



Examination for the degree of PhD

Independent Report on the thesis

Each Examiner is required to submit an independent Report on the thesis **in advance of the viva voce examination** and to submit it to the relevant Student Registry or Head of Department.

Department/School: PSYCHOLOGY
Candidate's name: GERVASE LEYDEN
Title of thesis: THE APPLICATION OF PSYCHOLOGY WITHIN LOCAL EDUCATION AUTHORITY SETTINGS 1965-2005: A PRACTITIONER CRITIQUE OF THE RELATIONSHIP BETWEEN THEORY, RESEARCH AND PRACTICE
Name of External Assessor 1: PROFESSOR GARY THOMAS
Name of External Assessor 2: DR PHIL STRINGER

Focus of submission

Gerv Leyden has chosen to submit a collection of published works for the award of PhD. These published works span his career as a professional educational psychologist working in local authority settings and also working for the University of Nottingham. The abstract accompanying the papers groups the papers into five themes: the role of an educational psychologist in relation to vulnerable and marginalised children; educational psychology and special education; the contribution of psychology to developing healthier and safer schools; the inclusion of children and young people with disabilities in mainstream schools; and, initiatives with respect to the training of educational psychologists and the development of educational psychology practice. The abstract makes it clear how the themes are connected, what the context is for each theme, and the nature of the original contribution to knowledge and practice that each paper makes.

Strengths/distinctive features

At first sight, the papers form a relatively disparate set but, even without the abstract, it is soon possible to discern a coherent thread: a belief about the potential of psychology to improve the lives of children, their parents and carers, and those who work with children. There is a distinct concern with the vulnerable and the marginalised and, from the beginning of the series of papers, recognition of the impact of the environment and, in particular, of systems and institutions. In essence, by supporting organisational change, there can be a positive impact for all children and young people, not simply those who are vulnerable or at risk of being excluded. In this respect, the final paper in the submission provides an apt summary of this, quite apart from its echo of George Miller's exhortation that 'there is nothing as practical as a good theory'.

It is possible to chart the development of Gerv's thinking about practice, how that thinking is informed by research evidence, and then realised in providing a service (to multiple service users, including educational psychologists in training). Further, the commitment to ethical practice is repeatedly demonstrated. As he acknowledges in the abstract, some of the papers seem unremarkable in 2006 but, reading them both with an understanding of the history of professional educational psychology in England and informed by such papers as 'The process of reconstruction' (Leyden, 1978; paper 5.9), at the time, in the late sixties and in the seventies, he was setting out a radical vision. It does seem remarkable that children could be placed in special educational

Phil Stringer 7.6.06

provision with no understanding of whether or not it would make any positive outcome for that child. It seems remarkable that educational psychologists have placed so much on the use of psychometric tests. It seems remarkable that one might not naturally think about the importance of the well-being of staff in schools... or the particular circumstances of children whose parents have divorced or the need of educational psychologists in training for carefully planned supervision.

Overall, this submission represents an impressive body of work and a significant, original contribution to educational psychology practice. The papers are uniformly well written, demonstrating a facility for clear communication and, frequently, a sense of irony. I am confident that the submission meets the criteria for the award of a PhD on the basis of published works.

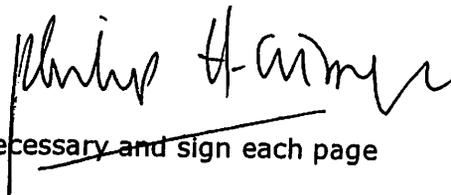
Matters for discussion with the internal examiner

There are a number of matters that I wish to raise with the internal examiner, potentially for further discussion during the viva.

1. To what extent has inclusion been well served by psychology theory and by the practice of educational psychologists?
2. What links could have the abstract made with Every Child Matters: Change for Children and, especially, the five outcomes?
3. In considering educational psychology practice, is there a sense of the more that things have changed, the more that practice has remained the same. If so, why is this?
4. Of the papers, what stands out as being of most significance?
5. A number of typographical errors should be corrected.

Date: 7.06.06

Signature:



(External Assessor 2)

Please continue on the second page if necessary and sign each page

PSC/19/2/98



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Candidate's name:	GERVASE LEYDEN
Title of thesis:	THE APPLICATION OF PSYCHOLOGY WITHIN LOCAL EDUCATION AUTHORITY SETTINGS 1965 - 2005: A PARTICULAR CRITIQUE OF THE RELATIONSHIP BETWEEN THEORY, RESEARCH AND PRACTICE
Name of External Assessor 1:	PROFESSOR GARY THOMAS
Name of External Assessor 2:	DR PHIL STRINGER

This is an extraordinary piece of work, or collection of pieces of work, collated as a doctorate by publication by one of the major figures in the development of new forms of educational psychology that emerged since the 1960s. The pieces collated show great breadth and variety, ranging from reports on empirical work published in respected peer review journals to commentaries on professional practice, to letters in professional journals, to editorials to reports on major pieces of evaluation. While this collection represents by no means a typical one for a doctorate of this kind, it appears to me to be absolutely appropriate for summarising the candidate's original contribution to educational psychology. It provides a narrative that the reader is able to explore and there are clear lines of reasoning running through the whole. The work is consistent and well organised, with each of the five subsections holding work characteristic of the theme being exemplified, and it was always easy to locate references and to cross-reference from one part of the work to another. The candidate's commentary drew strong themes within and between subsections and demonstrated his ability to give cohesion to the whole.

The narrative being told is indeed a powerful and original one, and one feels privileged to be able to read the record of the candidate's contribution to the field over a period over almost 40 years. He was making points and drawing on research in the 1960s and 70s that were not well known, or at least not well used. It is fascinating to see how he has translated his ideas from those times – for example, in his work in special schools – to his more recent expositions about inclusive education, and to his work as part of large research projects wherein conclusions were drawn about the impact of various

Date: 14 6 06 Signature:

(Internal/External Examiner*)
(*delete as applicable)

Please continue on the second page if necessary and sign each page

factors that might influence children's progress in school.

Points that I would wish to raise with the candidate during the viva voce examination include the following:

P 25 – methodology: does one want agreement?

P 23 – is it true that students at JTCs received education?

P 27 – comment on exceptionality

P 28 – what do you mean by a two way relationship with the parent discipline?

P 43 – what would this 'framework' look like? (fusion of theories)

Paper 1.3 Is cultural disadvantage a viable concept nowadays?

Paper 2.3 Why recommend intervention strategies? What confidence do you have in them? (and 2.4)

Typographical errors:

Page

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Overall, this is an excellent collation of work demonstrating clear coherence and narrative, and showing rigour and originality throughout. The commentary is thorough, well constructed and well presented.

Date: 14 6 06 Signature:



(Internal/External Examiner*)
(*delete as applicable)

PSC/19/2/98



Examination for the degree of Doctor of Philosophy - First Submission

Joint Report Form

Department/School: **PSYCHOLOGY**

Candidate's Name: **GERVASE LEYDEN**

Title of Thesis:

**THE APPLICATION OF PSYCHOLOGY WITHIN LOCAL EDUCATION AUTHORITY SETTINGS
1965-2005: A PRACTITIONER CRITIQUE OF THE RELATIONSHIP BETWEEN THEORY, RESEARCH
AND PRACTICE**

Date of *viva voce* examination

15 June 2006

Report on the *viva voce* examination

Gerv Leyden has chosen to submit a collection of published works for the award of PhD. These published works span his career as a professional educational psychologist working in local authority settings and also working for the University of Nottingham. The abstract accompanying the papers groups the papers into five themes: the role of an educational psychologist in relation to vulnerable and marginalised children; educational psychology and special education; the contribution of psychology to developing healthier and safer schools; the inclusion of children and young people with disabilities in mainstream schools; and, initiatives with respect to the training of educational psychologists and the development of educational psychology practice. The abstract makes it clear how the themes are connected, what the context is for each theme, and the nature of the original contribution to knowledge and practice that each paper makes.

During the oral examination, Gerv responded to a number of questions about aspects of his submission. We are satisfied that the work that he has presented is original and his own work. His comments added to our sense of coherence and narrative and in this respect were entirely consistent with his Abstract.

In conclusion, we consider that this submission is an excellent body of work, fully deserving of the award of PhD.