

## Editorial

---

The idea of EPRaP was conceived at the UEL Child and Educational Professional Doctorate Annual Research Conference where Trainees on our programme present their doctoral research. This research was often very high quality with potential impact but publishing often 'fell by the wayside' as the Graduates of the Programme entered the demanding first year of practice following qualification. Speaking with colleagues on other EP training programmes confirmed that this issue was endemic despite various initiatives to increase publication output. Trainees were also writing excellent assignments and doing significant work in placements with Local Authority partners but there were limited platforms for disseminating this and therefore impact was also limited. Given this, we began to plan a high quality open-access periodical reflecting our interest in applied research as well as a shared belief in social justice and civic engagement.

Our training programme at UEL has a particular focus on Social Emotional Health and Wellbeing and the Tutor Team here have developed close links with groups working in the community to make a difference for the most vulnerable children and young people. For example, we work with SEBDA, the National Autistic Society and The Nurture Group Network. We also link with colleagues in The Rix Centre at our Docklands Campus and with the other Professional Doctorate Programmes at UEL which share our aims and values. Our focus includes emphasis on non-deficit models, solution focused work, critical and positive approaches that make a difference. This ethos, and the associated research culture, is thriving at UEL and in 2014 the school of Psychology had 43 per cent of our research rated as 'internationally excellent' with 25 per cent as 'world-leading' and was one of only four in the country whose research had a '100 per cent impact' at the highest level.

It is important to acknowledge the contribution our colleagues in the CASS school of Education made with their periodical Research in Teacher Education (RITE) without which EPRaP would not exist (at least in this format). So, thanks to Gerry and David for trailblazing. RITE shows that this open form of publishing can quickly reach a wide international audience in a way many peer reviewed journals cannot. EPRaP would also not have been possible without the enthusiastic support of Dean of Psychology Mark Davies and Associate Dean Pippa Dell. Thanks also to the many other people who have committed time and

effort to the project including members of the Editorial Board and our Admin and ICT colleagues.

In this first issue we have contributions from very established Psychologists; Peter Farrell and Kevin Woods on Consultation and Mark Fox on the Psychological Contract between Trainee Psychologists and placements. We also have papers written by newly qualified Educational Psychologists such as Rodanthi Chatziniolou and those still in training such as Joanna Wood. The papers cover the use of Foucauldian Approaches to analysis, EP work in the Early Years and Positive Psychology Interventions. We have many more papers in the pipeline and in future will have some themed issues. We also hope to recruit an International Advisory Board and to establish a network of researchers and practitioners as partners in this initiative. Your feedback and participation is actively encouraged. We would particularly like to hear the voices of service users including young people and their families.

*Dr Miles Thomas*