of psychological services
- 3) an exploration of the views of a range of stakeholders within the FE and training sectors on the potential role of psychological services.

1. A survey of existing psychological services' practice in relation to FE Colleges and training providers

This survey was conducted as a structured interview with Principal Psychologists or their representatives in all local authority psychological services in Scotland. The survey examined:

- the existence of any kind of service level agreement with any Further Education establishment or post-school training provider
- whether educational psychology input had been offered to a Further Education establishment in relation to students who formerly had had a Record of Needs, to other students, and more generally
- whether educational psychology input had been offered to a training provider in relation to students who formerly had a Record of Needs, to other students and more generally.

The results of the survey (Table 2, p.8) indicate considerable national variation in relation to existing practice:

- Only one service was able to refer to a service-level agreement, though other services indicated that formal discussion and negotiation about service input had taken place with FE establishments or post-school providers.
- Within the FE sector 23% of psychological services had offered input in relation to students who formerly had had a Record of Needs, 31% had offered input in relation to other students, and 29% of services had offered more general input.
- In relation to post-school training providers, 20% of services had offered input in relation to students who had formerly had a Record of Needs, 17% had offered input in relation to other students, and only one service had offered more general input.

Service	Service Level Agreement	FE establishment			Training Provider		
		A	b	c	a	b	c
Aberdeen							
Aberdeenshire				*			
Angus							
Argyll & Bute							
S Ayrshire		*	*	*	*	*	
E Ayrshire				*	*	*	
N Ayrshire							
Clackmannanshire		*	*	*			
E Dunbartonshire			*				
W Dunbartonshire			*		*	*	*
Dumfries & Galloway							
Dundee							
Edinburgh		*	*	*			
Falkirk							
Fife		*	*	*			
NE Glasgow							
NW Glasgow							
SE Glasgow							
SW Glasgow							
Highland		*	*		*		
Inverclyde				*			
N Lanarkshire		*					
S Lanarkshire							
E Lothian							
Midlothian		*	*		*	*	
Moray					*	*	
Orkney					*		
Perth & Kinross							
Renfrewshire		*	*				
E Renfrewshire				*			
Scottish Borders			*	*			
Shetland							
Stirling				*			
Western Isles							
West Lothian	*		*			*	
Total % (n=35)	3%	23%	31%	29%	20%	17%	3%

Table 2: Psychological Services' Involvement with FE and Training Providers (August 2000)

It was apparent that the current level of input by psychological services to FE establishments and training providers was restricted and at best patchy. The survey is useful in providing a baseline against which future developments can be measured.

2. An exploration of the key issues within the FE and training sectors likely to have direct impact on the potential role of psychological services

Although familiar with many issues within the FE and training sectors in relation to individual young people who have additional needs for support, the group recognised its limited awareness of other issues impacting more generally on the sector. In an attempt to gain a greater understanding of such issues, the group interviewed a range of individuals representing FE establishments, training providers, careers services and external funding agencies. A list of those consulted is provided in the Appendix.

From the discussions the group identified the following key themes as likely to have direct impact on the potential role of psychological services:

- funding
- staff development
- disaffection among students
- behaviour management
- attendance
- course completion
- guidance and support systems
- individual support
- curriculum issues
- transition from secondary school
- assessment
- evaluation.

These issues currently exercise all the stakeholders within the FE and training sectors. They also represent issues with which psychological services in Scotland are highly familiar and in relation to which considerable expertise has been developed both at casework and at systemic levels, especially in secondary schools. While there are some significant structural differences between secondary schools and the FE and training sectors there are also many clear similarities.

3. An exploration of the views of a range of stakeholders within the FE and training sectors on the potential role of psychological services

Analysis of the views of the stakeholders interviewed established that the skills and expertise offered by educational psychologists were regarded as highly relevant, and that they valued having educational psychologists within the post-school sector. In several cases this reflected existing or previous effective practice by psychologists in contributing to the support of young people, or in working with FE establishments or training providers more generally. For several of those interviewed it also showed their recognition of the value of an applied psychology perspective, and of the difficulty in accessing this effectively. While interviewees were aware of the existence of support agencies within the community which could offer psychological advice and support, these were seen as hard to access and often unfamiliar with the context in which young people required additional support. There was recognition of the value of developing working relationships over time, and of being able to understand and respond to the difficulties and needs presented by young people within the context in which they occur, a counterpart to that which secondary schools especially value in the work of local authority psychological services. Many of those interviewed expected that there would be a rise in demand for the kind of support which might be offered by psychological services as colleges and training providers became more effective in recruiting and retaining the target population identified by the Beattie Committee.

Issues Relating to a Specification for Psychological Services

On the basis of the foregoing, the group explored issues which would arise in developing psychological services to FE establishments and post-school training providers to satisfy the remit identified in the Beattie Report.

Four key features were identified, relating to the effective delivery of psychological services to FE establishments and post-school training providers. These were:

- 1) the services to be offered
- 2) the structure and management of operational procedures
- 3) funding and staffing
- 4) training and development issues for psychological services.

1. Services to FE colleges and training providers

Whilst acknowledging that FE colleges and training providers serve an older age range, the planning group determined that the core service delivery model used by educational psychology services in their work with secondary schools should be the starting point for a service specification. The reasons for adopting this approach were that:

- there are important organisational characteristics which secondary schools and FE establishments have in common
- extending the established core service delivery model would provide continuity and consistency from secondary schooling into FE colleges and towards training providers
- it would enable educational psychologists to offer services that had already been found to be valuable.

Core services provided would include:

- consultation
- assessment and intervention
- general information-giving and specific advice
- staff development and support
- specific projects
- policy development and planning
- research.

Such services are similar to those typically offered to secondary schools. They encompass the range from individually based casework through system-focused local development work, to contributions to strategic policy development. The level at which input would initially be offered would derive from the interaction between the needs of the client and the skills and experience available in the service. Experience in the school sector demonstrates that a developmental process can then occur in which progress over time leads to the services provided extending through the stages implied in the foregoing list.

2. The structure and management of operational procedures

To achieve effective working in post-school settings educational psychologists need to be members of the generic teams which provide a full range of services to schools. Working from this service framework would help create continuity for the transition of young people from school to further education and training. Crucially, too, it would fulfil the requirements of psychologists for reporting relationships, for supervision, and for professional development and support.

Local authority psychological services are at present structured to enable councils to meet the statutory duties imposed on them by legislation (Education (Scotland) Act 1980, 1981). To meet the needs of FE establishments and training providers would necessitate an extension of this current organisational structure. There is some variation nationally in the structures of services. A new development such as that proposed by the Beattie Committee would be likely to be influenced by the effects of these existing differences. However, an opportunity exists in respect of the Beattie implementation to create a greater degree of homogeneity of related service structures across Scotland.

3. Funding and staffing

Factors essential to the success of any planned extension of psychological services are:

- adequate and assured funding
- additional capacity for the training and recruitment of staff.

Local Authorities at present are not funded to provide the expansion of psychological services required to meet the needs of FE establishments and training providers.

The current rate of training and recruitment of educational psychologists is insufficient to enable services to maintain full staffing of established service posts. An increase in this rate would be

essential to staff the expansion of posts implied in providing a service to FE colleges and training providers. Increasing the capacity within Scotland to train education psychologists is also therefore a prerequisite of this proposed extension of function of psychological services.

4. Training and development for psychological services

The core skills and competencies used by educational psychologists in schools constitute the starting point for work in the post-school sector. Psychologists would, however, require to develop specific skills, knowledge and expertise relating to the needs and structures of FE colleges and training providers. Post-graduate training courses and continuing professional development programmes would play a central role in developing these skills. The setting up of a national support network of psychologists working in the post-school setting would further support developments in this area and encourage the propagation of good practice across psychological services in Scotland.

Summary

Within psychological services there already exist organisational structures and a model of service delivery that could be adapted to meet the needs of the post-school sector. Factors critical to the success of expansion into that sector are:

- increasing the yearly output of trained educational psychologists
- establishing appropriate training and support for the new work
- obtaining adequate additional funding.

Consultation with the Profession and Meetings with SEED and Members of the Beattie Implementation Team

Initial exploratory meeting

In March 2000, an initial meeting was held between representatives of the PDP group, members of the Beattie Implementation Team and key representatives from HMI Special Educational Needs (SEED) to consider the development of a service specification which would allow paragraphs 6.45 and 6.46 of the Beattie Report to be realised.

This meeting identified a range of issues:

- There should be consideration of the funding of such a service, since the new role would be outwith the remit of the Local Authority.
- Present psychological services should extend their functions, rather than create a separate specialised group of educational psychologists.
- Current best practice should be extended to meet the particular needs of the new client group and context.
- Additional training would be required for psychologists.
- Unless addressed the persisting national shortage of educational psychologists would have a significant bearing on developments.

It was proposed that some initial exploration be undertaken at a national level to investigate these issues, and to draft a pilot specification for the development and delivery of educational psychology services to the target population of the Beattie Report.

It was agreed for reasons of time-scale, reporting methodology and financial prudence that this work be undertaken as part of the PDP process.

National Action Group

In September 2000, Nicol Stephen (Deputy Minister for Enterprise and Lifelong Learning) announced that the implementation of the Beattie Report would receive substantial additional funding, and that a National Action Group would take forward the Committee's recommendations. The budget for implementation would be some £22.6 million. £3 million of this would be available to develop a network of mentors, review assessment tools and pilot educational psychological services for 16-24 year olds.

Following this announcement, the Beattie Implementation Team was identified as the link between the PDP group, representing educational psychologists, and the National Action Group.

Meeting with SEED and the Beattie Implementation Team

The meeting was held in December 2000 in Glasgow. Its purpose was to create a dialogue concerning the work undertaken by the PDP working group and to consider the group's initial proposals. The Beattie Implementation Team provided an update on the current action in response to the Beattie report. Information was provided about:

- the National Action Group, its composition, remit and spending priorities within the overall £22.6 million announced by Ministers
- the Inclusiveness Strategy projects, where career service companies had been given responsibility to co-ordinate multi-agency bids for pilot projects.

Representatives from the PDP group provided an overview of the work undertaken so far. Three areas were highlighted as requiring to be addressed in developing further the role that psychological services could play in providing services to FE colleges and training providers:

- the menu of services to be offered to FE colleges and training providers
- the structure and management of operational procedures
- training and development issues for the profession.

The PDP group outlined the pilot proposal costed at £450,000.

In the resultant discussions the PDP group was asked to consider the following issues in relation to their proposal:

- a widening of the composition of the proposed Advisory Group
- a re-working of the proposed time-scale to synchronise with the other pilot projects due to be set up through the Inclusiveness Strategy project bidding process
- the interface of the PDP bid with other pilot projects involving psychological services through the Inclusiveness Strategy projects
- how the number of proposed pilots could be reformulated to encompass a shorter lead-in time
- the implications for the recruitment of additional psychologists and the longer term funding issues.

It was agreed that these issues would be taken forward as part of a national consultation meeting for educational psychologists, and that, following this process of consultation with the profession, a revised proposal from the PDP group would be presented to the SEED officials and Beattie Implementation Team for further joint discussion.

National consultation meeting for educational psychologists

40 psychologists representing 17 local authorities in Scotland attended the national consultation meeting in Alloa in January 2001.

At this meeting, the background to the work of the PDP was presented and the major issues which the group had identified were outlined and explained. The views of the profession in Scotland on the proposal so far drafted were then gathered by a combined process of structured small group and plenary discussions.

Redrafting the proposal

Following the consultation meeting, the proposal was revised and amended by the PDP group. Thereafter, it was discussed in a meeting with SEED officials and the Beattie Implementation Team in April 2001 where final changes were made. The completed proposal, now accepted for implementation, constitutes the concluding section of this report.

Proposal to Develop a Specification for Educational Psychology Services in line with Sections 6.45 and 6.46 of the Beattie Report

Following the early work of the PDP group, the National Action Group invited submission of multi-agency bids for the establishment of local Inclusiveness Strategy projects, co-ordinated by careers service companies. This proposal has been redrafted in light of this development. It is recognised that, due to restrictions on the time available for consultation and discussion, not every multi-agency bid will have incorporated input from a psychological service.

1. Appointment of Development Officers

From June 2001, two (or three) experienced educational psychologists should be seconded as National Development Officers to develop further the specification for educational psychology services described in sections 6.45 and 6.46 of the Beattie Report, and along the lines indicated in this paper. Individual remits should add up to a full-time equivalent post.

2. Tasks for year 2001 - 2002

During year 2001 - 2002 these officers will:

- report directly to the Beattie Implementation Group on an agreed basis
- consult on a three-monthly basis with an Advisory Group representing the profession in Scotland, SEED, COSLA, FE colleges and training providers, careers service companies and the Department of Enterprise and Lifelong Learning
- establish links with the two Scottish post-graduate training courses for educational psychologists
- establish a practitioner network for those psychologists involved in local Inclusiveness Strategy projects
- survey stakeholders on the most effective use of such services
- 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 Strategy projects and local authority psychological services.

3. Tasks for years 2001 - 2004

During years 2002 - 2004 these officers will:

- support and evaluate the pilot work undertaken by educational psychologists through the Inclusiveness Strategy projects, and elsewhere in the FE and Training sectors. Likely areas of focus to include:
 - the transition process
 - development and training issues - for individual psychologists, psychological services, colleges and training providers
 - student tracking
 - effective assessment.
- organise a National Seminar for psychologists and stakeholders
- develop a model for the use of psychological services in post-school training and placement, along with proposed costings
- evaluate the need and demand for such a service.

4. Costs

The estimated cost of piloting and evaluating these services was assessed at £250,000 over the three-year period 2001 to 2004. This figure assumes that the funding of psychological service input to local Inclusiveness Strategy projects will have been incorporated into the bids which were made.

The initial estimate covered the period April 2001 to March 2004, but as the pilot is now not starting until June 2001, the estimates for year one have been adjusted accordingly, giving a revised total cost of £228,000.

The estimated costs break down as follows:

	Year 1	Year 2	Year 3	Total
Psychologist salaries (1 f.t.e.) Costed at £40000 p.a. plus on costs	34000	50000	50000	134000
Administrative support Costed at £12000 p.a. plus on costs	10000	15000	15000	40000
Travel and subsistence expenses Mileage £8000 Subsistence £6000	4000	5000	5000	14000
Resources Laptops and software £3000 Communications £2000 Materials £5000	5000	2500	2500	10000
Development Activities Network meetings £8000 Linking into services £2000 Training for NDOs £6000 Training for Network EP's £8000 Seminar £3000 Publications £3000	6000	12000	12000	30000
Totals	59000	84500	84500	228000

5. Training and funding issues

It should be noted that these developments will require the issue of the current shortage of educational psychologists to be addressed with great urgency.

There is also a manifest need to clarify responsibilities in relation to the funding of these additional psychological services in the longer term.

6. Consultation with the profession

Following discussion with SEED and the Beattie Implementation Team any proposals require to be taken back to the joint ASPEP/EIS/SDEP (BPS) forum for consultation.

Postscript

At the time of this report going to press (June 2001), the proposal has been accepted by the Beattie Implementation Team and by the profession, interviews for the national development officers have been conducted and appointments are being made for three selected individuals to cover one full-time equivalent post.

Appendix

List of Stakeholders Interviewed by Members of the PDP Group

Ger Harley	Head of Further Education, Teaching, Policy and Funding; Scottish Further Education Funding Council
Brian Hughes	Depute Principal, Anniesland College
Alasdair Mathers	Regeneration Manager, Midlothian Council
Mary McKellar	Depute Director, Careers Central
George McSorley	Director of Unity Enterprise
Christine Mitchell	Training Executive, Scottish Enterprise Fife
Jim Murphy	Manager of Skillstart Programme, Midlothian
Craig Smith	Executive Director, Careers Central
Kenny Thom	Training Provider Co-ordinator, Banff and Buchan College

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