

PROGRAMME SPECIFICATION

This document describes the **Doctorate in Clinical Psychology**. This specification is valid for new entrants from **September 1997**.

The aims of the programme are to:

- Provide an up-to-date, balanced coverage of the major orientations, ideas and knowledge that inform an evidence based clinical psychology practice;
- Develop trainees knowledge and awareness of NHS guidelines, relevant national policies, and professional guidance related to the practice of clinical psychology;
- Develop trainees' clinical skills and provide them with opportunities to apply their knowledge and skills in assessment, formulation and intervention;
- Develop trainees' capacity to reflect upon and evaluate their work;
- Develop the critical, analytical, and research powers of trainees in relation to clinical psychology;
- Develop trainees' ability to communicate to a variety of audiences, including service users, using different modalities;
- Foster trainees awareness of operating within the legal and ethical boundaries of clinical psychology practice;
- Foster high standards of professionalism and value-based practice in relation to conduct and practice;
- Provide trainees with opportunities for shared multidisciplinary learning and practice with other practitioners in healthcare;
- Develop the ability of trainees to manage their own learning and welfare.

The programme is studied over three years full-time.

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This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical Trainee might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the Syllabus and Programme Handbooks. Key sources of information about the programme can be found in the following Handbooks: General, Programme Requirements, Research, Syllabus, Speaker's, Placements and Supervisor's and in the QAA Subject Review Report for Psychology at Royal Holloway (2000). The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Learning outcomes

The programme provides opportunities for Trainees to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following:

Knowledge and understanding

- Theoretical and empirical basis of Clinical Psychology practice in the core domains of child, adult, older adult and learning disability health and mental health.
- Social, psychological and physiological principles related to human health, mental health and disease across the age, ability and social spectra.
- Current developments in the practice of Clinical Psychology.

- The context of healthcare provision including the history, structure, dynamics, policies and goals of the NHS and psychology services.
- Clinical knowledge and understanding in key areas of practice as well as in relevant areas of personal interest to the Trainee.

Intellectual Skills

- Critically analyse, evaluate and interpret the evidence underpinning Clinical Psychology practice.
- Apply the skills needed for academic study and enquiry.
- Evaluate research and a variety of types of information and evidence critically.
- Synthesise information from a number of sources in order to gain a coherent understanding of theory and relevant research that can be applied to practice.
- Apply strategies for appropriate selection of relevant information from a wide source and large body of knowledge.
- Utilise problem-solving skills.
- Critically appraise research in its application to clinical psychological theory and practice.

Professional Practical Skills

- Undertake skilled, effective, competent, safe, evaluative, reflective, ethically guided practice in relation to their own work and that of their colleagues.
- Communicate effectively with clients, relatives, carers, and healthcare professionals establishing professional and ethical relationships.
- Understand and respond to the needs of clients from varied socio-cultural backgrounds through the use and development of effective and relevant forms of intervention
- Undertake appropriate clinical assessments, developing practice relevant formulations from the verbal and physical presentation of an individual and evaluate and assess the outcomes.
- Reflect upon and make informed decisions about clinical practices consistent with accepted approaches and individual client needs.
- Effectively and safely apply transferable skills to the management of individuals, with continual analysis and evaluation of outcome and appropriate modification of intervention.
- Make evaluative judgements on the technical outcomes of formal psychometric assessment procedures.
- Undertake teaching and research that will contribute to the advancement, in all its forms, of the psychology of health and social care
- Achieve competence in the use of statistical software and statistical methods for research and evaluation of interventions.

Transferable / key skills

- Communicate effectively with specialist and non-specialist audiences using a variety of means.
- Work both independently and collaboratively, and provide and accept professional support from peers
- Achieve skills in presentation of case reports, research, report writing and teaching activities.
- Evaluate his/her own academic, professional and clinical performance.
- Utilise problem-solving skills in a variety of theoretical and practical situations.
- Manage change effectively and respond to changing demands.
- Manage their work, learning and continuing professional development needs
- Understand career opportunities and challenges ahead and begin to plan a career path.
- Commitment to good practice and to be proactive in helping to shape healthcare services and the profession
- Information management skills, e.g. IT skills.

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Teaching, learning and assessment

Methods used to enable knowledge and understanding outcomes to be achieved and demonstrated:

Teaching and learning - Lead lectures; tutor-led tutorials; Trainee-led case and personal research presentations, seminars, supervised clinical experience, on-site visits to NHS services.

Assessment - essays; written unseen examinations, thesis and small scale research report writing, journal paper preparation, observation of performance and feedback from tutors and supervisors.

Methods used to enable intellectual skills outcomes to be achieved and demonstrated:

Teaching and learning - Lead lectures; trainee and tutor-led seminars; self-directed learning; the use of research-based teaching materials and methods; work-based learning over three years in NHS Clinical Psychology and other services in Teaching Hospitals, District General Hospitals and Specialist Centres and Primary Care and Community-based teams.

Assessment - written exam papers; practical exams; essays; case study analysis; dissertation and small-scale report, assessments by NHS supervisors through training contracts, mid- and end of placement reviews.

Methods used to enable professional practical skills outcomes to be achieved and demonstrated:

Teaching and learning - Taught course; clinical placements; seminars; lectures.

Assessment; by observations and interactions with qualified NHS Supervisors using pro-forma for mid and end of placement reviews & discussion.

Methods used to enable transferable/key skills outcomes to be achieved and demonstrated:

Teaching and learning - Transferable/key skills are generally incorporated within academic and placement evaluations, judged on experience-relevant criteria and related to relevant assessments as appropriate.

Assessment - Examples of strategies include: direct observation with clients, in team setting, letter and report writing, preparation of case reports.

Full details of the assessments can be obtained from the [Department](#).

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Details of the programme structure(s)

The programme is studied over three years full-time. 20% is University-based clinical and research teaching and seminars (75 weeks 2 days per week, 6 hours per day teaching), 20% committed to implementing the major research project and 50% (152 weeks, minimum 2 days per week) is based in NHS services on 6 supervised placements in varied settings. There is an Induction month, preparing trainees for their first entry to NHS services and 5 weeks per year annual leave. One day in 10 placement days is set aside for clinically related personal study (about 5% of the total programme time). The remaining 5% is academic study time (examination preparation; clinical, academic, programme related reading etc.). This proportional breakdown is prescribed by the BPS Accreditation Criteria.

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Progression and award requirements

Full assessment details are provided in the Trainee Handbooks. Minimum pass mark is 50% for each piece of work.

Marking Grades

Excellent (70-100%)

Good (55-69%)

Pass (50-54%)

Borderline Fail (45-49%)

Fail (<45%)

A Fail will usually require submission of an entirely new piece of work; subject to appropriate revision, work receiving a Borderline Fail can usually be accepted for resubmission.

Award

To qualify for the award of Degree, Trainees must complete and pass all the course requirements detailed below.

- **Clinical Competence** - Pass on six evaluations of clinical competence.
- **Reports of Clinical Activity (RCA)** - Pass four reports of clinical work.
- **Service-Related Research Project (SRRP)** - Pass one report of a piece of service-related research undertaken on a placement in the first two years of the course.
- **Examinations** - Pass both written papers at the end of the first year of training.
- **Research Methods** - Pass a Research Design Assessment and pass a Statistics Assessment completed during the first two years.

- **Coursework Essays** - Pass two essays, one dealing with theory and practice links, the second forming the basis for the Introduction to the Research Thesis.
- **Thesis (Research Project)** - Assessed by oral examination – must be passed.
- **Draft Journal Paper** - Submit satisfactory 'first draft' based on the Research Project.

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Student support and guidance

- Four-week induction programme for orientation and introducing study and basic practice skills.
- Trainee Handbooks and Syllabus with detailed reading materials and teaching session handouts.
- Clinical psychology and other library and literature database access
- Staff-trainee ratios for teaching of 6-8:1.
- Extensive library and other learning resources and facilities.
- Clinical Psychology test equipment and resources: trainee computer rooms.
- Clinical education supported by clinical supervisors and assessors located in provider units.
- Close collaboration between the University and regional clinical sites via the University Clinical Placements Co-ordinators;
- Academic liaison staff make regular, planned visits to the clinical placements to support and collaborate with Trainees and the clinical supervisors and assessors.
- All Trainees are allocated personal tutors whose role is to assist with personal problems and to advise on pastoral issues.
- Annual Personal Development Reviews.
- Independent Personal Advisor Scheme for course-independent consultations.
- Trainee representation on Programme Management Committee, the Service User and Carer Advisory Group and other committees.
- Trainee email and open personal access to tutorial staff including the Programme Director.
- Access to Trainee counsellors on campus and through employing Health Trust.

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:

- Teaching session reviews (feedback questionnaires and staff report).
- Biannual reviews and reports.
- End of course review.
- Termly detailed reports reviewed by the Programme Management Committee (Independent Chair).
- Work samples and marking to External Examiner.
- External Examiner reports.
- Annual programme review and report prepared by Programme Director and considered by College, Periodic review and revalidation by College and Purchasers, involving external panel members.
- Programme accreditation by British Psychological Society.
- Programme approval by the Health Professions Council
- Contract Performance Monitoring by NHS London (commissioners);
- Annual staff appraisal.
- Peer observation of teaching.

Mechanisms for gaining Trainee feedback on the quality of teaching and their learning experience:

- Biannual and End of Programme reviews with each cohort.
- Trainee representation at the Programme Management Committee.
- Written feedback on each teaching session.

Committees with responsibility for monitoring and evaluating quality and standards:

- Programme Executive (fortnightly).
- Programme Management Committee (2 x pa; includes representatives of each training cohort, NHS staff).
- Faculty Postgraduate Programmes Amendments Panel of the College.
- Board of Examiners - meets in September to consider marks, progression and awards.

Staff development priorities include:

- Staff expected to continue clinically relevant practice or research.
- Staff appraisal scheme and institutional staff development courses.
- Regular programme team meetings and staff attendance at relevant conferences.

Role of External Examiners (Visiting Examiners):

Visiting Examiners from the academic clinical community of Clinical Psychology are appointed by the College Board of Examiners Executive Committee. They include an Intercollegiate Examiner and thesis examiners. At least one Visiting Examiner will be registered as a Practitioner Psychologist with the Health Professions Council and entitled to practise using the title of "Clinical Psychologist". The role of visiting examiners is that of moderators of coursework. In order to do this they:

- approve examination programmes;
- review course work;
- see examination scripts;
- examine theses;
- attend the Board of Examiners.

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Admission requirements

The programme is only available to graduates with a recognised degree in Psychology – meeting the requirements of the graduate basis for chartered membership of the British Psychological Society. Students whose first language is not English may also be asked for a qualification in English Language at an appropriate level. For further details please refer to the Clearing House for Clinical Psychology web page (<http://www.leeds.ac.uk/chpccp/>).

Additional requirements:

EU resident

Relevant clinical experience.

All Trainees will be screened by and NHS Occupational Health Department to assess their fitness to undertake the clinical component of the degree.

Declaration of disclosure of any criminal convictions including those outstanding.

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Further learning and career opportunities

Graduates of this programme are eligible to apply for registration with the Health Professions Council and following successful registration are able to practise using the title "Clinical Psychologist" in the NHS or other sectors, and attain chartered clinical psychologist status under the regulations of the British Psychological Society. For further details on see www.hpc-uk.org and www.bps.org.uk. Note, that HPC does also require character and health references in addition to successful completion of the programme.

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Indicators of quality and standards

Royal Holloway's position as one of the UK's leading research-intensive institutions was confirmed by the results of the most recent Research Assessment Exercise (RAE 2008) conducted by the Higher Education Funding Council (HEFCE). The new scoring system for the RAE 2008 measures research quality in four categories, with the top score of 4* indicating quality that is world-leading and of the highest standards in terms of originality, significance and rigour. 60% of the College's research profile is rated as world-leading or internationally excellent outperforming the national average of 50%. The College is ranked 16th in the UK for research of 4* standard and 18th for 3* and 4* research. The Department of Psychology was ranked joint 5th in the top 10 universities in the country in terms of proportion of 3* and 4* research, with 70% of its research profile being of 3* and 4* standard.

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List of programmes

The programme is taught by staff at Royal Holloway, University of London, and leads to an award of the University of London. The programme is approved by the Health Professions Council and accredited by the British Psychological Society. The Banner programme code is given in parentheses.

Doctorate Programme in Clinical Psychology

Version 2.0

Dated: 7.12.2011

Doctorate in Clinical Psychology (1057)

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