

Shropshire & Staffordshire
CLINICAL PSYCHOLOGY TRAINING PROGRAMME

DClinPsy

PROGRAMME HANDBOOK
2010 / 2011



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WELCOME

Welcome to the Shropshire and Staffordshire Clinical Psychology Training Programme, especially to the new cohort of trainees!

This handbook is primarily intended for trainees and supervisors, but will also be a useful source of information for mentors, lecturers, research supervisors, assessors and examiners.

The information in this handbook is intended to be as accurate and up-to-date as possible. It does not, however, replace the entries in the Universities' Prospectuses and Calendars, which are authoritative statements. In case of conflict, university regulations take priority. The statements of departmental policy in this Handbook are made in good faith. It may however be necessary from time to time to vary courses, procedures, and other arrangements.

The programme handbook is a working document and is subject to revision in response to changes in regulations or processes. Trainees are encouraged to check Blackboard regularly for updates. If you notice any errors or out-of-date information, please let us know. We would also be grateful for any feedback and comments about this handbook so we can continue to improve it.

Thank you for the contributions you have made, and are continuing to make, to the Shropshire and Staffordshire Clinical Psychology Training Programme.

Best wishes,

Prof Helen Dent

Programme Director

1. PROGRAMME INTRODUCTION

Programme Background

The Shropshire and Staffordshire Clinical Psychology Training Programme is a full-time, 3-year programme leading to the award of DClinPsy, jointly awarded by Keele and Staffordshire Universities. The programme is based at Staffordshire University, College Road, Stoke-on-Trent, and is delivered from the Faculty of Sciences at Staffordshire University and the Faculty of Natural Science at Keele University. The programme had its first intake in 2004 and is accredited by the British Psychological Society (BPS). Since July 2009 the programme has been approved by the Health Professions Council (HPC) to confer eligibility for Registration as a Practitioner Psychologist upon successful completion.

The programme is a partnership between the two Universities, the NHS, and practising clinical psychologists in the counties of Shropshire and Staffordshire. Supervisors from other statutory and voluntary agencies, such as the Local Authority or the NSPCC, and from the private sector may also make a contribution to the programme. The training scheme is seen as part of the local clinical psychology community and seeks to encourage full mutual participation between the programme and local NHS services. Senior NHS Trust staff are members of the Award Board of the programme and contribute to the progression and award decisions for each trainee. The contract for the programme is held by NHS West Midlands Strategic Health Authority (SHA).

This is the third clinical psychology programme to be established in the West Midlands, where clinical psychology is a strong and well-developed profession. Clinical placements for this programme are located in NHS Trusts in Shropshire and Staffordshire. Trainees may have to travel considerable distances at times during their training.

The SHA funds the employment costs and University fees for clinical psychology trainees throughout their training. Trainees are employed by one of the NHS Trusts in Shropshire and Staffordshire for a fixed period of 3 years. Line management arrangements, salaries and terms and conditions of employment are the responsibility of those Trusts. Trainees are indemnified for their clinical work by their employing Trust, but are strongly encouraged to take out personal professional indemnity insurance. All annual leave requests and travel expense claims are dealt with via the employing Trust (although the programme also needs to be kept informed regarding sickness/annual leave absence).

2. PROGRAMME ORIENTATION & VALUES

The core purpose of this training programme is to train skilled clinical psychologists who make a significant contribution to practice. Trainees are required to be alert to the changing needs of the contexts in which clinical psychology is delivered, the changing health needs of the population and the evidence base that informs their clinical practice. It is hoped that they will wish to work in Shropshire and Staffordshire, and will remain working in the profession for many years after qualifying. At the end of training, the programme aims to have developed clinicians to the point where they can draw on a range of psychological models and theories to inform their clinical work and to be confident in using a variety of research methods appropriate to clinical questions.

The Shropshire and Staffordshire Clinical Psychology Training Programme takes as its starting point the impact of society and context on psychological well being, critical appreciation of psychological and other theories and integration between applied psychological research and clinical practice. It emphasises prevention, early intervention, innovative practice and the importance of delivering psychology to people who are hard to reach. The programme involves users of services at all levels to inform selection, teaching and clinical practice.

The programme views research and practice as complementary and of equal importance, and this perspective is represented in the structure of the programme, the teaching programme, staff activities, and the assessment of trainees. The programme provides a knowledge base that equips trainees with an understanding of social, economic, cultural, interpersonal, and individual influences on health and encompasses a range of theoretical perspectives in clinical psychology.

The programme aims to promote an approach to clinical psychology that is realistic and optimistic. It is hoped that trainees will appreciate and enjoy what clinical psychology has to offer, whilst accepting that in everyday practice it is not always possible to alleviate clients' distress and difficult decisions often have to be made about the use of limited resources. Clinical psychology training places emotional and academic demands on trainees and trainees are encouraged to develop skills of self-management, self-reflection and self-awareness in order to cope with this.

Trainees are selected on the basis of experience in health service or related settings and their background in academic psychology. Trainees arrive with varied skills and knowledge, therefore the teaching programme will emphasise the contribution of trainees to their own learning as well as providing specialist teaching. Clinical training is a highly demanding professional training which often results in trainees reflecting on their personal experiences. Throughout our programme there are sessions where trainees will be asked to undertake role plays, to bring their own experiences into sessions. Trainees have the right to withdraw from teaching if it presents them with difficulties, but it is expected that they will do this in a professional manner. If this withdrawal is prolonged the course recommends that trainees talk with their Personal tutor. The teaching programme has been closely linked to placements and a high proportion of teaching is delivered by clinical psychologists employed in the NHS in order that the integration of academic, research, and clinical skills can be maximised.

In accordance with HPC Standards of Education and Training (SETs) and Standards of Proficiency (SoPs) and BPS accreditation criteria the programme is based on professional practice knowledge and skills, the BPS core competencies as well as the knowledge and skills that underpin psychological work with a range of clients within clinical settings. The academic curriculum has been designed to mirror the planned acquisition of competencies on placements to encourage greater integration of theory and practice and the development of transferable skills, by drawing attention to the links between different areas of clinical psychology. It will also further emphasise the integration of experience and reflective learning.

Clinical psychology as a profession that encompasses a range of different ways of working, and the best available evidence suggests that different models of psychotherapy can contribute to effective clinical outcomes in different contexts. The programme will offer trainees the opportunity to experience a range of models, both in the teaching programme and in placements. In the first year, trainees will focus on understanding and critically evaluating the history of psychological practice and the impact of society and context on the profession. On placement trainees will assess a range of factors that impact on emotional wellbeing and may also be involved in consultation and systemic or CBT interventions. Throughout the programme, trainees will learn about and experience a range of psychological models. The key focus of all psychological practice is the formulation of clinical problems. The programme emphasises the importance of developing formulation skills throughout the three years. The integration of theory and

research findings with clinical practice is seen as an integral part of formulation. Trainees will present cases to their peers and to staff and are assessed through clinical vivas.

The practice of clinical psychology is often most effective when provided in conjunction with other professionals. Trainees are encouraged to draw on wider professional networks to enhance their learning and incorporate inter-professional teaching, wherever relevant and practical.

3. PROGRAMME AIMS AND OBJECTIVES

The aims of the programme are to:

- i. Train psychologists for work in the NHS and related settings as Clinical Psychologists, in accordance with the Standards of Education and Training of the Health Professions Council and the British Psychological Society's Accreditation Criteria.
- ii. Provide trainees with the academic and research skills commensurate with doctoral status.

By the end of the programme trainees should have:

- i. Developed a detailed understanding of a broad range of theories and concepts in psychology and be able to apply these appropriately and critically in a range of clinical settings with different client groups.
- ii. Developed a high level of knowledge and skills in quantitative and qualitative research methods so as to be able to conduct publishable clinical research and evaluate clinical practice.
- iii. Developed interpersonal, communication and other skills necessary to work clinically with a wide range of clients presenting in the NHS.
- iv. Acquired a critical appreciation of developments and current issues in clinical psychology.
- v. Developed a knowledge and critical appreciation of health policy in the NHS and other health-related services.
- vi. Developed an understanding of the relationship between psychological problems and their social context.
- vii. Developed a high level of clinical knowledge and skills so as to be able to intervene clinically at different levels: direct work with individual clients and families, indirect work through other health professionals or carers and work within the organisation.
- viii. Developed a critical appreciation of ethical and professional principles and be able to apply these in their practice.

4. STAFF AND THEIR RESPONSIBILITIES

The programme team is made up of the following people:

Name	Job Title / Responsibility	Telephone	E-mail Address	Office Hours
Dr Helen Combes	Academic Director Principal Clinical Lecturer	(01782) 295803	helen.combes@staffs.ac.uk	Mon, Weds - Fri
Prof Helen Dent	Programme Director - Head of Programme	(01782) 294847	helen.dent@staffs.ac.uk	Mon, Wed - Fri
Ms Helen Jones	Clinical Tutor	(01782) 295734	helen.jones@staffs.ac.uk	Wed pm, Thurs - Fri
Ms Jackie Lees	Clinical Tutor	(01782) 294774	jackie.lees@staffs.ac.uk	Wed - Fri
Miss Natalie Lowndes	Programme Administrator	<i>Maternity leave</i>		
Miss Pauline Mahon	Acting Programme Administrator	(01782) 294007 <i>Main Programme Number</i>	p.a.mahon@staffs.ac.uk	Mon-Fri
Dr Kenneth McFadyen	Senior Clinical Lecturer	(01782) 294387	k.mcfadyen@staffs.ac.uk	Fri
Mrs Ann McHardy	Temporary Programme Secretary	(01782) 295785 <i>(and fax)</i>	a.mchardy@staffs.ac.uk	Mon-Fri
Dr Helena Priest	Research Director	(01782) 294580	helena.priest@staffs.ac.uk	Mon – Fri
Dr Helen Scott	Senior Clinical Lecturer – Academic/Research Tutor	01782 294021	H.Scott@staffs.ac.uk	Tue-Fri
Dr Alison Tweed	Clinical Director	(01782) 295732	A.tweed@staffs.ac.uk	Mon-Thur

To ensure that the Programme aims and objectives reflect the current aims of the profession, members of the staff team regularly attend national meetings of the BPS Group of Trainers in Clinical Psychology, West Midlands regional training meetings and local trust psychology advisory meetings.

Academic Staff

When fully staffed and with the full complement of trainees, there will be a staff:trainee ratio of 1:10 and we are committed to maintaining this so that we can deliver the programme in a way that is consistent with our philosophy. We aim to have staff specialising in a wide range of clinical specialities. Staff from both universities and clinicians in Shropshire and Staffordshire contribute to teaching and research supervision.

Dr Helen Combes Academic Director and Principal Clinical Lecturer, Registered Clinical Psychologist, Chartered Psychologist (0.8 wte)

After completing a DClinPsy at Sheffield University in 2001, Helen has worked as a Clinical Psychologist in the Sheffield Learning Disabilities Directorate. She has also worked into children's services in a behaviour education and support team. Helen moved from Sheffield to join the programme team in October 2004. She has a particular interest in working in partnership with parents and families who are living with disability and is interested in contextual approaches such as Acceptance and Commitment Therapy and Functional Analytic Psychotherapy. She has published on various aspects of applied and clinical psychology and has a specific interest in the lives of people with disabilities especially in relation to the sexuality and sexual health of people with learning disabilities. She continues to undertake clinical work, in a mental health service and has completed training in Cognitive Therapy.

Prof Helen Dent Programme Director, Registered Clinical & Forensic Psychologist (1.0 wte, 0.8 on the programme)

Helen was appointed as Programme Director to set up this new course in November 2003. Helen qualified as a clinical psychologist in 1982 at the Institute of Psychiatry in London. She has taught on the University of Leeds and the University of Birmingham Clinical Psychology programmes. She has also

worked in London, Leeds, Wakefield, Birmingham and Stoke-on-Trent in clinical psychology services specialising in Alcohol Abuse, Neuropsychology, Adult Mental and Physical Health, and Children & Families. She has published on various aspects of applied and clinical psychology, and her current clinical and research interests concern attachment theory and interviewing of vulnerable witnesses.

Ms Helen Jones Clinical Tutor, Clinical Psychologist (0.5 wte)

Helen joined the programme team in June 2005. She qualified as a Clinical Psychologist in 1989 from Leicester University and gained a Psychotherapy Masters in 1992 from Warwick University. She worked in Primary Care and Acute Psychiatry services in Central Notts for 5 years. She has been in Shropshire since 1995, working in different CMHTs and a Substance Misuse Team in Telford. She currently works part time in the Liaison Mental Health Service in Shropshire as a Clinical Health Psychologist. Among other things, she created, and now manages, the www.shropsych.org website for Shropshire's Department of Psychological Therapies. She is currently studying for a PGCHPE with Staffordshire University.

Ms Jackie Lees Clinical Tutor, Chartered Psychologist & Registered Clinical Psychologist (0.6 wte)

Jackie took up the position of Clinical Tutor for the programme in June 2005. She had previously contributed to the programme with lectures, clinical supervision and selection. Jackie qualified as a clinical psychologist from Birmingham University in 1990 and has worked mainly with children, young people and families in North Warwickshire, Dudley and New Zealand and briefly with adults in a primary care setting in Dorset. Jackie has received additional training in systemic practice from Birmingham & Cardiff. She has a wide range of clinical experience working with young people and families and has a particular interest in dissociative states, self harming behaviour, substance use and misuse and attachment processes. She continues to undertake clinical work within child based services and was involved in the development of clinical psychology services within a looked after children team.

Dr Kenneth McFadyen Senior Clinical Lecturer & Academic/ Research Tutor, Registered Clinical Psychologist (0.2 wte)

Ken joined the programme in December 2010. Following qualification from the Coventry & Warwick Universities training course Ken has worked in Adult Mental Health in Worcestershire, South Australia and Staffordshire, where he is currently service lead for the Seisdon Primary Care Mental Health Service. He has undertaken further training in EMDR and is working toward practitioner accreditation in this. Additionally, he has specific interest in 3rd wave Cognitive Behavioural Therapies such as ACT and Mindfulness based CBT. He has research interests in clinical supervision, as well as gender identity and sexualities. He is currently studying for the PGCHE at Staffordshire University.

Dr Helena Priest Research Director, Chartered Psychologist (1.0 wte)

Helena joined the programme in September 2005, and is employed by Keele University as a Senior Lecturer in the School of Psychology. Her professional background is in mental health nursing and she has worked for many years in nursing/medical education, teaching applied psychology, communication, counselling, mental health nursing, and research topics. She is a member of the British Psychological Society Division for Teachers and Researchers in Psychology and Qualitative Methods section; she co-edits the publication of this Section. Her research interests are in psychological care-giving in physical illness, the mental health needs of people with learning disabilities, and interprofessional learning, and she has published widely in these areas.

Dr Helen Scott Senior Clinical Lecturer & Academic/ Research Tutor, Registered Clinical Psychologist (0.864 wte)

Helen joined the programme in April 2010. After qualifying as a Clinical Psychologist (B'ham) in 2004, she worked as a Clinical Psychologist in an Adult Community Mental Health Team (CMHT) in South Staffs and continues to work one session with the team. She has also completed further training in psychodynamic psychotherapy, which is one of her main interests. Prior to qualifying as a Clinical Psychologist, she held several research posts in London, including the Institute of Psychiatry and the Sainsbury Centre for Mental Health. Much of her research involved people with severe and enduring mental health difficulties and, in particular, 'dual diagnosis' – people with substance misuse and mental health problems. She has several publications related to her research, as well as a recent publication pertaining to working as a Clinical Psychologist in a CMHT.

Dr Alison Tweed Clinical Director, Registered Clinical Psychologist (0.8 wte)

Alison joined the programme team in May 2010. She qualified as a clinical psychologist in 1998 from the Leicester programme and went on to work at the Leicester General Hospital within the field of medical psychology for five years. She then commenced the post of Clinical Tutor on the Leicester training programme and worked there for seven years. Alison has a particular interest in Personal Construct Psychology (PCP) and has recently completed the practitioner's certificate in PCP. In terms of research, she has a particular interest in qualitative methodologies, especially in relation to chronic illness, psychotherapy processes and clinical training and has published within these areas. Currently, she is completing a research study to develop a rating scale to assess trainee's clinical skills in-vivo.

Administrative Staff

Miss Natalie Lowndes Programme Administrator (1.0 wte) (Maternity leave)

Natalie joined the team as Programme Secretary in September 2004 and was appointed as Programme Administrator in October 2006. Previously she had worked in administration for 4 years since graduating from Keele University in 2000 with a BSc (Hons) English and Psychology.

Miss Pauline Mahon Programme Secretary (1.0 wte) (Acting Programme Administrator Aug 2010 – Aug 2011)

Pauline joined the team in October 2008. Previously Pauline worked in the Personnel department of the University for 3 years since graduating from Keele University in 2005 with a BA (Hons) in Educational Studies and Business Administration.

Mrs Ann McHardy Temporary Programme Secretary (1.0 wte)

Ann joined the team in September 2010. Before joining the team she worked at the University of Reading as a Teaching Office Secretary for 2 years and the University of Aberdeen as a School Secretary for 4 years.

In addition to the programme team, a very large number of people contribute as teachers, clinical supervisors and in other ways.

External Examiners

Dr Aidan Hart

Aidan is an Academic Tutor on the Trent Doctoral Training Programme, which is based at the Universities of Lincoln and Nottingham. He was appointed as an external examiner for the programme in 2007.

Ms Mary John

Ms Mary John is Programme Director for the Doctorate in Clinical Psychology at Surrey University. She was appointed as External Examiner in September 2010.

Prof Mike Wang

Prof Mike Wang is Programme Director for the Doctorate in Clinical Psychology at Leicester University. He was appointed as External Examiner in September 2008.

Communication Arrangements

Communication between staff and trainees takes place in a variety of ways. Please check whether information you require is in any of the programme handbooks before contacting programme staff.

Email

Members of staff are not all available five days each week. For example, some have work commitments elsewhere, or may be away from Stoke visiting placement or research supervisors. Most of the staff have part-time appointments. It is therefore best to contact staff via email wherever possible. Trainees are similarly advised to check their email at least twice a week and to ensure there is sufficient space in their inboxes as the Programme will use this as the main means of communication.

Internal Post

Post for trainees may be sent to the Programme Office, this will be left in trainee post trays which should be checked regularly. Trainees may leave written messages for staff in the trays located in the Programme Office corridor.

Programme Notice Boards

Information relevant to both staff and trainees will be displayed on the notice boards outside the Programme Office and in the trainee base room.

External Post

We will also occasionally need to correspond with you directly, and it is therefore vital that we have your *current* address, telephone number and email address on file; mobile numbers are also very useful if you have one.

Trainees must advise the Programme Office of any changes to personal details e.g. name, address, telephone number (home and mobile), email, and next of kin. Trainees will also need to amend their details as held by each University's central Student Records departments:

Staffordshire Details can be amended via 'My Portal' <https://myportal.staffs.ac.uk/>

Keele Change of Personal Details -

<http://www.keele.ac.uk/depts/aa/undergraduate/sci/studentinfo.htm>

Trainees are themselves responsible for informing their NHS employer of any such changes.

5. ENTRY REQUIREMENTS AND SELECTION PROCEDURE

Entry Requirements

All candidates, at the time of application, must be eligible for Graduate Basis for Chartership with the British Psychological Society (BPS). Candidates should have a good honours degree (2:1 or 1st) in psychology or equivalent qualification such that they are eligible for the Graduate Basis for Chartership in the British Psychological Society. Applicants with a 2:2 will be considered if they have demonstrated the ability to work at postgraduate level, e.g. have completed a relevant MSc programme. Additionally, candidates are normally expected to have had one year's full-time (or equivalent) practical experience of applying psychological theory with people in a human service setting. Mature applicants or applicants with experience outside of traditional health/caring settings are encouraged to apply if their experience is relevant in some way. Clinically related research is also seen as appropriate experience.

It is recognised that clinical psychologists practice within a multi-cultural context. Every effort is made in all stages of the recruitment process to ensure that the policies and procedures operate the fairest equal opportunities in accordance with Staffordshire and Keele Universities' diversity policies.

Selection Procedure

Applications to the programme are submitted via the national Clearing House for Postgraduate Courses in Clinical Psychology (www.leeds.ac.uk/chpccp). For entry in 2011, the selection process will involve two stages: shortlisting and interview. NHS staff, service users, University staff and current trainees will be involved at each stage.

The anticipated intake for September 2011 is 17 trainees. All applicants who meet the minimum criteria for entry will be invited to undertake a written exercise at Staffordshire University. The highest scoring candidates will be invited to, or placed on a reserve list for, the second stage of our selection process. This stage will comprise interviews and other competence based assessments. Regardless of excellence in any given area, a minimum score in each area must be reached to ensure that the applicant will manage all areas of the Programme. After the final Selection Group meeting, offers are made to the most suitable candidates. All offers of a place are conditional upon satisfactory Enhanced CRB Disclosure and Occupational Health checks. Written feedback is available after each stage of the process to applicants who are not offered a place on the programme.

All applicants have access to programme documentation, including the current Programme Handbook, via the programme website.

Self-funding trainees are not recruited to the programme.

Preparation

Trainees may be asked to undertake pre-programme reading and should endeavour to have basic computing skills (SPSS, word processing, spreadsheets, email, internet etc) prior to the commencement of the programme.

University Enrolment & Module Registration

At the start of each academic year, the Programme Office will arrange for trainees to enrol with both Universities. Trainees are issued with a University Card, computer user name and password for each university. Once enrolment is complete, trainees are officially registered as full-time postgraduate students with both Universities.

6. GUIDELINES ON TRAINEE EMPLOYMENT AND ABSENCE ISSUES

Salaries and Incremental Dates

All trainees change status when they commence the Programme and salary points on the pay-scale reflect this. Currently, trainees commence on Band 6 of the NHS Agenda for Change pay scale with annual increments. This is the amount that will be reimbursed by the SHA. Previous service is not taken into account in determining the incremental date but a trainee's period of continuous employment in the NHS is considered for the purposes of entitlement to pay during sick leave and maternity leave, and reckonable service is considered for annual leave.

Annual Leave and Sickness

- i. Trainees are entitled to 27 days annual leave plus 8 general public holidays. The annual leave year usually runs from 1st April to 31st March. Trainees with 5 years reckonable NHS service are entitled to 29 days annual leave, and after 10 years service are entitled to 33 days.
- ii. **Before** annual or other special leave is taken, the trainee must:
 - w plan and agree it with their Personal Tutor at the University, as well as their Supervisor for placement days;
 - w complete a programme Annual Leave form, which must be signed by their Personal Tutor before being submitted to the Programme Office;
 - w apply for leave in the same way as other employees in their Trust.
- iii. Trainees are not normally allowed to take more than two consecutive weeks as annual leave, but may negotiate up to three weeks if this falls between clinical placements.
- iv. All induction blocks are mandatory as they comprise essential preparation for safe and effective professional practice during the ensuing year of training. Annual leave may not be taken during induction blocks. An absence of more than two days during induction will result in the trainee being required to intermit until the start of the next academic year.
- v. Trainees can request to take a maximum of 2 x university days as annual leave per academic year (September to August). In order to maintain teaching for the rest of the group however, only two of the trainee cohort are allowed to take annual leave on any university day. This must be organised as a year group. Trainees must formally write to the lecturer(s) in advance (and cc. their Personal Tutor) to apologise for their absence and to request recommended action to enable them to catch up on missed teaching.
- vi. Study days not used for studying must be taken as annual leave. If a period of leave is booked which includes one or more study days - these **MUST** be taken as leave days.
- vii. Trainees must have at least an 80% total attendance record (placements, teaching) for progression from year to year.
- viii. In the case of absence due to sickness, trainees should:
 - w telephone both their Clinical Supervisor **and** the Programme Office to report absence due to sickness on the first day of absence. The University then requires telephone notification of continued sickness;
 - w follow Trust regulations and procedures for informing their employer of sickness and submitting certificates;
 - w record sick leave on the programme Record of Duties form submitted at the end of each month.
- ix. In order to maintain up-to-date attendance records, **it is imperative that trainees provide the Programme Office with a copy of their 'Record of Duties' form at the end of each month.**

Trainees' employing Trusts will be notified of any deviations from these regulations.

Career/Professional Development Breaks

Please refer to guidelines on atypical leave – Appendix 8

Travel Expenses

Trainees are able to claim travel expenses at public transport rate from their employing Trusts. Expenses are paid for mileage **in excess of home to base mileage**. For calculation of travel, the trainee's 'base' will be agreed with the trainee by their employing manager.

Council Tax

As full-time students, trainees can apply for Council Tax exemption. The programme office can produce a letter confirming student status and programme start/end dates. An official certificate can be obtained via Staffordshire University Information Centre. Details are given on http://www.staffs.ac.uk/courses_and_study/student_services/student_info_centre/a2z4u/C.jsp

Health and Safety

Occupational Health Medical Checks are conducted by a local NHS Occupational Health department, as arranged by the trainee's allocated Employer. The Employer will advise the Programme of the outcome.

Trainees are inducted into the appropriate health and safety procedures with their employing managers and should ensure they are made aware of health and safety issues when on placements at other NHS Trusts. This will normally be discussed with the NHS line manager or the supervisor at the pre-placement visit.

Safeguarding Children

Training is provided by the local NHS provider Trust on the current issues to safeguard children & protection of vulnerable adults. This occurs within the first year of training to equip trainees to commence clinical placement activities. All trainees are encouraged to attend any further updates provided by their employers during the course of their training experience

Criminal Convictions

Following acceptance of a place on the training programme, successful applications are asked to make a self-declaration to the Programme of any criminal convictions. In addition, enhanced level Criminal Record Bureau (CRB) disclosures are organised by the Programme via Staffordshire University. Under CRB procedures, the University is only permitted to advise employers of the outcome. The trainees are sent a copy of the disclosure by the CRB and employers may request sight of these for their records. Trainees must retain this result for the duration of their training.

Trainees are required to maintain fitness to practise clinical psychology throughout the programme. Any issues of concern such as criminal convictions must be notified to the Programme Director by the trainee without delay.

7. ACADEMIC TEACHING

Academic Programme Structure

The academic programme is structured around 2 semesters of 15 teaching weeks per academic year. For each of these sessions in the first and second years, trainees are scheduled two days a week at the programme base or other teaching venue, and three days on clinical placement. Individual study days are also distributed every 2 or 3 weeks. Outside of the academic sessions trainees will spend 3-4 days a week on clinical placement with 1-2 days of each week allocated for private study. The timetable for the current academic year can be found on Blackboard.

Trainees may interchange placement days with study days but only with the agreement of their placement supervisor and their Personal tutor. The programme has a modular format. Modules of 15, 30 and 90 credits have been developed. One credit is equivalent to 10 hours of student effort. Individual module handbooks are available describing the learning outcomes, the session titles and the assessment and evaluation of each of these modules. In addition to these modules a range of skills based workshops will be scheduled at relevant times during the programme. Trainees must demonstrate all required competencies during training therefore trainees will not be able to gain exemption from modules.

The total number of credits for the programme is 540:

Academic	180
Clinical	270
Research	90
Total	540

The titles of the modules, allocated credits and student effort hours are listed below:

Module Code	Title of Module	Year of Prog.	Level	Credits	Hours Student Effort
SHS85450-M	Personal & Professional Issues 1	1	M	15	150
SHS85462-M	Psychological Models 1 - Understanding People's Experiences	1	M	30	300
SHS85463-M	Society & Context 1 - Working with systems and communities	1	M	15	150
SCS85488-D	Assessing Psychological Processes - Neuropsychological Assessment and Rehabilitation	1	Doctorate	15	150
SHS85454-M	Placement 1 - Introduction to Clinical Psychology Practice / Working with systems and communities	1	M	90	900
SHS85464-M	<i>From 2010 cohort</i> - Research Methods for Clinical Psychology	1 and 2	M	30	300
SCS85487-D	Personal & Professional Issues 2	2	Doctorate	15	150
SCS85489-D	Psychological Models 2 – Intervention	2	Doctorate	30	300
SCS85490-D	Society & Context 2 - Living with Distress and Disability	2	Doctorate	30	300
SCS85488-D	<i>Running for the final time in YR2 for 2010-11</i> - Assessing Psychological Processes - Neuropsychological Assessment and Rehabilitation	2	Doctorate	15	150
SCS85491-D	Placement 2 - Working collaboratively with individuals / Working in services for people with illness and/or disability	2	Doctorate	90	900
SCS85492-D	Research Thesis	1 - 3	Doctorate	90	900
SCS85493-D	Placement 3 - Working with complex needs and ideas / Elective	3	Doctorate	90	900

Academic Syllabus

Year One

The programme commences in the first year with a six-week induction block that prepares trainees for their first year professional practice. This block comprises a substantial part of Personal & Professional Issues 1 and Psychological Models 1 modules and an introduction to two other taught modules: Assessing Psychological Processes and Research Methods for Clinical Psychology. By the time trainees attend placement they should have acquired a basic understanding of assessment, interviewing skills, basic observational techniques and functional analyses, formulation skills and an introduction to the range of work carried out by clinical psychologists. They will also have covered basic ethical issues e.g. consent and confidentiality, as well as statutory legal issues and issues of personal safety.

During the induction block trainees spend two half-days on placement (one each in weeks two and three). This provides an opportunity to meet the manager or professional head of clinical psychology service and the supervisors to whom they will be allocated, and for the Main Supervisor to orient the trainee to the placement.

During the remainder of semester one and for semester two in the first year, trainees complete the five academic year one modules.

- Personal and Professional Issues 1** (15 Credits);
- Psychological Models 1 - Understanding People's Experiences** (30 Credits);
- Society and Context 1 - Working with communities and systems** (15 Credits);
- Assessing Psychological Processes** (15 credits);
- Research Methods for Clinical Psychology (Part I)** (15 Credits of 30 credit module).

Year Two

The second year of the programme commences with a mandatory three-week induction block. The purpose of this block is to prepare trainees for their 2nd year professional practice.

The following academic modules are studied during the second year of the programme. These modules are scheduled across both semesters.

- Personal and Professional Issues 2** (15 Credits);
- Psychological Models 2 - Intervention** (30 Credits);
- For 2010-11 only* **Assessing Psychological Processes** (15 credits);
- Society & Context 2 - Living with Distress and Disability** (30 Credits).
- Research Methods for Clinical Psychology (Part II)** (15 credits of a 30 credit module).

Year Three

The third year of the programme commences with a mandatory two-week induction block. The purpose of this block is to prepare trainees for their 3rd year professional practice. Teaching in the 3rd year is designed to support the clinical placement and research modules.

Learning Outcomes

The Learning Outcomes for each module (including placement modules) are mapped against BPS Competencies and HPC regulations, QAA Benchmark Statements, the generic learning outcomes for doctoral level study at Staffordshire University and the learning outcomes of the programme (see chapter 3). A Module Descriptor for each module is also available.

Teaching Days & Times

During term time in years 1 and 2 (with the exception of days allocated as 'study / research') trainees will generally be at the programme base at Staffordshire University on teaching days. Teaching at Staffordshire University will usually take place in the Trainee Base Rooms in Mellor Building: Year 1 - S113, Years 2 and 3 - S104.

This is not a distance learning course and regardless of where trainees choose to live they must attend university and placement days from 9:00am to 5:00pm. On university days registration will take place between 9:00-9:20am and 1:00-1:20pm in the programme office. Teaching workshops normally follow the pattern below; however on Thursday afternoon teaching is 1-4pm followed by the Research Seminar 4-5pm. Personal tutors will contact trainees who arrive late for teaching to discuss how to ensure future punctuality. Late arrival subsequent to this discussion will be notified to the trainee's NHS line manager. NHS Line managers will also be notified of absences other than those granted for annual leave or sickness. Persistent late arrival or unauthorised absence will invoke fitness to practise procedures.

Teaching times are normally as follows:

1 st Session	09:30 am	-	10:45 am
2 nd Session	11:15 am	-	12:30 pm
Lunch	12:30 pm	-	1:30 pm
3 rd Session	1:30 pm	-	2:45 pm
4 th Session	3:15 pm	-	4:30 pm

Trainees are reminded that on study days it is their duty as Trust employees to keep their employer and University staff informed of their whereabouts and to be available for contact or meetings if needed.

8. RESEARCH

For all Research information please refer to the **Research Handbook**, issued as a separate document.

9. CLINICAL EXPERIENCE

This part of the programme prepares trainees for clinical practice within a strong foundation of theoretical knowledge and empirical evidence. Emphasis is placed upon the integration of psychological theory and research evidence using examples gained within clinical practice. Trainees are encouraged to engage in reflective practice applying their clinical experiences during the academic and research elements of the programme.

The clinical practice element of the programme aims to enable trainees to develop their roles as therapists, service evaluators, researchers, educators and facilitators. It is recognised that within a three-year programme, only a basic competence in these areas can be developed and these skills will increase throughout their subsequent career.

Trainees will undertake clinical placements within the Staffordshire and Shropshire area throughout the three years of training. All placements will be allocated to reflect trainees' ongoing learning and training needs. Trainees will spend at least 50% of their total training time on placement.

Trainees are required to monitor and record their own clinical progress in terms of knowledge, skills and experience gained on placements via the Trainee Logbook.

Core Competencies

All placements will enable trainees to develop the necessary competencies in the following areas, as required by the Health Professions Council.

- Relationships
- Assessment & Formulation
- Intervention & Evaluation
- Communication, Training & Consultation
- Management & Organisation
- Professional Practice
- Supervision & Personal Development
- Service Evaluation & Research

Clinical Supervision

The Model

The Clinical Tutors will plan placements to offer trainees a coherent and effective experience. Trainees will work with a range of main supervisors during each placement module. Each trainee has an Individual Learning Plan which is developed in discussion with each main supervisor, the Clinical Tutor and their Personal Tutor. The main supervisor assumes responsibility for the work of the trainee during their placement over time periods ranging between 3 months and 12 months.

Appointment of Supervisors

Responsibilities of the programme staff and supervisors

Clinical Director/Clinical Tutors

- w Identifying the main supervisors who the trainee will work with during the placement so as to offer the trainee a coherent and effective experience.
- w Assisting the trainee, the Personal Tutor and the main supervisors to develop the Individual Learning Plan based on the past experiences of the trainee, the competencies required and the experiences available in that locality.
- w Undertaking placement review visits and providing information to Personal Tutors
- w Ensuring that all of the main supervisors working with the trainee complete an evaluation of trainee clinical competence when their period of involvement with the trainee ends.
- w Working with supervisors and the trainee to develop an action plan to remedy deficits when there are problems in the performance of a trainee during the placement.
- w Summarising material from the different supervisor evaluations of clinical competence to produce an overall evaluation of clinical competence for submission to the Award Board.

- w Reviewing trainee evaluations of placement experience.

Main Supervisors

- w Acting as lead supervisor for that trainee over a specified period of time.
- w Working with the trainee to develop the Individual Learning Plan in conjunction with the Clinical Tutor and Personal Tutor.
- w Meeting with the trainee for weekly supervision sessions.
- w Promoting an integrated placement experience with regular review of the trainee's learning needs and progress during supervision.
- w Arranging for the trainee to undertake work with the supervisor including opportunities for mutual observation according to the Individual Learning Plan.
- w Arranging for the trainee to undertake specific pieces of work with other local supervisors according to the Individual Learning Plan.
- w Acting as a liaison point for that trainee's placement over a specified time period.
- w Attending placement review meetings for that trainee over a specified time period.
- w Ensuring that the Clinical Tutor is kept informed of any placement changes, areas of concern or difficulty in achieving placement goals as soon as possible.
- w Completing the supervisor Evaluation of Clinical Competency form for that trainee, including feedback from other supervisors or professionals involved in specific pieces of work with the trainee.

Criteria for Appointment

Main Supervisors

The following are minimum requirements in terms of the qualifications and experience of Main Supervisors:

- w At least two years' experience after gaining a qualification in Clinical Psychology and eligibility for registration with HPC as a registered Clinical Psychologist.
- w Proposed attendance at a Supervisor Training & Accreditation & Recognition (STAR) session.

Other Supervisors

It is expected, that where other supervisors are clinical psychologists, they will have the same level of qualifications and experience as required for the main supervisor role. Under some circumstances supervision may be offered by clinical psychologists with only one year of experience or from another psychology specialism (eg: Counselling psychology). In these circumstances an agreed "grandparenting" arrangement with a qualified clinical psychologist (eligible to supervise) will be organised in advance and close support offered by the Clinical Tutor Team

Method of Appointment

Every year the Clinical Tutor Team surveys the local Heads of Service to provide supervisor & placement availability for the forthcoming year. All new supervisors complete a brief CV and are visited by a member of the programme team to discuss arrangements, supervisor training needs and to ensure that the placement satisfies minimum standards.

All placements are audited during placement review visits and from the written feedback from trainees received at the end of placements. Supervisors are advised of the outcome of the placement evaluation.

When the decision is taken that a particular individual is not considered eligible to undertake supervision, he/she is given information about this and any future action that needs to be taken to achieve eligibility.

Placement Procedures

Allocation to placements

The programme provides clinical placements within the Staffordshire and Shropshire area. Some third year placements may be arranged outside this area with prior consultation with the Clinical Tutor Team. As placements cover a large geographical area, all trainees will be expected to travel long distances for a least part of their training. For trainees living outside of the placement area, this may be more extensive due to the need to travel before entering the region.

In Years 1 & 2, the Clinical Tutor Team allocates each trainee to a main supervisor and placement reflecting the trainee's ongoing training need.

In Year 3, the trainee may have some choice about their main supervisors and placement dependent upon progress over the Programme and their specific learning needs. They will be required to submit a proposed plan to the Clinical Tutor Team during their second year to outline preferences and the necessary clinical skills and competencies to be acquired. The programme collaborates with the DClinPsy programmes at the universities of Birmingham and Coventry and Warwick in the planning of third year placements. Final details regarding the allocation of third year placements are confirmed with trainees prior to their progression to the third year of training.

Please note that for trainees undertaking part-time working in their third year that they must attend placement for a minimum of two days per week. This is in order to maintain a coherent and sufficient level of clinical experience during their final year.

Out of Region Placements

The aim of the programme is to provide placements within Shropshire and Staffordshire. The reasons for this aim are as follows:

1. The integration of local supervisors with the course;
2. Access to monitoring of placement quality;
3. Enabling recruitment by departments and supervisors.

However, there is some flexibility in providing out of region placements, for part of the third year. The following areas are taken into account when considering the need for an out-of-region placement:

1. Trainee progress & previous demonstration of competency
2. Clinical training needs;
3. Competition for access to clinical resources in the Midlands region;
4. The academic and clinical profile of the trainee concerned.

Third year trainees will only be permitted to undertake an out-of-region placement for half of their final year. This may be organised in the form of two six-month placements, one of which is out of region or in the form of a year-long split arrangement where the out-of-region placement is undertaken for no more than two-days per week.

The final decision regarding out-of-region placements rests with the Programme Board and may be refused for the reasons outlined above.

Pre-placement visit

It is usual for the trainee to organise a pre-placement visit approximately one month prior to attending placement. The aim of the visit is for the main supervisor and trainee to become acquainted and to discuss opportunities and experiences offered. Supervisors may at this stage wish to provide trainees with relevant orienting literature regarding the department, locality and nature of the placement.

Negotiating the Individual Learning Plan

Trainees should provide the Programme Office with a placement contract for each main supervisor within 2 weeks of commencing the placement.

It is important that main supervisors and trainee begin work on the Individual Learning Plan at an early stage in the placement. Consideration should be given to the range of opportunities available, as well as the needs, interests and previous experience of the trainee. Particular efforts should be made to fill major gaps in the trainee's experience, and supervisors are advised to review the evaluation of clinical competency forms from previous placements. The Individual Learning Plan is reviewed formally at the Placement Reviews, but should be reviewed informally and modified as necessary at various stages in the placement by both supervisor and trainee. While the bulk of the Individual Learning Plan should ideally be drafted by December of each year it is recognised that the ILP constitutes a working document and may need to be adjusted during the course of the placement to take account of new opportunities that may arise or changes in what is available

Supervisors are advised to help the trainee to strike a balance between gaining a sufficient quantity of clinical experience and allowing adequate time for planning, reading and administration.

Placement Reviews

Formal meetings are arranged at intervals during the year between the trainee, the main supervisors, other supervisors and the Clinical Tutor. Efforts are made to plan the dates of these meetings at the beginning of the year to avoid difficulties in identifying mutually convenient dates for meetings. The purpose of the review is:

- a) To monitor the progress of planned experiences, with reference to the logbook, Individual Learning Plan and placement contract.
- b) To give Placement feedback to the trainee on clinical performance.
- c) To allow the trainee to comment on the placement and supervision.
- d) To allow opportunity for the supervisor or trainee to raise points of concern so that there is time to address these & develop a clear action plan if required.

The Clinical Tutor will see the supervisor(s) and the trainee separately to briefly review their impressions regarding the placement and clarify strengths and possible areas for development to be discussed during the main placement review meeting. The Clinical Tutor then sees the supervisor(s) and trainee jointly. A Placement Review Form is used to structure the meetings. If there are any difficulties, an attempt is made to resolve these by discussion in the joint session. If this is not possible, the matter is followed up by the Clinical Tutor Team after the meeting including a documented action plan. The Placement Review also functions to learn about the clinical experiences on offer and to exchange ideas and information about training for clinical supervisors.

The timing of placement review meetings varies depending on the structure of the placement. Further reviews can be arranged where there are placement difficulties, or to monitor any recommended changes. The reviews are not intended to serve a formal evaluative function.

Useful Tips on Placements

This section is intended to assist the smooth running and effectiveness of clinical placements. Overall, it is hoped that supervisors will see themselves in a predominantly enabling role with regard to their trainee, though clearly basic training, assessment and gate-keeping functions must not be forgotten.

Preparation

It is helpful if, prior to the first day, the supervisor has prepared placement experiences in advance. The trainee also will need to have sufficient time for induction & orientation. Trainees welcome an induction procedure and find it helpful to include introduction to the clinical and support staff, the buildings and the organisational systems, policies & procedures.

Observation

It is required that there should be opportunity for mutual observation of clinical work between both trainee & supervisor as an opportunity for learning and constructive feedback. This may be achieved through a variety of means: joint work, reflecting team work, audio or video taped interviews, or the use of a one-way screen/TV monitoring.

Style of Supervision

This will vary according to the individual trainee and the stage of training. Although a trainee should be encouraged to work with increasing independence as the placement progresses, the supervisor should continue to have an educational as well as a monitoring function throughout the placement. In the early stages, trainees may require guidance on what to do, whereas later on supervision may be used to look at ways of improving their work and relating this to broader issues. Trainees are taught about the supervision model devised by Dr Peter Hawkins (Hawkins & Shohet, 2007).

Differences in Orientation

A supervisor may find that they have different interests and/or a different orientation to their trainee. When this situation arises, tolerance and openness may help develop skills further. If there are any concerns (or serious doubts concerning the effectiveness of the approach or potential harm to clients) the Clinical Tutor team needs to be informed as soon as possible.

Use of Academic Knowledge

Supervisors have a crucial role in contributing to the integration of academic and practical aspects of the programme. It is important that the supervisor discusses literature relevant to the clinical work on placement and suggests suitable reading to the trainee.

Report Writing and Communication

Trainees should be encouraged to write reports appropriate to the recipient. The supervisor has a major role in encouraging a trainee to develop a clear writing style, providing relevant information while maintaining confidentiality.

Relationship Issues

Supervisors should be sensitive to issues that arise for the trainee in relation to service users and staff in their programme of clinical work. These can be discussed in the context of either formal supervision sessions or informal discussion with the supervisor.

In Case of Placement Difficulties

It is expected that any trainee who has any concern that he/she has not been able to resolve with their supervisor, they should discuss this initially with a member of the Clinical Tutor team. Depending on the nature of the concern, the following action will be taken:

- w If the concern involves a possible serious breach of professional ethics on the part of a supervisor e.g. assault of a client, sexually inappropriate behaviour towards the trainee – the Clinical Tutor will pass these concerns to the line manager of the supervisor in order that the line manager can follow the appropriate procedures for investigation of these concerns. If a placement change is decided upon, the Clinical Tutor Team will discuss options with the trainee.
- w If the concern is of a less serious nature e.g. disagreement between trainee and supervisor about workload or therapeutic orientation – the Clinical Tutor will discuss the concerns with both parties and try to facilitate a mutually acceptable way of resolving the concern. The Clinical Tutor will notify the Personal Tutor & Clinical Tutor Team about the outcome.

Details are given below about how a supervisor can deal with concerns about the performance of a trainee.

Feedback and Clinical Competency Evaluation forms

At placement review meetings, supervisors should raise any points of concern to allow the trainee sufficient time to demonstrate competency & improvement within the remainder of a placement. At the end of their period of responsibility for a trainee, main supervisors will provide full feedback on the trainee's clinical performance summarised within the Evaluation of Clinical Competence form. Feedback should be detailed and constructive, and designed to help a trainee to develop effective and appropriate clinical and professional skills.

The ratings given by the Main Supervisors in their evaluations of the trainee are collated by the Clinical Tutor to produce an overall evaluation of trainee clinical competence for submission to Award Board. Supervisors rate each competence as acquired or not, and provide information about how this has been assessed. Each area of competence must be passed (or rated as "No Opportunity") for the whole placement to be passed.

The trainee completes a feedback form to comment on the placement experience and supervision received.

If the placement supervisor considers that the practice or behaviour of the trainee raises serious concerns about their fitness for training as a clinical psychologist this should be dealt with under the Procedures for Professional Suitability.

Clinically Based Assessments

As part of the assessment of academic modules during the first two years of the programme, trainees are required to draw on their clinical experience to produce clinical practice reports. Trainees are required to conduct a small scale project involving service evaluation / audit and to prepare a formulation of clinical activity. They are also required to complete a case study assessment, which includes neuropsychological knowledge, design a single case design and complete a process-focussed case study. Each year trainees are required to present a piece of clinical work undertaken in the form of a clinical viva (please refer to the module handbooks for greater detail on each assignment). During supervision it may be helpful to have several specific cases or small projects in mind from the start of the placement, which could be developed into a clinical report or research project to avoid panic at a later stage in the placement.

Procedure to be followed when there is concern that a trainee may fail a clinical placement

Any supervisor who has concerns to do with the placement is strongly advised to contact the Clinical Tutor Team as quickly as possible. Any problem is best addressed at an early stage, as there are usually more options available to remedy the situation.

When concern is expressed about the behaviour, performance or competence of a trainee on a clinical placement, in the first instance this will be investigated by the Clinical Tutor Team in order to assess the seriousness of the concern.

If the Clinical Tutor Team feels that the concern is such that the trainee may fail the placement, the following procedure will be invoked. The final decision on the appropriate placement grade is agreed in consultation with the main supervisors, Clinical Tutor Team, Programme Director and External Examiner, and subsequently ratified by the Programme Award Board.

This ensures that:

1. Trainees receive the correct grade for their placements.
2. Trainees are given opportunities for a fair judgement about their clinical competency.
3. Supervisors are supported when difficult decisions are necessary.

The procedure is as follows:

1. If a supervisor has concerns over a trainee's behaviour or competence, they should inform the Clinical Tutor Team as soon as possible.
If anyone else connected with the trainee on placement (e.g. a clinical psychologist or another professional with knowledge of the trainee's activities, or a member of the programme team) has similar concerns they should initially discuss these with the main supervisor.
2. The Clinical Tutor Team will investigate the seriousness of the concern. If appropriate, the concern will be dealt with without invoking the remainder of this procedure.
3. If the concern is sufficiently serious, the trainee and supervisor will meet with the Clinical Tutor Team (and any other appropriate person) to identify clearly the concern and to draw up a remedial plan of action. This must clearly state what the trainee needs to do in order to address the concern and reach the required level of competence.
4. The next stage in the procedure occurs during the final week of the placement. The Clinical Tutor ensures that all main supervisors have completed an evaluation of clinical competence form including recommendations about whether the trainee has passed or failed that part of the placement.
5. The different evaluation of clinical competency forms from each main supervisor are collated by the Clinical Tutor Team and a recommendation is made for consideration at Award Board. The final decision about progression or failure is taken by the Clinical Director, Programme Director and External Examiner, and ratified by the Programme Award Board.
6. If the supervisor is unsure whether to pass/fail a placement and thus feels unable to make a recommendation, the supervisor should contact the Clinical Tutor Team as soon as possible.

7. On some occasions, the trainee may be passed on one placement by the Clinical Director and Programme Director with the proviso that an area of concern is specifically addressed as an explicit goal for the next placement.

10. TEACHING AND LEARNING STRATEGIES

Teaching and Learning Strategies

It is important that the teaching and learning strategies used throughout the programme facilitate the integration of theory and practice and that the teaching and learning is based upon evidence based practice. In order to achieve this, the majority of the academic teaching is delivered by registered clinical psychologists who have expertise in the relevant area. Trainees are also provided with a good grounding in research skills, the development of evaluative skills and the use of a range of primary sources. Additionally, it is important that the teaching and learning strategies take into account and build upon the background experience and prior knowledge of the trainees.

Teaching will draw on a range of methodologies from didactic and lecture based teaching to workshops based on constructivist and experiential learning. There will also be some computer and web-based activity sessions. Lecturers and facilitators will bring cases to discuss, but trainees are encouraged to bring their own case examples to think about differently and to aid learning. Throughout the three years there will also be workshops devoted to developing clinical skills. These workshops will be based on peer, facilitator and video-feedback. During the programme trainees are required to work independently and within groups and are encouraged to demonstrate initiative and develop skills appropriate to independent and collaborative working so as to prepare them for effective clinical practice. Occasionally teaching will be cancelled through unforeseen circumstances under these conditions trainees are expected to use the time constructively, either by looking at relevant material in the library, on the world wide web or through blackboard drawing on problem-based learning strategies. Only in exceptional circumstances will teaching be re-scheduled.

The teaching and learning strategies used at any one time reflect the specific aims and outcomes of the modules within the programme (further details are given in the module handbooks). The sum of these experiences ensures that the trainees gain the range of appropriate skills for practice.

Evidence based practice demands a strong grounding in research design and data analysis. Additionally, it is essential that these research skills are used with and integrated alongside discipline and professional specific knowledge.

The teaching and learning strategies used within this programme are based on active learning strategies. Active learning enhances the quality of learning in general and specifically enables trainees to develop the skills required for enterprising and reflective practice. The programme team will draw upon experiential learning techniques in addition to the more traditional forms of teaching and learning. This may mean that trainees are exposed to emotional content during sessions and may be asked to bring examples of their personal experience into teaching. Trainees are encouraged to participate in the different varieties of teaching across the programme.

The following teaching and learning strategies are used at appropriate stages within the programme.

- | | |
|----------------------------------|--|
| w Appraisal with programme staff | w Role play with video, observation and feedback |
| w Case presentations | w Seminar presentations |
| w Computer work | w Seminars |
| w Journal readings | w Supervised clinical practice |
| w Key-note lectures | w Tutorials |
| w Modelling | w Work-based learning |
| w Problem Based Learning | w Workshops |
| w Projects | |
| w Reflective Group membership | |

Trainees are encouraged at all times to reflect upon and evaluate their university-based and placement learning. This reflection and evaluation will take a variety of forms and use such mechanisms as journal keeping and membership of the Reflective Group.

Library Facilities

Full information about the libraries including opening hours, entitlements, holdings and electronic resources is available from the following websites:

Keele University Main Library: <http://www.keele.ac.uk/depts/li/>

Keele University Health Library: <http://www.keele.ac.uk/depts/li/hl/index.htm>

Staffordshire University: <http://www.staffs.ac.uk/uniservices/infoservices/library/aboutlib/>

Faculty Link Librarians for the programme are:

Keele: **Natural Sciences** Malcolm Taggart : m.g.taggart@lib.keele.ac.uk. Telephone: (01782) 583241

Staffordshire: Kathleen Morgan k.morgan@staffs.ac.uk (01782) 294770 Thompson Library, Stoke campus

The Programme Office will hold a stock of pre-paid, **Inter-Library Loan** vouchers for the Clinical Education Centre Library. An allowance of 20 loans per trainee is available for the duration of training. The copy of any article ordered using these vouchers should be lodged with the Programme Office prior to or upon completion of the Programme.

IT Resources

S104 and S113 Mellor Building are the Trainee Base Rooms and each contain 7 University networked PCs allocated for trainee use. Information about printing arrangements and other computing facilities at the Universities is available from <http://www.staffs.ac.uk/uniservices/infoservices/it/index.php> and <http://www.keele.ac.uk/depts/cc/cchome.html>. SPSS and Invivo are available for trainees for use at home through IT Services.

Personal & Professional Development Allowance

An allowance of £160 is available for each trainee and can be used at any time during the programme. The fund can be accessed:

- w for **conference attendance** via the Personal Tutor using a Trainee Conference Attendance Policy and Application form available from the Programme Office;
- w for **book purchases** via the Programme Administrator using a book Revenue Order Request form available from the Programme Office;
- w towards **personal development therapy** via approval from the Personal Tutor, liaising with the Programme Administrator regarding payment of therapy provider.
- w NB Please see research handbook for information about additional research related allowances.

11. ASSESSMENT

The guiding principle behind the assessment mechanisms adopted on the programme is that the mode of assessment should be commensurate with the aims and learning outcomes of the programme as a whole and of the individual modules. Given this guiding principle all module assessments are reviewed by the Programme Board and programme team to ensure that trainees are not over-assessed and that all knowledge and skills are assessed at an appropriate point in the programme.

Trainees are assessed in three areas: clinical, research and academic competence. The assessment strategies and their deadlines for each module are outlined in the table below. For each type of assessment, a summary description is given on the following page and full guidelines including marking criteria are presented in the relevant module handbook.

There are no provisions for compensation within or between modules. Trainees must pass all assessments. **All re-submissions must be handed into the academic office at the latest by Monday 15 August 2011.**

RE-SITS FOR ALL VIVAS AND PRESENTATIONS WILL BE HELD IN W/C 15 AUGUST.

Summary of Assessments and Submission Deadlines

Module Code	Title of Module	Credits	Assessment	Submission Deadline	
SHS85450-M	Personal & Professional Issues I	15	Problem Based Learning (PBL) assignment - Group Seminar Presentation - Individual Report (1500 words)	Formative	26.11.10
				Summative	21.01.11
				Summative	18.02.11
SHS85462-M	Psychological Models I - Understanding People's Experiences	30	Timed Essay	Summative	02.10.10
			Formulation of Clinical Activity (2500 words)	Formative	18.03.11
				Summative	29.04.11
SCS85488-D	Assessing Psychological Processes - Neuropsychological Assessment and Rehabilitation	15	Psychometric Report (2500 words)	Formative	27.05.11
				Summative	01.07.11
SHS85463-M	Society & Context I - Working with systems and communities	15	Small Scale Project	Formative	03.06.11
				Summative	08.07.11
SHS85454-M	Placement I - Introduction to Clinical Psychology Practice / Working with systems and communities	90	Clinical Viva	Formative	08.06.11
			Supervisor Evaluation of Clinical Competence	Summative	13.07.11
					01.09.11
SCS85464-M	Research Methods for Clinical Psychology	30	Yr1 - Research proposal	Formative	03.06.11
			Yr2 - Data collection & analysis	Summative	15.07.11
					01.05.11
SCS85487-D	Personal & Professional Issues II	15	Problem Based Learning (PBL) assignment - Group Seminar Presentation - Individual Report (1500 words)		16.12.10
					14.01.11
SCS85489-D	Psychological Models II - Intervention	30	Single Case Design (5000 w.)	Formative	03.06.11
				Summative	08.07.11
SCS85490-D	Society & Context II - Living with Distress and Disability	30	Seminar presentation (formative)		
			Process Focussed Case Study (4000 words)		08.07.11
SCS85491-D	Placement II - Working collaboratively with individuals / Working in services for people with illness and/or disability	90	Clinical Viva		21.07.11
			Supervisor Evaluation of Clinical Competence		01.09.11
SCS85492-D	Research Thesis	90	Thesis (<20,000 words) - Viva Voce		06.05.11 20.06.11 & 21.06.11

SCS85493-D	Placement III - Working with complex needs and ideas / Elective	90	Clinical Viva	14.07.11
			Supervisor Evaluation of Clinical Competence	01.09.11

Problem Based Learning: This will both supplement the formal curriculum and assess trainees':

- w Ability to work collaboratively in a team;
- w Ability to organise their own learning;
- w Presentation skills;
- w Learning acquired;
- w Ability to link theory and practice.

The programme has developed a range of assessments to ensure that it assesses all of the British Psychological Society's core competencies. These include single and group presentations, assessment case studies, case formulations, a single case design, a research proposal, a service evaluation and a process case study. These assignments cover the range of skills which a clinical psychologist will be expected to demonstrate in their practice. They also provide an opportunity to demonstrate that you have made a significant contribution to clinical practice. Case studies should consist of an assessment of the case presented, a clear formulation, which should present this information in a clear, psychological manner. When appropriate there should be either information on the intervention or recommendations made around how to work with the person based on the psychological assessment and formulation. Finally, there should be a discussion which includes a critical evaluation of the work completed and alternative formulations and or reformulations of the case.

Presentations

The presentations can use a variety of teaching and learning methodologies. They should be professionally presented to colleagues. Case material may be used but permissions should be obtained and confidentiality respected.

The presentation must follow a clear and logical structure. Material should be presented fluently with skilful use of presentation aids to enhance clarity. The presentation should keep well to time boundaries and allows time for reflection, questions and feedback.

A broad range of relevant material should be covered. Material must be presented clearly according to a logical structure, clearly identifying pertinent clinical issues.

The material must be appropriate to the audience and effort made to engage the audience.

Written assignments

The writing must be 1.5 line spacing, using Arial 12, with margins of 2cm. Papers should be written in an academic style (unless the assignment specifies otherwise). A critically reflexive writing style should be adopted throughout, which demonstrates an integration of your academic and clinical skills. It should therefore draw on both your skills as a researcher and as a reflective practitioner.

Case Studies

Case studies should tell a logical and coherent story of the client, from a psychological perspective. There should be a clear narrative which describes the psychological assessment process. This should include a summary of all of the contextual factors which may have contributed to the person being seen by a psychologist. A clear psychological formulation, derived from the information in the assessment, should follow. There should then be a clear description of the intervention that was developed and an evaluation of this intervention. Finally, trainees should describe how working with this person has influenced their personal and professional development.

Formulation of Clinical Activity: This assignment assesses knowledge of the psychological models, and ability to conceptualise a clinical case from two theoretical models.

Neuropsychological Assessment: This assignment is produced as part of your Assessing Psychological Processes Module in the first year. It should introduce the rationale for the assessment, which should include reference to psychological and neuropsychological literature. The assignment should provide the reader with a clear assessment and analysis of the clinical issues. A neuropsychological formulation should follow, which should identify how a psychologist would come to understand the issues presented. Finally, a range of potential interventions or recommendations should be given in relation to the formulation. This assignment is designed to assess trainees' understanding of the properties of neuropsychological tests as well as clinical interview and to consider why they would

choose to administer particular assessments in particular contexts. It will critically evaluate the strengths of limitations of standardised assessments and detail alternatives to this.

Process Case Study: This assignment assesses your knowledge of how contextual issues impact upon psychological processes. It requires trainees to provide some textual analysis of material presented to them in their work. This is likely to be a textual analysis of transcripts from sessions early and late in the therapeutic relationship. Alternatively, it may consist of an analysis of notes or letters held in the file. All information must be anonymised and relevant consents to use material and tape recording must be demonstrated on submission of the assignment.

Single case design: This will provide opportunities to assess trainees' knowledge and skills in direct clinical work by requiring them to assess, formulate, intervene, evaluate and report in detail on client cases. The single case design assignment will require more detailed application of design and analysis to ascertain more rigorously the nature of the relationship between intervention and outcome. Trainees can choose from a range of single N methodologies including Q methodology, repertory grids and a range of behavioural designs, but there must be a clear relationship between the methodology chosen and the case presented.

Other Assignments

Timed Essay: The purpose of this exercise will be to link the academic with clinical practice, to assess breadth of knowledge and to encourage reading around an area relevant to the Psychological Models 1 module and clinical practice.

Service Evaluation: This small scale service-related project, which is generally carried out on placement, will allow assessment of trainees' ability to adopt an evaluative attitude to problems encountered in clinical practice. The focus should be on the context in which psychologists work and trainees will be expected to critically evaluate and reflect upon their work.

Clinical Viva: This will allow trainees to be assessed on their ability to present and discuss a clinical case/issue effectively and succinctly with others.

Evaluation of Clinical Competence - ratings by supervisor: These allow the supervisor to assess the placement experience and competencies gained by the trainee over a range of knowledge and skills.

Seminar Presentation: The seminar presentation assesses the ability to communicate ideas effectively and succinctly as well as knowledge and understanding of the relationship between context, personal and professional issues and psychological well being.

Research Thesis: This is a major piece of written, research-based work that is undertaken in the second and third years of the programme. It provides an opportunity to assess trainees' ability to structure and undertake a large research study and as such assesses research skills, data analysis and interpretation skills, writing skills and the ability to evaluate critically. Trainees are also required to submit the Research Proposal at the end of Year 1 as a summative assessment and as a condition of progression to Year 2. The thesis should be of publishable standard in refereed journals and should make an original contribution to the knowledge base in clinical psychology.

Referencing

It is important both in academic writing and in clinical practice to recognise and attribute the sources that have informed your own work. It is therefore essential that all of your work is referenced using a recognised style. This programme, in line with BPS advice, recognises the American Psychological Association (APA) style. Early in the programme, trainees will be introduced to the *Refworks* software package which facilitates accurate and consistent referencing in a range of style, including APA. The literature used to critically evaluate practice issues should be relevant and up-to-date, although papers with historical significance should be cited when relevant. It is not necessary to cite general ideas about a well-known psychologist or academic for example:

“Bowlby's theory of attachment states that ...” or “according to Freud's psycho-dynamic theory ...”

However, if you are critiquing a specific aspect of their work which is published and the reader may want to verify/re-read then it is important to cite your source in detail.

The aim of all professional doctorates is to ensure that trainees make a significant contribution to clinical practice. Therefore at doctoral level we expect all assignments to be clearly presented and structured,

and submitted on time. Writing should use a formal, critically reflexive and analytic style. It must be at or below the word count as clear and succinct writing is considered to be an important clinical skill. Work over the required word count will be awarded a first fail. On resubmission the trainee will be expected to edit to the appropriate word count. Where there is doubt over the word count trainees may be asked to submit an electronic copy. The programme office will also request a sample of assignments over the year to be submitted electronically in order to carry out checks for plagiarism and adherence to word limits.

If trainees need support in achieving these goals then they should arrange to meet with their Personal Tutor to discuss their needs as soon as these are identified.

General Guidelines for Assessed Work

Choosing Options

Given the element of flexibility in choosing case studies for assessment and the need to avoid overlap (see below), each trainee must meet with their Personal Tutor to discuss briefly the work they are proposing to submit. It is the trainee's responsibility to arrange this meeting. The meeting should be scheduled before the Placement visit (for case studies) or as soon as a topic/option has been identified.

Feedback on drafts

Programme staff will only read drafts of assignments under exceptional circumstances e.g. resubmissions.

Formative Assignments

All trainees are now offered an opportunity to have formative feedback on their academic assignments, which will be marked according to the marking criteria. To take up this opportunity trainees must submit their assignments to the programme office by the due date for the formative assignments (as noted in each module handbook and the marking schedule on Blackboard). Feedback will be given by the module leader and trainees must then submit their revised assignments in time for the final deadline for summative assignments, when they will be marked by the module leader and the second marker and external examiners.

Submission

Attempting ALL Assessments

It is important that you attempt ALL assessments for all your modules. You should ensure that the appropriate coursework is submitted on time and required timed assessments (including exams, class-tests, presentations, vivas) are attended. The University has changed its regulations to minimise the number of students who do not complete modules. Now, **your right to a second (referral) attempt at a failed assessment(s) will be conditional on whether you have or have not made a first attempt (unless a successful claim for extenuating circumstances has been made) at the assessment(s).** What does that mean? It means that in most cases, unless a successful claim for extenuation is made, students who have not attempted assessments will not be allowed a referral for the module, will therefore fail the module and if a core module, fail the award! **Attempting all assessments is therefore ESSENTIAL.**

This re-enforces the fact that it is always better **to submit a half-finished assignment than not submit anything or attempt an examination you are not confident about than not attend** – you may gain sufficient marks to pass the module or at least allow the possibility for compensation between modules (if allowed by your award).

If there are **extenuating circumstances** that prevent you from submitting / attending assessments then **ensure you gather evidence to support an extenuating claim.** Again, submitting a draft assignment by the required deadline is better than nothing and if the extenuation claim is successful a further assessment opportunity can always be offered. If you are unable to attend a timed-assessment due to an extenuating circumstance you should also **inform the Faculty at the earliest opportunity** and then make an extenuation claim.

All assessments must be handed in to the Programme Office:

- w by 9:30am on the day of the deadline, OR prior to the first timetabled event e.g. teaching session, if this is in the afternoon; OR by 12:30pm if there are no timetabled events that day; (NB the Programme Office is usually closed from 12:30 to 1pm);
- w have a completed Assignment Cover Sheet as the front page (available electronically via blackboard);
- w be accompanied by one completed Assignment Submission Form (available electronically via blackboard).

There are a number of specific requirements for all written assignments which are mainly designed to ensure fairness to the trainee (like blind marking) and protection for the client (confidentiality). Other requirements concern style conventions. Listed below are the requirements you must adhere to when submitting a piece of assessed work:

1. Check that the work does not contain typographical, spelling or grammatical errors, is clearly typed and is at least one and a half line spaced, and 12-point Ariel font size with 2cm margins.
2. Make sure you have deleted your name and any other information *throughout* the work (including Appendices) that might identify you; this includes your supervisor's name and your placement details.
3. Delete all information *throughout* the work (including Appendices) that might identify client(s), for example names, other professionals or institutions. Include a sentence on the first page stating that you have deleted this information and have followed Trust procedures on confidentiality and consent.
4. Make sure that your citations, references, tables, figures and statistical presentations are all included in the work, are accurate, and conform to American Psychological Association (APA) style.
5. Include an exact word count on the Cover Sheet and Assignment Submission Form. The word count excludes reference lists. Word limits must be adhered to.
6. Please submit **two identical** copies of each piece of work. Assignments can be photocopied double-sided.
7. Please note that if the requirements stated above are not adhered to, work may receive a fail mark. See below for regulations concerning missing deadlines and extenuating circumstances.
8. The University's Academic Board has been considering the outcomes of the last National Student Survey and discussing how it can provide quicker feedback to students. It has agreed that, from September 2010, you will receive feedback on your coursework and class test summative assessments normally within 20 working days (this was previously 25 days) following the coursework submission date or date of the class test. For some assessments the feedback period will be less than 20 working days. However, it may be the case that the 20 day rule for some assessments cannot be met for justified reasons (for example, modules on which a large number of students are enrolled). However, it is anticipated that this will apply to only a small number of modules on your award and, in those cases, the feedback return period will not exceed 25 days. The anticipated feedback return times for all assessments will be published in your Module handbooks. In order to ensure that feedback is provided within 20 days the marks for your work will be provisional and will be subject to final ratification by the appropriate Assessment Board in due course.

Overlap

As this is a generic programme, the topics for written assessment must reflect this generality and avoid undue overlap. It is the responsibility of the trainee, with the help of his/her Personal Tutor, to make sure this does not happen. Avoid accumulating too many topics in one area. For example, do not choose a case study, an essay and a small scale evaluation project in one problem area, or one kind of therapeutic technique. Try to think ahead about what you might select for your assessments.

Over the programme of the three years your assessed work should:

- w Demonstrate that you are familiar with a range of theoretical models and intervention approaches.
- w Demonstrate that you have a range of clinical interests.
- w Demonstrate that you have achieved breadth and appropriate depth, rather than a narrow over-specialisation.

w Demonstrate your overall versatility.

Deadlines

It is important that all trainees are aware of the assessment deadlines and that they plan their schedule of work accordingly. There is a library tool available to help with assignment scheduling on <http://www.staffs.ac.uk/ask/>. As this is a continually assessed programme, in order to keep on top of the assessment demands, deadlines must be adhered to. Meeting deadlines and managing demands on your time is an important skill to develop for your future professional role.

Extenuating Circumstances

All work is expected to be submitted to the Award Administrator by the identified deadlines. Any unforeseeable or unpreventable circumstances that you feel have affected your ability to demonstrate the skills, knowledge or competencies associated with a particular assessment(s) must be discussed with your personal tutor as soon as possible. Claims must be submitted to the Faculty of Sciences using an Extenuating Circumstances claim form (available from <http://www.staffs.ac.uk/current/student/index.php>) within 5 days of the assessment submission deadline. Guidelines are given on this form regarding submission of work in the event of a claim. If no EC claims are made and staff are not made aware of reasons for a non-submission trainees line managers in the employing trust will be notified.

Marking, feedback and results notification

All assessments, with the exception of the thesis but including placements, are marked on a pass/fail basis. A sample of work is double marked. Work is marked blind in so far as this is possible on a small programme. Assessors are asked to consider criteria such as: writing style and presentation, structure, clarity and coherence of arguments, coverage and integration of literature, reflections on clinical implications and critical evaluation.

Assessors give full written feedback to the trainee by completing the Assignment Marking and Feedback Form. Assignment feedback is usually available from the Programme Office within a maximum of 25 working days of the submission date. Trainees will be notified of assessment results individually in writing. Unless the trainee expresses a preference to collect them from the Programme Office, results will be sent to the trainee's University email address.

Work that is failed by one or both assessors is submitted to the external examiner. If the two assessors have each recorded a 'fail', the external examiner is asked to confirm the mark. If after discussion the two assessors disagree on a fail, a third internal marker is asked to make a casting judgement.

After receiving External Examiner confirmation of a fail, trainees will normally be given 20 working days to resubmit a failed assignment. Regulations concerning the resubmission of failed assessed work are given in chapter 13.

12. TRAINEE EXPERIENCE

Appraisal of Trainees

The Programme Director will assign a member of the programme team to act as a Personal Tutor for each trainee over their three years of study following both their personal and professional development throughout. The Personal Tutor has four main functions:

1. To serve as emotional and practical support with programme related issues. The Personal Tutor works collaboratively with the trainee to find appropriate solutions, although it is recognised that at different stages of the trainee's career different sources of support may also be accessed.
2. To serve as the trainee's representative at staff meetings. The Personal Tutor has the responsibility to ensure that the programme team is aware of any issues that might affect the trainee's successful completion of the programme.
3. To provide reflective space and to help facilitate the trainee's appraisal of his or her own progress throughout the programme, including their academic & clinical performance. The Personal Tutor's role includes assisting trainees to plan their future professional needs including career guidance, publishing research and identifying future areas for research and clinical interest.
4. To conduct an exit interview just prior to the end of the programme. The aim of this interview is to
 - review a trainee's experiences over the programme;
 - consider CPD requirements in relation to the trainee's next post;
 - check the trainee has fulfilled all requirements necessary for graduating.

Trainees have regular meetings with their Personal Tutor during which a standard semi-structured form is completed collaboratively. The purpose of these meetings is to allow the trainee to reflect openly on their personal and professional progression (including strengths & learning needs) throughout the programme. At the end of the meetings the Personal Tutor will provide the trainee with a copy of the completed form and retain one copy for the trainee's file.

The Personal Tutor will be aware of the trainee's academic and clinical progress and their ongoing research development. It is the Personal Tutor's responsibility to highlight any specific issues that need to be a focus for discussion for the trainee. In order for tutorials to be worthwhile and beneficial to the trainee it is important for tutors to establish a good working relationship with the trainee, adopt a democratic negotiating style and have respect for confidentiality where appropriate.

It is the responsibility of the Personal Tutor to arrange meetings with the trainee twice a year, once in each semester, and to be available at other times should further meetings be required. There is time allocated within the academic timetable for these meetings, although they can be arranged at an alternative mutually convenient time.

Academic Support

Academic support for trainees is provided in the first instance by module leaders. The responsibilities of the module leader are to timetable the teaching sessions within the module and to support the trainees in their learning. Academic support is also available from other staff team members.

As well as support from academic staff both universities have experienced library and computing staff who can offer guidance/advice to trainees. Both universities also have a range of other mechanisms for academic guidance, please see:

http://www.staffs.ac.uk/about_us/university_departments/information_services/index.jsp#support and <http://www.staffs.ac.uk/informationcentre/>, or <http://www.keele.ac.uk/depts/aa/class/>

The programme will make every effort to provide for the needs of trainees with a disability. All learning support materials can be provided in alternative formats, e.g. large print or with adaptive backgrounds, and alternative arrangements can be made for assessments as necessary. Applicants with a disability are welcome to contact the Programme Administrator to determine the suitability of the Programme and trainees should notify the Programme Administrator of any disabilities as soon as possible after their place is confirmed. Trainees with identified learning needs should contact the student support office to ensure that all of their learning needs can be taken into account and appropriate support given to them.

Personal Development

Personal development is an extremely important aspect of the learning experience and trainees are asked to appraise their personal development as professionals throughout the programme. They are asked to keep a journal in which they are encouraged to record experiences, observations and concerns, together with self-reflections.

There are many ways in which personal growth and development occurs and aspects of this are included within each module & the assignments.

Trainees will attend a Reflective Group throughout the programme to allow for reflection upon their personal & professional development and the integration of the various aspects of clinical training.

Reflective Group

This group will serve a number of functions depending on the interests and needs of the members at the various stages of the programme. It is intended to be a safe space within which people can grow and respond to the challenges that clinical training and practice offers.

The overall aim of the groups is to facilitate reflection on the different aspects of training to encourage integration of these aspects with the personal and professional history and experience of participants. The groups also aim to facilitate the use of analytical skills and the intuitive and emotional reasoning to enable participants to adopt a range of perspectives on their experiences during training. The specific needs of each group are usually negotiated with the reflective group facilitator.

The group runs for an hour and a half, held at three weekly intervals on Thursday Mornings during term time. Group sessions are facilitated by suitably qualified external facilitators and the content negotiated with trainees. Confidentiality and boundaries will be protected. Membership of the group is a programme requirement. The groups are reviewed annually and anonymised generic feedback is provided to the Programme Director.

Due to the nature and function of the groups, the reflective group facilitators are not able to be a clinical supervisor for any group members for the duration of clinical training.

Additional Support

The programme recognises that the experience of training as a clinical psychologist may raise professional and personal issues, which can be stressful. As well as the mechanisms outlined above which are all designed to offer support; there are specific ways for trainees to obtain personal support.

Mentor

Trainees are able to choose a mentor at the beginning of training. The role of the mentor is to be available for independent advice and support; however, they cannot be a supervisor for the duration of training. The trainee can ask for a mentor to attend a Placement Visit, if this is deemed to be helpful.

Peer Support

Research into stress in trainees suggests that other trainees usually provide the most effective forms of support. The programme aims to establish a collaborative and co-operative group ethos. Trainees are encouraged to be supportive to each other. A 'Buddy System' and 'Peer Pairings System' is encouraged. Trainees will have opportunities to meet together in various ways, e.g. regular year group meetings, PBL assignments and the Reflective Group.

Therapy Network

The West Midlands region has a 'Therapy Network' scheme set up under the auspices of the Regional Committee of Clinical Psychologists which aims to offer personal therapy for trainee and qualified clinical psychologists who are experiencing distress. This is a register of therapists which psychologists can access independently and is updated and evaluated annually. Information about access to the Therapy Network is freely available.

University Support Services

Both universities have student support services (see <http://www.keele.ac.uk/depts/aa/class/> and <http://www.staffs.ac.uk/uniservices/ess/index.php>) which include provision of confidential and independent counselling services. It is recognised that some issues of concern for trainees need to be kept apart from professional development and trainees are able to access this or the 'Therapy Network' scheme described above. Trainees may also access counselling support within their employing organisations, or may contact their local GP for independent advice.

Careers Information and Guidance

The Programme learning outcomes focus on preparing trainees for a career in the NHS, and the emphasis throughout training is therefore on the workplace. Trainees discuss their career plans with their Clinical and Personal Tutors.

The BPS Appointments Memorandum is a monthly publication of 'situations vacant' available to members of The British Psychological Society. It can be accessed on-line at <http://www.appmemo.co.uk/>. Jobs are also advertised via the on-line NHS website www.jobs.nhs.uk/. Details of vacancies that are received by the programme office are posted on the trainee base room notice board or circulated by email as appropriate.

Student Complaints

A link to student complaints procedures can be found in Appendix 4.

**DETAILS OF ANY STUDENT COMPLAINTS AT PARTNER INSTITUTIONS
SHOULD BE COPIED TO THE DEAN OF STUDENTS AND ACADEMIC
REGISTRAR AT STAFFORDSHIRE UNIVERSITY, WHO SHOULD ALSO
RECEIVE A COPY OF THE REPORT OF THE FINDINGS FOLLOWING THE
INVESTIGATION OF SUCH COMP**

13. REGULATIONS

Programme Progression and Awards Regulations

Progression to year 2

To progress to year 2 of the programme trainees must pass all first year modules which are:

- w Personal & Professional Issues I
- w Assessing Psychological Processes - Neuropsychology, Assessment and Rehabilitation
- w Psychological Models I - Understanding People's Experiences
- w Society & Context I - Working with communities and systems
- w Research Methods for Clinical Psychology – Part 1
- w Placement I - Introduction to Clinical Psychology Practice / Working with systems and communities

In addition, trainees must attend Reflective Group sessions.

Progression to year 3

To progress to year 3 of the programme trainees must pass all second year modules which are:

- w Personal & Professional Issues II
- w Research Methods for Clinical Psychology – part 2
- w Psychological Models II - Intervention
- w Society & Context II - Living with Distress and Disability
- w Placement II - Working collaboratively with individuals / Working in services for people with illness and/or disability

In addition, trainees must attend Reflective Group sessions.

Award of Doctorate in Clinical Psychology

To be awarded the Doctorate in Clinical Psychology trainees must meet the requirements for progression as above and pass:

- w Research Thesis
- w Placement III - Working with complex needs and ideas / Elective

In addition, trainees must attend teaching workshops during year three.

The award is graded Pass / Fail. There is no Distinction.

Trainees are full-time employees of the NHS. Failure of the programme will result in termination of NHS employment. Equally, in the event of the trainee being dismissed from employment, he/she will be deemed to have failed the programme.

Regulations for Degree of Doctorate in Clinical Psychology (DClinPsy)

1. Definitions

The following definitions shall apply in respect of these regulations:

Award: Any formal qualification awarded by the University to an individual trainee, which may be either an End Qualification or Intermediate Award.

Core Module: A module which must be passed in order to gain a particular award. Core modules are specified as part of the award structure and form the central pillar of the award.

Co-requisites: Modules which must be studied concurrently by trainees registered on a specified course.

Course: A Doctoral award or a collection of modules grouped under a specific title, the details of which have been approved by Academic Board/Senate as leading to appropriate End Qualifications and Intermediate Awards.

Course Regulations: The regulations governing one or more specified courses.

Credit: Credits are the number of points earned by a trainee for completion of modules. Each module will be worth a specified number of credits, normally associated with the total learning time required for successful completion of that module. The credit rating of each module is 15 or multiples thereof.

End Qualification: The qualification aim for which the trainee is registered.

Examination: A written assessment with fixed time limit conducted under examination conditions in an examination hall designated by relevant university for the purpose.

In-Course Assessment: Any assessment which is not an examination and which shall not exceed such maximum requirements as may be determined by Academic Board/Senate from time to time.

Intermediate Award: the highest level of award, which a trainee achieves who has not successfully completed the End Qualification.

Level: The designation of a module within a given course as follows:

Level M: Modules, the standard of whose learning outcomes is appropriate to the award of a University Master's Degree.

Doctorate Level: Modules, the standard of whose learning outcomes is appropriate to the award of a University Doctorate.

Marking Criteria: The guidelines for marking approved from time to time by Academic Board / Senate which are to be interpreted by examiners in the context of the subject.

Module: A module is a unit of study attracting a given number of credits at a particular level in direct proportion to its total learning time.

Module Assessment: The processes by which it is ascertained whether, and at what standard of performance, a module has been completed and the learning outcomes thereof achieved.

Module Handbook: Documentation which describes the modules available to trainees.

Precursor: A module, the study hours of which a trainee shall be required to have completed in order to proceed to a subsequent specified module or modules, but for which credit may not necessarily have been awarded.

Prerequisite: A module in which a trainee shall be required to have received credit in order to proceed to a subsequent specified module or modules.

Programme of Study: The specific modules pursued by individual trainees within the context of an approved course, or a standard route within a named award.

Any reference in these regulations to Academic Board/Senate shall be deemed to include a reference to any committee of Academic Board/Senate designated by Academic Board/Senate for the purpose.

Any reference in these regulations to the Dean of Students and Academic Registrar or Director of Academic Affairs, Programme Director / Programme Area Manager, or other named officer of the

University shall be deemed to include a reference to any person designated by that officer for the purpose.

2. Admission

2.1 Any trainee offered admission under these regulations shall be required to, as a minimum:

- (i) meet such general entrance requirements as may be specified by Academic Board/Senate from time to time; and
- (ii) meet any particular requirements for the course applied for, as specified in the relevant course regulations; and
- (iii) enrol in each session with each University by a date to be determined by the Dean of Students and Academic Registrar and Director of Academic Affairs
- (iii) Any trainee who is found to have made a false declaration on his/ her application form or at interview will have his / her enrolment immediately cancelled and will no longer be regarded as a trainee of either University. He / she will not be allowed to enrol on any other course in either University.

Information on enrolment procedures is available in the Programme Handbook.

3. Programme Regulations

3.1 There shall be programme regulations in a form approved by the Academic Board/Senate.

Programme regulations will be available in the trainee handbook. Any proposed deviation from, or modification to the programme regulations shall require the approval of Academic Board/Senate.

4. Modules

Information about modules is stored in the Universities' Academic and Quality Departments.

4.1 The credit value for any module shall be determined by reference to a common currency whereby one unit of credit represents the typical outcome of 10 hours of study. All modules shall have a credit value, which is a multiple of 15, and no module shall have a value of less than 15.

4.2 Where a module is available for more than one course, its status as a core or option may vary between courses.

4.3 Precursors, prerequisites and/or co-requisites may be defined for any module (for definitions see section 1).

4.4 In respect of periods of professional/industrial training or periods of study/work experience either in UK or abroad, modules shall be allocated to the appropriate level.

5. Structure of University Awards

5.1 A programme of study leading to a University award of Doctorate in Clinical Psychology shall consist of modules to the value of 540 credits, including at least 180 credits at Level M and 360 credits at Doctorate Level.

5.2 In order to be awarded the Doctorate in Clinical Psychology and register with the British Psychological Society, trainees need to meet the academic requirements and also the professional requirements of the programme in terms of learning objectives and the minimum number of 5400 hours study. The programme is to be completed in a minimum of three years full-time study, and a maximum of four years study, unless there are extenuating circumstances.

6. Courses and Programmes of Study

6.1 All trainees shall be required to register for their programme of study prior to its commencement. In subsequent academic years by such a date in the Autumn semester as shall be determined by the Dean of Students and Academic Registrar and the Director of Academic Affairs.

Information on registration procedures is available in Chapter 5 of the Programme Handbook.

6.2 No trainee shall be permitted to change his/her course later than:

- (i) three weeks from the start of the Autumn Semester in his/her first year of study; or
- (ii) where a trainee has successfully completed at least 15 credits in the Autumn Semester, from the start of the Spring Semester in his/her first year of study, subject to the approval of the Dean of Students and Academic Registrar and the Director of Academic Affairs.
- (iii) Prior to the start of the second and subsequent years of study, subject to the approval of the Dean of Students and Academic Registrar and the Director of Academic Affairs who will normally require the trainee to undertake level M or Doctorate level study on the course(s) (forms available from the University Information Centre or the Academic Affairs Department).

6.3 No trainee shall be permitted to change his/her course without the prior formal approval of the Programme Director / Programme Area Manager of the course into which the trainee wishes to transfer (forms available from the University Information Centre or the Academic Affairs Department).

6.4 No trainee may undertake additional modules outside of his/her approved programme of study without the prior approval of the Dean of Students and Academic Registrar and the Director of Academic Affairs.

Details of the schemes available are given on Universities' websites.

7. Time-limit

7.1 The time-limit for a trainee to complete their programme of study shall be as stated in Section 5.2.

8. Assessment

8.1 All modules shall be assessed in accordance with the programme marking criteria, as detailed in the module handbooks by in-course assessment (for definition, see section 1) conducted during the semester(s) in which the module(s) is/are completed.

8.2 The method of assessment for each module, including the weighting for each element of the assessment, shall be notified to trainees in the module handbooks.

8.3 The assessments for each module will be marked pass/fail according to the criteria specified in the Module Handbooks. Where a trainee satisfies the examiners in all the assessments for a module, he/she shall be awarded the appropriate credits at the specified level.

8.4 In order to pass a module, all elements of assessment for that module must be passed. No compensation within or between a module is permitted.

8.5 If a trainee fails an assessment, he/she will be allowed to resubmit that assessment on **one** further occasion only. In the case of the thesis, this resubmission is at the discretion of the Award Board. In the case of a placement module assessment, this resubmission may apply to all or part of the placement as determined by the Award Board (and completion of the programme may be extended accordingly). There are no provisions for compensation within or between modules. Trainees must pass all assessments.

8.6 If a resubmission fails, the trainee is deemed to have failed the programme and is not allowed to proceed.

8.7 Trainees may resubmit work for a maximum of:

- **2 placement** module assessments;
- **4 non-placement** module assessments, only two of which may be during Years 2 and 3 of the programme.

8.8 Where a programme of study includes one or more periods of industrial/professional training or periods of study/work experience either in UK or abroad, the trainee's performance may also be assessed in these periods and may contribute to the final assessment.

9. Satisfactory work during each academic year

9.1 Any trainee persistently failing to maintain a satisfactory standard of work may be required by the Academic Board or Academic Registrar (Staffordshire University) / Senate (Keele University) to withdraw from the University at any stage in the programme. Prior to this they will be invited to attend a meeting with their personal tutor. The employing trust line managers and the funding body will be informed of any final decisions.

9.2 Persistent failure to maintain a satisfactory standard of work shall include the following situations:

- (i) dangerous and/or unsatisfactory professional performance in a professional placement or attachment. Such a circumstance shall incur the trainee's immediate suspension and, subject to an investigation, may result in termination of NHS employment and the trainee being required to withdraw from the University. University disciplinary procedures will be carried out independently of those of any external body;
- (ii) failure to pass or be deemed to have fulfilled the requirements for the assessment for any module at the second attempt,
- (iii) If a trainee's employment is terminated, his/her registration on the award will also be automatically terminated.

10. Trainee Health

10.1 Trainees must be in an adequate state of physical and mental health to enable them to continue with their studies or clinical practice. If there is sufficient evidence that ill health will prevent a trainee from satisfactorily completing his/her studies, the University may at any time require the trainee to undertake a full medical examination by a qualified medical practitioner of the University's choice, and, if appropriate, and on the recommendation of the medical practitioner, require a trainee to suspend or curtail his/her studies. Such a suspended trainee shall be permitted to resume his/her studies at a time deemed appropriate by the appointed Medical Officer, and only on a recommendation by a qualified medical practitioner, that he/she is fit to continue with his/her studies/ clinical practice.

Such referrals will be a matter for the Faculty of Sciences / Department of Academic Affairs acting on advice received.

11. Determination of Results

11.1 The Award Board shall determine for Level M:

- (i) the trainee's mark for each module
- (ii) the trainee be permitted to proceed to the next academic stage of the programme.

Failure to satisfy the requirements of any module requirement at the second attempt could result in one of the following:

- (i) the trainee not be permitted to proceed to the next academic stage of the programme; or
- (ii) the trainee be recommended to Academic Board / Senate to withdraw from the University, their NHS employment be terminated and they will be unable to obtain Registered Status as a Clinical Psychologist with the Health Professions Council.

11.2 The Award Board shall determine for Level D:

- (i) the trainee's mark for each module
- (ii) the trainee be awarded the end qualification
- (iii) the trainee not be awarded the end qualification, or
- (iv) the trainee not be awarded the end qualification, be required to withdraw from the University, and termination of NHS employment.

Details of the constitution and terms of reference of the Award Board are available from the Dean of Students and Academic Registrar / Department of Academic Affairs.

11.3 A trainee shall only be permitted to continue to pursue a programme of study provided that it remains possible for him/her to complete the programme within the approved time limit and in addition to meet the requirements of the regulatory body for Registered Clinical Psychology Status.

12. Action to be taken in respect of Academic Failure by Trainees

12.1 The Award Board shall determine whether a trainee who:

- (a) has not been permitted to proceed; or
- (b) has not been recommended for the award of the end qualification; and
- (c) is not required to withdraw;

be required to:

- (i) be re-assessed in the failed module(s) at the next opportunity; or
- (ii) be re-assessed in the failed module(s) without attendance on the module(s) during the following session; or
- (iii) be re-assessed in the failed module(s) with attendance on the module(s) during the following session;.

13. Award

13.1 To qualify for an award, a candidate must:

- (i) have enrolled with the relevant University before proceeding to the prescribed programme of study; and
- (ii) have paid all prescribed fees and charges; and
- (iii) in accordance with 13.2 below, have satisfactorily completed a full-time or part-time programme of study, within the maximum period of time defined by meeting the requirements of registration set by the Professional Body.

13.2 Unless otherwise agreed by Academic Board/Senate in respect of specific courses, no trainee may receive more than one award for study on a course.

14. Structure and Content of Re-assessments

14.1 Where a trainee is required to be re-assessed for one or more modules prior to the start of the following academic year, the re-assessment shall, unless the Award Board decides that this is not practical, be of the same structure and be based upon the same syllabus as the assessment at the time of the initial failure, but need not include those elements of assessment in which the trainee has already satisfied the examiners.

14.2 Where a trainee is permitted to be re-assessed in one or more failed modules without attendance on the module(s), the following arrangements shall apply:

- (i) for re-assessment within one year of the initial failure, the re-assessment shall, unless the Award Board decides that this is not practical, be of the same structure and be based upon the same syllabus as the assessment at the time of the initial failure;
- (ii) for re-assessment beyond one year of the initial failure, where the structure of the assessment is different from that at the time of the initial failure and/or the re-assessment is to be based upon a different syllabus, the Programme Director shall make arrangements for the trainee to be:
 - a) informed of changes in the structure of the assessment and the syllabus content; and
 - b) offered, at an appropriate charge, the opportunity of attending relevant classes.

15. Appeals against decisions of the Award Board

15.1 Appeals may be made in accordance with the regulations of Academic Board which can be found on the University's website under Academic Award Regulations – Assessment of Students, section 4: Review of a Decision of a Board of Examiners

http://www.staffs.ac.uk/images/assessment_of_students_tcm68-12680.pdf.

16. General University Regulations and Policies

Please refer to the University website

http://www.staffs.ac.uk/about_us/publications/policies_and_regulations/ .

14. FITNESS TO PRACTISE

The Doctorate in Clinical Psychology prepares trainees to meet the Standards of Proficiency needed for initial and ongoing Registration with the HPC as a Practitioner Psychologist. . Clinical psychologists practise in a society of complexity and diversity and their clients are often among the most vulnerable and disadvantaged in society. It is recognised that trainees on professional training programmes may be expected to conform to higher standards of behaviour than other students because of potential risk to present and future clients.

Fitness to Practise Criteria

At the time of admission to the programme the candidate must fulfil the following conditions:

- a) be likely to be able to succeed in completing training and meeting assessment requirements;
- b) show evidence of suitability to become a clinical psychologist;
- c) not be rendered unsuitable by any criminal conviction.

This is not a once and for all responsibility at the point of entry but places an obligation on the trainee to maintain fitness to practise throughout the programme of training. This includes the development of skills and personal qualities of patience, honesty, persistence, the ability to help people to face difficult situations, clear thinking, sound judgement, tolerance, ability to maintain appropriate personal and professional boundaries, readiness to react positively to feedback and good communication skills.

The Doctorate in Clinical Psychology Programme recognises that personal development is a crucial part of professional training. Programme Modules include stress management, assertiveness skills and communication skills. Trainees are required to attend a Reflective Group to keep a Reflective Journal to appraise their own personal development and to include a reflective component in most assignments.

Trainees are also required to carry out Problem Based Learning assignments in years 1 and 2 which assess ability to work collaboratively in a team, organise own learning strategies and reflect upon this process. Overall, trainees are expected to consider self-image, communication and personal prejudices, demonstrate sensitivity and openness to self-reflection and willingness to adopt a different viewpoint.

These elements provide a solid foundation for assessing and developing fitness to practise throughout training. Despite this positive approach some trainees will encounter serious problems in training. The programme has procedures that enable the termination of training and employment of trainees who are deemed not fit to practise clinical psychology. These procedures will apply where there is clear evidence of failure to maintain fitness to practise, which is not solely related to failure to meet programme assessment criteria.

Fitness to Practise Procedures

At selection there is a careful scrutiny of qualifications, personal statements and references. Before confirmation of place, there is a CRB Disclosure, Occupational Health check and verification of educational qualifications and GBC status. These procedures are intended to reduce the possibility of unsuitable applicants entering training.

The programme, NHS employers and placement providers endeavour to resolve issues of concern about professional suitability sensitively and informally wherever possible. In the first instance, the trainee's Personal Tutor will discuss the matter with the trainee. If there is continuing concern over the same issue, or if there are many or very serious concerns, the Programme Director will meet with the trainee.

However, if these attempts to resolve the problems are unsuccessful, or if there is serious concern that the trainee's behaviour is damaging or dangerous to clients, colleagues, other trainees or supervisors, or if it is believed that the trainee's behaviour may constitute an unacceptable risk to themselves, the University Student Disciplinary Procedures will be initiated:

http://www.staffs.ac.uk/images/gen_regs_app3_tcm68-12717.pdf.

Examples of behaviour which may lead to the use of these Procedures are criminal convictions, serious professional misconduct such as sexual abuse or harassment, serious incompetence or negligence despite opportunities to learn and rectify faults, unexplained absences or persistent sickness, unreliability, persistent lateness, failure to respond to training and use supervision appropriately, failure to incorporate feedback constructively and breach of client confidentiality. A trainee who exhibits emotional or psychological problems which seriously interfere with their relationship with clients, teachers, supervisors, or colleagues and which persist despite all reasonable attempts at remediation may also have their fitness to practise reviewed under the procedures. This is not intended to be an exhaustive list and other behaviours may cause sufficient concern to invoke these procedures.

Trainees are also subject to the policies and procedures of the employing trust concerning professional practice in the placement setting. The invocation of the University Student Disciplinary Procedure is separate from the trust's own disciplinary processes, which may be invoked in the case of unprofessional behaviour that contravenes those policies.

University Student Disciplinary Procedures

Where serious concerns about a trainee's professional suitability have emerged and the trainee has not responded positively to a plan of remediation or where there is concern that a trainee's behaviour may pose serious risks to others or to self, the Dean of Faculty must be informed and the matter will be dealt with under section 5 of the University Student Disciplinary Procedures. When there is a case pending, the trainee's employer will automatically be informed without prejudice.

15. QUALITY MANAGEMENT AND ENHANCEMENT

Programme Management Structure

The programme management structure has been designed to ensure representation of all stakeholders in the delivery, evaluation and development of training: service users, trainees, staff, NHS psychological services, the two Universities and the SHA. The major decision making forum for policy, strategy and operation is the Programme Board. This sits alongside the Award Board which has responsibility for the assessment process. Both report to the Universities' Joint Management Committee for Clinical Psychology and thus to the Universities' quality enhancement systems. In addition, the Programme Board provides feedback to the Regional Advisory Committee for Applied Psychology Services (RACAPS) via the Regional Strategic Training Group (RSTG). A diagram of the management structure is given in Appendix 5. The programme committees' membership structures and terms of reference are available from the Programme Office.

Internal Quality Enhancement Mechanisms

Trainee Feedback

The programme staff highly value feedback from trainees on all aspects of their experience in training. In addition to the formal mechanisms outlined below, trainees are encouraged to talk more generally about their views on training in informal chats with programme staff. Trainee Year Meetings take place twice a year, giving trainees formal opportunity to verbally comment on any aspect of the programme, to complement the component specific feedback mechanisms which are as follows:

Academic: At the end of each teaching session (day or half day), trainees will be sent electronic feedback forms to be completed within a week. Feedback will be shared with the relevant teachers and the module lead.

Clinical: Trainee feedback on placements is given on the Trainee Evaluation of Placement form and this supplements verbal feedback to the programme staff during placement visits. There are more details relating to this in Chapter 9.

Research: Trainees' views on research are sought during the teaching sessions in the formal way described. However, with research there will be considerable individual tuition given by the research team and trainees are encouraged to talk very openly about their experience of their research work and their support and liaison with research supervisors.

Management Groups: Feedback is received and acted upon (as appropriate) by RSTG, Joint Universities Management Committee, Programme Board and its subgroups which each have a trainee representative. This also ensures that trainees have the opportunity to contribute to the future development of the programme.

Lecturer Feedback

Lecturers are provided with a feedback sheet to give information on their experience of teaching the trainees. This information is fed back to the trainees in the feedback sessions, and is useful if there is a difficulty over some aspect of teaching.

University

The programme is reviewed annually via the Staffordshire University Faculty Learning, Teaching & Quality Enhancement Committee and the Keele University quality enhancement system is informed of the outcome.

External Quality Enhancement Mechanisms

External Examiners' Reports

External Examiners reports are discussed at the Programme and Award Boards as appropriate and relevant action taken.

Statutory Regulation: the Health Professions Council (HPC)

On the 11th June 2009, the programme was granted open ended approval by the Education and Training Committee of the HPC. The register of approved programmes for practitioner psychologists is available

on the HPC website at – www.hpc-uk.org/education/. Ongoing approval will be reconfirmed by the HPC through an approval visit in the 2010-2011 academic year.

Professional accreditation: The British Psychological Society

A major influence on quality is the accreditation visits of the Committee on Training in Clinical Psychology (CTCP), where information is elicited from clinical supervisors, trainees and all major stakeholders. Although the programme is now regulated by the HPC, feedback from BPS visits will continue to be relevant to the quality and national reputation of the Programme. The programme was first accredited in 2004 and this accreditation was renewed for three cohorts from Sept 2005 following the CTCP visit in April 2005. The programme received its most recent accreditation visit in June 2007 and received 10 commendations covering many aspects of its functioning.

Education Commissioning for Quality (ECQ)

NHS West Midlands (NHSWM) commissions a wide and varied range of educational provision from educational providers each year, including the Doctorate in Clinical Psychology. Education Commissioning for Quality (ECQ) replaces the former Ongoing Quality Monitoring and Enhancement (OQME) processes as the NHSWM non-medical quality assurance process, designed to ensure that the provision of healthcare education is reviewed, quality assured, performance managed and is meeting the requirements of NHSWM on behalf of the West Midlands health economy. By undertaking the quality assurance and monitoring process, student educational experience is continually enhanced and allows for the production of a high calibre, flexible and productive workforce that is ready to embrace the future needs of the health service.