

## PROGRAMME SPECIFICATION



1	<b>Awarding Institution</b>	Newcastle University
2	<b>Teaching Institution</b>	Newcastle University
3	<b>Final Award</b>	Doctor of Clinical Psychology
4	<b>Programme Title</b>	Doctor of Clinical Psychology
5	<b>UCAS/Programme Code</b>	8861
6	<b>Programme Accreditation</b>	British Psychological Society
7	<b>QAA Subject Benchmark(s)</b>	
8	<b>FHEQ Level</b>	D
9	<b>Date written/revised</b>	23 August 2007

### 10 Programme Aims

On completion of the programme of study, graduates will:

- 1 Be able to work as 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

<p>cycle such as protocol development, peer review, registration procedures and the project conference.</p>
<p><b>Assessment Strategy</b></p> <p>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.</p>
<p style="text-align: center;"><b>Intellectual Skills</b></p>
<p>On completing the programme students should be able to:</p> <p>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.</p>
<p><b>Teaching and Learning Methods</b></p> <p>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.</p>
<p><b>Assessment Strategy</b></p> <p>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).</p>
<p style="text-align: center;"><b>Practical Skills</b></p>
<p>On completing the programme students should be able to:</p> <p>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.</p>
<p><b>Teaching and Learning Methods</b></p> <ul style="list-style-type: none"> <li>• Problem-oriented learning opportunities, to develop problem-solving, critical reasoning and clinical decision-making skills through evidence-based activities.</li> <li>• Video simulations and demonstrations and role play, to teach communication skills.</li> <li>• Clinical skills training in the supportive environment of the clinical placements.</li> <li>• Small group activities, to encourage team work and involvement.</li> <li>• Written assignments to promote investigative and exploratory study, and to provide the opportunities for self-expression and choice.</li> <li>• PPD groups, academic tutorials, clinical supervision, and access to buddies and mentors, to help to develop attitudes and promote reflective practice.</li> <li>• Workshop based preparation for participation in formal activities that are an integral part of the research cycle.</li> </ul>
<p><b>Assessment Strategy</b></p> <p>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</p>

<b>Transferable/Key Skills</b>
<p>On completing the programme students should be able to:</p> <p>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.</p>
<b>Teaching and Learning Methods</b>
<p>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.</p>
<b>Assessment Strategy</b>
<p>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).</p>

<b>12 Programme Curriculum, Structure and Features</b>
<b>Basic structure of the programme</b>
<p>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.</p> <p>There are 10 modules within the programme as follows:</p> <ol style="list-style-type: none"> <li>1. Foundations of clinical psychology;</li> <li>2. Psychological assessment</li> <li>3. Psychological formulation</li> <li>4. Psychological interventions</li> <li>5. Evaluation</li> <li>6. Research</li> <li>7. Personal professional development</li> <li>8. Communication and teaching</li> <li>9. Service delivery</li> <li>10. Year 3 / Specialist topics</li> </ol>
<b>Key features of the programme (including what makes the programme distinctive)</b>
<p>This course offers basic training in Cognitive Behaviour, Systemic and Psychodynamic Psychotherapy, with some introductory sessions in other models such as Humanistic, Existential and Cognitive Analytic Therapy.</p>

<b>Programme regulations (link to on-line version)</b>
<a href="http://www.ncl.ac.uk/regulations/programme/">http://www.ncl.ac.uk/regulations/programme/</a>

<b>13 Criteria for admission</b>
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*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*

See above

<b>14 Support for Student Learning</b>
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*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 (see [http://www.ncl.ac.uk/international/coming\\_to\\_newcastle/orientation.phtml](http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml))

*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.

*Academic support*

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

### *Pastoral support*

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. Details of the personal tutor system can be found at <http://www.ncl.ac.uk/undergraduate/support/tutor.phtml>

In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see <http://www.ncl.ac.uk/undergraduate/support/welfare.phtml>

### *Support for students with disabilities*

The University's Disability Support Service 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. For further details see <http://www.ncl.ac.uk/disability-support/>

### *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, see <http://www.ncl.ac.uk/undergraduate/support/acfacilities.phtml>

All new students whose first language is not English are required to take an English Language test in the Language Centre. Where appropriate, in-session language training can be provided. The Language Centre houses a range of resources for learning other languages which may be particularly appropriate for those interested in an Erasmus exchange. See <http://www.ncl.ac.uk/undergraduate/support/facilities/langcen.phtml>

## **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 School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

### *Programme reviews*

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

### *External Examiner reports*

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

### *Student evaluations*

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. Further information is at [www.thestudentsurvey.com/](http://www.thestudentsurvey.com/) With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

### *Mechanisms for gaining student feedback*

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

#### *Faculty and University Review Mechanisms*

The programme is subject to the University's Internal Subject Review process, see [http://www.ncl.ac.uk/aqss/qsh/internal\\_subject\\_review/index.php](http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php)

#### *Accreditation reports*

The programme is normally reviewed every five years by the professional accrediting body (British Psychological Society).

Other reviews: In addition, the programme has been reviewed by the funding NHS body (Workforce Development Confederation), by the quality assurance agency, by the national audit office and through other occasional review mechanisms (for example the transparency review within the University). There are additional ad hoc reviews such as the recent Delphi study which took account of the perspectives of another of stake-holders regarding the quality and standards of the programme.

Graduate surveys: In addition to the Delphi study, from time to time the programme surveys 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. Recent examples have included the need for a clear conceptualisation of 'personal professional development', and preparing an evidence-based training manual for new clinical supervisors. These usually result in submission to scientific or professional journals, so, in addition to requiring us to work to a high standard, this provides further external, expert feedback on these aspects of our work.

## **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.

#### *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 20 viva examinations, there are currently 5 External Examiners. These are distinguished members of the clinical psychology academic community, appointed by FTLC. The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

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

The University Prospectus (see <http://www.ncl.ac.uk/undergraduate/>)

The University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)

The Course Handbook

The Placement Handbook

The Course Syllabus

The Research Models and Methods 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**

<b>Intended Learning Outcome</b>	<b>Module codes (Comp/Core in Bold)</b>
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