Clinical Psychology

This programme is only offered at: UEL and is currently only available to home students. Application is only available via the Clearing House for Postgraduate Courses in Clinical Psychology.

Final award                        ClinPsychD
Intermediate awards available      PGCert, PGDip
UCAS code                          N/A
Details of professional body accreditation HCPC
Relevant QAA Benchmark statements  Clinical Psychology
Date specification last up-dated   July 2014

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 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 and personal/professional development experiences.
- 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 Health and Care Professionalal Council's requirements for registration as Practitioner Psychologists, and the British Psychological Society's Committee on Training in Clinical Psychology requirements for becoming a Chartered Psychologist. This aim is achieved through an academic curriculum of three core modules (one in each of the three years of the programme); two research projects and six 6-month clinical placements.

Clinical Psychology at UEL

In the most recent BPS accreditation report, the UEL clinical psychology programme was commended in the following ways:
The visiting team was struck by the depth and warmth of the relationship between staff and trainees, which is evident in the many ways in which trainees are supported throughout their training. Supervisors, too, reflected on the speedy, helpful and collegial responses they receive from programme staff in response to concerns they may raise.

The established PPD structure and emphasis throughout the programme supports trainees in developing their professional identities.

The way the programme team consult with stakeholders routinely about content and direction of the programme is impressive.

The School highly values the programme and the staff team. Its integration into the wider School clearly enriches the overall portfolio of opportunities that the School is able to offer to prospective and current students and trainees at a variety of levels, and presents potential for further exciting developments in the future.

The programme’s critical psychology stance empowers and enables trainees in their development of non-therapy competencies to take positions of influence, leadership and to promote new ways of working. This means that they are very well prepared for the new and evolving challenges of both the NHS and other diverse settings. The programme is clearly ahead of the game in terms of engaging trainees with the future directions of healthcare provision, and is viewed extremely positively in this regard by trainees, recent graduates, supervisors and employers, and is valued for its approach to clinical training.

The programme embodies a cohesive collegiate and community ethos which promotes creativity, innovation and enthusiasm amongst trainees, staff and stakeholders.

This is a highly competent outward looking staff team who are involved in policy, professional, clinical and research initiatives in health and societal contexts, at regional, national and international levels. This provides an inspiring educational context for trainees.

The programme has developed effective ways of ensuring that trainees develop core therapy skills in CBT and at least one other approach, but from a very early stage they inculcate a critical, innovative and values based approach in synergy with this.

The programme is to be commended for the range of assessment methods employed, including taking forward in vivo assessment on practice placements.

**Admission requirements**

All applications must be made via the Clearing House for Postgraduate Courses in Clinical Psychology. Professional body requirements exclude exemption via APC/EL.

Students/trainees must have an Honours degree recognised by the British Psychological Society as conferring the Graduate Basis for Chartership and of a standard which indicates their suitability for work at Doctoral level - 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. Highest-rated applicants are short-listed for interview. In addition, applicants who have indicated that their application should be considered under the employing NHS Trust’s Positive about Disabled People scheme, and whose forms have been initially screened as meeting minimum selection criteria, are also short-listed for interview.
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.

Applicants with either prior-certified learning or prior-experiential learning that closely matches the specified learning outcomes of the taught part of the programme may be able to claim exemption via agreed university procedures. No exemption can be claimed against the research part of the programme or in situations where a professional body excludes it.

Where English is not the applicant’s first language, a minimum IELTS Academic English, or such qualifications as our University deems comparable, score of 7.0 overall, with a minimum of 6.5 in all components, is required at entry. Such assessment of English language competence must normally have been undertaken no more than two years prior to application, though relevant and more recent study in a United Kingdom Higher Education Institution may be accepted as sufficient proof of ability.

At UEL we are committed to working together to build a learning community founded on equality of opportunity - a learning community which celebrates the rich diversity of our student and staff populations. Discriminatory behaviour has no place in our community and will not be tolerated. Within a spirit of respecting difference, our equality and diversity policies promise fair treatment and equality of opportunity for all. In pursuing this aim, we want people applying for a place at UEL to feel valued and know that the process and experience will be transparent and fair and no one will be refused access on the grounds of any protected characteristic stated in the Equality Act 2010.

**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. 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 an 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. As all modules (taught and placement) are ‘core’ to the programme, all aspects of assessment have to be passed in order for trainees to progress on the programme. All aspects of assessment must be passed for the award of the degree.*

**Relevance to work/profession**

*The DClinPsych is the required qualification for professional practice as a clinical psychologist in the UK.*
Research/project work

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. The research component constitutes 20% of the award.

Registration of the research component can only take place following a recommendation from the relevant School Research Degrees Sub-Committee to the university Research Degrees Subcommittee 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.

Candidates for a Professional Doctorate must successfully complete all assessed elements of their programme before award of the degree can be made.

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 Research Degrees Sub-Committee and the university Research Degrees Subcommittee 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.

Added value

The programme is approved under the HCPC statutory registration requirement for professional practice as a clinical psychologist in the UK.

Your future career

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

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?

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
- Formulating
- 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

Introduction

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

0 equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
1 equivalent in standard to the first year of a full-time undergraduate degree programme
2 equivalent in standard to the second year of a full-time undergraduate degree programme
3 equivalent in standard to the third year of a full-time undergraduate degree programme
M equivalent in standard to a Masters degree
D equivalent in standard to a Doctorate degree

Typical duration

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.

You must include the following statement:

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

<table>
<thead>
<tr>
<th></th>
<th>Minimum</th>
<th>Maximum</th>
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<tbody>
<tr>
<td>Full-time</td>
<td>33 months</td>
<td>48 months</td>
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</table>
Part-time  45 months  60 months

**How the teaching year is divided**

The Academic year is divided into four 13-week sections (October-December; January-March; April-June, July-September). The placement year, which runs in parallel, is divided into two sections (October-March; April-September). Some trainees also complete year long placements, 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**

### Year 1 Modules

<table>
<thead>
<tr>
<th>Credit</th>
<th>Main Topics</th>
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<tbody>
<tr>
<td>90</td>
<td>History and Epistemology of Clinical Psychology</td>
</tr>
<tr>
<td></td>
<td>Clinical Psychology in Modern Settings and Services</td>
</tr>
<tr>
<td></td>
<td>Professional Practice &amp; Transferable Skills</td>
</tr>
<tr>
<td></td>
<td>Social Inequalities &amp; Clinical Psychology</td>
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<tr>
<td></td>
<td>Personal &amp; Professional Skills Development</td>
</tr>
<tr>
<td></td>
<td>Approaches to Assessment &amp; Evaluation</td>
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<tr>
<td></td>
<td>Approaches to Formulation &amp; Intervention</td>
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<tr>
<td></td>
<td>Approaches to Individual and Direct Work</td>
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<tr>
<td></td>
<td>Psychological Problems in Adults and Older Adults</td>
</tr>
<tr>
<td></td>
<td>Psychosis and Severe/Enduring Presentations</td>
</tr>
<tr>
<td></td>
<td>Neuropsychological Assessment &amp; Rehabilitation</td>
</tr>
<tr>
<td></td>
<td>Accessing &amp; Appraising the Evidence Base</td>
</tr>
</tbody>
</table>

**Clinical Psychology Placements 1 & 2**

Two 6-month or one 12-month clinical placement(s) in an NHS or related setting, working with Psychological Problems in Adults, and/or Psychological Problems in Older Adults and/or Psychosis and Severe/Enduring Presentations

**PY8201**

| 90 | Two 6-month or one 12-month clinical placement(s) in an NHS or related setting, working with Psychological Problems in Adults, and/or Psychological Problems in Older Adults and/or Psychosis and Severe/Enduring Presentations |

**November to August**

### Year 2 Modules

<table>
<thead>
<tr>
<th>Credit</th>
<th>Main Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>Research Skills Component:</td>
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<tr>
<td></td>
<td>Research Design, Methods and Analysis</td>
</tr>
<tr>
<td></td>
<td>Research Reporting &amp; Dissemination</td>
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<td></td>
<td>Research Thesis Development Sessions</td>
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<td></td>
<td>Personal &amp; Professional Skills Development</td>
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<tr>
<td></td>
<td>Approaches to Groups, Families &amp; Systems</td>
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<tr>
<td></td>
<td>Psychological Problems in Children &amp; Families</td>
</tr>
<tr>
<td></td>
<td>Working with People who have Learning Disabilities</td>
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<tr>
<td></td>
<td>Working in Health and Social Care settings</td>
</tr>
<tr>
<td></td>
<td>Two 6-month or one 12-month clinical placement(s) in an NHS or related setting, working with Psychological Problems in Children &amp; Families</td>
</tr>
</tbody>
</table>

**Clinical Psychology Placements 3 & 4**

Two 6-month or one 12-month clinical placement(s) in an NHS or related setting, working with Psychological Problems in Children & Families

**PY8203**

| 90 | Two 6-month or one 12-month clinical placement(s) in an NHS or related setting, working with Psychological Problems in Children & Families |

**D level**

Groups, Teams & Systems
People who have Learning Disabilities
### Year 3 Modules

<table>
<thead>
<tr>
<th>Module/Component</th>
<th>Credits</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>PY8204 Psychological Problems in Older Adults</td>
<td>90</td>
<td>Essay, 5000 words</td>
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<tr>
<td></td>
<td></td>
<td>Practical Report 1, 5000 words</td>
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<tr>
<td></td>
<td></td>
<td>Exam, 3 hours</td>
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<tr>
<td></td>
<td></td>
<td>Exam, 3 hours</td>
</tr>
<tr>
<td>Clinical Psychology Theory &amp; Practice 3</td>
<td>30</td>
<td>Clinical Placement Portfolio 1</td>
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<tr>
<td></td>
<td></td>
<td>Competency Evaluations 1</td>
</tr>
<tr>
<td>PY8205 Health &amp; Social Care Policy, Prevention &amp; Promotion</td>
<td>90</td>
<td>Clinical Placement Portfolio 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Competency Evaluations 2</td>
</tr>
<tr>
<td>Clinical Psychology Placements 5 &amp; 6</td>
<td>90</td>
<td>Service-related Research, 4000 words</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Proposal, 2000 words</td>
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<tr>
<td></td>
<td></td>
<td>Practical Report 2, 5000 words</td>
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<tr>
<td></td>
<td></td>
<td>Exam, 3 hours</td>
</tr>
</tbody>
</table>

### Main Topics
- Advanced Personal & Professional Skills
- Approaches to Supervision and Consultation
- Leadership, Management and Clinical Direction
- Health & Social Care Policy, Prevention & Promotion
- Two 6-month or one 12-month clinical placement(s) in an NHS or related setting, working with Specialist Clinical Services
- Advanced work with Groups, Teams & Systems
- Community Psychology and Interventions
- Organisational Frameworks and Approaches
- Research Study Design and Implementation
- Data Collection, Analysis, Interpretation and Reporting
- Research Methods Workshops & Tutorials
- Research Dissertation preparation

### Requirements for gaining an award

The requirements for gaining an award are as follows:

- **Module/Component**
- **Credits**
- **Assessment**
Clinical Psychology
Placements 3 & 4 90
Clinical Placement Portfolio 3
Competency Evaluations 3
Clinical Placement Portfolio 4
Competency Evaluations 4

Year 3
Research Component 90
Thesis (up to 30,000 words)
Viva voce examination
Clinical Psychology Theory & Practice 3 30
Practical Report 3, 5000 words
Exam 1.5 hours
Clinical Psychology Placements 5 & 6 90
Clinical Placement Portfolio 5
Competency Evaluations 5
Clinical Placement Portfolio 6
Competency Evaluations 6

To obtain the degree of DClinPsych, all aspects of the assessment must be passed. Students who fail any aspect of assessment may be re-assessed on that aspect once. In the case of placements, which involve re-attendance, employment conditions are such that funding will only be available (at SHA discretion) for one further assessment opportunity. Students will normally be excluded from the programme if they are found to be in breach of the HPCS's, British Psychological Society’s or BPS Division of Clinical Psychology’s Code of Conduct/Professional Practice Guidelines or of any 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.

In order to gain a Postgraduate Certificate, you will need to obtain 60 credits

In order to gain a Postgraduate Diploma, you will need to obtain 120 credits

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**Assessment**

**Teaching, learning and assessment**

**Teaching and learning**

The programme uses a variety of teaching methods, based on 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, and in small group sessions specifically focused 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, formulation, 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.:

- 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 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 this 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 four external examiners, who approve assessment tasks and review samples of work. These External Examiners are normally drawn from DClinPsych programmes at other UK universities. Additional specialist External Examiners may also be individually recruited to examine theses (including *viva voce* examinations) and may be drawn from cognate academic departments at UK or overseas universities. The External Examiners ensure that standards reached by trainees meet professional body requirements and are comparable to those on other UK training programmes.

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 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:

• Trainee representation on the programme committee and its sub-committees
• Trainee year group presentations at the Annual Programme Review
• Regular meetings between trainee year groups and their academic and clinical tutors
• Evaluation of teaching sessions
• Written feedback on placements
• Private meetings with trainees during placement reviews
• Annual individual reviews carried out by the personal/placement tutor
• 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

<table>
<thead>
<tr>
<th>Location</th>
<th>Which elements?</th>
<th>Taught by UEL staff</th>
<th>Taught by local staff</th>
<th>Method of Delivery</th>
</tr>
</thead>
</table>

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/index.htm
- Research Degrees Sub-Committee http://www.uel.ac.uk/qa/committees/research.htm
- School of Psychology web pages http://www.uel.ac.uk/psychology/