PROGRAMME SPECIFICATION		

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	Doctor of Clinical Psychology
4	**Programme Title**	Doctorate in Clinical Psychology
5	**UCAS/Programme Code**	8861
6	**Programme Approval & Accreditation**	Health Professions Council (Approval) British Psychological Society (Accreditation)
7	**QAA Subject Benchmark(s)**	N/A
8	**FHEQ Level**	D
9	**Date written/revised**	7th October 2014

10	**Programme Aims**

On completion of the programme of study, graduates will:

1   Be able to work as safe,effective, competent and capable Clinical Psychologists with a range   of clients in a range of NHS settings;
2   Understand and embrace the core purpose and philosophy of the profession;
3   Be committed to reducing psychological distress and enhancing and promoting psychological well being, through the systematic application of knowledge derived from   psychological theory and evidence;
4   Demonstrate the fundamental acknowledgement that all people have the same human   value and the right to be treated as unique individuals;
5   Demonstrate the ability to work as a reflective, scientist practitioner contributing to and   developing the knowledge base through the production and utilisation of research   findings; and
6   Demonstrate that they can manage their personal professional development.

11	**Learning Outcomes**

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for Clinical Psychology.

Knowledge and Understanding
On completing the programme students should: A1 know how to make links between theory and practice. A2 have expanded their knowledge and understanding of psychological theories and therapies and how they can be applied in clinical settings. A3 know about the inter-relatedness of the various theories and what makes them distinct. A4 know how to engage in the evaluation and research cycles including protocol development, peer review, registration procedures and presentation of the work.

Teaching and Learning Methods

- Didactic sessions used to establish a learning framework for the development of understanding, to explain complex concepts, and to provide insight into the relationship between theory and practice.
- Small group work, to provide opportunities for interaction, discussion and clarification in support of learning in selected areas.
- Guided self-study, supported by the provision of targets and direction in Module Guides, to expand knowledge and understanding through active and task-based learning.
- Individual and group tutorials, to develop individual and collective understanding and to plan for practical tasks.
- Direct participation in, and reflection on, the formal activities that make up the research cycle such as protocol development, peer review, registration procedures and the project conference.

Assessment Strategy

Assessment of the underpinning knowledge base is achieved through a combination of Problem Based Learning Portfolio; essays; oral examination (in relation to seen questions), a critical review paper and research assignments (a further literature review a small scale research project and a larger empirical project). In relation to clinical experience, there are also case studies which require students to integrate theory and practice in relation to their case work.

Intellectual Skills

On completing the programme students should be able to:

B1 critically evaluate the evidence base.
B2 comprehend and interpret the literature.
B3 use abstraction to develop a coherent argument from their readings.
B4 Analyse, synthesise and evaluate information presented to them, and creatively integrate it with their clinical experience.

Teaching and Learning Methods

Critical engagement with the evidence base is taught in didactic teaching as well as in participation in teaching sessions. Clinical discussion groups such as Balint groups as well as experiential exercises enable students to learn how to reflect on their clinical experience.

Assessment Strategy

The above methods also assess intellectual performance, explicitly the students ability to engage critically with the literature and to reflect effectively on their clinical experience. Assessments focus on comprehension, interpretation, exploration, abstraction and the application of theory to practice, analysis (recognising assumptions connecting elements etc) synthesis (generating unique combinations of theoretical points, planning, etc) and evaluation (the capacity to cognitively judge the value of material).

Practical Skills

On completing the programme students should be able to:

C1 plan practical tasks such as the clinical cycle of assessment, formulation, intervention and evaluation.
C2 make decisions based on clinical evidence.
C3 work reflectively.
C4 communicate effectively with a variety of other professions, clients, their carers, families and networks.

Teaching and Learning Methods

- Problem-oriented learning opportunities, to develop problem-solving, critical reasoning and clinical decision-making skills through evidence-based activities.
- Video simulations and demonstrations and role play, to teach communication skills.
- Clinical skills training in the supportive environment of the clinical placements.
- Small group activities, to encourage team work and involvement.
- Written assignments to promote investigative and exploratory study, and to provide the opportunities for self-expression and choice.
- PPD groups, academic tutorials, clinical supervision, and access to buddies and mentors, to help to develop attitudes and promote reflective practice.
- Workshop based preparation for participation in formal activities that are an integral part of the research cycle.

Assessment Strategy

A range of assessments are also used to evaluate the acquisition of competence in relation to clinical experience in particular. This includes the aforementioned case studies, supervisors rating of competence (Trainees competence checklist) and

Transferable/Key Skills

On completing the programme students should be able to:

D1 develop their own learning style.
D2 communicate effectively with a number of agencies.
D3 use the computer effectively.
D4 conduct research at a high level including statistical data analysis.

Teaching and Learning Methods

Skills such as communication, team working, planning, computer literacy and learning how to learn are addressed through an equally wide range of strategies. Modules exist within the syllabus and competencies are defined within placement experience to focus attention on these key skills. Additional to the above methods, shared learning is employed to develop communication and team working skills and needs led experiences on clinical placements fill out the acquisition of key skills. In the conduct of the research assignments, students will also develop competence in computer literacy, numeracy, statistical analysis of data, etc. Workshops, formal didactic teaching sessions, experiential exercises, simulations, and other methods are used to facilitate the acquisition of these key skills. Cutting across all of these strategies are the related methods of assessment which encourage students to demonstrate competence in an area, leading to detailed feedback designed to enhance the key skills in question.

Assessment Strategy

Core competencies are assessed within these various assessment techniques. It should also be noted that informal assessment, evaluation and feedback occurs regularly within the training workshops. These frequently involve trainees demonstrating their competencies in relation to different topic areas (effective communication) in a way that facilitates the teacher in providing corrective feedback. Similarly, on placement, trainees will receive regular feedback on their performance. This accumulates to an overall rating by the supervisor of the trainees' performance (supervisors' feedback form).

12	Programme Curriculum, Structure and Features

Basic structure of the programme

The programme is full-time three year duration made up of two parts. Part One is completed at approximately the half way stage in the course, marked by a Board of Examiners meeting. The remainder of the course represents Part Two, concluded with viva examinations and a final Board of Examiners meeting. There are no credit arrangements, and every assessed part of the course has to be passed for the student to gain the award. Similarly, all modules must be attended and completed. In addition, trainees attend clinical placements for approximately half of the three year period and are also allocated research and study time.

There are 10 modules within the programme as follows:
1. Foundations of clinical psychology;
2. Psychological assessment
3. Psychological formulation
4. Psychological interventions
5. Evaluation
6. Research
7. Personal professional development
8. Communication and teaching
9. Service delivery
10. Year 3 / Specialist topics

Key features of the programme (including what makes the programme distinctive)

This course offers basic training in Cognitive Behavioural Therapy, Systemic and Psychodynamic Psychotherapy, with some introductory sessions in other models such as Humanistic, Existential and Cognitive Analytic Therapy.

Programme regulations (link to on-line version)

http://www.ncl.ac.uk/regulations/programme/

13	Criteria for admission

Entry qualifications
Entry is open to a graduate of any approved University holding an honours degree in psychology or equivalent qualification, as acceptable to the British Psychological Society as a graduate basis for registration. Successful candidates will have obtained a first or upper second class degree in most instances in the case of a 2:2 qualification will have strengthened their academic profile by obtaining a relevant post-graduate degree. They will have additionally undertaken some relevant paid full time employment after finishing their undergraduate degree. Diversity within the intake is encouraged although because of NHS funding non-EU citizens are currently not admitted to the programme.

We also require that all applicants are fluent in spoken and written English. In terms of equal opportunities, we aim to select for attributes related to effective practice and successful performance on the Doctorate that is potential as both an NHS clinical psychologist and as a post graduate student of the University. Within these parameters, selection otherwise confirms to the equal opportunities policy of the University.

Admissions policy/selection tools
See above

Non-standard Entry Requirements
See above

Additional Requirements
See above

Level of English Language capability
A minimum score of International English Language Testing System (IELTS) band 7 is required for speaking and listening, band 8 for academic reading, and band 7 for academic writing.

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14   Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: *http://www.ncl.ac.uk/students/*

Induction
During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students.

Study skills support
Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Development Centre (further information is available from the Robinson Library).

Academic and Pastoral support
Each undergraduate and taught postgraduate student will be assigned a personal tutor.*
A personal tutor is one part of a wider network of advice and guidance available to students to support their personal and general academic development. The module leader acts as the first point of contact for subject-specific academic advice. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Student-Staff Committee, and/or at the Board of Studies. Within the academic unit, students may also receive additional academic and pastoral advice from a range of other student-facing staff including degree programme directors, dissertation/project supervisors, and administrative support staff.
*Arrangements may vary for students taking special types of provision.

The University also offers a wide range of institutional services and support upon which students can call, such as the Writing Development Centre, Careers Service and Student Wellbeing Service. This includes one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Student Union operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

Support for students with disabilities
The University's Disability Support team provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

Learning resources
The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-sessional language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

15 Methods for evaluating and improving the quality and standards of teaching and learning

Module reviews
All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the Board of Studies and/or the School Teaching and Learning Committee. Student opinion is sought at the Student-Staff Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Learning, Teaching and Student Experience Committee.

Programme reviews
The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Learning, Teaching and Student Experience Committee. The FLTSEC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the Faculty Learning, Teaching and Student Experience Committee.

External Examiner reports
External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Learning, Teaching and Student Experience Committee. External Examiner reports are shared with institutional student representatives, through the Student-Staff Committee.

Student evaluations
All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Student-Staff Committee, and the Board of Studies. The results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

Mechanisms for gaining student feedback
Feedback is channelled via the Student-Staff Committee and the Board of Studies.

Faculty and University Review Mechanisms
Every six years degree programmes in each subject area undergo periodic review. This involves both the detailed consideration of a range of documentation, and a review visit by a review team (normally one day in duration) which includes an external subject specialist and a student representative. Following the review a report is produced, which forms the basis for a decision by University Learning, Teaching and Student Experience Committee on whether the programmes reviewed should be re-approved for a further six year period.

Approval and accreditation reports
The programme is normally reviewed every five years by the Health Professions council who approve the course, and accrediting body the British Psychological Society.

Other reviews: In addition, the programme has been reviewed by the funding NHS body (EQquip), by the quality assurance agency, the School of Psychology and the Graduate School as well as by the national audit office and through other occasional review mechanisms.

Graduate surveys: The programme monitors the employment status of recent graduates of the course. In addition surveys are undertaken of those who are one or two years post-qualification in order to enhance standards and maintain their currency. All these forms of assessment and review are fed back routinely through relevant committees and ultimately to the curriculum co-ordinating committee. (For example staff student committee and liaison committee). There is also the subject review system of internal quality control and enhancement within the University

Additional mechanisms

Following a 'reflective-educator' stance, we conduct studies of various aspects of the course from time-to-time, usually in order to address a problem.

16	Regulation of assessment

Pass mark
Assessed material is graded as either pass, distinction or fail, benchmarked against the normal percentage mark ranges used within the University.

The pass mark is 50 (Postgraduate programmes)

Course requirements

Progression is subject to University regulations http://www.ncl.ac.uk/regulations/regulations. All students must pass all assessed work in both parts of the programme. Part 1 must be passed before proceeding to Part 2. There is no compensation across items of assessed work.

Part One

Candidates who, following the requisite number of resit attempts, have failed to successfully complete all units of assessment (maximum of one failed unit) may be awarded the ***Postgraduate Diploma in Clinical Applications of Psychology***. These candidates will exit the programme at this stage. These candidates have completed a course of study and associated assessments that although based on a curriculum aligned with BPS/HPC guidelines does not meet these requirements and qualification will not enable the candidate to register with the Health Professions Council nor

practise as a clinical psychologist. Candidates, who following the appropriate number of resit attempts, have failed to pass two or more units of assessment at Part One of the Programme will not be eligible for any award and will exit the programme at this stage.

Part Two

Candidates who, following the requisite number of resit attempts, have failed to successfully complete all units of assessment (maximum of one failed unit) may be awarded the *MSc Clinical Applications of Psychology*. These candidates have completed a course of study and associated assessments that although based on a curriculum aligned with BPS/HPC guidelines does not meet these requirements and qualification will not enable the candidate to register with the Health Professions Council nor practise as a clinical psychologist. Candidates, who following the appropriate number of resit attempts, have failed to pass two or more units of assessment at end of Part Two of the programme will be eligible for the *Postgraduate Diploma in Clinical Applications of Psychology*. These candidates have completed a course of study and associated assessments that although based on a curriculum aligned with BPS/HPC guidelines does not meet these requirements and qualification will not enable the candidate to register with the Health Professions Council nor practise as a clinical psychologist.

The repeated failure of assessed work that is passed on second submission may also result in the above. So may 'professional misconduct' or lack of 'personal capability' [e.g. protracted poor health].

Weighting of stages
N/A

Common Marking Scheme
All assessed work is graded in relation to topic specific marking grids (e.g. essay and research grids). Each grid sets out qualitatively the criteria for each grade against a number of relevant dimensions for that assessed work (e.g. literature searching in relation to essays). These schemes are published within the relevant handbooks.

Role of the External Examiner
Because of the demands of conducting a large number of viva examinations (between 14 and 16), there are currently 4 External Examiners. These are distinguished members of the clinical psychology academic community, appointed by FTLC. The External Examiner is appointed for a period of three years and review work presented for viva which consists of the Literature review and empirical research project. In addition each year one of the external examiners is appointed as the overall or overarching external examiner who in addition to examining the thesis is expected to:
   See and approve the oral examination questions
   Moderate examination and coursework marking
   Attend the Board of Examiners for part 1 and part 2
   Report to the University on the standards of the programme

In addition, information relating to the programme is provided in:

The University Prospectus: http://www.ncl.ac.uk/postgraduate/

The School Brochure:
http://www.ncl.ac.uk/marketing/services/print/publications/ordering/

Degree Programme and University Regulations:
http://www.ncl.ac.uk/regulations/docs/

The Degree Programme Handbook:

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Intended Learning Outcome	Module codes (Comp/Core in Bold)
A1	Modules 1-6, 8-10
A2	Modules 1-5
A3	Modules 1-4
A4	Modules 5 & 6
B1	Modules 1-6
B2	Modules 1-6
B3	Modules 1-6
B4	Modules 1-6
C1	Modules 1-5
C2	Modules 1-6
C3	Module 7
C4	Module 8
D1	Module 1-10
D2	Module 8
D3	Module 5-6
D4	Modules 5 & 6