

# Clinical and Community Psychology

<b>Final award</b>	MSc
<b>Intermediate awards available</b>	PG Certificate PG Diploma
<b>UCAS code</b>	N/A
<b>Details of professional body accreditation</b>	N/A
<b>Relevant QAA Benchmark statements</b>	N/A
<b>Date specification last up-dated</b>	July 2014

## Profile

### The summary - programme advertising leaflet

#### Programme content

The programmes comprise a set of distinct modules, and module combinations, intended to provide students with theoretical and technical knowledge and skills in the main clinical and community applications of psychology. The programmes combine taught modules with accreditation of relevant concurrent experience (placement modules), and self-directed research. The available modules are:

- Clinical & Community Psychology Theory & Practice
- Research Methods & Dissertation
- Cognitive & Behavioural Therapies
- Family & Systemic Therapies
- Psychodynamic & Psychoanalytic Therapies
- Cognitive & Behavioural Therapy Placement
- Family & Systemic Therapy Placement
- Psychodynamic & Psychoanalytic Therapy Placement

NB: Placement modules are intended for students who are already in employment in a suitable setting (e.g., Assistant Psychologist in the NHS; Psychological Wellbeing Practitioner in IAPT) working with a supervisor who is suitably qualified to validate for the university the required experiential opportunities and competencies demonstrated.

#### Clinical and Community Psychology at UEL

The programmes provide high quality and up-to-date training in theory, practice and research in clinical and community psychology. All teaching is informed by the distinct UEL DClinPsy perspective: where psychological processes are understood in direct relation to social and cultural contexts, diversity and inequalities. The programmes provide teaching with the same strong emphasis on the historical and current social, political and cultural issues that affect clinical and community psychology provision.

The programmes are situated in our School of Psychology, a large and well-established scholarly community, with a strong record for delivering high-quality undergraduate and postgraduate programmes, research and consultancy. Students will benefit from excellent teaching and research facilities located in a purpose-built block (a major refurbishment of which was completed in 2008) with new experimental facilities, dedicated research laboratories (virtual reality technology, eye-tracking equipment and EEG suite) new teaching accommodation, and a well-stocked library of test equipment.

### **Admission requirements**

In keeping with the University's commitment to broad access to higher education, and for the benefit of potential clients and stakeholders, we will select students who have the potential to acquire the technical knowledge and professional skills that are essential to safe and high quality practice in clinical and community psychology.

- Applicants must have an undergraduate honours degree (or equivalent) in psychology, social psychology, counselling, education, nursing, medicine or a related health and social welfare discipline, with a minimum 2.1 classification (or equivalent).
- Applicants will submit a written application, of up to 1000 words, outlining their academic and professional background, career objectives and reasons for choosing the programme at UEL. Candidates whose academic background is from a discipline other than those mentioned above should explain how their professional or life experience has prepared them for study in this area.
- Applicants will provide two supporting references, one of which concerns academic ability and attainment, and one of which concerns clinical experience and professional intentions.
- Students who wish to undertake a placement module must obtain (or already be in) employment in an appropriate setting with a suitable supervisor before commencement of the module. Students will be enrolled on placement modules only if the supervisor and setting will provide the appropriate range and quality of experiences to allow accreditation of practice.
- We value diversity and will consider non-standard applications from suitable candidates, subject to interview and submission of further documents, at the request and discretion of the Admissions Tutor. We subscribe strongly to the university's equal opportunities policy of not discriminating on the grounds of age, ethnicity, religious group, gender or sexual orientation.
- Candidates who prioritize their own needs and identities over those of their clients and stakeholders (e.g., whose written applications or references indicate cultural, political or religious beliefs that would prohibit them from working with specific settings, groups, persons or problems) are not suitable for a career in clinical or community psychology and will not be admitted onto a programme.

In the case of applicants whose first language is not English, then IELTS 6.5 (or equivalent) is required. International qualifications will be checked for appropriate matriculation to UK Higher Education postgraduate programmes.

Students who apply to enter stages of the programme may be admitted through normal Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes, or through an approved articulation agreement. Therefore such applicants

must be able to demonstrate and evidence that they have the required learning outcomes as listed in the modules for which they are seeking exemption.

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

## **Programme structure**

We aim to provide flexibility in learning patterns to meet the varying needs of students from a variety of backgrounds and current employment statuses. There are 10 modules available, 6 taught and research modules and 3 placement modules.

Students may tailor their training choices to fit with their interests, current employment roles and future career ambitions. The level of qualification sought can be matched accordingly. The programme is highly flexible, and may be taken in part-time or full-time modes. Students enrol in Semester A (September). At the discretion of the Programme Leader, UK/EU students may enrol for Semester B (February).

Students must obtain 180 credits, including credits obtained via core modules (*Clinical & Community Psychology Theory & Practice and the Research Methods & Dissertation*) to be eligible for the MSc.

Students obtaining 120 credits (by passing 4 taught or placement modules, which need not include the core/research modules) are eligible for the PG Diploma. Students obtaining 60 credits (by passing 2 taught or placement modules, which need not include the core/research modules) are eligible for the PG Certificate.

## **Learning environment**

The Programmes involve a variety of learning methods.

- In the **taught** and research modules, there will be lectures, seminars, workshops, group exercises, peer study groups, research and individual academic supervision.
- **Placement** modules involve supervised work in clinical and health settings.
- Direct attendance/contact is supplemented by on-line materials, reading assignments, group work, and individual preparation for submissions.

## **Assessment**

A range of assessment procedures is employed: each module will use forms of assessment pertinent to the domain of study/training, and will address particular aspects of performance.

- The 5 **taught** modules (core and optional) are each assessed via an **Essay** (3000 words) and a **Seminar Presentation** (30 minutes, supported by AV aids and a written handout).

- The research module is assessed via the **Research Proposal** (4000 words) and **Research Dissertation** (10,000 words).
- Each of the 3 available *Placement* modules is assessed via supervisor **Competency Ratings** and one **Practical Report** (4000 words).

### **Relevance to work/profession**

The programmes are intended to produce post-graduate and Masters-level psychologists who are capable of pursuing successful and innovative careers in clinical and community psychology. Accordingly, the programmes and component modules have been structured to reflect the **British Psychological Society's Centre for Outcomes Research & Effectiveness** (BPS CORE) definitions of the knowledge, skills and attitudes necessary for safe and effective provision of psychological services:

1. **Generic competences** are involved in providing all forms of psychological assessment and intervention, whatever the setting or therapeutic orientation. These are addressed in the core and research modules of the programme.
2. **Basic competences** underpin provision of assessment/intervention in each of the main therapeutic orientations, and are addressed in the optional taught and placement modules of the programme.
3. **Core competencies** are key skills used in each of the main orientations (though not necessarily in every assessment/intervention), and are addressed in the optional taught and placement modules of the programme.
4. **Problem-specific competencies** are techniques specific to certain problems, clients, or problem presentations that are unique to each therapeutic orientation, and are addressed in the optional taught and placement modules of the programme.

### **Thesis/Dissertation/project work**

Students aiming to obtain the MSc will undertake the 60 credit research module (**Research Methods & Dissertation**) which is delivered partly via lectures/seminars and partly via one-to-one supervision with an expert in the area.

Lectures and seminars will provide students with a thorough grounding in:-

- the main research orientations and their associated methods
- ethical issues and contemporary frameworks for research
- planning, execution and evaluation of research programmes.

Supervisory meetings are flexible and student driven, each student is allocated a personal supervisor. They take place on a one-to-one basis with a minimum contact time of twelve hours during the module. Supervisory meetings are supplemented by group tutorials, in which students share ideas and discuss common issues associated with carrying out research projects, in peer-support format.

### **Added value**

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### **Your future career**

Students will graduate from a programme located within a school with a national reputation for clinical psychology teaching, and will be in a very competitive position to apply for positions on professional programmes of study (e.g. clinical, counselling or educational psychology), for junior/assistant psychology posts, or research positions.

Please note that successful completion of the programme(s) does not qualify students to practise as clinical psychologists in the UK i.e. will not allow you to register with the *Health Professions Council* as a ‘practitioner psychologist’, nor to use the protected title ‘clinical psychologist’.

### **How we support you**

- In the first week you will be offered a comprehensive induction to the programme to help you find your way around the available resources, and settle in.
- Students are provided with a *personal tutor* to support learning queries and discuss any issues affecting progress. Tutors operate an *open door* policy, and are accessible to students on campus, or can be contacted through UELPlus and email.
- For placement modules, your *personal tutor* will visit your work/placement to meet with your supervisor and discuss progress towards demonstrating competencies and submitting the *Competency Ratings* and *Practical Report*.
- There are substantial learning, library and research resources accessible on and off campus via our computing facilities, *Library & Learning Service* and the SCONUL system.
- Lectures and seminars are accompanied by comprehensive lecture notes, handouts and on-line materials accessible via any internet connection.
- For the research aspect, you will have a dedicated dissertation supervisor who is familiar with the topic area and who will guide and support you during the specialist research stage.
- Specialist support (e.g. financial advice, careers advice, counselling and learning support) is available from central University Services. The University also has disability and dyslexia advisors who can support you through the assessment processes.

### **Bonus factors**

Students may attend any taught module for up-skilling or interest sake, and without undertaking the assessed component, to be eligible for CPD certification.

The programme is the first to offer placement modules (to accredit work-based learning and development) at the pre-doctoral level in clinical/community psychology.

## **Outcomes**

### **Programme aims and learning outcomes**

#### **What is this programme designed to achieve?**

This programme is designed to give you the opportunity to:

The programmes are intended to produce post-graduate or Masters-level psychologists who are capable of pursuing successful and innovative careers in clinical and community psychology.

The programme aims to give students the opportunity to gain a critical understanding of the main therapeutic orientations (e.g., cognitive-behavioural, psychodynamic, systemic), research skills, and service provision frameworks, relevant to clinical and community applications of psychology.

The programmes are designed to encourage students to develop transferable skills of independent learning, personal reflection, critical appraisal and research scholarship, appropriate for employment in a wide range of professional roles and environments.

### **What will you learn?**

At the end of the programme(s) students will be able to:

#### **Knowledge:**

- Demonstrate systematic knowledge and a critical understanding of history, theory, research and practice in the main therapeutic orientations in clinical and community psychology;
- Demonstrate a thorough and critical knowledge of the research and data analysis methods typically used in clinical and community psychology;
- Conceptualise and plan an intervention – including outcome evaluation – in at least one of the main therapeutic orientations;

#### **Thinking Skills:**

- Critique the main classification systems and therapeutic and research orientations in clinical and community psychology, and evaluate emerging policy accordingly;
- Analyse, synthesise and evaluate concepts generally by addressing underpinning assumptions and epistemologies, the quality of internal logic/reasoning, and available empirical evidence.
- Reflect critically on their own practice, learning and experiences; and seek ways to enhance their ability to work individually, in supervision and in collaboration.

#### **Subject-based Practical Skills**

- Design, implement, undertake, analyse, interpret, evaluate and report upon a research project on a clinically-relevant topic, in a way that is sensitive to clinical, political, cultural and ethical constraints;
- Demonstrate familiarity with contemporary ethical, legal, professional and employment (e.g., NHS, DoH) frameworks and regulations governing clinical and community psychology settings and services, and personal fitness to practice.
- Practise ethically, and work in ways that recognise the rights of clients and their families, acknowledging and minimising power differentials, and providing care in accordance with national, professional, legal and local codes of practice.

#### **Skills for Life and Work**

- Champion diversity and work in ways that respect and value individual and social differences, including in age, race, culture, ability, gender, and sexuality.
- Present themselves and communicate evidence and arguments at the highest standards, as appropriate to professional, clinical and academic audiences.
- Keep and maintain secure, confidential and appropriate client/work records, notes and files; including materials needed for personal development and appraisal activities.

## **Structure**

### **The programme structure**

#### **Introduction**

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

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

Credits are assigned to one of 5 levels:

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

#### **Credit rating**

The overall credit-rating of this programme is 180 for MSc, 120 for PGDip., 60 for PGCert.

#### **Typical duration**

The typical duration of the MSc programme is 12 months full-time or 24 months part-time. The typical duration of the PG Diploma is 9 months full-time or 18 months part-time. The typical duration of the PG Certificate is 3 months full-time or 6 months part-time.

It is possible to move from full-time to part-time study and vice-versa to accommodate any external factors such as financial constraints or domestic commitments. Many of our students make use of this flexibility and this may impact on the overall duration of their study period.

#### **How the teaching year is divided**

The teaching year is divided into three semesters of equal length, including the summer period. Students may begin their programme in Semester A (September).

A typical student registered in full-time attendance mode will study two 30 credit modules per semester, and one 60 credit module in the summer period, obtaining the equivalent of 180 credits over the year. A typical student registered in part-time attendance mode will study one 30 credit module per semester, and will obtain 60 credits over a year.

### What you will study when

Full-time MSc students must complete 180 credits (including the dissertation) within 1 year; part-time MSc students must complete 60 credits in year 1 and 120 credits (which includes the dissertation) in year 2.

Full-time PGDip students must complete 120 credits within 1 year; part-time PGDip students must complete 60 credits in year 1 and 60 credits in year 2.

Full-time PGCert students must complete 60 credits within 1 year; part-time PGCert students must complete 30 credits in year 1 and 30 credits in year 2.

Level	UEL Module Code	Module title	Credit	Status
M	PY7901	Clinical & Community Psychology Theory & Practice	30	Core (for MSc)
M	PY7902	Research Methods & Dissertation	60	Core (for MSc)
M	PY7903	Cognitive & Behavioural Therapies	30	Option
M	PY7904	Family & Systemic Therapies	30	Option
M	PY7905	Psychodynamic & Psychoanalytic Therapies	30	Option
M	PY7907	Cognitive & Behavioural Therapy Placement	30	Option
M	PY7908	Family & Systemic Therapy Placement	30	Option
M	PY7909	Psychodynamic & Psychoanalytic Therapy Placement	30	Option

### Requirements for gaining an award

In order to obtain a Masters, you will need to obtain 180 credits at Level M.

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

In order to gain a Postgraduate Certificate, you will need to obtain 60 credits at Level M.

### Masters Award Classification

Where a student is eligible for an Masters award then the award classification is determined by calculating the arithmetic mean of all marks and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

70% - 100% Distinction



60% - 69% Merit

50% - 59% Pass

0% - 49% Not Passed

## **Assessment**

### **Teaching, learning and assessment**

#### **Teaching and learning**

**Knowledge** is developed through

- Lectures, workshops and seminars
- Experiential and small group exercises
- Experiential learning in clinical practice
- Tutorials and individual supervision
- Clinical supervision and practice
- Reading

**Thinking Skills** are developed through

- Lectures, workshops and seminars
- Planning and preparing assessment submissions
- Experiential and small group and exercises
- Experiential learning in clinical practice
- Clinical observation and joint working
- Reading

**Subject-based Practical Skills** are developed through

- Experiential learning in clinical practice
- Planning and preparing assessment submissions
- Lectures, workshops and seminars
- Tutorials and individual supervision
- Clinical supervision and practice

**Skills for Life and Work** are developed through

- Participation in group learning and development opportunities
- Self reflection
- Clinical supervision and practice
- Reflection in clinical supervision
- Experiential learning in clinical practice

#### **Assessment**

**Knowledge** is assessed via

- Essays

- Seminar Presentations
- Practical reports
- Supervisor Competency ratings
- Research Proposal
- Research Dissertation

**Thinking Skills** are assessed via

- Essays
- Seminar Presentations
- Practical reports
- Supervisor Competency ratings
- Research Proposal
- Research Dissertation

**Subject-based Practical Skills** are assessed via

- Essays
- Seminar Presentations
- Practical reports
- Supervisor Competency ratings
- Research Proposal
- Research Dissertation

**Skills for Life and Work** are assessed via

- Essays
- Seminar Presentations
- Practical reports
- Supervisor Competency ratings
- Research Proposal
- Research Dissertation

## Quality

### How we assure the quality of this programme

#### Before this programme started

Before the programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

### **How we monitor the quality of this programme**

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information, programme teams undertake the annual *Review & Enhancement Process* which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

### **The role of the programme committee**

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

### **The role of external examiners**

The standard of this programme is monitored by five external examiners. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

### **Listening to the views of students**

The following methods for gaining student feedback are used on this programme:

- student module evaluation forms
- end-of-programme student feedback forms
- student representation on the programme committee
- direct student feedback and personal communication with tutors

Students are notified of the action taken through:

- programme committee minutes which are available for inspection by all students via UEL-Plus site
- the Student representative's feedback to other students on the comments and actions resulting from committee meetings.

### **Listening to the views of others**

The following methods are used for gaining the views of other interested parties:

- Mid-placement reviews between tutors, students and supervisors
- Supervisors' representative feedback to the programme committees
- *Personal Placement Tutors*' feedback to the programme committees

## **Further Information**

### **Alternative locations for studying this programme**

<b>Location</b>	<b>Which elements?</b>	<b>Taught by UEL staff</b>	<b>Taught by local staff</b>	<b>Method of Delivery</b>
	All - Entire Programme in Greek Language.			
AKMI Metropolitan College, Athens, Greece	English Language IELTS do not apply. The programme includes optional modules. The students are informed of these at the start of the programme so as to make their selection.	No	Yes	Conventional Full and Part Time

### **Where you can find further information**

Further information about this programme is available from:

- The UEL web site (<http://www.uel.ac.uk>)
- The MSc student handbook
- Module study guides
- UEL Manual of General Regulations <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>
- School of Psychology web pages <http://www.uel.ac.uk/psychology/>