Student Handbook
MSc Applied Clinical Psychology
2017/18
Course Leader: Dr Kathryn Gardner
School of Psychology

Please read this Handbook in conjunction with the University’s Student Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.
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1. Welcome to the course

I would like to welcome you to the School of Psychology and hope that you will enjoy studying at the University of Central Lancashire (UCLan), and that you will find your course both interesting and rewarding.

The School of Psychology is a large School, with over 40 academic staff, plus administrative staff and research students. We are based in Darwin Building, which was purpose-built for Psychology and so has plenty of specialist resources, which students are encouraged to use.

The purpose of this handbook is twofold. First, it addresses many academic issues, including the modules that are available during each stage of the course. Second, it addresses many of the administrative questions that you may have during the early stages of the course. These questions may relate to enrolment or registering for the appropriate number of modules. This handbook should be used alongside other University guides and should be kept in a safe place.

The handbook has been structured and laid out in a number of sections. This is to ensure that the information is clear and accessible.

The School is very proud of its undergraduate taught programmes, which are delivered by a team of dedicated and enthusiastic academics. In return we expect the highest levels of motivation and commitment from our students.

I would like to take this opportunity to wish you the very best in your studies. Prof Linden Ball

Dean of School of Psychology
1.1 Rationale, Aims and Learning Outcomes of the MSc in Applied Clinical Psychology

1.1.1 Rationale
The MSc in Applied Clinical Psychology has been specifically designed to develop your knowledge, understanding and skills in core theoretical, methodological, and empirical areas of clinical psychology. This programme is aimed at graduates who wish to strengthen their academic credentials in preparation for a career in clinical psychology.

1.1.2 Aims
The aims of this programme are to:

- develop students’ knowledge, understanding and skills in core theoretical, methodological, empirical and practical areas of clinical psychology;
- develop key academic and transferable skills that will facilitate further academic and vocational training, in preparation for a career in clinical psychology;
- develop skills and knowledge that are related to the application of psychology beyond academia.

1.1.3 Assessment and Learning Outcomes
Each course (programme) has a set of objectives, referred to as Learning Outcomes. These Learning Outcomes (LOs) define the knowledge and skills we expect you to be able to demonstrate by the end of the course. These cover subject knowledge and skills, thinking skills and practical skills for employability. Assessments on the course are designed to allow students to meet the learning outcomes of specific modules but also, in combination, to meet the programme’s learning outcomes. The learning outcomes of the MSc are:

To develop knowledge and understanding as follows:

- Evidence up-to-date theoretical and empirical knowledge of psychological difficulties and wellbeing across the lifespan, with specific reference to presentations, assessment, formulation, treatment and evaluation within different client groups.
- Critically evaluate the main theoretical models in clinical psychology, and their evidence base.
- Synthesise theoretical and empirical knowledge of a specialist area of clinical psychology.
- Identify, explore and evaluate ethical principles and professional, organisational and practice issues within the discipline.
- Identify and describe the core competencies and applied skills of a clinical psychologist.
- Use a wide range of research methods and statistics used by clinical psychologists and apply them to clinically relevant topics and settings.

To develop subject specific skills as follows:

- Communicate ideas clearly and effectively, and reflect on the importance of communicating in a style appropriate to a variety of audiences (e.g., different client groups, professional colleagues).
• Critically reflect on learning experiences and skills.
• Critically reflect on, integrate and apply multiple perspectives (e.g. theories, methods and evidence sources) to a specific setting, or specialist area within clinical psychology.
• Formulate testable hypotheses, and conceptualise, design, conduct and communicate original independent research in a meaningful way (written and oral format).
• Employ evidence-based reasoning, and use different methods, paradigms, psychological tools and statistics packages to examine these issues.

To develop the following thinking skills:
• Review, critically evaluate and integrate theoretical and empirical information from a variety of theories, models and/or methods in an applied way.
• Translate technical and critical knowledge of issues in research design and analysis into informed responses and well-conceptualised ideas.
• Interpret and present statistical tests appropriately, and communicate these effectively in written reports.
• Apply analytical thinking and problem-solving skills in relation a range of theoretical and practical scenarios or issues.

To develop the following skills for employability and personal development:
• Communicate effectively in oral and written format.
• Evaluate and review how their own skills and work can contribute to the discipline of clinical psychology.

1.2 Course Team
Dean of School: Prof Linden Ball
Student Experience Lead: Dr Jamie Taylor
Quality Assurance Lead: Lynda Holyoak
Business Development Lead: Dr Andy Morley
Course Leader: Dr Kathryn Gardner
Special Needs Coordinator: Dr Beth Richardson

Academic and Clinical Teaching Staff:
The course is taught and delivered by academics/research experts in their field, HCPC Registered Psychologists, clinicians across a wide range of specialities, and service users and/or carers. The main academic and clinical staff are listed below.

Some staff teach on the course on a “guest lecturer” basis but the speakers can change each year; because of this, these staff are not listed below.
<table>
<thead>
<tr>
<th>Name</th>
<th>Roles and responsibilities</th>
<th>Room</th>
<th>Telephone</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
<td><strong>Roles and responsibilities</strong></td>
<td><strong>Room</strong></td>
<td><strong>Telephone</strong></td>
<td><strong>Email</strong></td>
</tr>
<tr>
<td>Professor Janice Abbott (Professor in Health Psychology)</td>
<td>Dissertation supervisor</td>
<td>DB229</td>
<td>01772 89 3790</td>
<td>JAbbott</td>
</tr>
<tr>
<td>Dr Noreen Caswell (Senior Lecturer, HCPC Registered Practitioner Psychologist)</td>
<td>Lecturer, dissertation supervisor, and module leader for PS4650 Clinical Psychology across the lifespan</td>
<td>DB118</td>
<td>01772 89 4457</td>
<td>NCaswell1</td>
</tr>
<tr>
<td>Dr Georgia Chronaki (Lecturer)</td>
<td>Lecturer and dissertation supervisor</td>
<td>DB210</td>
<td>01772 89 4454</td>
<td>GChronaki</td>
</tr>
<tr>
<td>Dr Simon Chu</td>
<td>Lecturer, and module leader for PS4652 Clinical Research Design and Processes</td>
<td>DB215</td>
<td>01772 89 5178</td>
<td>SChu</td>
</tr>
<tr>
<td>Dr Kathryn Gardner (Senior Lecturer in Psychology)</td>
<td>Course leader, academic advisor, dissertation supervisor, and module leader for PS4656 Advanced Clinical Psychology project</td>
<td>DB206</td>
<td>01772 89 4463</td>
<td>KJGardner</td>
</tr>
<tr>
<td>Dr Niki Graham-Kevan (Reader in Forensic Psychology)</td>
<td>Academic advisor, and dissertation supervisor</td>
<td>DB111</td>
<td>01772 89 3726</td>
<td>NGraham-kevan</td>
</tr>
<tr>
<td>Dr Jeannie Judge (Senior Lecture)</td>
<td>Dissertation supervisor, and module leader for PS4653 Research Methods and Statistics for Clinical Psychologists</td>
<td>DB210</td>
<td>01772 89 5170</td>
<td>JJudge</td>
</tr>
<tr>
<td>Dr Sandi Mann (Senior Lecturer and CBT therapist)</td>
<td>Lecturer, dissertation supervisor, and module Leader for PS4654 Clinical Skills</td>
<td>DB209</td>
<td>01772 89 3441</td>
<td>SMann</td>
</tr>
<tr>
<td>Dr Cassandra Richardson (Lecturer)</td>
<td>Lecturer, dissertation supervisor, and module leader for PS4655 Specialist Applications of Clinical Psychology</td>
<td>DB213</td>
<td>01772 89 3427</td>
<td>CRichardson5</td>
</tr>
<tr>
<td>Dr Mark Roy (Senior Lecturer, HCPC Registered Practitioner Psychologist)</td>
<td>Lecturer, dissertation supervisor, and module leader for PS4651 Professional and Practice Issues</td>
<td>DB113</td>
<td>01772 89 3752</td>
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**Clinical Psychologists**
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<thead>
<tr>
<th>Name</th>
<th>Roles and responsibilities</th>
<th>Room</th>
<th>Telephone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Dr Hannah Butler-Coyne</td>
<td>Lecturer in Clinical Psychology, and dissertation supervisor</td>
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<td>HButler-coyne</td>
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<tr>
<td>(Senior Clinical Psychologist)</td>
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</tr>
<tr>
<td>Dr Hannah Darrell-Berry</td>
<td>Lecturer in Clinical Psychology, and dissertation supervisor</td>
<td>-</td>
<td>-</td>
<td>HDarrell-berry</td>
</tr>
<tr>
<td>(Senior Clinical Psychologist)</td>
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</tr>
<tr>
<td>Dr Catherine Regan</td>
<td>Lecturer in Clinical Psychology, and dissertation supervisor</td>
<td>-</td>
<td>-</td>
<td>CRegan2</td>
</tr>
<tr>
<td>(Senior Clinical Psychologist)</td>
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</tr>
<tr>
<td>Dr Jemma Hill</td>
<td>Lecturer in Clinical Psychology, and dissertation supervisor</td>
<td>-</td>
<td>-</td>
<td>JHill17</td>
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<tr>
<td>(Clinical Psychologist)</td>
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<td>(Clinical Psychologist)</td>
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<tr>
<td>(Clinical Psychologist)</td>
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### 1.3 Expertise of Staff

A range of professionals and practitioners also complement the core UCLan team on a “guest lecturer basis” to help support the multidisciplinary approach to teaching and learning.

The course is taught by academics/research experts in their field, Clinical Psychologists and other HCPC Registered Practitioner Psychologists (e.g., Health Psychologists), clinicians across a wide range of specialities, and service users and/or carers. Academic staff are actively engaged in research in a number of clinical psychology fields and areas of psychological distress and well-being (e.g., developmental disorders, personality disorder, loneliness, anxiety, and many more). They regularly publish in international journals and present their research at national and international conferences. Some academic staff are also HCPC Registered Psychologists, bridging the gap between research and practice. The team also includes practising Clinical Psychologists who help students apply the theory underpinning their work, and support the academic staff in providing students with clinically relevant skills they may apply in the workplace. Guest lecturers from a wide range of specialities also support the delivery of the course to bring a multidisciplinary perspective to the course.

### 1.4 Academic Advisor

Your academic advisor will a member of the course team. The role of your Academic advisor is to:

- provide a focal point for academic development;
- provide individual feedback on progress and monitor progress through the course;
- help you identify areas needing improvement & discuss strategies for achieving this;
- discuss your further progression in the course; give individual guidance following Assessment Boards
1.5 Campus Administrative Services

Campus Admin Services provides academic administration support for students and staff and are located in the following Hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The Hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

1.6 How We Communicate With You

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Email: is the main medium of messaging between staff and students. The University expects you to use your UCLan email address and check regularly for messages from staff. Please note that if you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread. Similarly, you should also ensure that all your emails have a meaningful subject line, as emails sent without a subject line can often be missed or automatically filtered as potential spam.

Text Messages: We endeavour to ensure all classes are delivered as per the timetable and module handbooks, however, if there is an unavoidable change or cancellation to your class then we will inform you via text messaging. Therefore it is important that you ensure that your mobile phone number details are kept up-to-date at myUCLan.
Handbooks: together with this Course Handbook, Module Handbooks and extensive course materials are available on the specific module Blackboard site. These will be demonstrated to you in your induction sessions.

Meetings: you are encouraged to maintain regular contact with members of the course team, especially your Academic advisor. Face-to-face meetings are normally the best way to deal with any academic or personal issues and these should be dealt with as soon as they emerge. You can arrange appointments with all members of staff. All academic staff have set aside several hours each week where students may see them and their availability is displayed on office doors. Before meetings, you should make sure that you have a clear agenda of what you would like to discuss in order to make sure that meetings are an effective use of time.

1.7 External Examiner
The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically via Blackboard during the year. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

Currently the External Examiners is: Jacky Knibbs, Coventry University.

2. Structure of the course
2.1 Overall structure
The MSc course structure is based upon 7 modules for the duration of an academic year and consist of 180 credits. Some of these modules are full modules and have a credit rating of 20. Others are double modules and have a credit rating of 40. To complete the course students must take, and pass by gaining a module mean of at least 50%, all the modules that together make up their 180 credits. Students who gain an overall APM of 60% or above will be awarded a Merit and those who gain an overall APM of 70% or above will be awarded a Distinction.

The classroom teaching on this course will all be completed on one day of the week. The academic year is split into thirds and taught classes within each semester run during the months shown below:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Dates</th>
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<tbody>
<tr>
<td>One</td>
<td>September to December</td>
</tr>
<tr>
<td>Two</td>
<td>January to May</td>
</tr>
<tr>
<td>Three</td>
<td>June to August</td>
</tr>
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</table>
Classroom based teaching for some modules will be delivered in Semester One, some in Semester Two and others taught in both Semester One and Two. The Advanced Project (dissertation) and the Applied module (including optional placement) run across all three semesters and require mostly independent study, but students may find that they do the bulk of their independent work in Semester Three.

Students can choose between a one year full-time, or two year part-time route:

**Full-time**

This is a one year course and all components of the MSc are required to be successfully completed in order to be awarded the MSc.

**Part-time**

Those students wishing to register part-time can complete the course over two years, and must complete the following modules worth 100 credits in their first year of study during semesters one and two:

- PS4650 Clinical Psychology Across the Lifespan
- PS4651 Professional Issues and Practice
- PS4652 Clinical Research Design and Processes
- PS4653 Research methods and Statistics for Clinical Psychologists

And in the second year, students must complete the remaining modules worth 80 credits during semesters one, two and three:

- PS4654 Clinical Skills
- PS4655 Specialist Applications of Clinical Psychology
- PS4656 Advanced Clinical Psychology Project

Although modules in the first year are not formal prerequisites for modules taken during the second year of studies, the latter build on the former so it is important this structure is adhered to.

### 2.2 Modules available

All modules are compulsory and are listed in the table in Section 2.3.2, along with their credit weighting, contact hours and semester/s they are taught in.

#### Registering and changing modules

To register for modules or make changes to module registrations, you should contact the course leader. It is important that your programme of study is correct and you must regularly check all details on your profile (including, where different, both home and term-time address details and mobile phone number) via myUCLan. Please follow this direct [link](#).
Exemption from Modules through Accreditation of Prior Learning

It is potentially possible for students to gain exemption from a small proportion of the 180 credits through UCLan’s Accreditation of Prior Learning procedures (APL). This is where students who have studied psychology on a previous MSc course can apply for exemption from modules on the MSc Applied Clinical Psychology that are equivalent to that previous study. If you think that you may be able to do this, then you should discuss this with the Course Leader. Applications for Accreditation of Prior Learning (APL) will be considered on an individual basis.

Note: It is your responsibility to ensure that all details on your profile are correct and up-to-date.

2.2.1 Progression for Part-Time Students

You may of course, like to think about your career goals, aspirations and module choices to ensure progression towards employment at any stage of the course, however, formal discussions about your progression through the course normally take place at certain points each year. It is an important opportunity for you to make plans for your study over the next academic year.

2.3 Study Time

2.3.1 Weekly timetable

The course timetable appears below, but you should check the online timetable on regularly for any changes e.g., to locations of classes. [https://www.uclan.ac.uk/students/study/timetabling.php](https://www.uclan.ac.uk/students/study/timetabling.php)

<table>
<thead>
<tr>
<th>Semester 1 (Sept-Dec)</th>
<th>Semester 2 (Jan-May)</th>
<th>Semester 3 (June-Sept)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS4650 Clinical Psych across the Lifespan (40 credits)</td>
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<tr>
<td>PS4651 Professional Issues and Practice (20 credits)</td>
<td></td>
<td></td>
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<tr>
<td>PS4652 Clinical Research Design &amp; Processes (20 credits)</td>
<td>PS4654 Clinical skills (20 credits)</td>
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<tr>
<td>PS4653 Research methods and statistics for clinical psychologists (20 credits)</td>
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<tr>
<td>PS4655 Specialist applications of clinical psychology: (Optional Placement) (20 credits)</td>
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<tr>
<td>PS4656 Advanced clinical psychology project (40 credits)</td>
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2.3.2 Expected hours of study

In addition to this contact time (classroom teaching and project supervision), students are expected to engage in reading, preparation for assessment and independent study at times that are
convenient to them. It is very important to recognise that the classroom element of the teaching is only a proportion of the time commitment needed. The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per 1 credit – this includes both attendance at UCLan and time spent in private study. The MSc has only 20 credit and 40 credit modules, and this means that a 20 credit module should engage students for at least a total of 200 hours of learning activities, and a 40 credit module for 400 hours.
<table>
<thead>
<tr>
<th>Module code and title</th>
<th>Module credits</th>
<th>Contact time (taught classes/supervision meetings)</th>
<th>Independent study time</th>
<th>Semester</th>
<th>Part-time students only</th>
</tr>
</thead>
</table>
| PS4650 Clinical psychology across the lifespan | 40 | 22 weeks x 2 hours  
Total = 44 | 356 | 1 & 2 | Year 1 |
| PS4651 Professional issues and practice in clinical psychology | 20 | 11 weeks x 2 hours  
Total = 22 | 178 | 1 & 2 | Year 1 |
| PS4652 Clinical research design and processes | 20 | 11 weeks x 2 hours  
Total = 22 | 178 | 1 | Year 1 |
| PS4653 Research methods and statistics for clinical psychologists | 20 | 24 weeks x 2 hours = 48  
3 weeks x 2 hours (online delivery) = 6  
Total = 54 | 146 | 1 & 2 | Year 1 |
| PS4654 Clinical skills | 20 | 11 weeks x 2 hours  
Total = 22 | 178 | 2 | Year 2 |
| PS4655 Specialist applications of clinical psychology | 20 | 6 weeks x 2 hours (2 weeks x 2 hours per topic) = 12 hours  
1 week x 6 hours (all 3 topics) = 6 hours  
2 weeks x placement sessions = 4  
Total = 22 | 178 (includes placement * or alternative project @ 50 hours approx.) | 1-3 | Year 2 |
| PS4656 Advanced clinical psychology project | 40 | 3 hours classes  
10 hours supervision  
Total = 13 | 387 | 1-3 | Year 2 |

*The Placement is optional and embedded within PS4655 where students may complete an alternative applied project instead of a placement (See section 3.6). Those opting to undertake a placement will still be expected to attend the taught classes. The hours for the placement (50 hours approx.) will form part of the independent learning hours and will need to be organised around taught classes and other commitments. As there is no teaching in Semester 3, some students may opt to complete the placement over the summer if they are restricted to undertaking the placement on the same day of the week that taught classes have run in Semester 1 and 2. If students can be flexible in terms of the days they are available, this may widen the placement opportunities available since some placement providers can only support placements on certain days.
2.3.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Student attendance at timetabled learning activities is required, and will be monitored using the Student Attendance Monitoring (SAM) system; this will involve you signing in at every session or swiping your card through an electronic reader. Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

Notification of illness must be made to Foster Hub: FosterHubAttendance@uclan.ac.uk Tel. (01772) 891990 / 1991. The hub will notify Dr Jamie Taylor, the Student Experience Co-ordinator (who monitors attendance). If you know in advance that you are going to be absent, you must apply for authorisation for leave of absence from Dr Jamie Taylor, the Student Experience Co-ordinator. If you are absent due to illness for seven days or more, a medical certificate must be produced. A medical certificate/letter will not usually be required for shorter absences, unless one is requested (eg by the Student Experience Co-ordinator).

International students are required to attend their course of study regularly under the Visas and Immigration (UKVI) Points Based System (PBS); under PBS, UCLan is obliged to tell UKVI if you withdraw from a course, defer or suspend your studies, or if you fail to attend the course regularly.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

A wide variety of learning and teaching methods are used on the course, including lectures, seminars, workshops, role-play, audio-visual methods, case study review, and problem-based learning, as detailed below. You will also be expected to engage in independent learning, prepare materials before class, and access materials from our online virtual learning platform: Blackboard.

To develop knowledge and understanding:
The core theoretical and empirical basis of clinical psychology will be presented via lectures, supported seminars, workshops, video and audio presentations, and role play. Problem based learning exercises may also be used to facilitate knowledge acquisition gained from the lectures, seminars and workshops.

As well as providing a framework for knowledge acquisition, lectures and seminars afford the opportunity for students to consider case studies, reflect on issues and to ask questions of each other and of the member of staff taking the session.

Smaller group sessions, such as seminars and group workshops enable students to explore key issues from the curriculum, both to improve their understanding of the content and to develop their skills (e.g., in communication and argumentation). Students are encouraged to prepare material in advance of sessions, to exchange information as part of a peer network, and to reflect upon their
understanding. Independent study will also be incorporated, as well as research supervision to assist with the production of a high-quality research project.

To develop subject-specific skills
To develop skills, a range of teaching and learning methods are used, such as personal and professional development groups to develop skills in reflection, and role play to teach about communication skills. Problem based learning exercises may be used to facilitate skill development.

More specifically, the course addresses the development of applied skills through embedding core knowledge directly into clinical contexts within role play and case study review. A critical area in students’ skill development will be working on developing their competence in reflection and clinical communication, learning how to adapt their style for different client groups.

Students may be encouraged to prepare material in advance of sessions, to exchange information as part of a peer network, and to reflect upon their existing and developing skills as a way of teaching self-directed “continuous professional development” that chartered psychologists engage in.

Skills relevant to the application of clinical psychology to a specialist setting (e.g., forensic or health) or topic (e.g., neuropsychological assessment), will be developed through lectures/seminars and case study review, and a placement or applied project. Research skills are also developed, but mainly through workshops and practical exercises where the development of competence in the use of statistical software packages (e.g. SPSS) is supported. The research project and other practical exercises will include direct assessment of practical skills and develop skills in written communication.

To develop thinking skills
This will be achieved through participation in lectures, seminars and workshops and through conducting an empirical piece of research. In addition, the course is largely coursework based, allowing skills in reviewing, critical evaluation and analysis, research formulation/planning, and integration and presentation of information (both written and oral) to develop. Problem based learning exercises may be used to develop problem solving skills.

To develop other skills relevant to employability and personal development
Seminar work, alongside methods such as role play and audio visual techniques, will be focused on the development of communication (oral and written) and organisation skills and preparation of applications. Research supervision will also focus on the former. A placement or alternative project will develop employability skills in area relevant to the discipline.

Service user/carer involvement
Service user and carer perspectives are embedded throughout all aspects of the course including course development, delivery and assessment. Here at UCLan we have a strong service user/carer team (Comensus), which is made up of individuals with an interest in supporting students’ education. Members of Comensus use their own personal narratives to explore with students their involvement in a range of services. Members of the group have experience of a variety of psychological and neurological difficulties which they will share with students in a safe, supportive
environment. This is a collaborative approach to curriculum design and delivery that enriches student experience. We will endeavour to engage with and collaborate with servicer users and/or carers in most modules on the course, if and where it is relevant and appropriate to do so. For some modules, this could for example, involve hearing about service users’ experiences; for other modules, you may present your work to or interact with service users and carers.

3.2 Study skills
You will find information about where to get help with study skills from university wide services such as WISER (https://www.uclan.ac.uk/students/study/wiser/index.php) and the Library/LIS (https://www.uclan.ac.uk/students/study). In addition you will find that the development of study skills are embedded within the course.

3.3 Learning resources

3.3.1 Learning Information Services (LIS)
Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

Library homepage: https://www.uclan.ac.uk/students/study/library/

3.3.2 Electronic Resources
LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. The Module Handbooks and classes will direct you to some of this reading. Teaching materials are also available to download from Blackboard?

3.4 Personal development planning
Although this MSc is not accredited by the BPS (the BPS do not currently accredit Masters degrees in Clinical Psychology), Personal Development Planning (PDP) forms part of the Personal and Professional Development (PPD) standard of the professional body. As such, students are introduced to both PDP and PPD during the course; students are required to engage in reflection and/or complete reflective logs in some modules as a way of maintaining a record of their activities and reflections. PS4652 is especially geared towards supporting PPD, and during their teaching on the module students will engage in personal and professional development groups. These encourage and support developing reflection skills, and encourage students to reflect on their own skills development and areas of strength and required improvement in relation to their career goals.

3.5 Preparing for your career
It’s your future: take charge of it!

Careers offers a range of support for you including:

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
• workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 9am-5pm (Mon-Thurs) & 9am-4pm (Fri) for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

All students have access to the Psychology Careers BlackBoard site available when you log on to your BlackBoard account. This gives links to many useful websites including the British Psychological Society (www.bps.org.uk), and information about careers and further training.

3.5.1 Employability
The course aims to foster the development of key skills that will facilitate further academic and vocational training and subsequent employment. Through the skills and knowledge developed during the course, students will strengthen their CV and applications for Assistant Psychologist posts within the NHS, or further competitive doctoral training in clinical psychology (DClinPsy, or ClinPsyD). This MSc course does not provide any guarantee that upon its completion students will be successful in securing these posts. However, the course has been especially designed so that students acquire knowledge and skills in key areas of clinical psychology.

The programme emphasises the application of clinical psychology to a range of settings. Students may have the opportunity to undertake a placement as part of PS4655 “Specialist applications of clinical psychology”, or complete an alternative applied piece of work relevant to the discipline and which enhances employability skills in similar ways.

The Placement is optional and those opting to undertake a placement will still be expected to attend the taught classes on PS4655. The hours for the placement (50 hours approx.) will form part of the independent learning hours and will need to be organised around taught classes (which currently take place on Tuesdays during semesters 1 and 2: Sept to May) and other commitments such as work or family. As there is no teaching in Semester 3 (June to Sept), some students may opt to complete the placement over the summer if they are restricted to undertaking the placement on the same day of the week that taught classes have run in Semester 1 and 2. If students can be flexible in terms of the days they are available, this may widen the placement opportunities available since some placement providers can only support placements on certain days. In addition to student’s availability, when and where students complete the placement will depend on other factors such as placement opportunities available at the time, and the selection process for each placement.

Regarding the location and nature of the placement, they are highly varied and could be in a range of settings in the third sector, private sector, or NHS. Placements could, for example, involve mainly shadowing work for a short period of time, or a dedicated piece of work such as a service evaluation over a longer-period of time. Irrespective of the placement, students will be encouraged to undertake a project that will develop them in some way that is relevant to clinical psychology (e.g., liaising with service users, shadowing, audit, service evaluation, psychoeducational work, or assessment skills) and the focus will be agreed prior to the start of the placement. The placement can also be undertaken by students already in employment in an appropriate setting (e.g., as an Assistant Clinical Psychologist in the NHS), or students may choose to arrange their own placement to gain relevant experience in a setting or on a project relevant to clinical psychology.
With respect to the selection process, any student wishing to go on placement within the NHS or similar service may have to apply through the proper channels (e.g., CV and interview), and need to fulfil certain criteria, as specified in our Placement Handbook. Understandably then, it is worth noting that undertaking this course and PS4655 cannot be taken as a guarantee of a placement; placements within the NHS are particularly challenging to set up as these are highly sought after and the service’s ability to take on volunteer students is subject to staffing and resources which change frequently.

Students who do not undertake a placement will use their time to concentrate on an alternative applied piece of work. The alternative project will be designed to take advantage of some of the similar learning opportunities that are inherent in placements and which develop graduate employability skills. For example, students may support the delivery of a psychoeducational group within the University for students with physical health complaints. Thus, it is possible to meet the learning outcomes of PS4655 through either the placement or alternative project.

4. Student support
The vast majority of students progress through their degree course programme and graduate with a well-deserved Masters degree without any need for specific support or guidance. However, some students face particular difficulties at various points during their studies and there are support mechanisms at both School and University level to help.

The 'i' is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Printing and Printer Credit, UCLan Cards etc.

4.1 Academic Advisors
Your academic advisor will a member of the course team. You will normally see your Academic advisor at least once per semester and their primary role is to guide you on the academic aspects of the course. However, if you are encountering personal problems or difficulties, your Academic Advisor will be to provide assistance and where appropriate refer you to specialist services within the University such as the Counselling Services. Academic advisors are here to give you support on:

- Academic matters (such as module choices, or performance on assessments)
- Employability matters (such as considering career plans)
- Personal issues or difficulties

With regard to the last point, you must remember that Academic advisors are not counsellors. They are, however, a very useful first port of call to discuss your problems, as they can offer advice based on their knowledge of School and University procedures and regulations and can signpost you to a number of people or services who would be able to give you more specialist advice and support if you need it. If you are having difficulties which affect your ability to undertake assessments, it is not sufficient to see your Academic advisor, you will have to make an Extenuating Circumstances submission, the process for which is detailed elsewhere in this handbook.
Most of your meetings with your Academic advisor will be one-to-one. Meeting your Academic advisor will enable them to get to know you. As most graduates ask their Academic advisor to write references for jobs etc., it really helps if the member of staff knows something about you. Of course, you don’t have to wait for them to invite you to a meeting: if you have an academic, employability or personal issue you wish to discuss, you can request a meeting with them. They will let you know at the outset, how best to arrange a meeting.

4.2 Students with disabilities
If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Assessment arrangements for students with a disability
Beth Richardson is the Special Needs Coordinator for the School of Psychology and is located in Darwin Building room 112, email: BHRichardson@uclan.ac.uk Beth’s role is to provide a link between disability services and staff. Arrangements for assessments are made via the Disability Adviser service, who support students who have a disability/learning difficulty for which valid supporting evidence can be made available. They can be contacted via email for advice and information: disability@uclan.ac.uk

4.3 Students’ Union
The Students’ Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students’ Council. The Students’ Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students’ rights is at the core of what we do and is encompassed by our tag line of, Making Life Better for Students. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

Your Union is also the home to a fantastic range of student-led societies, sports teams and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go pop into the Opportunities Centre on the ground floor of the Students’ Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated staff team in the Advice and Representation Centre are on hand to help. As we are independently run from the university, we can offer truly impartial advice.
More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at http://www.uclansu.co.uk/.

The Opportunities Centre is the Union’s One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

5. Assessment

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

5.1 Assessment Strategy

Each course (programme) has a set of objectives, referred to as Learning Outcomes. These Learning Outcomes (LOs) define the knowledge and skills we expect you to be able to demonstrate by the end of the course. Psychology employs a number of methods to assess LOs, including coursework, examinations and practical assignments. Module Handbooks will detail the types of assessment that will be used for each module and, if there are multiple components to the assessment, the handbook will also specify what proportion of marks will be assigned to each component of assessment. If there is an examination, you will also be told how long the examination will take, and when it will take place (normally, this is during one of the university assessment periods). Assessment periods are included in the University Academic Calendar (available on the UCLan website). The examination timetable is not released until a few weeks before the assessment period.

The assessment grid below summarises the assessment for each module across the year.

**Assessment Timeline: Total assessment is 13: 1 exam; 11 pieces of written, oral or practical coursework; and 1 research dissertation**

<table>
<thead>
<tr>
<th>Semester 1 (Sept-Dec)</th>
<th>Semester 2 (Jan-May)</th>
<th>Semester 3 (June-Sept)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS4650 Clinical Psych across the Lifespan (40 credits)</td>
<td>Reflective report (30%)</td>
<td>PS4650 Written assignment (70%)</td>
</tr>
<tr>
<td>PS4651 Professional Issues and Practice (20 credits)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1 (Sept-Dec)</td>
<td>Semester 2 (Jan-May)</td>
<td>Semester 3 (June-Sept)</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------</td>
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<tr>
<td>PS4651 Role Play: Audio or visual assessment (50%)</td>
<td>PS4651 Reflection on Ethical and Professional Learning Log: Audio or visual assessment (50%)</td>
<td></td>
</tr>
<tr>
<td><em>PS4654 Clinical skills (20 credits)</em></td>
<td>PS4654 Critical reflective report (50%)</td>
<td></td>
</tr>
<tr>
<td>PS4654 Role Play (50%)</td>
<td>PS4654 Role Play (50%)</td>
<td></td>
</tr>
<tr>
<td>PS4653 Research methods and statistics for clinical psychologists (20 credits)</td>
<td>PS4653 Written assignment (30%)</td>
<td></td>
</tr>
<tr>
<td>PS4653 Research design and statistics Portfolio (70%)</td>
<td>PS4653 Written assignment (30%)</td>
<td></td>
</tr>
<tr>
<td>PS4655 Specialist applications of clinical psychology: <em>Optional Placement (20 credits)</em></td>
<td>PS4655 Critical reflection on workplace learning or learning from alternative project (40%)</td>
<td></td>
</tr>
<tr>
<td>PS4655 Written assignment (60%)</td>
<td>PS4655 Written assignment (60%)</td>
<td></td>
</tr>
<tr>
<td>PS4656 Advanced clinical psychology project (40 credits)</td>
<td>PS4656 Project (100%)</td>
<td></td>
</tr>
</tbody>
</table>

### 5.2 Feedback Following Assessments

UCLan is committed to giving you clear, legible and informative feedback for all your assessments ([Academic Regulations]). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

### School of Psychology Feedback Policy

The School of Psychology adopts the following procedure in relation to feedback and the return of work:

The UCLan Academic Regulations state that generic (i.e. general, group) feedback on all assessment that contributes to a module will be made available to students within 15 working days of the scheduled submission or examination date. Since “working days” are from Monday-Friday (excluding any Bank Holidays) this usually equates to three calendar weeks.

The School of Psychology aims to exceed this expectation. Hence, individual feedback on your coursework, including your mark will be made available to you 15 term-time working days after the submission deadline. In the rare case that this is not possible (perhaps due to staff illness) generic
feedback will be provided within 15 term-time working days and individual feedback and marks soon after. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Feedback may be oral, written, posted on a website or other.

Please note that work handed in at the very end of term will be returned early in the following term, adhering to the 15 term-time working days policy described above.

The precise dates of return of marks and feedback will be made available to you for all assignments as part of the ‘assignment briefs’ that you will receive and/or will be available within your Module Handbooks.

5.3 Notification of assignments and examination arrangements

Module Handbooks give information about methods of assessment for individual modules. Individual coursework deadlines and return dates for marked work will be available within the module Blackboard space. It is your responsibility to manage the research, synthesis and production of your assignments throughout the year to ensure you submit by the submission deadlines. The majority of coursework assignments will be set, submitted, marked and returned via the BlackBoard Virtual Learning Environment. Unless stated otherwise the coursework submissions time will be 23:59 on the specific date set. Exam dates will be confirmed once the examination timetable has been set; exams will also appear on students’ online timetable.

5.3.1 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines you must report this at the earliest possible opportunity to the course leader.

Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for one extension period of between 1 and 10 working days where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances (Academic Regulations).

You should complete and submit an extension request form, with any supporting evidence, to your School office. Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you submit work late and unauthorised, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
• Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

If you are unable to submit work by the revised deadline after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University’s Policies and Procedures on Extenuating Circumstances (Academic Regulations and Assessment Handbook).

5.3.2 Extenuating circumstances
Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their students than can be solved by the use of an extension. If this applies to you, the University is ready to support you both with regard to your course and your personal wellbeing through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students. The normal work commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance (see Academic Regulations).

Further information is available on the Student Portal at:
https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

You can apply for extenuating circumstances online via myUCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester. All evidence that is provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year.

Further information about the submission process is available at:
https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstance_submission.php

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating
circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances (Academic Regulations and Assessment Handbook).

5.3.2.1 What Circumstances Qualify as Extenuating?
The school follows the guidance offered by the University with regard to what does and does not constitute ECs. The following are acceptable as grounds for ECs:

1. significant illness or injury;
2. the death or critical/significant illness of a close family member/dependant;
3. family crises or major financial problems leading to acute stress;
4. absence for jury service or maternity, paternity or adoption leave.

The following are not grounds for ECs:

1. holidays, moving house and events that were planned or could reasonably have been expected;
2. assessments that are scheduled close together;
3. misreading the timetable or misunderstanding the requirements for assessments;
4. inadequate planning and time management;
5. failure, loss or theft of a computer or printer that prevents submission of work on time. 
   Students should back up work regularly and not leave completion so late that they cannot find another computer or printer
6. consequences of paid employment (except in some special cases for part-time students);
7. examination stress or panic attacks not diagnosed as illness.

Note: Pregnancy itself is not an illness, though events may arise during pregnancy that may constitute extenuating circumstances, and these need to be judged on an individual basis.

You are expected to re-submit claims for ECs for each assessment period. Each submission will need up-to-date evidence and it is your responsibility to provide the evidence; staff in the School cannot, for example, contact your GP to discuss your medical situation in lieu of a doctor’s note. You can submit your ECs before you have the actual evidence, and you will be emailed to remind you that these need to be added. However, if, by the deadline, no evidence is forthcoming, then the submission will be declined.

5.4 Referencing
Throughout the course you will be using APA referencing in your work. There are many websites and resources than can help with this. For example:
https://owl.english.purdue.edu/owl/resource/560/01/

Detailed instructions on the approach required and the style to be adopted in included in the Student Assessment Handbook, available from the Blackboard VLE, within the School of Psychology area.
5.5 Confidential material
It is possible that during your programme of study you will require access to sensitive information, particularly when working in professional domains. It is essential that you ensure that any participants remain anonymous if they are reported as part of an assignment submission.

Students should be committed to pursue their research activities (project, investigation, enquiry, survey, or any other interaction with people, including the use of data derived from that interaction) in an ethical manner. The practice of ethics is about conducting one’s research activity in a disciplined manner within legal and other regulated constraints and with minimal impact on and detriment to others. In the process of research the student should:

- safeguard the interests of those involved in or affected by their work
- report their findings accurately and truthfully
- consider the consequences of their work or its misuse for those they study and other interested parties.

Students are responsible for considering the ethical implications of all research activities and should familiarise themselves with the University’s Ethical Principles. If in doubt about any ethical issues related to their research students should consult their dissertation supervisor for advice.

All students should abide by the BPS code of ethics:
http://www.bps.org.uk/what-we-do/ethics-standards/ethics-standards

5.6 Cheating, plagiarism, collusion or re-presentation
If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations and the Assessment Handbook.

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student’s work - this includes with the other student’s consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another’s answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

Online coursework submissions will be made to the Blackboard VLE via a submission tool called Turnitin. This will check for potential plagiarism and make the information available to the staff.
member marking the script. To help you avoid issues around plagiarism, the School has set up a test Turnitin submission tool that will allow you to submit a draft of your work (before the stated deadline submission date/time) and receive the Turnitin output yourself. This will help you identify any potential problems with the work and get further advice on how to avoid plagiarism before you make your final submission.

The process of investigation and penalties which will be applied can be reviewed in the Assessment Handbook. If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

- the penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.
- when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

6 Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

All modules on this course must be passed to be eligible for the award of MSc Applied Clinical Psychology, as detailed below.

Regulations for the Award of MSc in Applied Clinical Psychology

Requires 180 credits at level 7.

Regulations for the Award of Postgraduate Diploma in Applied Clinical Psychology

Requires 120 credits at level 7.
Regulations for the Award of Postgraduate Certificate in Psychology

Requires 60 credits at level 7.

7. Student voice
You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities.

The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

The Union’s Student Affairs Committee (SAC), members of Students’ Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students’ Union and elect the students they see as most able to represent them.

At the end of each module you will be invited to complete a Module Evaluation Questionnaire to enable you to feedback on the content and delivery of the module. These questionnaires are considered by the course teams to drive forward further improvements in the modules. We will also regularly hand out Stop/Start/Continue sheets within classes to get more prompt feedback from yourselves within the modules, which can lead to more immediate responses.

7.1 Course Representatives and Student Staff Liaison Committee meetings (SSLCs)
A course representative is a student who represents their fellow students’ views and opinions to the course team, school, university and students’ union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain
feedback and work in partnership with senior management to create positive change. They are also
trained to support and signpost course representatives where needed. You will find more
information about Course Reps and School Presidents on the student union website.

7.2 Student Staff Liaison Committee meetings (SSLC)
Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student
Handbook.

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback
to staff about the course, the overall student experience and to inform developments which will
improve future courses. These meetings are normally scheduled once per semester.

Meetings will be facilitated using guidelines and a record of the meeting will be provided with any
decisions and / or responses made and / or actions taken as a result of the discussions held. The
meetings include discussion of items forwarded by course representatives, normally related to the
following agenda items (dependent on time of year).

8. Appendices

8.1 Programme Specification

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

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

Sources of information on the programme can be found in Section 17

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
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<tbody>
<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>University of Central Lancashire, Preston Campus</td>
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<td>3. University School/Centre</td>
<td>School of Psychology</td>
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<td>4. External Accreditation</td>
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<td>5. Title of Final Award</td>
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<td>6. Modes of Attendance offered</td>
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<td>8. Relevant Subject Benchmarking Group(s)</td>
<td>Psychology</td>
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<td>9. Other external influences</td>
<td>Division of Clinical Psychology of the British Psychological Society</td>
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<td>10. Date of production/revision of this form</td>
<td>21 September 2017</td>
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<tr>
<td>11. Aims of the Programme</td>
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The aims of this programme are to:

- develop students’ knowledge, understanding and skills in core theoretical, methodological, empirical and practical areas of clinical psychology.
- develop key academic and transferable skills that will facilitate further academic and vocational training, in preparation for a career in clinical psychology.
- develop skills and knowledge that are related to the application of psychology beyond academia.
### 12. Learning Outcomes, Teaching, Learning and Assessment Methods

#### A. Knowledge and Understanding

Upon completion of the programme a successful student will be able to:

- **A1.** Evidence up-to-date theoretical and empirical knowledge of psychological difficulties and wellbeing across the lifespan, with specific reference to presentations, assessment, formulation, treatment and evaluation within different client groups.

- **A2.** Critically evaluate the main theoretical models in clinical psychology, and their evidence base.

- **A3.** Synthesise theoretical and empirical knowledge of a range of specialist area of clinical psychology.

- **A4.** Identify, explore and evaluate ethical principles and professional, organisational and practice issues within the discipline.

- **A5.** Identify and describe the core competencies and applied skills of a clinical psychologist.

- **A6.** Use a wide range of research methods and statistics used by clinical psychologists and apply them to clinically relevant topics and settings.

#### Teaching and Learning Methods

The core theoretical and empirical basis of clinical psychology will be presented via lectures, supported seminars, workshops, video and audio presentations, and role play. Problem based learning exercises may also be used to allow students to learn content and develop thinking strategies through the solving of problems using a range of psychological theories and knowledge.

As well as providing a framework for knowledge acquisition, lectures and seminars afford the opportunity for students to consider case studies, reflect on issues and to ask questions of each other and of the member of staff taking the session.

Smaller group sessions, such as seminars and group workshops enable students to explore key issues from the curriculum, both to improve their understanding of the content and to develop their skills (e.g., in communication, argumentation, reflection and discussion). Students are encouraged to prepare material in advance of sessions, to exchange information as part of a peer network, and to reflect upon their understanding. Independent study will also be incorporated, as well as research supervision to assist with the production of a high-quality research project.

#### Assessment methods

The learning outcomes will be assessed through a combination of coursework (e.g., essays, presentations, practical assignments, and reflective reports) and/or exams, and the research project.
### B. Subject-specific skills

Upon completion of the programme a successful student will be able to:

- **B1.** Communicate ideas clearly and effectively, and reflect on the importance of communicating in a style appropriate to a variety of audiences (e.g., different client groups, professional colleagues).

- **B2.** Critically reflect on a range of learning experiences and skills.

- **B3.** Critically reflect on, integrate and apply multiple perspectives (e.g. theories, methods and evidence sources) to a specific setting, or specialist area within clinical psychology.

- **B4.** Formulate testable hypotheses, and conduct and communicate original independent research in a meaningful way.

- **B5.** Employ evidence-based reasoning, and use different methods, paradigms, psychological tools and statistics packages to examine these issues

### Teaching and Learning Methods

To develop skills, a range of teaching and learning methods are used, such as personal and professional development groups and video or audio assessments to develop skills in reflection, and role play to teach about communication skills. Problem based learning exercises may be used to facilitate skill development.

More specifically, the course addresses the development of applied skills through embedding core knowledge directly into clinical contexts within role play and case study review. A critical area in students’ skill development will be working on developing their competence in reflection and clinical communication, learning how to adapt their style for different client groups.

Students may be encouraged to prepare material in advance of sessions, to exchange information as part of a peer network, and to reflect upon their existing and developing skills as a way of teaching self-directed “continuous professional development” that chartered psychologists engage in.

Skills relevant to the application of clinical psychology to a specialist setting (e.g., forensic or health) or topic (e.g., neuropsychological assessment), will be developed through lectures/seminars and case study review, and a placement or alternative applied project. Research skills are also developed, but mainly through workshops and practical exercises where the development of competence in the use of statistical software packages (e.g. SPSS) is supported. The research project and other practical exercises will include direct assessment of practical skills and develop skills in written communication.

### Assessment methods

The learning outcomes will be assessed through a combination of coursework (e.g., essays, presentations, practical assignments, and reflective reports) and/or exams, and the research project.
C.  Thinking Skills

Upon completion of the programme a successful student will be able to:

C1. Review, critically evaluate and integrate information from a variety of theories, models and/or methods in an applied way.

C2. Translate technical and critical knowledge of issues in research design and analysis into informed responses and well-conceptualised ideas.

C3. Interpret and present statistical tests appropriately, and communicate these effectively in written reports.

C4. Apply analytical thinking and problem-solving skills in relation a range of theoretical and practical scenarios or issues.

Teaching and Learning Methods

This will be achieved through participation in lectures, seminars and workshops and through conducting an empirical piece of research. In addition, the course is largely coursework or practical based, allowing skills in reviewing, critical evaluation and analysis, research formulation/planning, and integration and presentation of information (both written and oral) to develop. Problem based learning exercises may be used to develop problem solving skills.

Assessment methods

Completion of a research project will represent the primary form of assessment and assess all of these skills. Individual pieces of assessment are also used to further develop specific skills.

D.  Other skills relevant to employability and personal development

Upon completion of the programme a successful student will be able to:

D1. Communicate effectively in oral and written format.

D2. Evaluate and review how their own skills and work can contribute to the discipline of clinical psychology.

Teaching and Learning Methods

Seminar work, alongside methods such as role play and audio visual techniques, will be focused on the development of communication (oral and written) skills and preparation of applications. Research supervision will also focus on the former. A placement or alternative project will develop employability skills in area relevant to the discipline.

Assessment methods
Communication will be assessed via practical assessments. The placement or alternative project will be assessed via written assignments.

### 13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
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<tbody>
<tr>
<td>Level 7</td>
<td>PS4650</td>
<td>Clinical Psychology across the Lifespan</td>
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<td>PS4651</td>
<td>Professional Issues and Practice in Clinical Psychology</td>
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<td>PS4652</td>
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<td>PS4653</td>
<td>Research Methods and Statistics for Clinical Psychologists</td>
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<td></td>
<td>PS4656</td>
<td>Advanced Clinical Psychology Project</td>
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</tbody>
</table>

### 14. Awards and Credits*

- **MSc Applied Clinical Psychology**
  Requires 180 credits at Level 7.
- **Postgraduate Diploma Psychology**
  Requires 120 credits at level 7
- **Postgraduate Certificate in Psychology**
  Requires 60 credits at level 7

### 15. Personal Development Planning

Although this MSc is not accredited by the BPS (the BPS do not currently accredit Masters degrees in Clinical Psychology), Personal Development Planning (PDP) forms part of the Personal and Professional Development (PPD) standard of the professional body. As such, students are introduced to both PDP and PPD during the course.

Across several modules, students are required to engage in reflection to enhance awareness of their skills and capabilities and of their learning and development; they may also complete reflective logs as a way of maintaining a record of their activities and reflections, and are formatively assessed on their ability to reflect. PS4652 is especially geared towards supporting PPD, and during their teaching on the module students will engage in personal and professional development groups. These encourage and support developing reflection skills, and encourage students to reflect on their own skills development and areas of strength and required improvement in relation to their career goals.

### 16. Admissions criteria *


Essential Criteria

You should have a minimum of an Upper Second class honours degree in psychology recognised by the British Psychological Society as conferring Graduate Basis for Chartership (GBC: or an equivalent International professional body). The reason for restricting entry to those with GBC is that the course is intended as a gateway to a doctoral training programme in clinical psychology, for which GBC is required. If you have a Lower Second Class honours degree in Psychology you may be considered for a place on the course providing you can demonstrate strengths in both Research Methods and Statistics, and clinical psychology or related subject areas.

A minimum IELTS score of 6.5 or equivalent qualifications.

Desirable Criteria

In addition to the minimum entry requirements, our decision to accept you onto the course will be based on your overall suitability for the course. Specifically, successful applicants should be able to: 1) demonstrate their interest in, and commitment to, a career in clinical psychology, and 2) evidence reflection on relevant work experience or research in relation to the discipline. It may be possible to use existing work experience to fulfil the optional placement component of the course. Therefore, if relevant to your application, you may wish to include brief details (approximately 50-100 words) of any organisations or individuals that might be able to provide a placement opportunity.

References

You will also be required to supply two references (essential), the first of which has to be academic. The second can be either an academic or a relevant experience reference, but the latter is desirable. Relevant vocational experience can be either from paid or voluntary work and could have been gained in a range of contexts, but the referee should be able to comment on your performance in a context or setting directly relevant to clinical psychology.

17. Key sources of information about the programme

- UCLan prospectus
- UCLan web site: [http://www.uclan.ac.uk/courses/msc_applied_clinical_psychology.php](http://www.uclan.ac.uk/courses/msc_applied_clinical_psychology.php)
### 18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

<table>
<thead>
<tr>
<th>Programme Learning Outcomes</th>
<th>Knowledge and understanding</th>
<th>Subject-specific Skills</th>
<th>Thinking Skills</th>
<th>Other skills relevant to employability and personal development</th>
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Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbook.
19. LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of Postgraduate Diploma Psychology

Requires 120 credits at level 7.

Students who complete semester 1 and 2 modules will have completed 120 credits of the following modules:

- PS4650 Clinical Psychology Across the Lifespan (40 credits; semester 1 and 2)
- PS4651 Professional Issues and Practice (20 credits; semester 1 and 2)
- PS4652 Clinical Research Design and Processes (20 credits; semester 1)
- PS4653 Research methods and Statistics for Clinical Psychologists (20 credits; semester 1 and 2)
- PS4654 Clinical Skills (20 credits; semester 2)

These modules test all programme learning outcomes except B4 and D2, thus, the postgraduate diploma does not meet the full range of outcomes for a master’s degree on account of a lower overall volume of learning (and credit) associated with the award:

A1. Evidence up-to-date theoretical and empirical knowledge of psychological difficulties and wellbeing across the lifespan, with specific reference to presentations, assessment, formulation, treatment and evaluation within different client groups.

A2. Critically evaluate the main theoretical models in clinical psychology, and their evidence base.

A3. Synthesise theoretical and empirical knowledge of a range specialist areas and applications of clinical psychology.

A4. Identify, explore and evaluate ethical principles and professional, organisational and practice issues within the discipline.

A5. Identify and describe the core competencies and applied skills of a clinical psychologist.

A6. Use a wide range of research methods and statistics used by clinical psychologists and apply them to clinically relevant topics

B1. Communicate ideas clearly and effectively, and reflect on the importance of communicating in a style appropriate to a variety of audiences (e.g., different client groups, professional colleagues).

B2. Critically reflect on a range of learning experiences and skills.

B3. Critically reflect on, integrate and apply multiple perspectives (e.g. theories, methods and evidence sources) to a specific setting, or specialist area within clinical psychology.

B5. Employ evidence-based reasoning, and use different methods, paradigms, psychological tools and statistics packages to examine these issues.

C1. Review, critically evaluate and integrate information from a variety of theories, models and/or methods in an applied way.
C2. Translate technical and critical knowledge of issues in research design and analysis into informed responses and well-conceptualised ideas.

C3. Interpret and present statistical tests appropriately, and communicate these effectively in written reports

C4. Apply analytical thinking and problem-solving skills in relation a range of theoretical and practical scenarios or issues

D1. Communicate effectively in oral and written format.

Learning outcomes for the award of Postgraduate Certificate in Psychology

Requires 60 credits at level 7.

To achieve 60 credits students must successfully complete some modules from the 120 credits taught in semester 1 and 2 modules (it is not possible to achieve 60 credits from semester 1 alone because only one 20 credit module takes place in semester 1). As a result, there are various ways in which the student can meet the learning outcomes for the award of Postgraduate Certificate in Psychology. The student will have met the learning outcomes from 60 credits of the modules listed below:

- PS4650 Clinical Psychology Across the Lifespan (40 credits; semester 1 and 2)
- PS4651 Professional Issues and Practice (20 credits; semester 1 and 2)
- PS4652 Clinical Research Design and Processes (20 credits; semester 1)
- PS4653 Research methods and Statistics for Clinical Psychologists (20 credits; semester 1 and 2)
- PS4654 Clinical Skills (20 credits; semester 2)

The exact learning outcomes met depends on the modules/60 credits passed, but all students exiting with this award will a) not have met the full range of outcomes for a master's degree on account of a lower overall volume of learning (and credit) associated with the award; and b) not have met the learning outcomes in as much depth as the Postgraduate Diploma or MSc because of the limited number of modules passed that target these learning outcomes. The learning outcomes met will be a subset of the following (all programme learning outcomes except A3, B2, B4 and D2):

A1. Evidence up-to-date theoretical and empirical knowledge of psychological difficulties and wellbeing across the lifespan, with specific reference to presentations, assessment, formulation, treatment and evaluation within different client groups.

A2. Critically evaluate the main theoretical models in clinical psychology, and their evidence base.

A4. Identify, explore and evaluate ethical principles and professional, organisational and practice issues within the discipline.
A5. Identify and describe the core competencies and applied skills of a clinical psychologist.

A6. Use a wide range of research methods and statistics used by clinical psychologists and apply them to clinically relevant topics.

B1. Communicate ideas clearly and effectively, and reflect on the importance of communicating in a style appropriate to a variety of audiences (e.g., different client groups, professional colleagues).

B3. Critically reflect on, integrate and apply multiple perspectives (e.g. theories, methods and evidence sources) to a specific setting, or specialist area within clinical psychology.

B5. Employ evidence-based reasoning, and use different methods, paradigms, psychological tools and statistics packages to examine these issues.

C1. Review, critically evaluate and integrate information from a variety of theories, models and/or methods in an applied way.

C2. Translate technical and critical knowledge of issues in research design and analysis into informed responses and well-conceptualised ideas.

C3. Interpret and present statistical tests appropriately, and communicate these effectively in written reports.

C4. Apply analytical thinking and problem-solving skills in relation a range of theoretical and practical scenarios or issues.

D1. Communicate effectively in oral and written format.
Please read this Handbook in conjunction with your Course Handbook.

All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean/Head of School. This applies to the materials in their entirety and to any part of the materials.

This Handbook is produced centrally and locked for editing. Partner institutions only are given permission to contextualise the Handbook.
UCLan Mission statement
We create positive change in our students, staff, business partners and wider communities, enabling them to develop their full potential by providing excellent higher education, innovation and research.

UCLan Values
- The pursuit of excellence in all that we do.
- Equality of opportunity for all, supporting the rights and freedoms of our diverse community.
- The advancement and protection of knowledge, freedom of speech and enquiry.
- Supporting the health, safety and wellbeing of all.

Student Charter
The Student Charter has been developed by the University and the Students’ Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or ‘contract’ between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students. Read the full Student Charter

Supporting Diversity at UCLan
UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination on various grounds including race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to
- experience "an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported."
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan Equality and Diversity Policy for further information.
1. Welcome and Introduction to the University

The University of Central Lancashire (UCLan) welcomes you and hopes that you will enjoy studying at UCLan and that you will find your course both interesting and rewarding. This Handbook provides you with generic University level information and the Course Handbook provides specific information about your programme of study.

1.1 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded as unread.

1.2 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range. Details of the External Examiner associated with your course can be found in your Course Handbook.

1.3 Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study. Please note however that this may vary depending on your particular course and programme of study. You should therefore check your Course Handbook or contact a member of staff within the relevant School.

1.4 Attendance Requirements

Student attendance at timetabled learning activities of courses and modules is required. Notification of illness or exceptional requests for leave of absence must be made as detailed in the Course Handbook. Individual modules and/or courses may incorporate a specific attendance requirement as part of the assessment criteria for successful completion of a module.

Students with continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance. You may request a review of this decision if you have grounds in line with the Academic Appeals Procedure. Tuition fees will be charged in accordance with Appendix 2 of our Tuition Fee Policy.

You must swipe in using your student card. Each time you are asked to enter your details on the Student Attendance Monitoring system (SAM) you must remember that the University has a responsibility to keep information up to date. You must only enter your own details on the system as to enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries, such as scanning but not attending, can be disciplined under the Regulations for the Conduct of Students.
1.5 Data Protection
All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These purposes are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University’s policy on the use and disclosure of personal information, please see the University’s Data Protection Policy and Privacy Notice or contact the Information Governance Officer, Office of the University Secretary and Legal Officer, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk.

2. Learning resources

2.1 Learning Information Services (LIS)
Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

You can find the link to the Library Opening Hours here: http://www.uclan.ac.uk/students/study/library/opening_hours.php

2.2 Electronic Resources
LIS provide access to a range of electronic resources – e-journals and databases, e-books, images and texts.

3. Preparing for your career
Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has employability learning integrated into it. This is not extra to your degree, but an important part of it.

Your course will take you on a journey of development that will help you to map your personal story of your time at university.

You will be encouraged to record your learning journey so that you can demonstrate all the work-related skills you have developed, both before and during your time at UCLan. This will help you to show future employers just how valuable your degree is and the employability skills you have acquired.

- You will be given the opportunity to explore your identity, your strengths and areas for development, your values and what you want to get out of life.
- You will be able to investigate a range of options, including jobs and work experience, postgraduate study and self-employment.
- We will support you to enable you to successfully tackle the recruitment process and to develop your enterprise skills.

UCLan Careers offers a range of support for you including:-

- One to one career and employability advice and guidance appointments.
• Advice on finding graduate jobs, including how to improve your CV with work placements, internships, voluntary opportunities and part-time employment.
• Workshops, seminars, and events to enhance your learning and develop your skills.
• Employer presentations and events, to give you the chance to network with potential employers and find out from them what they are looking for.

The UCLan careers portal careerEDGE contains all the information and resources you will need to help navigate your way to a successful career, including access to hundreds of graduate vacancies, placements and part-time jobs.

We are based in the entrance to Foster building and are open from 09:00-17:00, Monday to Thursday, 9:00-16:00 on Fridays. Come to see us to arrange your guidance appointment, have your CV and cover letter checked, get help in applying for a job or just to find out more about our full range of services. It’s your future: take charge of it!

UCLan Careers | Foster Building | University of Central Lancashire, Preston PR1 2HE
01772 895858
careers@uclan.ac.uk
www.uclan.ac.uk/careers

4. Student support, guidance and conduct

4.1 Student Support

“Got a Problem to Sort? Come to us for Support”.

The <i> is your first point of call for all enquiries, help and advice. We provide guidance to all UCLan students whatever the query may be. We offer advice on:

• Bank and Confirmation of Study Letters
• Council Tax Exemption Certificates
• International Student Support
• Library Services and Support
• Printing and Printer Credit
• Student Financial Support
• UCLan Cards
• UCLan Financial Bursary (1st year students only)
• Student Support and Wellbeing (including Disability)

and much more.

We are based on the ground floor of the UCLan Library and open 7 days a week most of the year. Our friendly and approachable team will do their best to ensure your query is answered. Come and have a chat with us if you have a query on any aspect of student life and study.
http://www.uclan.ac.uk/students/study/library/the_i.php

If you are struggling financially or have financial concerns which may prevent you from continuing on your course, you are advised to seek advice from the University’s Finance Support Team, based in the <i>, or in the Advice and Representation Centre at the Students’ Union.
If you are finding the course challenging or cannot complete independent study and assessments on time you should consult your Academic Advisor.

4.2 Students with disabilities
You are strongly encouraged to declare your disability on your application form when you apply to study at UCLan. If you have declared this Disability Services will be in contact with you to advise you about reasonable adjustments which may be appropriate in the circumstances. You can also tell any member of staff at the University, who will ask you to sign a disability disclosure form, to let the Disability Service know that you have a disability and agree to share this information with them. Disability Services will then get in touch with you to discuss your available options. Following this you will be assigned a Disability Adviser whom you can contact should you need any further help or assistance. [https://www.uclan.ac.uk/students/health/disability_services.php](https://www.uclan.ac.uk/students/health/disability_services.php)

4.3 Assessment arrangements for students with a disability
Arrangements are made for students who have a disability/specific learning difficulty for which valid supporting evidence can be made available. Contact your Disability Adviser for advice and information, disability@uclan.ac.uk

4.4 Health and Safety
As a student of the University you share responsibility for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

4.5 Conduct
You will be expected to abide by the Regulations for the Conduct of Students in the University. UCLan expects you to behave in a respectful manner towards all members of the University at all times demonstrated by using appropriate language in class, switching mobile phones / other devices off prior to attending classes, and also in your use of any social networking sites.

If your behaviour is considered to be unacceptable, any member of staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the Regulations for the Conduct of Students.
5. Students’ Union

The Students’ Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students’ Council. The Students’ Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students’ rights is at the core of what the Students’ Union does and is encompassed by its tag line of Making Life Better for Students. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Students’ Union is where your voice can be heard, actions taken, or campaigns launched.

Your Students’ Union is also the home to a fantastic range of student-led societies, sports teams and multitudes of volunteering opportunities. You can also receive help in finding part-time work whilst you study. Not sure where to go? Pop into the Opportunities Centre on the ground floor of the Students’ Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then the Student Union’s dedicated staff team in the Advice and Representation Centre are on hand to help and offer impartial advice.

More information on all these things, as well as details about all the Student Union’s (not-for-profit) commercial services, including its student supermarket (Essentials) and student-bar (Source) can be found at www.uclansu.co.uk

6. Rationale, aims and learning outcomes of the course

6.1 You will find information specific to your chosen course of study in your Course Handbook, in the form of a ‘programme specification’. As defined by the QAA (Quality Assurance Agency) - the regulatory body responsible for overseeing quality compliance in the Higher Education Sector - a programme specification is a concise description of the intended learning outcomes of an HE programme. It is the means by which the outcomes are achieved and demonstrated. In general, modules or other units of study have stated outcomes, often set out in handbooks provided by institutions to inform student choice. These intended learning outcomes relate directly to the curriculum, study and assessment methods and criteria used to assess performance. Programme specifications can show how modules can be combined into whole qualifications. However, a programme specification is not simply an aggregation of module outcomes; it relates to the learning and attributes developed by the programme as a whole and which, in general, are typically in HE more than the sum of the parts.

6.2 Sometimes certain aspects of courses may be subject to change. Applicants are encouraged to check information on our relevant course pages from time to time, particularly before submitting any application for their academic year of study. Material changes about a
course will be notified to you in material produced after the change is made and at the time you are made any offer of a place of study for that course. For details about changes to course information after you have accepted any offer, please see our Additional Information and Conditions of Offer.

7. Assessment
Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances have been expressly agreed by the University to allow you to defer your assessment.

7.1 Dealing with difficulties in meeting assessment deadlines
Assignments must be submitted no later than the time and date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity. An academic staff member, such as your Academic Advisor or Module or Course Leader, will be able to provide advice to you on how to do this. Extenuating Circumstances are defined as unforeseen, unpreventable circumstances that significantly disrupt student performance in assessment. Where students have a temporary unexpected circumstance that means that they are unable to complete a particular assignment on time the student may apply for an extension of up to ten working days.

7.2 Extensions
Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for one extension period of between 1 and 10 working days where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances. Requests for extensions should be made prior to the submission date as extensions cannot be given Retrospectively (Academic Regulations).

You should complete and submit an extension request form, with any supporting evidence, to your CAS Hub. Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extensions.php

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University’s Policies and Procedures on Extenuating Circumstances (Academic Regulations and Assessment Handbook).

7.3 Extenuating circumstances
Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready
to support you, with both your course and your personal wellbeing, through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

You can apply for Extenuating Circumstances online via myUCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester in which they apply. All evidence provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year. Further information about the submission process.

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances (Academic Regulations and Assessment Handbook).

7.4 Late submissions
If you submit work late without authorisation, a universal penalty will be applied in relation to your work:
- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.
You may apply to appeal this decision in accordance with the University’s Academic Regulations.

7.5 Feedback Following Assessments
UCLan is committed to giving you clear, legible and informative feedback for all your assessments (Academic Regulations). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress though the course.

For courses (except distance learning):
You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Generic feedback may be oral, written, posted on a website or other.

For distance learning courses:
You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 20 working days of the scheduled
submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 20 days of publication of results. Generic feedback may be oral, written, posted on a website or other.

7.6 Unfair Means to Enhance Performance
The University regards any use of unfair means in an attempt to enhance performance or to influence the standard of award obtained as a serious academic and/or disciplinary offence. Such offences can include, without limitation, cheating, plagiarism, collusion and re-presentation ('unfair means'). You are required to sign a declaration indicating that individual work submitted for assessment is your own and will be able to view your Originality Report following e-submission of assessed work.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations and the Assessment Handbook.

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.

- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.

- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student’s work - this includes with the other student’s consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another’s answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.

- Re-presentation is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the Assessment Handbook. If an allegation is found to be proven then the appropriate penalty will be implemented as set out below:

In the case of a single offence of unfair means in an undergraduate or postgraduate assessment:

- the appropriate penalty will be 0% for the element of assessment, and an overall fail for the module (whether or not the resulting numeric average mark is above or below the minimum pass mark). The affected element of the assessment must be resubmitted to the required standard. The mark for the module following resubmission will be restricted to the minimum pass mark. Where unfair means is detected for the first time on a reassessment for an already failed module, no further reassessment for the module will be permitted, and the appropriate fail grade will be awarded.
In the event of a repeat offence of unfair means (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

### 7.7 Appeals against assessment board decisions

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University Academic Regulations: Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student’s academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
   that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations (this fourth ground will not be relevant to an appeal against a decision relating to an interruption or discontinuance of study. Such an appeal should be based on one or more of the three grounds above.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

### 8. Student voice

You can play an important part in the process of improving the quality of your course through the feedback you give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for you to feed back about your experience of teaching and learning which are outlined below. Where appropriate, we aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide on-going advice and support and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).
The Students’ Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

The Union’s Student Affairs Committee (SAC), members of Students’ Council and School Presidents each have particular representative responsibilities and are involved with decision making committees at levels as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students’ Union and elect the students they see as most able to represent them.

8.1 Course Representatives and School Presidents
A course representative is a student who represents their fellow students’ views and opinions to the course team, school, university and students’ union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the University. It enables students to have ownership of their student experience, to voice their opinions and to share positive practice with the course team, primarily at the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect, being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the Students’ Union website or by emailing: coursereps@uclan.ac.uk.

School Presidents are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who your School President is or more about the role visit the Students’ Union website or email: coursereps@uclan.ac.uk

8.2 Student Staff Liaison Committee Meetings (SSLC)
The purpose of a SSLC meeting is to improve courses, to have an open discussion and respect each other’s views, to share good practice where identified, to provide opportunity for students to feedback to staff about their course and student experience, to regularly review the course to improve its development, and to jointly work together to action plan against issues raised.

There will normally be one meeting per semester which will last no more than 2 hours. Your School President will Chair the meetings with an academic co-Chair, using guidelines and will provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. A standard agenda and action grid template will be
used. Course representatives will gather feedback from students and communicate this to the School President in advance of the meetings.

8.3 Complaints
The University recognises that there may be occasions when you have cause for complaint about the service you have received. When this happens, the University’s Student Complaints Procedure is intended to provide an accessible, fair and straightforward system which ensures an effective, prompt and appropriate response. Click on this link for more information University's Student Complaints Procedure

If you are a student registered for a University award at a partner college, who is dissatisfied with the provision at the college, you should pursue your complaint in accordance with the college’s complaints procedure in the first instance. In the event of continuing dissatisfaction when you have completed the college’s procedure, you will be entitled to submit your complaint to UCLan under stage 3 of the procedure.