

# Clinical Psychology

This version of this programme is no longer recruiting. Please refer to the updated programme specification of the same name.

<b>Final award</b>	ClinPsyD
<b>Intermediate awards available</b>	None
<b>UCAS code</b>	N/A
<b>Details of professional body accreditation</b>	British Psychological Society
<b>Relevant QAA Benchmark statements</b>	Clinical Psychology
<b>Date specification last up-dated</b>	September 2011

## Profile

### The summary - programme advertising leaflet

#### Programme content

The Clinical Psychology Programme provides a broad-based education and training, designed and taught by core programme staff and NHS specialists, covering all of the major approaches to clinical psychology. In addition, it offers a number of elements which trainees find very rewarding, including:

- Theoretical frameworks for critically but constructively evaluating Clinical Psychology's and Psychiatry's theory and practice, and for developing alternatives to some aspects of this.
- Teaching on innovative approaches to practice, such as social constructionist and narrative therapies and recovery models in psychosis.
- An approach to research which encompasses both qualitative and quantitative methods and emphasises understanding of their epistemological bases.
- An outstanding range of placement experience.
- A Core Programme in Personal and Professional Development which allows trainees to develop their skills as reflective practitioners
- A wide range of support systems

The aim of the Programme is to educate and train Clinical Psychologists for work in NHS and related settings, in accordance with the requirements and goals of the British Psychological Society's Committee on Training in Clinical Psychology and the requirements for registration as Chartered Psychologists. This aim is achieved through an academic curriculum of seven Core Courses (e.g. Assessment Competencies; Professional and Transferable Skills; Therapeutic Skills; Research Theory & Methods) and eight Specialist Units (e.g. Adults; People with Learning Disabilities; Children and Families; Older Adults); two research projects and six six-month clinical placements.

**The Clinical Psychology programme is, according to the most recent BPS accreditation report, to be commended for:**

1. the high regard in which the programme is held by all of its stakeholders;
2. the ethos and critical stance of the programme, and trainees' readiness to think critically and work in a variety of ways for the benefit of clients and services;
3. the considered approach taken to exploring potential synergies between the Doctorate in Clinical Psychology and the other professional doctorates in psychology offered by the School;
4. the robust procedures for monitoring trainees' clinical skills and experience;
5. the cohesiveness and commitment of the psychology and administrative staff team;
6. the exposure to a range of interesting and original ways of working offered by the programme;
7. the programme's approach to widening access and valuing diversity; and
8. the strength of the programme's personal and professional development strand.

## **Clinical Psychology at UEL**

### **Admission requirements**

All applications must be made via the Clearing House for Postgraduate Courses in Clinical Psychology.

Students/trainees must have an Honours degree recognised by the British Psychological Society as conferring the Graduate Basis for Registration and of a standard which indicates their suitability for work at Doctoral level - normally at least an upper second or first class Honours degree. They must have relevant work experience from which they can clearly articulate what has been learned, as well as demonstrating appropriate knowledge and understanding of the profession of Clinical Psychology, plus appropriate commitment and realistic evaluation of what training and practice involve.

At least two members of academic staff will review each application before a decision is made and selection interviews always include a member of NHS staff as well as members of academic staff.

In the case of applicants whose first language is not English, then IELTS 8 (or equivalent) is required. This IELTS requirement incorporates a minimum of 6.5 in writing and speaking, together with a minimum of 6.5 in listening and reading. International qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate programmes.

Professional body requirements exclude exemption via APC/EL.

### **Programme structure**

Professional doctorate programmes can be either 'taught' or 'research' in their emphasis (that is, when measured by student effort). Both have equal status and share the same learning outcomes. You should check with the relevant school to find out where the emphasis is for this particular programme.

The Programme is 3 years, full time. Approximately 50% of Programme time is spent in clinical placements; 20% on academic teaching; 20% on research and 10% on self-directed

study. Placements and academic teaching run in parallel throughout the three years, following a four week induction in year 1.

### **Learning environment**

The Programme involves a variety of learning methods: supervised practice on placements; supervised research; lectures; seminars; demonstrations; workshops and role-play.

### **Assessment**

Assessment methods include: course work; written examinations; reports of clinical work; supervisors' assessments of placement performance; a service-related research project and a thesis. In each year of study, all aspects of assessment normally have to be passed in order for trainees to progress to the following year. All aspects of assessment must be passed for the award of the degree.

### **Relevance to work/profession**

The DClinPsy is the required qualification for professional practice as a clinical psychologist in the UK.

### **Thesis/Dissertation/project work**

Registration of the research component can only take place following a recommendation from the relevant School Research Degrees Sub-Committee to the university PGR Review Sub-Committee of the suitability of the candidate to undertake research, of the programme of research, of the supervision arrangements and of the research environment. These approvals require appropriate academic judgement to be brought to bear on the viability of each research proposal.

Once the research stage of the programme is reached progression will be formally reviewed annually by a Panel comprised of staff with appropriate academic and professional expertise who are independent of the candidate's supervisory team. The School's Research Degrees Sub-Committee and the PGR Review Sub-Committee monitor the reports from these Panels.

The examination of the research component of the Professional Doctorate has two stages: firstly the submission and preliminary assessment of the research; and secondly its defence by oral examination.

Trainees carry out two research projects: a smaller scale service related project (in Year 1) and a large-scale thesis in Years 2 and 3. University and NHS supervision is provided and trainees develop their ideas in consultation with supervisors, and in small discussion groups.

### **Added value**

*The programme offers a route to BPS CPsychol status, and will be an approved course under the HPC statutory registration regime to be introduced in July 2009.*

### **Your future career**

The Programme provides the necessary training for work as a clinical psychologist in the NHS.

### **How we support you**

The Graduate School is responsible for providing a focus to the support of our postgraduate research students and for our institution's research and scholarly strategy.

Professional Doctorate students will have at least two and not normally more than three supervisors, who together demonstrate an appropriate range of academic and professional experience. One supervisor shall be the Director of Studies with responsibility to supervise the candidate on a regular and frequent basis.

The Programme has a number of support mechanisms including: academic and clinical year tutors; personal tutors (who also carry out placement visits); annual individual reviews; Personal and Professional Development groups; a Personal Advisor Scheme (entirely separate from Programme staff) with additional schemes for black and minority ethnic trainees and gay and lesbian trainees; access to student counselling services; a buddy system; access to University support services for students with disabilities.

### **Bonus factors**

-

## **Outcomes**

### **Programme aims and learning outcomes**

#### **What is this programme designed to achieve?**

This programme is designed to give you the opportunity to:

The aim of the programme is to educate and train Clinical Psychologists to work in NHS and related settings and specifically to develop knowledge, understanding and skills, in relation to psychological problems, of:

- Assessment
- Conceptualising
- Planning and implementing interventions
- Evaluating
- Communicating
- Researching

Using a wide range of psychological and other relevant theory and research, and within different levels of work activity: direct work with clients, indirect work through other health professionals or carers and work within organisations.

#### **What will you learn?**

A candidate who is awarded a Professional Doctorate will be expected to have achieved the following learning outcomes:

Created and interpreted new knowledge, through original research, or other advanced scholarship, of a quality to satisfy peer review, which extends the forefront of the discipline and merits publication;

Systematically acquired an understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;

The general ability to conceptualise, design and implement a project for the generation of new knowledge, application or understanding at the forefront of the discipline and to adjust the project design in the light of unforeseen problems;

A detailed understanding of applicable techniques for research and advanced academic enquiry;

Ability to make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences;

Ability to continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches;

The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

## **Structure**

### **The programme structure**

- 
- 

### **Typical duration**

The normal minimum and maximum periods of registration for a Professional Doctorate are as follows:

	<b>Minimum</b>	<b>Maximum</b>
--	----------------	----------------

Full-time	18 months	60 months
-----------	-----------	-----------

Part-time	45 months	72 months
-----------	-----------	-----------

The minimum period of study is three calendar years full-time and the maximum period will not normally be longer than five calendar years. Study beyond three years may be part-time.

## How the teaching year is divided

The teaching year is divided into three ten week sections (October-December; January-March; April- July), with the exception of Year 3 when the third section begins in June and the academic period from April to May is devoted to research. The placement year, which runs in parallel, is divided into two sections (October-March; April-September) except in Year 1 where the first placement begins in November. Some trainees also complete year long placements, usually from October to September. During breaks from academic teaching, trainees engage in placement work; placement related study; self-directed study and research.

## What you will study when

**The programme is not modular, and units are not credit rated.**

### YEAR 1

OCTOBER - DECEMBER	JANUARY - MARCH	APRIL - JUNE
Induction	-	-
CC1: Professional & Transferable Skills	CC4: Research Theory & Methods	CC4: Research Theory & Methods
CC2: Clinical Psychology & Epistemology	CC5: Therapeutic Skills	CC5: Therapeutic Skills
CC3: Assessment Competencies	CC6: Personal & Profess. Development	CC6: Personal & Profess. Development
CC4: Research Theory & Methods	SU1: Adults	SU2: Psychosis
CC5: Therapeutic Skills	SU2: Psychosis	SU3: Older Adults
CC6: Personal & Profess. Development	SU3: Older Adults	SU4: Neurological Problems
SU1: Adults	- -	- -
Tutor Meetings & Open Programme Meeting	Revision Sessions Tutor Meetings & Open Programme Meeting	Tutor Meetings & Open Programme Meeting

### YEAR 2

OCTOBER - DECEMBER	JANUARY - MARCH	APRIL - JUNE
CC4: Research Theory & Methods	CC4: Research Theory & Methods	CC4: Research Theory & Methods
CC5: Therapeutic Skills	CC5: Therapeutic Skills	CC5: Therapeutic Skills
CC6: Personal & Profess. Development	CC6: Personal & Profess. Development	CC6: Personal & Profess. Development
CC7: Social Inequalities	CC7: Social Inequalities	CC7: Social Inequalities
SU5: Learning Difficulties	SU5: Learning Difficulties	SU7: Health & Sexual Health
SU6: Child & Family	SU6: Child & Family	- -
Tutor Meetings & Open Programme Meeting	Tutor Meetings & Open Programme Meeting	Tutor Meetings & Open Programme Meeting

### YEAR 3

**OCTOBER - DECEMBER**

CC4: Research Theory &amp; Methods

CC5: Therapeutic Skills

CC6: Personal &amp; Profess. Development

CC7: Social Inequalities

SU8: Forensic Clinical Psychology

Group Chosen Topics  
Tutor Meetings & Open Programme Meeting**JANUARY - MARCH**

CC4: Research Theory &amp; Methods

CC5: Therapeutic Skills

CC6: Personal &amp; Profess. Development

CC7: Social Inequalities

- -

Group Chosen Topics  
Tutor Meetings & Open Programme Meeting**APRIL - JUNE**

Study Time for completion of Academic and Research Submissions

CC6: Personal &amp; Profess. Development

CC7: Social Inequalities

-

-

Tutor Meetings  
Group Chosen Topics**Requirements for gaining an award****Year 1**

1 essay, from topics drawn from the Core Courses

One practical report of work carried out in placement

One examination paper, Theory and Practice of Adult Clinical Psychology

Supervisors' assessment of performance on placement

**Year 2**

One service related research project

One practical report

Two examinations (Theory and Practice of Clinical Psychology in relation to Learning disabilities/Long-term mental health problems and Children and families/Older adults)

Supervisors' assessment of performance on placement

**Year 3**

Two practical reports

The thesis and a viva voce examination

Supervisors' assessment of performance on placement

Students must normally pass all aspects of assessment in Year 1 to proceed to year 2, and similarly in Year 2. In exceptional circumstances, and at the discretion of the Assessment

Board, a student may proceed having deferred on two items of assessment, not including written examinations. To obtain the degree of ClinPsyD, all aspects of the assessment must be passed. Students who fail any aspect of assessment may be re-assessed at the discretion of the Assessment Board on **one** further occasion.

Students who fail any two placements, at any point in the Programme, will normally be excluded.

Students will normally be excluded from the programme if they are deemed to be in breach of the British Psychological Society's or BPS Division of Clinical Psychology's Code of Conduct/Professional Practice Guidelines or of a Code of Conduct specified by their employing or placement trust. Any action which leads to dismissal from employment as a trainee Clinical Psychologist will normally result in exclusion from the Programme. The Programme also applies the University's suitability procedures for programmes leading to professional qualifications.

-

## **Assessment**

### **Teaching, learning and assessment**

#### **Teaching and learning**

The programme uses a variety of teaching methods, based on a recognition that:

- Trainees are experienced learners, working at a level where self-directed learning is expected and encouraged
- The integration of theory and practice, and reflection on what is being learned and how, are central to the programme

Teaching methods include: lectures, seminars, demonstrations, workshops; supervised practice, role-played practice; small group and peer led discussion; supervised research

Although each of these methods may emphasise a different component of the learning outcomes (e.g. lectures and seminars will emphasise the knowledge base and critical thinking; supervised practice will emphasise specific clinical skills, there is an emphasis on integration across different types of learning, e.g. all lectures contain a seminar element, to encourage discussion and reflection; lectures, seminars, workshops and group discussions involve integration of theory and practice, for example, through presentation of work-based problems to illustrate theoretical points. Similarly, placement work always includes relevant reading, and discussion with supervisors of the theoretical and ethical basis of clinical work. Discussion of professional and ethical issues, both general and with a focus on specific problems, also occurs across teaching sessions, but the small group sessions on professional development specifically focus on these.

For each trainee, learning is planned and self-evaluated through learning contracts on placements; maintaining a log-book of clinical activity and the knowledge and skills learned from it; devising and implementing written proposals for research, and through annual

individual reviews covering clinical and academic learning. These processes are informed by the BPS statements of required competencies in assessment, formulation, intervention, evaluation, research, personal and professional skills, communication and teaching, service delivery and transferable skills.

## **Assessment**

The assessment methods are linked to the learning outcomes by ensuring the comprehensive evaluation of knowledge and understanding; critical thinking; clinical skills such as assessment, conceptualisation, intervention and evaluation; ability to link theory and practice; professional and ethical development; communication skills and research knowledge and skills.

Each assessment method will emphasise a particular aspect of these, e.g.:

- Essays and examinations focus on knowledge and understanding, and critical thinking
- Placement supervisors' evaluations focus on clinical and professional skills
- The thesis and service related research project focus on research skills
- Practical reports of work on placement focus on clinical skills, the ability to link theory and practice; ethical and professional issues, and communication

However, all assessment methods assess a range of knowledge and skills, e.g. examinations include both theory and practice questions; supervisors' evaluate knowledge relevant to the clinical specialty; all methods evaluate professional and ethical development and communication skills.

## **Quality**

### **How we assure the quality of this programme**

#### **Before this programme started**

Before the programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

#### **How we monitor the quality of this programme**

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

### **The role of the programme committee**

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

### **The role of external examiners**

The standard of this programme is monitored by five external examiners. External examiners have two primary responsibilities:

- To ensure the standard of the programme
- To ensure that justice is done to individual students

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments
- Attending assessment boards
- Reviewing samples of student work and moderating marks
- Ensuring that regulations are followed
- Providing feedback to UEL through an annual report that enables us to make improvements for the future

### **Listening to the views of students**

The following methods for gaining student feedback are used on this programme:

- Anonymous individual evaluations of teaching sessions
- Trainee representation on the programme committee and its sub-committees
- Regular meetings between trainee year groups and their academic and clinical tutors
- Written feedback on each placement
- Private meetings with trainees during placement reviews
- Annual individual reviews carried out by the personal/placement tutor

- Trainee year group presentations at the Annual Programme Review
- Exit interviews with graduating students

Students are notified of the action taken through:

- Meetings with clinical and academic tutors
- Presentations at annual programme reviews
- Programme committee/sub-committee minutes

### **Listening to the views of others**

The following methods are used for gaining the views of other interested parties:

- Extensive NHS representation on the programme committee and its sub-committees
- Programme representation on NHS committees, e.g. London Regional Advisory Committee on Clinical Psychology; NHS London Clinical Psychology sub-group
- Meetings with individual supervisors during placement visits

## **Further Information**

### **Alternative locations for studying this programme**

<b>Location</b>	<b>Which elements?</b>	<b>Taught by UEL staff</b>	<b>Taught by local staff</b>	<b>Method of Delivery</b>
-	-	-	-	-

### **Where you can find further information**

Further information about this programme is available from:

- The UEL web site (<http://www.uel.ac.uk>)
- The programme handbook
- The programmes assessment handbook
- UEL Manual of General Regulations <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>
- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework/>
- The Graduate School <http://www.uel.ac.uk/gradschool/>
- School of Psychology web pages <http://www.uel.ac.uk/psychology/>