

Training and Practicing Standards for Educational Psychologists in the Republic of Ireland

Current Trends and Future Possibilities

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ABSTRACT This article reviews the requirements to practice for educational psychologists in the main employer base in the Republic of Ireland. The discrepancies between recruitment standards by the main employer of educational psychologists in Ireland and the training standards for the profession as laid down by the governing body for psychology are debated. The implications for the profession are considered. The need for a shared vision, a consensus of opinion in relation to the identity, role and function of educational psychologists and the need for a proactive response to address training skills shortages are explored.

Introduction

Until quite recently, there was an obvious absence of educational psychologists (EP) in the Irish Educational system. This article describes the recent development of a National Educational Psychological Service in Ireland. The standards for recruitment of educational psychologists into the main employer base and the standards laid down by the professional body, the Psychological Society of Ireland, are reviewed. Implications for EP practice in Ireland are discussed.

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The Development of the National Educational Psychological Service

Voluntary bodies for the mentally disabled provided the first psychological service for children in Ireland during the 1950s. Following the publication of the Report of the Commission of Inquiry on Mental Handicap (1965), voluntary bodies in the Health sector, and subsequently statutory agencies such as the Health Boards, appointed psychologists in increasing numbers. In 1965, the Department of Education and Science established its own psychological service, employing three psychologists. Recruitment was gradual over the next three decades building up to 24 psychologists in the late 1980s. In 1990, a pilot project for the development of a psychological service to primary schools was established. This was reviewed positively and further expansion of the service took place so that by 1998 the service comprised of 53 psychologists.

During the 1990s, several reports recommended the provision of a psychological service. The Report of the Special Education Review Committee (1993): recommended 'an expanded School Psychological Service, staffed by psychologists with appropriate qualifications under the aegis of the Department of Education.... should be established on a countrywide basis without delay' (p.32). In September 1998, the Minister for Education, Micheál Martin established a Planning Group to prepare proposals for a National Educational Psychological Service.

The Planning Group recommended that the target estimate of the number of psychologists required for the proposed National Educational Psychological Service should be 200 psychologists over five years. However, the Report emphasized that the numbers of psychologists proposed should be taken as indicative rather than absolute and stated that there was no exact way of quantifying the number of psychologists required for a National Educational Psychological Service. It is now seen that this proposal was a gross under-estimate of the actual number of psychologists required for the National Service. The desired ratio of one Educational Psychologist to 5,000 pupils and the need for specialist input at various levels in the system, suggests that the target estimate of 200 needs to be reviewed. In 1999, when the service was first established there were less than 40 psychologists in permanent posts. There are now approximately 120 psychologists. There is an immediate and obvious demand for educational psychologists to fill posts as the service continues to expand.

The Planning Group recommended that the minimum qualification requirements for posts in the proposed National Educational Psychological Service should be as follows: (1) an honours degree in psychology or its equivalent and at least three years (or an equivalent period part-time) supervised postgraduate professional experience as a

psychologist in the area of education, or in another relevant area of specialization (including certain post-graduate study or professional training) or (2) in special circumstances, to be determined by the Board, a teaching qualification and a minimum of three years or related experience in a specialized area, subject to particular requirements for supervision and training being met while the psychologist is in the service. (Report of Planning Group on a National Educational Psychological Service, 1998, p. 93)

These requirements have been adopted by the National Educational Psychological Service in their recruitment campaigns. It is interesting to note that the Report of the Planning Group (1998) stated that where option (2) was used, particular arrangements should be made to provide appropriate professional supervision and access to training so that any psychologist employed may become eligible for acceptance for registration by the relevant professional body or for any statutory registration requirements which may be introduced in the future. There is an implied acknowledgment in this statement that the minimum qualification requirements for posts in the proposed National Educational Psychological Service fail to meet the governing body, The Psychological Service of Ireland's (PSI), policy guidelines on recruitment of educational psychologists. Such recruitment standards do not demand a post-graduate qualification in educational psychology and in many instances (under criterion 2) do not require an undergraduate degree in psychology. Given the obvious skills shortage, which exists in this area, teachers have been recruited directly into the service, stepping out of a classroom role as teacher and into the role of NEPS as a 'psychologist'. There were voices of dissent among the working group on this issue. The training requirements for psychologists within the National Educational Psychological Service is an issue which is likely to considerably influence the identity, role and function of educational psychologists, the way in which they will be perceived by other professionals and possible future models of EP training. These issues are discussed at length later in the article.

Educational psychology training in the Republic of Ireland

There are two entry routes into the profession of educational psychology in the Republic of Ireland. One route is through an approved university course and there is one such course in the Republic of Ireland. University College Dublin (UCD) offers an MA in Educational Psychology. This course was established in 1994 and admits approximately ten students per year. The UCD course is a full time course, conducted over two years (Part I and Part II). It is open to graduates with an honours degree in psychology or its equivalent. Applicants

with a Higher Diploma in Education or another recognized teacher training qualification may be exempt from Part I. At least two years teaching experience is desirable. Part II focuses on specialist fields within educational psychology and includes a minimum of 75 days supervision in a range of educational settings. Given that this is the only professional training course in the country, it is not surprising that the demand for places is overwhelming. Over 100 applications were received for 2003–2004.

The Psychological Society of Ireland (PSI) provides an alternative route into educational psychology. It awards a Diploma in Educational Psychology. Applicants must be graduate members of the PSI, i.e. hold an honours degree in psychology or its equivalent. The Diploma generally requires two to three years from initial enrollment and must be completed within five years. It involves self-guided study, assignments, examinations, teaching experience and placement experience. There is no requirement for a teaching qualification for this training route. Concerns have been expressed in the past about the quality of this particular training route. It is difficult for trainees to secure placements with adequate supervision and the requirement for self-guided study and research is challenging. Opportunity to affiliate with a university base to provide greater structural supports for this model of training is a likely development in the future.

As of yet, there is no general requirement reported for the registration or licensing of psychologists working in education services in Ireland. However, there is a move towards this. The PSI, which is the governing body for psychology in Ireland, has issued guidelines for the employment of professional psychologists (Appendix 1). The PSI policy document on a: 'A Psychological Service to the Irish Education System' (2000) states:

That in addition to a recognised primary degree in psychology or its equivalent, postgraduate professional qualification in psychology should be the minimum entry requirement to work as a psychologist in education (p.1).

Postgraduate training should be a minimum of two years and PSI advises that it is considered desirable but not essential that psychologists in Irish education should have teacher qualifications and teaching experience and/or professional experience within educational settings.

Educational psychology training in Europe

Given the need to establish minimum standards of practice in the field, it was felt that it would be useful to review models of training for EPs in Europe, the USA, Canada and Australia. In some European countries

EPs have a generic training as professional psychologists. The different training requirements for various European countries are detailed in Appendix 2. In general, there is consistency across countries in relation to the training of educational psychologists. An undergraduate degree in psychology or its equivalent and postgraduate training in the field of educational psychology is the most common pathway. The European Federation of Professional Psychologists' Association's Task Force Report entitled 'Psychologists in the Education System in Europe' (1997) recommended six years as the minimum period necessary to gain the theoretical and practical knowledge necessary to function effectively as an EP. The recommended structure included a three-year academic degree in psychology followed by three years professional training. Additional supervised preparatory work with children prior to beginning the professional training component was recommended.

United States of America

The credentials required for the practice of school psychology in the US are determined by each state. Some states require a bachelor's degree (a four-year undergraduate degree) in psychology plus graduate hours, while other states restrict the title of School Psychologist to those persons who hold doctorates. The majority of states require a specialist-level certificate (a master's degree plus additional hours). The National Association for School Psychologists (NASP) has developed credentialing standards as well as a national certificate: Nationally Certified School Psychologist' (NCSP). To obtain NCSP credentials, applicants must have completed a six-year specialist degree (master's degree plus 30 graduate semester hours) that includes coursework, practica and a 1200 hour supervised internship of which 600 hours must be in a school setting. Applicants must also obtain a passing score on the NSP Psychology Examination.

There is a general sense, then, that the future direction of educational psychology training internationally is heading in the direction of a minimum of a six years training with a likely push towards doctorate status. Ireland is a member of the European Union and may need to provide statements of equivalence for EPs wishing to work abroad. Future models of training in Ireland are likely to need a degree of consistency with models elsewhere if transfer and exchanges are to be facilitated.

Issues for educational psychology training in the Republic of Ireland

Perhaps the most pertinent issue in relation to educational psychology in Ireland at present is the need for common agreement in relation to

the knowledge and competence required to be an EP, the training requirements for EPs and the role and function of EPs. A shared vision within the profession is imperative. Significant discrepancies exist between the PSIs training requirements and the requirements advertised by the National Educational Psychology Service in the past. It is surely in the interest of both groups and in the interest of educational psychology as a profession in Ireland that mutual consensus on these issues is reached.

Practicing standards

It is of concern that the recruitment standards for the main employer base of educational psychologists in the Republic of Ireland differs from the standards set down by the governing body for psychology, the PSI. NEPS is the main employer base for EPs and is likely to continue to be so for the foreseeable future. The governing body for psychology, PSI, while it provides a professional focus for practitioners, appears to have minimal control over the qualifications for professional entry in the workplace. The qualification requirements for entry into NEPS specifies a need for an undergraduate in psychology or its equivalent and at least three years supervised postgraduate experience as a psychologist in education. It is unlikely that many applicants will have attained three years supervised postgraduate experience in education. Professional training has been limited in this country and the possibility of accessing adequate supervision in this field for the length of time specified is unlikely. Perhaps, it is with the apparent skills shortage in mind, that the National Educational Psychological Service also facilitates entry to those individuals who 'in special circumstances' hold a teaching qualification and a minimum of three years or related experience in a specialized area, subject to particular requirements for supervision and training being met while the psychologist is in the service. No detail is publicly available on the particular requirements for supervision and training being met while the psychologist is in the service. To date, NEPS has no formal in-service training available to employees, accredited by any external body.

This is an issue of major concern and significance to the development of educational psychology in Ireland. It raises questions such as: What is a psychologist? Is there any attempt to differentiate an educational psychologist from a psychologist? Who determines competency? How can professional psychologists and educational psychologists maintain credibility? What protection is available for children? How will such recruitment practices shape professional role, function and identity of educational psychologists? Will such practices indirectly inhibit the need for professional training in educational psychology? How can

NEPS meet its service statements? Who defines the role and function of EPs? Who defines what EPs do and how they do it? Who defines what knowledge, competence and training is necessary?

It is unfortunate that the Republic of Ireland has such a dearth of educational psychologists. Unlike the UK, there is no dedicated trade union representation and professional representation is in its infancy. Given the current context of educational psychology in Ireland, there is legitimate concern over the extent to which NEPS will define the role, function and identity of educational psychologists in the years to come. It seems doubtful that the profession itself is sufficiently well established for its voice to be heard on these matters.

NEPS is at present under the auspices of the Department of Education and Science which operates with its own vested interests and objectives. The DES has delegated particular functions to NEPS including a specific, limited role within the area of special educational needs and resource allocation (Parkinson, 2002). The political significance of this is that it could indirectly impinge on the training and competency requirements in the future. It will also be interesting to observe the degree of autonomy, independence and professional identity, which will emerge in time from NEPS within this organizational framework.

The relevance of teacher training to educational psychology

NEPS recruitment procedures prioritize teaching qualifications and teaching experience. Current recruitment trends have led to a situation where education provides the dominant discipline background, and teaching the primary professional focus, while psychology occupies little, if any, influence. The relevance of teaching to the training of EPs has been hotly debated elsewhere. In the UK, this requirement has been reviewed and from the year 2005, England and Northern Ireland will no longer need applicants to have teacher qualifications. Those who support this development argue that there is an impression that EPs are teachers first and foremost and that psychology is added on as something extra. It is argued that this perception devalues the psychological nature of EP work and threatens their identity as applied psychologists. It is also argued that the teaching component lengthens the whole training period and may deter suitable applicants with a first degree in psychology from applying to join the profession. A full job analysis of what educational psychologists actually do within NEPS would give greater clarity to the priority of a teacher qualification and teacher training in recruitment practices..

In Ireland, if the recruitment to the National Educational Psychological Service continues to be primarily from the field of teaching,

there is a real danger that EPs will be construed as specialist teachers or test administrators. This role is not desirable to professional educational psychologists or to NEPS itself. Policy statements from NEPS purport to offer a service delivery, which utilizes an applied psychology framework. The mission statement of the National Educational Psychological Service reads: 'Our mission is to support the personal, social and educational development of all children through the *application of psychological theory* and practice in education, having particular regard to children with special educational needs' (The NEPS Model of Service, 2003, p.1). How this application is achieved, what the nature of the application involves and how a link can be achieved between psychological theory, its application and practice, in the absence of relevant post-graduate training and in some cases, in the absence of psychology altogether is indeed questionable. Tensions are apparent between the skills and knowledge requirements aspired to in practice and the training requirements for those set to deliver. However, it is encouraging that NEPS, at least at a conceptual level, has identified applied psychology practices as its desired mode of practice.

Identity, role and function of educational psychologists

Wolfendale (1992) noted that: 'our definitions of what educational psychology is lies in our descriptions of what educational psychologists do.' (p.1) NEPS mission statement seeks to apply psychology to education. Its model of service delivery promises a balance between consultation and casework about individual children. It declares commitment to 'work of a more preventive or developmental nature, which we generally refer to as Support and Development work' (The NEPS Model of Service, 2003, p.1), which is 'based on what research shows is effective in the application of psychology in education' (The NEPS Model of Service, 2003, p.1). It lists examples of such work which includes: work on school policies and procedures; advisory work, including in-service; advice on appraisal of students needs; advice on classroom strategies and resources; consultation and advice on development of individual and group strategies that support learning and behaviour; work with parents or students – planning and delivering interventions; research and development – development and evaluation of programmes and interventions.

NEPS description of the role and function of educational psychologists is closely aligned with role and function descriptors of EPs internationally. However, the degree to which educational psychologists within NEPS actually deliver on these service offers is unclear. Work practices on the ground suggest that, to date, psychologists within NEPS have been driven into an assessment function. Policy documents

such as Circular 08/02, which allows for the provision of resources to pupils with special educational needs through psychological assessment, has firmly placed psychologists in a resource keeping role. Such a role may not be seen to require post-graduate training and it may even be debatable whether a psychologist is required for this task, or whether the work involved is truly psychological in nature. This has implications for developing a professional identity and for post-graduate training.

At present, recruitment practices are such that there is no requirement for applicants to undertake post-graduate training. However, given that NEPS appears committed to educational psychology: 'NEPS is committed to research on, and the development of, best practice in educational psychology' (The NEPS Customer Quality Service Statement, 2003, p.3) it would seem that post-graduate training will be required in time. Issues of concern in the future will arise in relation to the respective roles of post-graduate training programmes and NEPS placements in contributing to the role identity of future EPs. It is likely that the values and perspectives of service placements will influence trainees and of concern is the issue of how the professional identity of educational psychologists will evolve. It is possible that this issue of professional identity will be contentious. At one level, trainees may be required to work within a service that may share a different vision of professional identity, an identity commensurate with role descriptions linked to the tasks and functions determined by the administrative requirements of the DES. At another level, post-graduate training will provide trainees with an applied psychology framework, allowing them to become independent professionals, hopefully exercising independent professional judgments. Whether service placement will permit or support such professional identity or professional autonomy is unclear. Reference to literature in the UK suggests that EPs there have been grappling with their identity and struggling with the tensions of working within LEAs and at the same time applying psychology. Cobb (1990) in the USA makes a similar point 'school psychologists have deliberated about origin, identity and appropriate roles throughout their brief history' (p. 22).

Educational psychology is at an embryonic stage in terms of its development and identity in the Republic of Ireland. There is a genuine risk that with the immediacy of the need to provide a National Educational Psychological Service, the professional identity of the EP may fail to mature.

Issue of professional training

If educational psychology were to be considered a profession in the Republic of Ireland, it would seem that professional training would be required. It seems likely that persons recruited to function as educational psychologists will be unable to perform any of the roles of an educational psychologist as outlined in NEPS policy statements without appropriate training. Persons acting as psychologists may appear to be able to carry out discrete activities such as psychometric testing. However, educational psychology involves a broader, more integrated range of complex activities informed by professional knowledge and theory.

Most professional educational psychology training routes consist of the acquisition of a body of knowledge or theory followed by the development of practical skills and competencies. Part of the basis for the claim to professionalism of professions such as clinical/educational psychology, medicine, social work etc. is in its foundation of theory followed by practice. It is assumed that the profession is based on a corpus of unique knowledge, usually specified as theoretical, which is then applied and developed to inform the often practical professional tasks, often referred to as 'problem-solving' which the professional is faced with in practice. Scott and Alcock (2000) suggest that 'many occupations have a corpus of knowledge which has to be mastered by its members. Professional knowledge, however, is given coherence by theory. Such knowledge cannot just be learned on the job' (p.8).

Attempts to define the nature of professional knowledge have not been particularly successful and there is a sense that professional knowledge eludes precise definition. Its broadest definition would encompass all the knowledge required by the profession to carry out its work: scientific, practical, attitudinal knowledge. Schein (1973) proposes three aspects of professional knowledge:

- An underlying discipline or basic science from which practice is developed;
- An applied science from which many of the day-to-day diagnostic procedures and problem-solutions are derived;
- A skills and attitudinal aspect that concerns the actual performance of services to the client, using the underlying basic and applied knowledge.

The Psychological Society of Ireland recommends an undergraduate degree in psychology and recognized post-graduate training in educational psychology for practicing educational psychologists. The requirement for a foundation in psychology has been debated in the UK and elsewhere but has been deemed necessary by the PSI, presumably on the assumption that professional psychologists will apply a certain

body of knowledge or theory from this programme or that they will make use of psychological methods in their subsequent work as applied psychologists. In any event, it is likely that EPs would benefit from an underlying foundation in psychology where the cognitive, developmental, social and organizational perspectives clearly have the potential to inform and extend the practice of EPs.

It is important that minimizing the training route for educational psychologists by short-circuiting professional training and by simply inducting new recruits into the service as an immediate response to resolving recruitment shortages, does not become the standard practice for the future. Volpe (1981) warns against attempts to minimize the inclusion of formal theory in professional training:

... such a perspective continues the false separation of theory and practice and overlooks the necessary role of representation and reflective abstraction in the development of knowledge ... the practitioners they produce will not be equipped to participate in the growth of professional knowledge (p.50.)

If NEPS is to justify the claims it makes in its mission statement and service statements that they are applied psychologists, a foundation in psychology will be required. A period of professional training will be needed which emphasizes the conceptual, theoretical and methodological base of psychology, which equips trainees with the ability to link theory with practice, to carry out professional work of high quality based on sound psychological concepts and principles and skills to enable capable evaluation and research.

Competence

Statutory registration for all psychologists working in public services in the Republic of Ireland has been agreed and is to be implemented in the near future. The requirement for statutory registration has been driven by the need to regulate standards and to provide the public with professionally competent practitioners. The standards approved for statutory registration are similar to those laid down by PSI and undoubtedly will pose challenges for persons in the workplace who fall short of registration requirements. Professional competence forms the first principle in the Codes of Ethics of Psychologists as set out by the PSI. It states that 'Psychologists shall recognise the boundaries of their competence and not exceed these' (PSI, Code of Professional Ethics, p.3). There are concerns that persons currently working within public service bodies who are signing as psychologists may not be competent to practice. Competence is a difficult concept to define and tends to be related to professional knowledge and professional qualifications, i.e. a relevant set of knowledge, skills and attitudes, usually defined and

maintained by the profession through its professional body. The need for professional competence in educational psychology is without dispute. The activities of EPs in areas such as test administration, test interpretation, determining specialist support for pupils, defining resource allocation, allocating examination accommodations, providing advice may directly impact on the opportunities and quality of life afforded to clients over time. Concerns about competency are legitimate. At a basic level, the public expects that a qualified professional, in this case an EP, will be competent in the area of activity or work. This surely is the basis for the profession and is the justification for all attempts at professional regulation. The public has a right to professional competence and it is imperative that such a right is not denied.

Eraut (1994) suggests that all professions should have public statements about what their members are competent to do and what people can reasonably expect from them. These should comprise both minimum occupational standards and codes of professional conduct. They could also include information about more specialist services provided by members with additional expertise and/or further qualifications. It would seem timely for service providers in educational psychology to be transparent and forthright about issues of competence to avoid misleading notions, inappropriate expectations and plausible claims of incompetence at some point in the future.

Possible model of training for the future

There is a critical skills shortage of educational psychologists in the Republic of Ireland at present. If EPs within the main employment agency are to claim to be applied psychologists, to claim parity of status (and they currently are on parity of pay) with other professional psychologists, there is an urgent need to develop a training route. The author, in the course of her work, was requested to contribute to the design of a professional training programme for EPs in association with the University of Limerick in the Republic of Ireland. Having considered the requirements by the PSI and other relevant governing bodies and having reviewed European, American, Canadian and Australian models of educational psychology training, it was proposed that the establishment of a training programme within the university should be at Master's level. Arguments against a 'yellow pack' qualification were qualified by illuminating the difficulties anticipated in seeking accreditation for such a programme, in achieving statements of equivalence, possible resistance from PSI and a very real threat of litigation in the future.

A proposal that would allow students taking a Bachelor of Educa-

tion to study psychology as an academic subject linking in with an existing undergraduate programme in psychology and 'topping up' to Graduate Basis for Registration on completion of BEd was suggested. This in effect introduces the notion of a four-year undergraduate in Psychology and Education which would provide students with a BEd and a BA or GBR in psychology. After one year teaching, such students would then be eligible for entry into a one-year postgraduate training programme in educational psychology. Flexible models for post-graduate training in educational psychology, for existing practitioners in the system in need of post-graduate training, consisting of modular, part-time release structures were also proposed.

It was suggested that central to the design of any future model of training in educational psychology would be the need to synthesize theory and practice as much as possible. Despite the requirement for modular structures for the purposes of submitting the programme proposal, it was felt that a fixed list of topic areas with named fields would be both limiting and outdated. A dynamic training programme, incorporating participative approaches, empowering trainees to be reflective practitioners is envisaged and the possibility of training alongside applied professionals in the field is being explored. In common with other professional training courses in the UK and elsewhere, the dilemma of bridging the theory-practice divide will need to be considered. Regular contact with practitioners, clearly linking practice and research, facilitating a continuum of activity extending from research activity to practice and service activity was identified as being important. Eraut (1994) has suggested that attempts 'to map out the knowledge requirements of a profession' tend to result in knowledge being 'labelled and packaged according to traditional assumptions about where and how it will be acquired' (p.41). He considers an alternative approach using 'practice-derived maps.' In this approach, knowledge would be derived from a consideration of the tasks which a professional is expected to carry out in practice, moving from these to consider the knowledge and skills requirement to carry these out. Consultation with the National Educational Psychological Service would be required to develop such an approach and to negotiate a shared vision of educational psychology. Training programmes and content would also need to evolve and adapt to new requirements and demands in the field.

Conclusion

This article considered the existing requirements to practice for educational psychologists in the main employer base in the Republic of Ireland. The opportunities for training in educational psychology in the

Republic of Ireland were discussed. The discrepancies between recruitment standards by the main employer of EPs in Ireland and the training standards for the profession as laid down by the governing body for psychology, PSI, were debated. International models of training EPs were briefly described and a possible model for future training was presented. The need for a shared vision, a consensus of opinion in relation to the identity, role and function of educational psychologists and the need for a proactive response to address training needs were explored.

Educational psychology is at a crucial juncture in its development in the Republic of Ireland. The recruitment standards adopted by NEPS over the next few years as it continues to expand will play a significant role in shaping the identity, role and function of educational psychologists. The decisions made with regard to recruitment standards are also likely to impact on the provision of postgraduate training programmes. Statutory registration requirements may ultimately dictate standards. It would, however, be preferable if change was self-initiated rather than imposed. The profession would benefit from clarity from all parties involved in defining the role of psychology within education.

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Appendix 1

Psychological Society of Ireland (2003): Guidelines for the Employment of Professional Psychologists

Without prejudice to anyone in the post of psychologist (Basic Grade) or above on April 1, 1998, those entering posts of Psychologist (Basic Grade) will:

1. Possess a university degree or diploma recognized by the PSI, obtained with a first or second class honours in which psychology was taken as a major subject and honours obtained in that subject, or its equivalent recognized by the PSI

and

The candidate will possess a post-graduate professional qualification recognized for this purpose by the PSI

and

The post-graduate professional qualification will be appropriate to the position, i.e. will be in the area of professional psychology for which the position is designated.

Appendix 2

European training requirements

<i>Country</i>	<i>Training Requirements</i>
Belgium	Must be a graduate in psychology. At least five years training in a university to gain the 'Lisencie'.
Denmark	Teacher's Certificate (four years). A graduate degree in psychology, usually a three-year course of study leading to the degree of Candidate in Psychology (Cand. Psych) or Candidate in Educational Psychology
France	1989: legal recognition of title of psychologist and the creation of the state degree in school psychology (Sept. 1989).
Germany	Course duration is six years. Common basic qualification is specialist training in psychology. In 1985 the majority of federal states expected school psychologists to be also fully trained and experienced teachers.
Italy	Until 1985 university courses of studies in psychology lasted for four years and students were awarded the Laurea in Psychology. Recent changes added another year. Specialization from third year onwards.
Luxembourg	Psychologists must have completed a four-year psychology course at a foreign university level institution.
Netherlands	Up to 1982 undergraduate course was seven years. Since then, course duration is approximately six years. After graduating, one obtains the title of 'drs' (doctorandus)
Spain	Five-year graduate course in psychology. Rewarded by master's degree and eligibility to provide a service on a professional basis.