

Programme Specification

Doctorate in Clinical Psychology (2020-21)

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

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|---|---|
| Awarding Institution | University of Southampton |
| Teaching Institution | University of Southampton |
| Mode of Study | Full-time |
| Duration in years | 3 |
| Accreditation details | British Psychological Society (BPS) Health and Care Professions Council (HCPC) |
| Final award | Doctor of Clinical Psychology (D.Clin.Psych) |
| Name of award | Doctorate in Clinical Psychology |
| Interim Exit awards | None |
| FHEQ level of final award | Level 8 |
| UCAS code | n/a |
| Programme code | 4886 |
| QAA Subject Benchmark or other external reference | Clinical Psychology 2004 |
| Programme Lead | Lusia Stopa (Lusia) |

Programme Overview

Brief outline of the programme

The overall aim of this doctorate in clinical psychology programme is to train you to a professional standard so that you can deliver high quality clinical psychology services to the public. The D.Clin.Psych. programme is rooted in the scientist-practitioner model and is committed to the use of evidence-based practice in all areas of clinical work. The programme's primary theoretical orientation is cognitive-behavioural followed by systemic therapy as the second theoretical approach. Students on the programme learn to evaluate evidence as a basis for interventions and also to produce high-quality research that contributes to the available evidence-base. We recognise that clinicians are often working at the boundaries of existing evidence and therefore, as well as embedding the principles of evidence-based practice, we also teach you an evidence-generating approach to clinical practice that is based on the combination of sound formulation skills together with an extensive knowledge of psychological processes and how to modify them. This approach equips you with skills to work across a whole range of clinical problems, and to offer consultancy to other professional disciplines.

The Health and Care Professions' Council (HCPC: <http://www.hpc-uk.org/>) have set out the Standards of Proficiency for practitioner psychologists (SOPs). On successful completion of the programme, you will be eligible to apply for registration with the HCPC and to use the title Clinical Psychologist.

Your contact hours will vary depending on your module/option choices. Full information about contact hours is provided in individual module profiles.

Learning and teaching

Psychology, and the University of Southampton as a whole, has excellent research facilities. There are opportunities for Clinical Psychology doctoral students to conduct their research theses in conjunction with specialist academic staff, or in areas of special interest of other programme team members.

Assessment

We will assess your competencies summatively at three levels:

Academic ability

- Written and oral case reports demonstrating knowledge and understanding of clinical theories
- Review of a journal article demonstrating ability to critically appraise the literature
- Group problem-based learning task demonstrating ability to select and appraise relevant literature and evaluate how it should be applied to understand a complex clinical case
- Short timed answers (500-600 words) to key questions sampling key themes and learning outcomes in the child and adolescent module
- Critical appraisal of a mental health policy document
- Report on the implementation of a leadership behaviour

Clinical ability

- Written case reports and oral case presentations in a range of clinical specialties
- Clinical vivas
- Role played assessments and interventions to demonstrate specific clinical skills
- Objective structured clinical assessments using professional actors to investigate key skills for working with learning disabled clients
- Administration of a neuropsychological test
- Written neuropsychological report
- Development of a client-resource pack showing knowledge of clinical area and ability to communicate appropriately with a specific client group
- Genogram of a non-clinical family illustrating processes within family network
- Group presentation on evidence-based application of psychological intervention(s) to a complex case
- Trainee Evaluation forms, completed by placement supervisor, linked to the Placement Plan / Goals developed with clinical supervisor at the start of a clinical placement
- Portfolio of clinical experience, to be updated and submitted at the end of each clinical placement students are required to complete a Log Book detailing their clinical experiences upon completion of each placement

Research ability

- Small Scale Project: a systematic, small piece of research/audit carried out in a clinical setting whilst on placement
- Quantitative archived data assessment
- Clinical case reports that demonstrate application of research methodology to planning and execution of a clinically based study (includes oral case presentation on one occasion). The skills demonstrated include: formulation of a problem, intervention planning and evaluation of the success of the clinical intervention, and review of the evidence base
- Dissertation: a substantial piece of research of clinical relevance, carried out in the student's area(s) of interest. Integral to this assignment is the preparation of a research proposal and the final preparation of two papers; a substantive literature review and an empirical paper

Formative assessment and feedback is also provided through individual and group assignments, and through individual meetings with members of the research team and research supervisors, clinical presentations, clinical supervision, annual appraisal(s) and clinical placement visits.

Special Features of the programme

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- The programme integrates academic, clinical and research learning to underpin evidence-based professional practice
 - The provision of a research placement in the third part of your programme to facilitate the completion of your research dissertation
 - Practising clinical psychologists deliver the majority of the clinical skills teaching
 - Research training is provided through a doctoral training centre shared with other research post-graduates
 - Clinical placements are based in a wide variety of settings so that you gain diverse experience
 - Some teaching modules are shared with cognate disciplines such as CBT
 - CBT teaching is provided by BABCP accredited cognitive therapists
 - Assessments sample the range of competencies required and activities undertaken by qualified clinical psychologists

Please note: As a research-led University, we undertake a continuous review of our programmes to ensure quality enhancement and to manage our resources. As a result, this programme may be revised during a student's period of registration; however, any revision will be balanced against the requirement that the student should receive the educational service expected. Please read our [Disclaimer](#) to see why, when and how changes may be made to a student's programme.

Programmes and major changes to programmes are approved through the University's [programme validation process](#) which is described in the University's [Quality handbook](#).

Educational Aims of the Programme

The aims of the programme are to:

- Provide you with a knowledge of central theoretical and empirical approaches in clinical psychology
- To gain practical experience of the application of theoretical models and treatment approaches to psychological problems
- Develop your ability to apply and evaluate core knowledge of psychological theory in a range of core clinical specialities
- Allow you to acquire in-depth knowledge of specialist clinical areas of interest
- Develop your competency as an applied psychologist with the critical skills and analytical abilities of a scientist practitioner
- Develop your ability to work independently and cooperatively as professionals in multi-disciplinary settings
- Achieve competency in research design and application in the field of clinical psychology
- Foster a sophisticated understanding of professional issues associated with the practice of clinical psychology in the NHS

Programme Learning Outcomes

Knowledge and Understanding

On successful completion of this programme you will have knowledge and understanding of:

- A1. psychological theory and evidence, encompassing specialist client group knowledge across the profession of clinical psychology and the knowledge required to underpin clinical and research practice
- A2. core psychological theories, empirical evidence and treatment approaches in the fields of adult mental health, child and adolescence, learning disabilities and older adults, as well as in other specialist clinical areas of your choice
- A3. clinical and research skills that demonstrate work with clients and systems based on a scientist-

practitioner and reflective-practitioner model that incorporates a cycle of assessment, formulation, intervention and evaluation

- A4. the range of diagnostic categories linked to the field of clinical psychology
- A5. critical analysis and evaluation skills of theory, empirical evidence and treatment approaches in clinical psychology research and practice
- A6. research design, application and evaluation
- A7. professional issues in clinical practice and service delivery
- A8. a professional and ethical value base, including that set out in the bps code of conduct, the division of clinical psychology (DCP) statement of the core purpose and philosophy of the profession and the DCP professional practice guidelines, and in line with HCPC standards of proficiency, standards of education and training, and standards of conduct, performance and ethics
- A9. professional competence that is related to personal and professional development and awareness of the clinical, professional and social context within which the work is undertaken.

Teaching and Learning Methods

We use a range of teaching and learning methods. Within the university, these include lectures, experiential workshops, individual tuition, small group teaching and problem-based learning. Research supervision includes individual teaching, attendance at research group meetings, presentation of research ideas and findings in both small groups and at conferences.

Assessment Methods

We use a diverse range of assessment methods. Written assignments such as case reports, reviews of journal articles, the research thesis consisting of two publishable papers (a literature review and an empirical paper), and written tests all evaluate your academic skills and competence, your communication skills, your knowledge of the evidence base related to clinical psychology, and your ability to appraise and evaluate the literature. A number of assignments include role played assessments or the demonstration of particular skills in order to directly assess your clinical competence. The research assignments evaluate your competence at critiquing the research literature, and using this critique to develop a research question or questions that will make a significant contribution to the current evidence base in clinical psychology.

Subject Specific Intellectual and Research Skills

On successful completion of this programme you will be able to:

- B1. Obtain, summarise and synthesise material from a range of appropriate sources demonstrating skills in assessment and formulation of clinical cases
- B2. Critically evaluate psychological theories and models as they are applied in clinical psychology and research
- B3. Demonstrate competence in the application of treatment models to clinical cases
- B4. Consider and appraise the relative benefits of different models and approaches in clinical practice and research
- B5. Critically evaluate conceptual and methodological issues and debates in clinical psychology practice and research across a range of different assessments
- B6. Formulate research questions and translate these into appropriate research designs

Teaching and Learning Methods

Within the university, teaching and learning methods include lectures, experiential workshops, individual tuition, small group teaching and problem-based learning. Research supervision includes individual teaching, attendance at research group meetings, presentation of research ideas and findings in both small groups and at conferences.

Placement-based learning includes clinical supervision, observation of clinical work, and attendance at group activities such as peer supervision, case conferences, and related clinical activities.

Assessment Methods

We use a diverse range of assessment methods. Written assignments such as case reports, reviews of journal articles, the research thesis consisting of two publishable papers (a literature review and an empirical paper), and written tests all evaluate your academic skills and competence, your communication skills, your knowledge of the evidence base related to clinical psychology, and your ability to appraise and evaluate the literature. The research assignments evaluate your competence at critiquing the research literature, and using this critique to develop a research question or questions that will make a significant contribution to the current evidence base in clinical psychology.

We assess clinical skills through live assessments using role plays and objective structured clinical examinations (OSCEs), through written and oral case reports, through exercises that test specific skills such as assessment, formulation, conduct of a neuropsychological test. Your clinical supervisor also assesses your clinical skills on placement and your own reflection and feedback on your development as a practitioner provides a further method of evaluating your progress.

Transferable and Generic Skills

On successful completion of this programme you will be able to:

- C1. Decide, using a broad evidence and knowledge base, how to assess, formulate and intervene psychologically from a range of possible models and modes of intervention with clients, carers and service systems
- C2. Generalise and synthesise prior knowledge and experience in order to apply them in different settings and novel situations
- C3. Demonstrate self-awareness and working as a reflective practitioner
- C4. Demonstrate the ability to think critically, reflectively and take an evaluative perspective
- C5. Anticipate, analyse and resolve intellectual, practical and ethical problems in clinical settings and research
- C6. Plan and manage substantial projects, both independently and as part of a team
- C7. Provide supervision to junior members of staff and peers
- C8. Demonstrate high level written and verbal communication skills in a variety of settings and contexts
- C9. Monitor their own competences and manage their training needs and personal career development
- C10. Effectively use it for communication/presentation, data management and analysis and information search.

Teaching and Learning Methods

All teaching and learning methods described above contribute to the development of transferrable skills. In addition, some modules require you to keep reflective logs related to your training and in the third part of your programme, the specialist skills module provides specific training on how to plan and run a programme of professional development, which will equip you for clinical practice post-qualification. All areas of the programme require a high standard of written and oral presentation and you will have both formative and summative practice in presenting your research and clinical work in a variety of settings.

Assessment Methods

All assessments described above evaluate elements of transferrable skills. Assessments across the programme include individual assignments and group assignments so that you will have the opportunity to demonstrate both the ability to work independently and to function well within a team. All assignments require a high standard of communication.

Subject Specific Practical Skills

On successful completion of this programme you will be able to:

- D1. Psychological Assessment:
 - The ability to develop and maintain effective working alliances with clients, including individuals, carers and services
 - The ability to choose, use and interpret a broad range of assessment methods appropriate to the client and service delivery system in which the assessment takes place and the type of intervention which is likely to be required
 - Formal assessment procedures (use of standardised instruments), systematic interviewing procedures and other structured methods of assessment (e.g. Observation or gathering information from others)
 - Conducting appropriate risk assessment and using this to guide practice
- D2. Psychological Formulation:
 - The ability to develop formulations of presenting problems or situations which integrate information from assessments within a coherent framework that draws upon psychological theory and evidence and which incorporates interpersonal, societal, cultural and biological factors
 - The ability to use formulations with clients to facilitate their understanding of their experience, and to plan appropriate interventions that take the client's perspective into account, assist multi-professional communication and the understanding of clients and their care
 - The ability to revise formulations in the light of on-going intervention and when necessary, re-formulate the problem
- D3. Psychological Intervention
 - On the basis of a formulation, the ability to implement psychological therapy or other interventions appropriate to the presenting problem and to the psychological and social circumstances of the client(s), and to do this in a collaborative manner with individuals, couples, families or groups, services or organisations
 - The ability to implement interventions through and with other professionals and/or with individuals who are formal (professional) carers for a client, or who care for a client by virtue of family or partnership arrangements
 - The ability to recognise when (further) intervention is inappropriate, or unlikely to be helpful, and communicating this sensitively to clients and carers
- D4. Evaluation
 - The ability to select and implement appropriate methods to evaluate the effectiveness, acceptability

and broader impact of interventions (both individual and organisational) and use this information to inform and shape practice

- The ability, where appropriate, to devise innovative procedures
- The ability to audit clinical effectiveness

D5. Research

- The ability to identify and critically appraise research evidence relevant to practice and the generation of new knowledge
- The ability to conduct service evaluation/audit, and collaborative research
- The ability to plan and conduct independent research – identifying research questions, demonstrate an understanding of ethical issues, choose appropriate research methods and analyse, report outcomes and identify appropriate pathways for dissemination

D6. Personal and Professional Skills

- An understanding of ethical issues and the ability to apply these in complex clinical contexts, ensuring that informed consent underpins all contact with clients and research participants;
- An appreciation of the inherent power imbalance between practitioners and clients and how abuse of this can be minimised;
- An understanding of difference and diversity on people's lives, and the implications for working practices;
- The ability to develop strategies to manage the emotional and physical impact of own practice and seek appropriate support when necessary, with a good awareness of boundary issues
- The ability to work collaboratively and constructively with fellow psychologists and other colleagues and users of services, respecting diverse viewpoints
- An understanding of the wider context of healthcare deliver, including organisational issues and mental health policy
- Development of leadership skills

D7. Communication and Teaching

- The ability to communicate effectively clinical and non-clinical information from a psychological perspective in a style appropriate to a variety of different audiences (e.g. Professional colleagues, users and their carers)
- The ability to adapt communication style to people with a wide range of levels of cognitive ability, sensory acuity and modes of communication
- The ability to prepare and deliver teaching and training which takes into account the needs and goals of the participants (for example by appropriate adaptations to methods and content)
- The ability to understand the supervision process

D8. Service Delivery

- The ability to adapt practice to a range of organisational contexts, on the basis of an understanding of pertinent organisational and cultural issues;
- An understanding of consultancy models and the contribution of consultancy to practice;
- An awareness of the legislative and national planning context of service delivery and clinical practice;
- The ability to work with users and cares to facilitate their involvement in service planning and delivery;
- The ability to work effectively in multi-disciplinary teams;
- An understanding of change processes in service delivery systems.

Programme Structure

The programme structure table is below:

Information about pre and co-requisites is included in individual module profiles.

Part I

Typical programme content

The aim of the programme is to train effective and high quality clinical psychologists who have flexible and up to date clinical and research skills. As a result, the content of the programme has three main strands. First, an academic

knowledge base, second clinical skills training related to this evidence-base, and third, doctoral level research training. In order to deliver this content, you will spend part of your programme in the University and part of it on placement. In the first part of the programme, you will cover the foundations of clinical psychology, and take modules that cover the two principal theoretical orientations covered by the programme, namely, cognitive-behavioural therapy and systemic therapy. You will also take modules in neuropsychology and on how to adapt clinical work to different populations.

During the first part of the programme you will take a number of research modules that are delivered by the doctoral training centre and you will also study a module on evidence-based practice that is designed to help you integrate learning across different areas of the subject in order to make theory-practice links and also to know what to do in clinical practice when you reach the limits of available evidence. Your placements during the first part of the programme will be with adults including working age and older adults and will be in a variety of settings. You will conduct a small scale research project in either the first or the second part of the programme, and you will start planning your research dissertation at the end of the first part of the programme.

In the second part of your programme, you will study clinical applications to child, adolescent and learning disabled populations and will have placements in both child and learning disabled settings. You will build on the curriculum delivered in the first part of the programme by looking at CBT for these populations within the child and learning disabled modules. You will also continue with the systemic therapy module, which is delivered across the first and second parts of the programme. Your research will focus on completing the small scale research project if you have not done this during the first part of your programme and working on your doctoral dissertation.

The third part of the programme is a transitional period in which you can develop specific clinical skills, consolidate those you have already acquired, and prepare for post-qualification practice. To facilitate this process, you will have an opportunity to design your own individualised programme of study focusing on a particular area of clinical practice. You will have a study advisor from the programme team who will help you plan this programme of study that may include taking modules from within the CBT programmes, accessing external teaching, or following a programme of self-directed study with tutorial support. This module is designed to provide you with experience of planning and implementing a programme of CPD, which is a requirement of post-qualification registration as a Clinical Psychologist. You will also take modules on professional development and leadership and on trans-diagnostic processes. There is some flexibility in your final placement subject to you having met all the required competencies in your placements during parts one and two of the programme. You will also complete your dissertation during the third part of your programme. A distinctive feature of the Southampton programme is the research placement during the third part of the programme, which provides you with dedicated time to focus on your dissertation.

Programme details

The structure of the programme and the modules currently offered are set out below. Enrolment on all modules is automatic.

The Programme is typically studied over three years full-time, but where exceptional circumstances arise, must be completed within five years. The Programme is divided into a series of modules.

Academic and Research Teaching Modules

All academic modules provide teaching of theory, empirical evidence, clinical application (theory-practice links) and clinical skills key to clinical practice. A series of sessions in specific clinical or theoretical areas are integrated into the teaching modules across the three parts of the programme. These comprise the forensic, psychosis, neuropsychology, health psychology, systems and professional issues streams.

There are twelve academic teaching modules that cover academic work linked to clinical placements, clinical skills development and knowledge. Six of these are delivered in part one:

PSYC6137 CBT2: Advanced intervention skills,
PSYC6119 Foundations of Clinical Psychology,
PSYC6118 Cognitive-Behavioural Therapy (CBT),
PSYC6116 Neuropsychology, and Older Adults
PSYC6117 Evidence-based practice, and
PSYC 6120 Systemic therapy and Practice 1.

Three other modules run in part two: PSYC8033 Child and Adolescence and PSYC8032 Learning Disability and

PSYC8036 Systemic Therapy 2.

There are three modules in the third year: PSYC8030 Specialist skills, PSYC8031 Professional Development and Leadership, and PSYC8037 Trans-diagnostic processes.

Throughout all the modules, except for the three month research placement in part 3, students attend formal teaching and work as student clinical psychologists on clinical practitioner placements (PSYC 8013, PSYC8014, PSYC8015, PSYC8016, PSYC8035 modules) in the NHS. The academic component provides an integrated curriculum supporting both clinical and research training. In Year 1 basic clinical and research skills and competencies are taught along with an introduction to the profession, roles within the NHS, and professional practice as a clinical psychologist, utilising a range of assessment and therapy approaches. Having acquired these core skills in Year 1, students will progress on to more advanced learning in Years 2 and 3 - developing broader skills of working with more complex cases in more specialist settings, together with higher order research skills required for carrying out the thesis.

There are seven research modules. Four of these (RESM6009-6012) are delivered through the ESRC doctoral training centre and cover core research and statistical methods. Three of the research modules are subject specific. PSYC8034 is a small-scale research project conducted in a clinical placement and can be completed in part one or two. PSYC8047 is your doctoral dissertation.

Practitioner Modules

Clinical placements provide experience of working in specialist fields of clinical psychology in a range of service contexts delivered by the NHS, third-sector and other appropriate organisations. The final placement may be orientated towards a population defined by age, special needs or service delivery (e.g. a specific psychological therapy). Clinical placements usually link to the focus of the teaching modules in the relevant part (provided a suitable placement is available). Direct clinical work is supervised by HCPC registered Clinical Psychologists.

The learning objectives described above will be demonstrated with a range of clients across diverse settings which will include:

- Clinical problems ranging from acute to enduring and from mild to severe
- Problems ranging from those with mainly biological causation to those emanating mainly from psychological factors
- Problems of coping/adaptation to adverse circumstances that are not themselves reversible by psychological intervention (e.g. Physical disability/illness, bereavement)
- Clients from a range of backgrounds who reflect the demographic characteristics of the population

You will work with:

- Clients with significant levels of challenging behaviour
- Clients with a range of levels of intellectual functioning over a range of ages
- Clients whose disability makes it difficult for them to communicate
- Carers and families
- Clinical teams

You will work in a range of settings, including:

- In-patient, or other residential facilities for individuals with high dependency needs, both acute and long term primary, secondary and community health care

You will engage in:

- Direct work
- Indirect work, through staff and/or carers
- Work within multi-disciplinary teams and specialist service systems, including some observation or other experience of change and planning in service systems
- Work in more than one recognised model of formal psychological therapy

Variation to Regulations: In order to progress formally from one year to the next, trainees are expected to have received a pass mark (50%) in every module.

Continuation on your programme is subject to specific health requirements (consistent with the provisions of the Equality Act [2010]). Students are required to inform the Faculty of any health problems, throughout their period of

enrolment, relevant to their future employment as a professional.

Part I Compulsory

| Code | Module Title | ECTS | Type |
|----------|---------------------------------------|------|------------|
| PSYC8034 | Small Scale Research Projects 2020-21 | 0 | Compulsory |

Part I Core

| Code | Module Title | ECTS | Type |
|----------|---|------|------|
| PSYC6137 | CBT II: Advanced Intervention skills in Cognitive Behaviour Therapy 2020-21 | 7.5 | Core |
| RESM6011 | Applied Research Methods (ARM): Correlational Methods 2020-21 | 5 | Core |
| RESM6012 | Applied Research Methods (ARM): Planning & Designing Research 2020-21 | 5 | Core |
| RESM6009 | Applied Research Methods: Qualitative Methods 2020-21 | 5 | Core |
| RESM6010 | Applied Research Methods: Statistical Analysis of Comparisons & Group Differences 2020-21 | 5 | Core |
| PSYC6118 | CBT I: Fundamental Skills in Cognitive Behavioural Therapy 2020-21 | 5 | Core |
| PSYC6117 | Evidence Based Practice 2020-21 | 2.5 | Core |
| PSYC6119 | Foundations of Clinical Psychology Practice 2020-21 | 5 | Core |
| PSYC6116 | Neuropsychology and Older adults 2020-21 | 7.5 | Core |
| PSYC8013 | Practitioner Training - Placement 1 2020-21 | 20 | Core |
| PSYC8014 | Practitioner Training - Placement 2 2020-21 | 20 | Core |
| PSYC6120 | Systemic Theory and Practice 1 2020-21 | 2.5 | Core |

Part II

Part II Compulsory

| Code | Module Title | ECTS | Type |
|----------|---------------------------------------|------|------------|
| PSYC8034 | Small Scale Research Projects 2021-22 | 5 | Compulsory |

Part II Core

| Code | Module Title | ECTS | Type |
|----------|--|------|------|
| PSYC8033 | Child and Adolescence 2021-22 | 10 | Core |
| PSYC8032 | Clinical Practice in relation to people with Learning Disabilities 2021-22 | 10 | Core |
| PSYC8015 | Practitioner Training - Placement 3 2021-22 | 20 | Core |
| PSYC8016 | Practitioner Training - Placement 4 2021-22 | 20 | Core |
| PSYC8047 | Research Thesis 2021-22 | 20 | Core |
| PSYC8036 | Systemic Theory and Practice 2 2021-22 | 5 | Core |

Part III

You will take PSYC8047 across both Part II and Part III. This module is worth 60 ECTS (120 CATS). It can be thought of as having effectively 20 ECTS (40 CATS) assigned to Part II and 40 ECTS (80 CATS) in Part III.

Part III Core

| Code | Module Title | ECTS | Type |
|----------|---|------|------|
| PSYC8035 | Practitioner Training: Placement 5 2022-23 | 35 | Core |
| PSYC8031 | Professional Development and Leadership 2022-23 | 2.5 | Core |
| PSYC8047 | Research Thesis 2022-23 | 40 | Core |

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|----------|-----------------------------------|-----|------|
| PSYC8030 | Specialist Skills 2022-23 | 7.5 | Core |
| PSYC8037 | Transdiagnostic Processes 2022-23 | 5 | Core |

Progression Requirements

The programme follows the University's regulations for [*Regulations for Research Degrees and Higher Doctorates*](#). Any exemptions or variations to the University regulations, approved by AQSC are located in [*section VI of the University Calendar*](#).

Support for student learning

There are facilities and services to support your learning some of which are accessible to students across the University and some of which will be geared more particularly to students in your particular Faculty or discipline area.

The University provides:

- library resources, including e-books, on-line journals and databases, which are comprehensive and up-to-date; together with assistance from Library staff to enable you to make the best use of these resources
- high speed access to online electronic learning resources on the Internet from dedicated PC Workstations onsite and from your own devices; laptops, smartphones and tablet PCs via the Eduroam wireless network. There is a wide range of application software available from the Student Public Workstations.
- computer accounts which will connect you to a number of learning technologies for example, the Blackboard virtual learning environment (which facilitates online learning and access to specific learning resources)
- standard ICT tools such as Email, secure filestore and calendars.
- access to key information through the MySouthampton Student Mobile Portal which delivers timetables, Module information, Locations, Tutor details, Library account, bus timetables etc. while you are on the move.
- IT support through a comprehensive website, telephone and online ticketed support and a dedicated helpdesk in the Hartley Library.
- Enabling Services offering support services and resources via a triage model to access crisis management, mental health support and counselling. Support includes daily Drop In at Highfield campus at 13.00 – 15.00 (Monday, Wednesday and Friday out of term-time) or via on-line chat on weekdays from 14.00 – 16.00. Arrangements can also be made for meetings via Skype.
- assessment and support (including specialist IT support) facilities if you have a disability, long term health problem or Specific Learning Difficulty (e.g. dyslexia).
- the Student Services Centre (SSC) to assist you with a range of general enquiries including financial matters, accommodation, exams, graduation, student visas, ID cards
- Career and Employability services, advising on job search, applications, interviews, paid work, volunteering and internship opportunities and getting the most out of your extra-curricular activities alongside your degree programme when writing your CV
- Other support that includes health services (GPs), chaplaincy (for all faiths) and 'out of hours' support for students in Halls and in the local community, (18.00-08.00)
- A Centre for Language Study, providing assistance in the development of English language and study skills for non-native speakers.

The Students' Union provides

- an academic student representation system, consisting of Course Representatives, Academic Presidents, Faculty Officers and the Vice-President Education; SUSU provides training and support for all these representatives, whose role is to represent students' views to the University.
- opportunities for extracurricular activities and volunteering
- an Advice Centre offering free and confidential advice including support if you need to make an academic appeal
- Support for student peer-to-peer groups, such as Nightline.

Associated with your programme you will be able to access:

- Module co-ordinator's support. Module co-ordinators will be available by arrangement during the week to discuss issues related to the particular modules you are studying at the time. This will be in addition to class contact time.
- A personal clinical tutor who is a member of the programme team who will visit you midway during each of your clinical placements and provide additional academic and/or personal support upon request, and carry

out an annual appraisal on progress. Your clinical tutor combines the role with that of academic/personal tutor. S/he is a member of the academic team and will be available to discuss general academic issues related to the programme as well as offer advice and support on any personal issues which may affect your studies.

- A research director who is a member of the programme team and who works with members of the research team and the Department of Psychology to ensure that students receive approach support to meet the learning outcomes for all research-related assessments
- Module handbooks/outlines. These will be available at the start of each module (often in online format). The handbook includes the aims and learning outcomes of the module, the methods of assessment, relevant background material to the module and a session-by-session breakdown of the module together with appropriate reading lists.
- Within the faculty, administrative support is provided by your student office which deals with student records and related issues and with queries related to your specific degree programme.
- A clinical psychology library resource providing examples of assessed rca work, together with previous essay titles
- Research supervisors who will provide research support and personal supervision for your chosen area of research
- A personal research budget to support thesis related activities in the first instance, as well as research activities (e.g., conference attendance) more generally
- E-mail addresses of peers, the programme team and all staff members from within the au
- One of the largest groups of psychologists in the UK engaging in international level research providing expertise in the fields of behavioural, clinical, cognitive, developmental, health and social psychology
- Membership of a community of over 130 postgraduate psychology students
- Extensive computing and laboratory facilities, research participant pools and a team of full time technicians and experimental officers dedicated to providing support for research activity

Methods for evaluating the quality of teaching and learning

You will have the opportunity to have your say on the quality of the programme in the following ways:

- Completing student surveys for each module of the programme
- Acting as a student representative on various committees, e.g. Staff: Student Liaison Committees, Faculty Programmes Committee OR providing comments to your student representative to feedback on your behalf.
- Serving as a student representative on Faculty Scrutiny Groups for programme validation
- Taking part in programme validation meetings by joining a panel of students to meet with the Faculty Scrutiny Group

The ways in which the quality of your programme is checked, both inside and outside the University, are:

- Regular module and programme reports which are monitored by the Faculty
- Programme validation, normally every five years.
- External examiners, who produce an annual report
- Regulation and approval by the procedures of the Health and Care Professions Council (HCPC), and by the British Psychological Society Committee for Training in Clinical Psychology.
- A national Research Excellence Framework (our research activity contributes directly to the quality of your learning experience)
- Institutional Review by the Quality Assurance Agency

Further details on the University's quality assurance processes are given in the [Quality Handbook](#).

Career Opportunities

On successful completion (the length of the programme cannot be reduced through the recognition of prior learning or experience (RPL), you will be eligible to apply for registration with the Health and Care Professions Council (HCPC) in order to use the protected title 'Clinical Psychologist', and to apply to become a Chartered Psychologist (C Psychol), with the British Psychology Society (BPS).

External Examiner(s) for the programme

Name: Dr Carolyn Gordon- University of Coventry

Name: Dr Barbara Mason – University of Hertfordshire

Students must not contact External Examiner(s) directly, and external examiners have been advised to refer any such communications back to the University. Students should raise any general queries about the assessment and examination process for the programme with their Course Representative, for consideration through Staff: Student Liaison Committee in the first instance, and Student representatives on Staff: Student Liaison Committees will have the opportunity to consider external examiners' reports as part of the University's quality assurance process.

External examiners do not have a direct role in determining results for individual students, and students wishing to discuss their own performance in assessment should contact their Personal Academic Tutor in the first instance.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information can be found in the programme handbook.

Appendix 1:

Students are responsible for meeting the cost of essential textbooks, and of producing such essays, assignments, laboratory reports and dissertations as are required to fulfil the academic requirements for each programme of study. In addition to this, students registered for this programme also have to pay for:

Additional Costs

| Type | Details |
|---|---|
| Software Licenses | Specialist software is available on public workstations or via the VPN when off site see http://www.southampton.ac.uk/isolutions/services/vpn_service/ |
| Conference expenses | Should students wish to attend conferences it is expected that they would pay for this themselves |
| Hardware | Public workstations are available, but iPads, laptops etc, can be purchased as the student wishes |
| Computer discs or USB drives | Some assignments may include live recordings (audio or video) and students may have to purchase suitable means of submitting (e.g. Cds or data sticks). In the case of patient material, the student will be required to purchase encrypted data sticks. |
| Stationery | You will be expected to provide your own day-to-day stationery items, e.g. pens, pencils, notebooks, etc). Any specialist stationery items will be specified under the Additional Costs tab of the relevant module profile. |
| Textbooks | Where a module specifies core texts these should generally be available on the reserve list in the library. However due to demand, students may prefer to buy their own copies. These can be purchased from any source. Some modules suggest reading texts as optional background reading. The library may hold copies of such texts, or alternatively you may wish to purchase your own copies. Although not essential reading, you may benefit from the additional reading materials for the module. |
| Occupational Health, DBS checks or vaccinations | The employing NHS Trust organises and pays for DBS checks. |
| Approved Calculators | Candidates may use calculators in the examination room only as specified by the University and as permitted by the rubric of individual examination papers. The University approved model is Casio FX-570 This may be purchased from any source and no longer needs to carry the University logo. |
| Anything else not covered elsewhere | You may be required to purchase a digital recorder or similar in order to record therapy sessions. In some cases these may be available for loan within the placement. |
| Accommodation and Travel | Trainees undertake placements in all three years of the programme. Please see the placement handbook for details of what costs are covered www.efolio.soton.ac.uk/blog/handbook-jw-dclin-psych-placements/ |
| Printing and Photocopying Costs | In the majority of cases, coursework such as essays; projects; dissertations is likely to be submitted on line. However, there are some items where it is not possible to submit on line and students will be asked to provide a printed copy. A list of the University printing costs can be found here: http://www.southampton.ac.uk/isolutions/students/printing-for-students.page |
| Travel Costs for placements | Trainees undertake placements in all three years of the programme. Please see the placement handbook for details of what costs are covered - www.efolio.soton.ac.uk/blog/handbook-jw-dclin-psych-placements/ |

In some cases you'll be able to choose modules (which may have different costs associated with that module) which will change the overall cost of a programme to you. Details of such costs will be listed in the Module Profile. Please also ensure you read the section on additional costs in the University's Fees, Charges and Expenses Regulations in the University Calendar available at www.calendar.soton.ac.uk.

Appendix 2: Learning Outcomes Mapping Document

| CODE | MODULE TITLE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------|--|------------------------------|---|---|---|---|---|---|---|---|---|--|---|---|---|---|---|----------------------------------|---|---|---|---|---|---|---|----|---|--------------------------------------|---|---|---|---|---|---|---|
| | | A) KNOWLEDGE & UNDERSTANDING | | | | | | | | | | B) SUBJECT SPECIFIC INTELLECTUAL & RESEARCH SKILLS | | | | | | C) TRANSFERABLE & GENERIC SKILLS | | | | | | | | | | D) SUBJECT SPECIFIC PRACTICAL SKILLS | | | | | | | |
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| PSYC6137 | CBT II: Advanced Intervention skills in CBT | X | X | X | X | X | | X | X | X | X | X | X | X | | X | | | | X | X | | | | | | X | X | X | X | | | | | |
| PSYC6116 | Neuropsychology and older adults | X | X | X | X | X | X | X | X | X | X | X | X | | X | | X | X | | X | X | | | | | | X | | | | | | | | |
| PSYC6117 | Evidence-based practice | X | X | X | X | X | X | X | X | X | | X | | | X | X | | | | | X | X | | | | | | | | | | | | | |
| PSYC6118 | Cognitive-behavioural Therapy1 (CBT) | X | X | X | X | X | X | X | X | X | X | | X | | X | | | | | X | | X | | | | | X | X | X | X | | | | | |
| PSYC6119 | Foundations of Clinical Psychology | X | | | X | | | X | X | X | | | | | | | | X | | | X | | | | | | X | | | | | | X | | |
| PSYC6120 PSYC8036 | Systemic theory (module split across Part one and two) | X | X | | X | X | | X | X | X | X | X | X | X | | | | X | X | X | | | | | | | X | X | X | X | | | | | |
| PSYC 8013 | Practitioner Placement 1 | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| PSYC 8014 | Practitioner Placement 2 | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| PSYC 8015 | Practitioner Placement 3 | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| PSYC 8016 | Practitioner Placement 4 | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| PSYC8030 | Specialist skills | | | X | | | | | | | | | X | | | | X | X | X | X | X | | | | | | X | X | X | X | | | X | | |
| PSYC8031 | Professional development and leadership | | | | | X | | X | X | X | | | | | | | | | X | X | | X | X | X | X | X | X | | | | | X | X | X | |
| PSYC 8032 | Clinical practice in relation to people with Intellectual disabilities | X | X | X | X | X | | X | X | X | X | X | X | X | | | | | | X | X | | | | | | X | X | X | X | | X | X | | |
| PSYC 8033 | Child and adolescence | X | X | X | X | X | | X | X | X | X | X | X | X | | | | | | X | X | | | | | | X | X | X | X | | X | | | |
| PSYC8035 | Practitioner Placement 5 | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X |
| PSYC8037 | Trans-diagnostic processes | X | X | X | X | X | X | X | X | X | X | X | X | | X | X | | | | X | X | | | | | | X | X | X | X | X | X | | | |
| PSYC 8047 | Research Proposal and Thesis | X | X | X | X | X | X | X | X | X | X | X | X | | X | X | | X | X | X | X | X | | X | X | X | | | X | X | X | X | | | |
| RESM6009 | ARM Qualitative Methods | | | | | X | | | | | | | | X | | | | | X | X | | | X | X | | | | | | X | | | | | |
| RESM6010 | ARM Group Comparisons | | | | | X | | | | | | | | X | | | | | X | X | | | X | X | | | | | | X | | | | | |
| RESM6011 | ARM Correlational Methods | | | | | X | | | | | | | | X | | | | | X | X | | | X | X | | | | | | X | | | | | |
| RESM6012 | ARM Designing Research | | | | | X | X | | | | | | | X | X | | | | X | X | X | | X | X | | | | | | X | | | | | |

Appendix 3: Assessment Mapping Document 2020 -2021

| Module Code | Module Title | Coursework 1 | Coursework 2 | Exam |
|-------------|--|--|--|------|
| PSYC6137 | CBTII : Advanced Intervention skills in CBT | Written CBT case report | | |
| PSYC6116 | Neuropsychology and older adults | WAIS administration and scoring (1 hour) | Analysis Report | |
| PSYC6117 | Evidence-based Practice | Review of a journal article following the format of a peer review (500 – 700 words) | | |
| PSYC6118 | Cognitive-behavioural therapy (CBT) | Role played CBT assessment (30 mins) | Written CBT case report (1,000) words | |
| PSYC6119 | Foundations Of Clinical Psychology Practice | Video-recorded role play (15 mins) | Written case report (1000 words) | |
| PSYC6120 | Systemic Theory and Practice 1 | Interview with a non-clinical family and development of a genogram 2000 word report | | |
| PSYC8036 | Systemic Theory and Practice 2 | Systemic Reflective Log –log of knowledge (inc. reading), skills and practice | Written case report (2,500) words | |
| PSYC8013 | Practitioner Training – Placement 1 | Trainee evaluation form (TEF) completed by the clinical supervisor (Pass/ fail only) | | |
| PSYC8014 | Practitioner Training – Placement 2 | Trainee evaluation form (TEF) completed by the clinical supervisor (Pass/ fail only) | | |
| PSYC8015 | Practitioner Training – Placement 3 | Trainee evaluation form (TEF) completed by the clinical supervisor (Pass/ fail only) | | |
| PSYC 8016 | Practitioner Training – Placement 4 | Trainee evaluation form (TEF) completed by the clinical supervisor (Pass/ fail only) | | |
| PSYC8030 | Specialist Skills | Development of a client resource pack | Oral presentation of a case | |
| PSYC8031 | Professional development and leadership | 1000 word report on the implementation of a Level 5 leadership behaviour | | |
| PSYC 8032 | Clinical practice in relation to people with Intellectual disabilities | Presentation of clinical activity (PCA) | Objective structured clinical examination (OSCE) 30 mins+ 10 mins reflection | |
| PSYC 8033 | Child and adolescence | Short answer examination | Clinical case report 5000 words | |
| PSYC8035 | Practitioner Training – Placement 6 | Trainee evaluation form (TEF) completed by the clinical supervisor (Pass/ fail only) | | |
| PSYC8037 | Trans-diagnostic processes | Small group assignment in response to a clinical vignette. Identify key maintaining processes, develop a formulation | | |

| | | | | |
|----------|------------------------------|--|--|--|
| | | and identify treatment strategies. Role play delivery of at least one intervention technique | | |
| PSYC8047 | Research Proposal and Thesis | Research dissertation: 2 papers | | |
| RESM6009 | Qualitative Methods | Written report on a mini-qualitative project (2,000 words) | | |
| RESM6010 | Group Comparisons | Analysis of a data set and report of findings in APA format (2,500-3,000 words) | | |
| RESM6011 | Correlational Methods | Series of short reports on datasets provided by the module using SPSS for analysis to investigate substantive problems | | |
| RESM6012 | Designing Research | Short answer questions about a psychology research article | | |