

GENERAL INFORMATION	
<i>Awarding Institution//Body</i>	University of Bath
<i>Teaching Institution</i>	University of Bath
<i>Validated/Franchised (if appropriate)</i>	
<i>Programme accredited by (including date of accreditation)</i>	
<i>Programme approved by (including date & minute number of Senate)</i>	
<i>Final award</i>	PG Certificate (Exit awards only) PG Diploma (Exit awards only) MSc
<i>Programme title</i>	Applied Clinical Psychology
<i>UCAS code (if applicable)</i>	N/A
<i>Subject Benchmark Statement</i>	N/A
<i>Intended level of completed programme (in line with FHEQ e.g. 5, 6, 7,)</i>	Level 7 = M
<i>Duration of programme & mode of study</i>	1 year full time taught 24 months part time taught
<i>Date of Specification preparation/revision</i>	
<i>Applicable to cohorts (eg. for students commencing in September 2007 or 2007/08 – 2008/09)</i>	For students commencing in September 2017

Synopsis and academic coherence of programme

The MSc Applied Clinical Psychology aims to provide students with the background knowledge and professional skills relevant for progressing into health service careers with a significant applied psychology component. The Masters programme equips students with an up to date knowledge of theory and practice issues relevant to UK and international mental health care settings. Students develop the knowledge and skills necessary to undertake research and development in healthcare settings, including research design, governance, ethical and organisational issues. They are introduced to the foundation skills of clinical psychology practice including interviewing, observation and psychometric assessment. This Masters programme is intended for graduates in Psychology, who are interested in progressing to careers in the health professions as practitioners, researchers or managers, and current health service professionals with a degree in Psychology or related disciplines who wish to enhance skills and knowledge in the areas covered by the programme. Relevant posts for graduates from this programme may include assistant psychologist positions and these are general preparatory employment for doctoral training in clinical psychology.

Educational aims of the programme

The Masters in Applied Clinical Psychology will enable students:

- To develop knowledge and understanding of the principles of psychology applied to clinical/healthcare settings
- To develop general skills of Clinical Psychology Practice in context
- To develop general critical and analytical powers
- To develop critical, analytical problem-based learning skills and the transferable skills in preparation for postgraduate employment or further study
- To enhance the development of interpersonal skills
- To develop research skills
- To experience opportunities for collaborative learning with others
- To develop an awareness of the importance of Service User and Carer involvement in service development and research.

Intended learning outcomes (including teaching, learning and assessment methods, specifying those applicable for interim awards where appropriate)

Learning outcomes

Dependent upon individual units successfully completed, students gaining an award from this programme should be able to:

- Identify and engage critically with appropriate and representative literature in the field of clinical psychology
- Critically evaluate current contributions of clinical psychology in both mental and physical health settings
- Demonstrate clarity of thought and quality of argument in clinical psychology theory and application
- Demonstrate fundamental clinical skills
- Have the ability to choose appropriate research designs and conduct appropriate statistical analysis
- Appreciate the uses of qualitative and quantitative methods and their application
- Locate issues and concerns of clinical psychology in the wider health sciences research context
- Demonstrate understanding of the psychological processes involved in the consultation and provision of treatment
- Appreciate how people cope with chronic and acute mental and physical health conditions
- Demonstrate understanding of the importance of the therapeutic alliance
- Demonstrate understanding of the impact of power imbalance in the context of engaging service users in assessment and treatment

In addition to the above, students successfully completing the dissertation and therefore who are awarded the Masters in Applied Clinical Psychology should be able to demonstrate the ability to:

- Select and justify the focus, scope and methodology of a study in clinical psychology
- Carry out independent research in clinical psychology
- Conduct appropriately focussed assessments in the context of clinical presentations
- Critically review, employ and engage with the appropriate literature on the study area
- Draw appropriate conclusions from the research study, being aware of its strengths and limitations

- Effectively and efficiently apply principles of clinical psychology.

Teaching and learning methods

The programme will be taught through lectures, tutor-led seminars and tutorials, student-led seminars, practical workshops, guided reading, group work, active participation in research seminar programmes, monitoring of personal development with personal tutor and problem-based scenarios.

Assessment

The programme will be assessed through, coursework, practical presentations, skill based assessments and a dissertation.

Progression and exit awards

A student who achieves at least 30 credits in the taught stage but has been unable to achieve 60 credits may be eligible for the award of a Postgraduate Certificate in Applied Clinical Psychology. A student who has successfully completed the 60 credit taught stage but who does not wish to, or is unable to, progress to the Dissertation stage may be awarded the Postgraduate Diploma in Applied Clinical Psychology. Students graduating with a Postgraduate Certificate in Applied Clinical Psychology will have successfully completed less of the taught stage than students graduating with a Postgraduate Diploma in Applied Clinical Psychology.

The taught stage of the programme provides students with the opportunity to study the fundamental concepts of clinical psychology and to gain an understanding of the theoretical basis of clinical psychology. It provides the opportunity to explore concepts of clinical psychology and develops students' knowledge and skills necessary for practicing clinical psychology in healthcare settings, including governance, ethical and organisational issues. Furthermore, students develop their statistical and research skills.

A student who successfully completes the Dissertation stage of the programme will be eligible for the award of a Masters in Applied Clinical Psychology. It provides students with the opportunity to develop their research skills and put into practice some of the methods, theories and skills that they have learnt in the first two semesters.

Dependent upon which units have been successful completed, graduates will have acquired some or all of the following skills:

➤ Knowledge & Understanding:	<ul style="list-style-type: none"> • Knowledge of the theoretical basis of clinical psychology. • Fundamental concepts of clinical psychology relevant to the student becoming an effective practitioner. • Theoretical basis of clinical psychology. • Current developments in practice and research in clinical psychology • To understand how these knowledge outcomes apply in work based situations. • The importance of the therapeutic relationship and power imbalances inherent in it • The range and scope of service user/carer involvement
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➤ Intellectual Skills:	<ul style="list-style-type: none"> • To think creatively and analytically • To communicate an argument • To evaluate others arguments and research • To learn independently and to be able to assess own learning needs. • To critically evaluate and assess research and evidence as well as a variety of other information. • To gather information, data, research and literature from a number of different sources. • To synthesise information from a number of sources in order to gain a coherent understanding. • To utilise problem solving skills. • To work independently • To communicate an argument to other health professionals
➤ Professional Practical Skills:	<ul style="list-style-type: none"> • To effectively and efficiently apply principles of clinical psychology. • To be able to identify and deploy appropriate assessment strategies • To have a sound knowledge of the principles and practice of psychological assessment • To develop writing skills for clinical and research reports • To have a sound knowledge of methods of clinical case study design. • To demonstrate understanding of research governance issues in health care settings. • To develop the knowledge of the governance, ethical and organisational issues of working in a mental health context.
➤ Transferable/Key Skills:	<ul style="list-style-type: none"> • Study and learning skills. • Basic information and computing technology skills. • To be aware of ethical issues in carrying out research. • Inter-personal and communication skills. • Essay research, preparation and writing skills. • Time management and administration skills. • Presentation skills and verbal communication. • Advanced information technology and computing technology (e.g. SPSS) • Team and group working skills. • To reflect on his/her academic and professional performance and take responsibility for personal and professional learning and development. • To solve problems in a variety of situations. • To prioritise workloads. • Independent and group working skills • Advanced oral communication skills • Advanced numeracy skills • Leadership skills

	<ul style="list-style-type: none"> To understand career opportunities and challenges ahead.
Structure and content of the programme (including potential stopping off points)	
<p>The Masters in Applied Clinical Psychology is studied as a one-year full-time programme or a two-year part-time programme. The formally taught units are offered between September and May. The programme has three main themes each consisting of a number of units. Annex 1 lists these units in the programme description. Details of unit contents can be found from the Unit Catalogue from http://www.bath.ac.uk/catalogues/other.html - please note that these are updated in July of each year to list units for the following academic year.</p> <p>The first theme provides a grounding in the different ways of conceptualising physical and mental health problems in adults and children. Students develop a critical appreciation of psychological theories explaining physical and mental health problems in adults and children. They develop critical appreciation of the role of the clinical psychologist within and outside the UK</p> <p>The second theme familiarises the students with the discipline of Clinical Psychology Practice in context. They are introduced to the theoretical underpinnings and practical skills involved in the practice of clinical psychology. They are familiarised with the governance and practice issues relevant to psychological research in health contexts; a range of assessment skills relevant to clinical psychology practice and the guidelines governing the conduct and practice of clinical psychologists</p> <p>In the third theme, students explore the application of research methods, developing skills in research design and the appropriate statistical and qualitative methodology and in the collection and analysis of both quantitative and qualitative data. Students complete a research proposal that provides them with the opportunity to develop a research proposal for their applied clinical psychology dissertation. Students put into practice the methods, theories and skills that they have learnt in an independent research project that they write up in the form of a dissertation.</p> <p>The programme enables students to develop professional and personal skills relevant to working in a mental health context. These skills are highly valued in the work place and make the students who graduate from this programme highly employable.</p> <p>For part-time students, the units selected, and the balance between one year and the next, will vary with the individual students' specific requirements. Students complete the taught component of the programme over a 21-month period, followed by a 3-month dissertation. Typically, students will take the first theme in the first year and the second theme in the second year. The third theme is split over both years.</p>	
Details of work placements / work-based learning / industrial training / study abroad requirements	
<p>This programme does not have a placement</p>	
Details of support available to students (e.g. induction programmes, programme information, resources)	

All taught students will be allocated a Personal Tutor who is responsible for monitoring and supporting the academic progress and general welfare of their students. There is also a Senior Tutor who has overall responsibility for the personal tutors and who can also be consulted in exceptional circumstances

Staff in these roles will be able to respond to many of the questions and concerns raised by their students. However, there is also a range of specialist student support services that will offer both information and advice to support these staff working with their students, as well as take referrals to work more directly with the students. Students can also self-refer to these services.

These services can provide information, advice and support in relation to accommodation, emotional difficulties, assessment of needs and provision of support relating to disability, student funding, general welfare, academic problems, student discipline and complaints, careers, international students, spiritual matters, part time work, security and personal safety. The Students' Union can also provide advocacy for students. More information about these services can be accessed via: <http://www.bath.ac.uk/students/support/>.

Admissions criteria (including arrangements for APL/APEL)

The programme is open to graduates who have a degree in psychology or related discipline.

UK graduates will normally be expected to have been awarded a good honours degree in Psychology (upper second class or above).

Applicants must submit a personal statement that provides evidence of how their academic, professional and personal experiences equip them to meet the academic demands of the programme. As part of the statement they will also be asked to document their reasons for wishing to study clinical psychology at University of Bath and to outline their subsequent career intentions.

Overseas students with equivalent qualifications will be admitted in accordance with the University's regulations.

These admissions criteria are a baseline expectation for all candidates.

English requirements:

IELTS 6.5 (with at least 6.0 in each of the four components), .

These are the minimum levels required.

Students may be interviewed by telephone.

Summary of assessment and progression regulations

The programme is fully compliant with the University's NFAAR-PGT regulations:

(<http://www.bath.ac.uk/registry/nfa>) Specific regulations for the Masters are summarised in Appendix 11 at <http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf>.

Indicators of quality and standards (e.g. professional accreditation)

(For more general information on each part of the framework, click on the link)

To assure continuing excellence in its quality and standards, the University of Bath has a quality management framework including:

1. A Quality Assurance Code of Practice, and associated regulations and policies : <http://www.bath.ac.uk/quality/cop/statements.html>

2. A learning, teaching and quality committee structure which monitors quality and standards and instigates action for enhancement. For further information:
Governance:
<http://www.bath.ac.uk/quality/documents/QA03PSGuidQSGov.doc>
Review and Monitoring:
<http://www.bath.ac.uk/quality/documents/QA03PSGuidQSRevMon.doc>
3. Staff development arrangements that assist staff in enhancing their own performance as educators, as researchers or as professional support services staff. Further information:
<http://www.bath.ac.uk/quality/documents/QA03PSGuidQSASD.doc>

Students are involved in many of these processes. The emphasis here is upon the *informed* student voice - engaging with students as academic citizens to ensure they have opportunities to take an active part in shaping their own learning.

<http://www.bath.ac.uk/quality/documents/QA03PSGuidQSStuVoice.doc>

A more detailed overview of the University's Quality Management framework is set out in this summary document: <http://www.bath.ac.uk/quality/documents/approach-to-quality-management.pdf>

The University's management of its academic standards and quality is monitored and reviewed by the Higher Education Funding Council for England (HEFCE) under the Revised Operating Model for Quality Assessment ([ROMQA](#)). The last Institutional Review conducted by the QAA in 2013 confirmed that the University met its expectations for the management of standards, the quality of learning opportunities, and the enhancement of learning opportunities. The University was commended on its provision of information.

Sources of other information

Programme web page

<http://www.bath.ac.uk/study/pg/programmes/msc-appl-clin-psyc/index.html>

British Psychological Society

<http://www.bps.org.uk/careers-education-training/careers-education-and-training>

Annex 1: Programme Description for MSc Applied Clinical Psychology

Programme code	THPS-AFMXX MSc Applied Clinical Psychology (Full-time) THPS-APMXX MSc Applied Clinical Psychology (Part-time)
Programme title	MSc APPLIED CLINICAL PSYCHOLOGY
Award type	
Award title	MSc in Applied Clinical Psychology, with the following intermediate qualifications. THPS-AFCXX PG Cert Applied Clinical Psychology (Full-time – exit award only) THPS-AFLXX PG Dip Applied Clinical Psychology (Full-time – exit awards only)
Mode of Attendance	FULL TIME / PART TIME
Length	12 months (F/T) or 24 months (P/T)
State any designated alternative programme(s)	PG Certificate in Applied Clinical Psychology (DAP for PGDip and MSc) comprising 30 TSC PG Dip Applied Clinical Psychology (DAP for MSc) comprising 60 TSC
Approving body and date of approval	

Year 1 (for implementation with effect from 2017/18)

Part	Stage	Normal period of study for this Mode	Unit code	Unit title	Unit status	Credits	DEU status	SRU status	Taught, or Dissertation/ project credits	Notes
4	1	S1 & S2	PS5XXX1	Fundamentals of Clinical and Health Psychology	C	18			TSC	
		S1 & S2	PS5XXX2	Fundamentals of Clinical Psychology Practice	C	18			TSC	
		S1	PS50033	Advanced Research Design in Health	C	6			TSC	
		S1	PS50148	Multivariate Statistics for use in Health Contexts	C	6			TSC	
		S2	PS50161	Advanced Qualitative Analysis	C	6			TSC	
		S2	PS5XXX3	Clinical Research Apprenticeship	C	6			TSC	
		DIS	PS5XXX4	Applied Clinical Psychology Dissertation	C	30	n/a	n/a	DPC	

Full Time

Semester 1	Semester 2	Semester 3
PS5XXX1 Fundamentals of Clinical and Health Psychology		
PS5XXX2 Fundamentals of Clinical Psychology Practice		PS5XXX4 Applied Clinical Psychology Dissertation
PS50033 Advanced Research Design in Health	PS50161 Advanced Qualitative Analysis	
PS50148 Multivariate Statistics for use in Health Contexts	PS5XXX3 Clinical Research Apprenticeship	

Part Time

Year 1

Semester 1	Semester 2	Semester 3
PS5XXX1 Fundamentals of Clinical and Health Psychology		
PS50033 Advanced Research Design in Health	PS50161 Advanced Qualitative Analysis	PS5XXX3 Clinical Research Apprenticeship
Year 2		
Semester 1	Semester 2	Semester 3
PS5XXX2 Fundamentals of Clinical Psychology Practice		PS5XXX4 Applied Clinical Psychology Dissertation
PS50148 Multivariate Statistics for use in Health Contexts		

Programme characteristics & decision references	
Programme Progression requirement	N/A
NFAAR-PGT appendix	http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-11.pdf (Masters) http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-12.pdf (Diploma) - delete if not applicable http://www.bath.ac.uk/registry/nfa/nfaar-pgt-appendix-13.pdf (Certificate) - delete if not applicable
Number of TSC	60
Number of DPC	30
Any approved exemptions	None

Notes:

1. All averages are credit weighted.
2. Any re-assessment of a Stage Required Unit (SRU) must be completed in the normal supplementary assessment period prior to progression to the next stage of the programme, i.e. students cannot commence stage 2 prior to the completion of re-assessment of a SRU.
3. Students can only be condoned in a maximum of 20% of the taught stage credits (TSC).
4. For a Masters/diploma programme, the maximum number of credits that can be re-assessed is 18 TSC. 12 TSC for PG Certificate.
5. Where the Dissertation Project Average (DPA) is made up of more than 1 unit, marginal failure in one unit can be compensated by a better mark in the other unit.
6. Where the project/dissertation unit(s) is started at the same time as taught stage units please ensure that this is clear by indicating this in the Normal Period of study column.
7. DIS = dissertation period i.e. normally the summer vacation after the end of teaching.

Annex 2: Unit Descriptions for MSc Applied Clinical Psychology

Unit code	PS5XXX1
Unit title	Fundamentals of Clinical and Health Psychology
Date unit first approved:	
Date of approval of this version:	
Date this version is effective from:	1 st October 2017

For unit changes please [x] indicate the nature of the change(s): [Leave blank for new units]							
Title:		Level:		Period offered:		Description text (e.g. content):	
Assessment:		Withdrawal of unit:		Credits/Study Hours:		Requisites:	
Other (please list):							
For changes which affect cohorts in other departments/schools, have the affected schools/departments been consulted?						Yes / No / Not applicable	

Unit provider/Home Department	Department of Psychology
Teaching provider	Department of Psychology
Unit Convenor	TBC

Credits	18
Level	7
Total study hours	360
Aims	<p>The aims of this unit are:</p> <ul style="list-style-type: none"> To develop a critical understanding of the different ways of conceptualising physical and mental health problems in adults and children To develop a critical understanding of epidemiological research To develop a critical appreciation of psychological theories accounting for physical and mental health problems in adults and children (For example Humanistic, Behavioural, Cognitive, Neurological and Systems theories) To develop critical appreciation of the role of the clinical psychologist within and outside the UK To understand models of health service provision To develop knowledge and skills at integrating psychological theory with clinical practice
Learning Outcomes	<p>After completing this unit students will be able to</p> <ul style="list-style-type: none"> Critically evaluate different ways of conceptualising mental and physical health problems in adults and children, including links between mental and physical health Critically evaluate models of psychopathology Demonstrate an understanding of methods relevant to epidemiological research Critically evaluate psychological interventions designed to change behaviour and cognition in children and adults

	<ul style="list-style-type: none"> • Integrate psychological theory with clinical practice • Critically evaluate the major theories underpinning clinical psychology practice
Skills	<p>Intellectual Skills</p> <ul style="list-style-type: none"> • To communicate an argument (TFA) • To evaluate others arguments and research (TFA) • To critically evaluate and assess research and evidence as well as a variety of other information (TFA) • To communicate an argument to other health professionals (TF) <p>Professional and Personal Skills</p> <ul style="list-style-type: none"> • To effectively and efficiently apply principles of clinical psychology within a variety of health contexts. (TFA) • To be able to identify and deploy appropriate assessment strategies in the clinical setting (TFA) • To develop sensitivity to the values and interests of others (TFA) • To develop the knowledge of the governance, ethical and organisational issues of working in a mental health context. (TFA) <p>Transferable Skills</p> <ul style="list-style-type: none"> • Study and learning skills.(F) • Basic information and computing technology skills.(F) • To be aware of ethical issues in carrying out research. (TFA) • Inter-personal and communication skills.(F) • Essay, research, preparation and writing skills. (TFA) • Presentation skills and verbal communication. (TFA) • To prioritise workloads.(F) • Independent and group working skills (F) • To understand career opportunities and challenges ahead.(F)
Content	<ul style="list-style-type: none"> • This unit will provide students with a theoretical background to key professional issues in mental and physical health across the lifespan. • The unit will evaluate the main theoretical approaches to mental and physical health across the lifespan • The unit will examine the major psychological disorders of infancy, childhood and adolescence. • The unit will consider the increasing importance of evidence-based practice. • The unit will consider the distinctive contribution Clinical Psychology can make in a multi-disciplinary workplace • This unit will enable students to develop their skills at integrating psychological theory with clinical practice via clinical case illustrations • This unit will enable students to understand models of health service delivery and organisational issues

Unit code	PS5XXX2
Unit title	Fundamentals of Clinical Psychology Practice
Date unit first approved:	
Date of approval of this version:	
Date this version is effective from:	1 st October 2017

For unit changes please [x] indicate the nature of the change(s): [Leave blank for new units]							
Title:		Level:		Period offered:		Description text (e.g. content):	
Assessment:		Withdrawal of unit:		Credits/Study Hours:		Requisites:	
Other (please list):							
For changes which affect cohorts in other departments/schools, have the affected schools/departments been consulted?						Yes / No / Not applicable	

Unit provider/Home Department	Department of Psychology
Teaching provider	Department of Psychology
Unit Convenor	TBC

Credits	18
Level	7
Total study hours	360
Aims	<p>The aims of this unit are</p> <ul style="list-style-type: none"> To familiarise students with the discipline of Clinical Psychology Practice in context
Learning Outcomes	<p>By the end of this unit, you will be able to:</p> <ul style="list-style-type: none"> Understand the theoretical underpinnings and practical skills involved in Clinical Psychology assessment Understand the governance and practice issues relevant to psychological research in health contexts Understand a range of assessment skills relevant to clinical psychology practice including behavioural assessment, clinical interviewing and psychometric assessment Understand the nature of formulation in clinical psychology practice Understand the mechanisms involved in therapeutic change, with particular relevance to cognitive behavioural interventions Understand the professional and personal skills relevant to Clinical Psychology practice including the use of supervision Access information guiding professional practice of the clinical psychologist Understand the need for professional and ethical standards and codes of conduct for clinical psychologists To introduce the guidelines governing the conduct and practice of clinical psychologists

Skills	<p>Intellectual Skills</p> <ul style="list-style-type: none"> • To communicate an argument (TFA) • To evaluate others arguments and research (TFA) • To critically evaluate and assess research and evidence as well as a variety of other information. (TFA) • To communicate an argument to other health professionals (TFA) <p>Professional and Personal Skills</p> <ul style="list-style-type: none"> • To effectively and efficiently apply principles of clinical psychology within a variety of health contexts. (TFA) • To be able to identify and deploy appropriate assessment strategies in the clinical setting (TFA) • To have a sound knowledge of the principles and practice of psychological assessment (TFA) • To develop writing skills for clinical and research reports (TFA) • To have a sound knowledge of methods of clinical case study design (TFA) • To develop sensitivity to the values and interests of others (TF) • To be able to use supervision effectively (TF) <p>Transferable Skills</p> <ul style="list-style-type: none"> • Study and learning skills.(F) • Basic information and computing technology skills.(F) • To be aware of ethical issues in carrying out research. (TFA) • Inter-personal and communication skills.(F) • Essay, research, preparation and writing skills. (TFA) • Presentation skills and verbal communication. (TFA) • To prioritise workloads.(F) • Independent and group working skills (F) • To understand career opportunities and challenges ahead.(F)
Content	<p>The unit provides an overview of the theoretical underpinnings and practical skills involved in Clinical Psychology assessment</p> <p>It introduces the governance and practice issues relevant to psychological research in health contexts</p> <p>Students will develop a range of assessment skills relevant to clinical psychology practice including behavioural assessment, clinical interviewing and psychometric assessment</p> <p>They will be introduced to the nature of formulation in clinical psychology practice</p> <p>Mechanisms involved in therapeutic change, with particular relevance to cognitive behavioural intervention, will be introduced</p> <p>The professional and personal skills relevant to Clinical Psychology practice including the use of supervision will be introduced</p>

Unit code	PS5XXX3
Unit title	Clinical Research Apprenticeship
Date unit first approved:	
Date of approval of this version:	
Date this version is effective from:	1 st October 2017

For unit changes please [x] indicate the nature of the change(s): [Leave blank for new units]							
Title:		Level:		Period offered:		Description text (e.g. content):	
Assessment:		Withdrawal of unit:		Credits/Study Hours:		Requisites:	
Other (please list):							
For changes which affect cohorts in other departments/schools, have the affected schools/departments been consulted?						Yes / No / Not applicable	

Unit provider/Home Department	Department of Psychology
Teaching provider	Department of Psychology
Unit Convenor	TBC

Credits	6
Level	7
Total study hours	120
Aims	<ul style="list-style-type: none"> To support students, in identifying and investigating their own original research questions in clinical psychology
Learning Outcomes	<p>By the end of the unit, the students should be able to:</p> <ul style="list-style-type: none"> Demonstrate an understanding of the principles of research design and appreciate alternative approaches to research in clinical psychology Demonstrate an understanding of the significance of alternative epistemological positions that provide the context for theory construction, research design and the selection of appropriate analytical techniques Show competency in the use of particular research designs and techniques within clinical psychology
Skills	<p>Intellectual Skills</p> <ul style="list-style-type: none"> To think creatively and analytically (TFA) To communicate an argument (TFA) To evaluate others arguments and research (TFA) To learn independently and to be able to assess own learning needs. (TFA) To critically evaluate and assess research and evidence as well as a variety of other information. (TFA) To gather information, data, research and literature from a number of different sources. (TFA)

	<ul style="list-style-type: none"> • To synthesise information from a number of sources in order to gain a coherent understanding. (TFA) • To utilise problem solving skills. (TFA) • To work independently. (TFA) • To communicate an argument to other health professionals (TFA) <p>Professional and Personal Skills</p> <ul style="list-style-type: none"> • To understand research governance issues in health care settings. (TFA) • To develop the knowledge of the governance, ethical and organisational issues of working in a mental health context. (TFA) <p>Transferable Skills</p> <ul style="list-style-type: none"> • To be aware of ethical issues in carrying out research. (TFA) • Inter-personal and communication skills. (TFA) • Essay, research, preparation and writing skills. (TFA) • Time management and administration skills. (F) • Presentation skills and verbal communication. (TFA) • Advanced information technology and computing technology (e.g. SPSS) (TF) • To solve problems in a variety of situations. (F) • To prioritise workloads.(F) • Independent and group working skills (F) • Advanced oral communication skills (F) • Advanced numeracy skills (F)
Content	<p>The nature of the Clinical Research Apprenticeship unit is that students are 'learn-by-doing', and so they will be expected to demonstrate their ability to define a viable research question within the field of clinical psychology; design an appropriate and coherent methodology to answer the research question.</p>

Unit code	PS5XXX4
Unit title	Applied Clinical Psychology Dissertation
Date unit first approved:	
Date of approval of this version:	
Date this version is effective from:	1 st October 2017

For unit changes please [x] indicate the nature of the change(s): [Leave blank for new units]							
Title:		Level:		Period offered:		Description text (e.g. content):	
Assessment:		Withdrawal of unit:		Credits/Study Hours:		Requisites:	
Other (please list):							
For changes which affect cohorts in other departments/schools, have the affected schools/departments been consulted?						Yes / No / Not applicable	

Unit provider/Home Department	Department of Psychology
Teaching provider	Department of Psychology
Unit Convenor	TBC

Credits	30
Level	7
Total study hours	600
Aims	<p>The aim of this unit is</p> <ul style="list-style-type: none"> To provide students with the opportunity to carry out an independent research project by putting into practice some of the methods, theories and skills that they have learned during the taught units.
Learning Outcomes	<p>By the end of the unit, the students should be able:</p> <ul style="list-style-type: none"> To demonstrate a good knowledge of the literature on a chosen research question in the field of clinical psychology To show competency in the use of particular research designs and techniques within the field of clinical psychology; To present independent analysis, argument and/or application of theory in a coherent fashion; To produce a dissertation of academic and professional merit that defines a research question/questions, identifies an appropriate methodology and engages with relevant theory and data.
Skills	<p>Intellectual Skills</p> <ul style="list-style-type: none"> To think creatively and analytically (TFA) To communicate an argument (TFA) To evaluate others arguments and research (TFA) To learn independently and to be able to assess own learning needs. (TFA)

	<ul style="list-style-type: none"> • To critically evaluate and assess research and evidence as well as a variety of other information. (TFA) • To gather information, data, research and literature from a number of different sources. (TFA) • To synthesise information from a number of sources in order to gain a coherent understanding. (TFA) • To utilise problem solving skills. (TFA) • To work independently. (TFA) • To communicate an argument to other health professionals (TFA) <p>Professional and Personal Skills</p> <ul style="list-style-type: none"> • To understand research governance issues in health care settings. (TFA) • To develop the knowledge of the governance, ethical and organisational issues of working in a mental health context. (TFA) <p>Transferable Skills</p> <ul style="list-style-type: none"> • To be aware of ethical issues in carrying out research. (TFA) • Inter-personal and communication skills. (TFA) • Essay, research, preparation and writing skills. (TFA) • Time management and administration skills. (F) • Presentation skills and verbal communication. (TFA) • Advanced information technology and computing technology (e.g. SPSS) (TF) • To solve problems in a variety of situations. (F) • To prioritise workloads.(F) • Independent and group working skills (F) • Advanced oral communication skills (F) • Advanced numeracy skills (F)
Content	The student will carry out a substantial research project of their own design, in clinical psychology.

Unit code	PS50033
Date unit first approved:	July 2008
Date of approval of this version:	March 2015
Date this version is effective from:	2015/16

For unit changes please indicate the nature of the change(s): <i>[Leave blank for new units]</i>							
Title:		Level:		Period offered:		Description text (e.g. content):	X
Assessment:		Withdrawal of unit:		Credits/Study Hours:		Requisites:	
Other (please list):							
For changes which affect cohorts in other departments/schools, have the affected schools/departments been consulted?							

Unit title	Advanced Research Design in Health (Unit 3)
Unit provider	Department of Psychology
Teaching provider	Department of Psychology
Aims	<ul style="list-style-type: none"> To give students an appreciation of the uses of qualitative and quantitative methods and how they may be applied to health psychology research and evaluation. To develop knowledge and skills in designing research studies
Learning Outcomes	<p>On completion of this unit, students will:</p> <ul style="list-style-type: none"> Understand epistemological foundations of research Be able to consider the links between research strategy, design and methods Be familiar with the different methods of collecting/eliciting data and their implications for analysis and interpretation Understand the distinctions between quantitative and qualitative data and to be familiar with a range of data collection and processing techniques. to have understood the different means of measuring psychological constructs Be able to design their own research using an appropriate design and selecting suitable analysis procedures
Skills	<p>Intellectual</p> <ul style="list-style-type: none"> To critically assess and evaluate research and evidence as well as a variety of other information. To gather information, data, research and literature from a number of different sources To utilise problem solving skills To communicate an argument <p>Professional / Practical</p> <ul style="list-style-type: none"> To be sensitive to the ethical issues in carrying out research and the legal and statutory responsibilities of the researcher. Time management and administration skills Independent working skills
Content	<p>This unit will focus on the methodological issues relating to the development of a health psychology research study or evaluation and will include issues such as: Epistemology underpinning research design and methods; methodological issues in quantitative and qualitative approaches; justification and types of research design; the place of literature in developing the research; development of research questions; matching research questions to appropriate methodologies and methods; integrating quantitative and qualitative approaches; ethical considerations in health research; development of a research proposal.</p>
Credits	6
Level	M

Total study hours	120
JACS code(s)	
HESA Cost Centre(s)	

Unit code	PS50148
Date unit first approved:	July 2008
Date of approval of this version:	October 2011
Date this version is effective from:	September 2012

For unit changes please indicate the nature of the change(s): <i>[Leave blank for new units]</i>							
Title:		Level:		Period offered:		Description text (e.g. content):	
Assessment:		Withdrawal of unit:		Credits/Study Hours:		Requisites:	
Other (please list):							
For changes which affect cohorts in other departments/schools, have the affected schools/departments been consulted?							

Unit title	Multivariate statistics for use in health contexts (Unit 7)
Unit provider	Department of Psychology
Teaching provider	Department of Psychology
Aims	<ul style="list-style-type: none"> To equip students with the skills to use and interpret multivariate statistics using SPSS and appreciate the applications of multivariate analysis in health.
Learning Outcomes	<p>On completion of this unit, students will</p> <ul style="list-style-type: none"> Have refreshed their knowledge of univariate and multivariate statistics Learn how to use SPSS to analyse health data and to handle data sets Be able to interpret the answers to statistical analyses and report them within the health context.
Skills	<p>Intellectual</p> <ul style="list-style-type: none"> To learn independently To critically evaluate and assess research and evidence as well as a variety of other information To utilise problem solving skills <p>Professional / Practical</p> <ul style="list-style-type: none"> Advanced information technology and computing technology (e.g. SPSS) Independent working skills Advanced numeracy skills
Content	<p>Refresher sessions in parametric and non-parametric statistics using SPSS, including ANOVA, ANCOVA, and MANOVA.</p> <p>Intermediate multivariate statistics, including Factor Analysis, ANOVA (post-hoc comparisons), and Multiple Regression.</p>
Credits	6
Level	M
Total study hours	120
JACS code(s)	
HESA Cost Centre(s)	
Contact person	

Unit code	PS50161
Date unit first approved:	March 2015
Date of approval of this version:	27.8.15
Date this version is effective from:	2015/16

For unit changes please indicate the nature of the change(s): <i>Tick as appropriate [Leave blank for new units]</i>							
Title:		Level:		Period offered:		Description text (e.g. content):	
Assessment:		Withdrawal of unit:		Credits/Study Hours:		Requisites:	
Other (please list):							
For changes which affect cohorts in other Departments/ the School, have the Departments/the School been consulted?							

Unit title	Advanced Qualitative Analysis
Unit provider	Department of Psychology
Teaching provider	Department of Psychology
Aims	<ul style="list-style-type: none"> To provide students with an appreciation of the conduct and analysis of different qualitative approaches in health psychology research. To undertake and present qualitative data analysis.
Learning Outcomes	<p>On completion of this unit, students will:</p> <ul style="list-style-type: none"> Demonstrate their ability to undertake qualitative research data collection and analysis Appreciate the different type of data produced by qualitative research approaches. Be able to assess different analytical approaches to qualitative data analysis. To appreciate the practical and theoretical issues involved in undertaking qualitative research.
Skills	<p>Intellectual</p> <ul style="list-style-type: none"> To think creatively and analytically To communicate and qualitative analysis To work independently To utilise problem solving skills To critically evaluate and assess research and evidence To synthesise information from a number of sources in order to gain a coherent understanding <p>Professional / Practical</p> <ul style="list-style-type: none"> To effectively and efficiently apply principles of qualitative methods within health psychology research To develop interpersonal communication skills in relation to research dissemination Study and learning skills
Content	<p>The unit aims to provide students with the knowledge and skills to be able to undertake qualitative data collection and analysis.</p> <p>This will include discussion of data collection approaches including interviews, focus groups, online data, and non-verbal data. There will also be consideration of the practical and methodological issues relating to qualitative approaches including different types of analysis procedures and approaches.</p>
Credits	6
Level (4, 5, 6, 7, or 8)	M
Total study hours	120
JACS code(s)	
HESA Cost Centre(s)	

Contact person	MSc Health Psychology Director of Studies
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