



UNIVERSITY OF LEEDS

**Additional information for examiners
appointed to report on applications
for the degree of**

Doctor of Clinical Psychology

The DClinPsychol thesis

The attention of the examiners is drawn to the fact that the thesis represents only part of the requirements for the award of the degree. The programme of study for the degree of Doctor of Clinical Psychology consists of a number of elements including assessed clinical placements, teaching and academic assessments and research assignments. The full DClinPsychol programme of study is published alongside the [Ordinances, Regulations and Programmes of Study for Research Degrees](#)¹ and Examiners may view this online. Achievement in the other assessed components of the programme of study is reported to the Graduate Board on an annual basis. The examiners may, before recommending the award of the degree, wish to satisfy themselves that the other components have been completed satisfactorily.

Regulations for the award of DClinPsychol

The Ordinances, Regulations and Programmes of Study for Research Degrees are published at http://www.leeds.ac.uk/rsa/handbook_archive.html and contain the formal regulations and requirements for all of the University's research degrees. The Learning Outcomes are attached. The thesis (of a maximum length of 40,000 words²) must satisfy the examiners in the following respects if the degree of Doctor of Clinical Psychology is to be awarded:

To qualify for the award of the degree of Doctor of Clinical Psychology each candidate must complete the requirements of the prescribed programme of study, training, clinical practice and supervised research in clinical psychology, must meet the required learning outcomes and satisfy the examiners that his/her achievement is of sufficient merit and that his/her thesis contains evidence of originality and independent critical ability and matter suitable for publication through:

- (a) presenting a thesis on the subject of his/her advanced study and research, and
- (b) presenting him/herself for an oral examination and such other tests as the examiners may prescribe.

Types of Recommendation

Examiners are asked to submit one of the following recommendations:

- (a) that the degree of DClinPsychol be awarded
- (b) that subject to editorial and presentational corrections, the degree of DClinPsychol be awarded
- (c) that subject to the correction of minor deficiencies, the degree of DClinPsychol be awarded
- (d) that the application be referred for resubmission for DClinPsychol
- (e) that the degree of DClinPsychol be not awarded (with no opportunity for resubmission)

No candidate may be recommended for a degree other than that for which he/she has applied.

¹ Ordinance X (Research Degrees) http://ses.leeds.ac.uk/info/22168/student_support-related_policies/646/ordinances

² In exceptional cases, with the approval of their supervisor(s), candidates may include appendices (up to 20,000 words maximum) which will not be counted towards the overall word length of the thesis.

Learning Outcomes / Transferable Key Skills / Learning Context / Assessment

The University's learning outcomes/level indicators for its different academic awards have been developed in the expectation that the learning outcomes will be achieved irrespective of the manner and location of the research and/or delivery of the programme followed by the students concerned. These general statements will be subject to continuous review by the Graduate Board.

Achievement is assessed by the examination of the thesis and performance under oral examination. However, examiners will not be expected to monitor/assess all the Learning Outcomes at the time of the viva. The main emphasis of the viva will be upon the research achievement and it may be difficult at that stage to assess expertise in '*generic and subject/professional skills*'. Instead, an ongoing process of monitoring and evaluation should be recorded within the Faculty/School (in the University's system for maintaining a record of the research degree candidature). Within three months of the commencement of study the University requires a training needs analysis to be conducted, and a training plan to be agreed between the PGR and the Supervisor(s). The PGR's progress against the training plan is then reviewed regularly. Examiners may ask that the School make available these records at the viva to enable them to audit the arrangements that have been made. This will typically include the training plan, training record and any relevant extracts from the progress reports where progress with the agreed training plan is reviewed. Examiners are not required to comment on achievement against the learning outcomes as part of their report form, although comments are invited.

For PGRs commencing study before 01 September 2011 the University learning outcomes reflected the then RCUK Joint Statement of Skills for postgraduate research students (JSS). The JSS was subsequently superseded by the Researcher Development Framework (RDF). The RDF incorporates the content of the JSS but also expands the statement to cover researcher skills and attributes from postgraduate researcher through to senior academic. The introduction of the RDF led to some minor modification of the University learning outcomes.

Learning Objectives and Outcomes

The thematic learning objectives and elemental learning outcomes

Clinical Practice

The thematic **learning objectives** are to enable the student to:

1. prepare effectively for, and engage in the supervisory process
2. facilitate and maintain a therapeutic alliance with clients, carers groups and staff, and manage challenging situations
3. select, administer and interpret psychometric and idiosyncratic assessments, including risk assessment
4. develop and use formulations to prepare an action plan and re-formulate in light of further information
5. make theory-practice links, and adapt interventions within differing theoretical models to individual needs
6. write and give oral reports of work undertaken, demonstrating adequate and careful assessment of outcome
7. conduct appropriate research and be able to use individual and departmental evaluation and auditing procedures
8. demonstrate knowledge of the organisational setting and the need to work collaboratively with other professionals and colleagues
9. plan formal and informal teaching sessions appropriately, facilitate the co-operative engagement of the training group and monitor effectiveness
10. demonstrate a range of personal development strategies, professional attitudes and behaviour, including an awareness of power and socio-political issues.

The **learning outcomes** disaggregated from the above are as follows:

Ref. objective 1 the student should be able to:

- a) understand the roles of both supervisor and student in the supervision process
- b) prepare for supervision
- c) engage in the supervisory process (for example, asking for provision of / access to knowledge and learning; giving and receiving feedback and constructive criticism; engage in constructive debate; acknowledge mutual value and respect)
- d) utilise supervision to discuss support issues and needs (including the knowledge and awareness of the boundaries between supervision and support, and acceptance that the supervisor should not act in the role personal therapist).

Ref. objective 2 the student should be able to:

- a) facilitate a therapeutic alliance, demonstrating empathy and a respectful attitude to clients, groups, carers and colleagues
- b) demonstrate knowledge and application of anti-oppressive practice
- c) show an awareness of boundary and termination issues
- d) exhibit skills in managing challenging situations.

Ref. objective 3 the student should be able to:

- a) conduct appropriate interviews, including taking a detailed history
- b) select appropriate assessment procedures
- c) administer and interpret psychometric assessments
- d) administer and interpret idiosyncratic assessments
- e) conduct appropriate risk assessment.

Ref. objective 4 the student should be able to:

- a) use theory in developing a formulation and action plan
- b) reformulate problems and situations in the light of further information

- c) incorporate socio-political context in formulations.

Ref. objective 5 the student should be able to:

- a) demonstrate knowledge of the empirical basis of treatments / interventions, including knowledge of and critical appraisal of relevant literature
- b) make theory-practice links
- c) adapt interventions to individual needs
- d) utilise and interpret appropriate measures to evaluate outcome
- e) assess when further intervention may not be appropriate.

Ref. objective 6 the student should be able to:

- a) write reports of work undertaken (formal reports, letters etc.) and be prompt with completion
- b) give oral reports of work undertaken
- c) be clear, comprehensive and concise; express aims and nature of intervention
- d) clearly; demonstrate adequate and careful assessment of outcome.

Ref. objective 7 the student should be able to:

- a) conduct appropriate research
- b) utilise individual evaluation and auditing procedures
- c) utilise departmental evaluation and auditing procedures.

Ref. objective 8 the student should be able to:

- a) work collaboratively with others (clients / partners / families / carers / colleagues), including using a consultancy model
- b) contribute to multi-disciplinary teams (e.g. meetings, case conferences)
- c) demonstrate an understanding of the organisation of the professional setting in which the placement is based, and the change process involved in service delivery systems
- d) demonstrate an understanding of the interface with other services and agencies, and the relevant legislation, national planning, and the salient issues for clients and their families / carers (including professional practice guidelines)
- e) work with users and carers to facilitate their involvement in service planning and delivery.

Ref. objective 9 the student should be able to:

- a) plan and prepare appropriately for both formal and informal teaching (consider the aims, the needs of participants, methods available, and the use of handouts and other teaching aids)
- b) facilitate the co-operative engagement of the training group (with the use of appropriate language, an awareness of responses from the training group and adaptation of content to a changing process)
- c) monitor effectiveness and utilise structured feedback mechanisms, as well as self-appraisal.

Ref. objective 10 the student should be able to:

- a) demonstrate professional attitudes and behaviour (reliable and responsible, open to learn, exhibiting an ethical framework for all aspects of work)
- b) exhibit an active and continuous commitment to develop self-knowledge and self-awareness
- c) manage an appropriate case and workload (takes responsibility for this and is prepared to negotiate; is able to prioritise; demonstrates ability to take on and plan work after general discussion; recognises when further consultation is necessary and requests assistance when in difficulty)
- d) recognise and understand inherent power imbalances and how these may be minimised
- e) work effectively with difference and diversity in individuals' lives.

Personal and Professional Development

The thematic **learning objectives** for this theme are grouped. They are to enable the student to:

Power and socio-political context issues

- 1.1 understand the importance and relevance of issues to do with power and social inequalities, on both a personal and professional level
- 1.2 work effectively with difference and diversity

Personal development

- 2.1 show an active continuous commitment to develop self-knowledge and self-awareness

Professional attitudes and behaviour

- 3.1 show a consistently open attitude towards all aspects of learning and development
- 3.2 fulfil the employer's expectations regarding professional behaviour, including active engagement in all supervisory arrangements
- 3.3 demonstrate an ethical framework for all aspects of work, including a working knowledge of relevant practice guidelines, policies and legislation
- 3.4 work collaboratively and constructively with other professionals, colleagues and users of services
- 3.5 behave respectfully to others at all times
- 3.6 prepare for professional employment, having clear aims and objectives for continued professional development

Professional autonomy and professional limits

- 4.1 manage a workload, including multi-tasking, and show a clear recognition of the limits of individual competence.

The **learning outcomes** disaggregated from the above are as follows:

Ref. objective group 1 the student should be able to:

- a) recognise and understand the effects of power imbalances, and how they can be minimised
- b) critique a range of theoretical models and related practices for the ways in which power imbalances and social inequalities are maintained and reproduced
- c) understand the roots of oppression and its role in the aetiology of psychological disturbance, and the consequential need to develop anti-oppressive practices
- d) recognise and work with difference and diversity, and commit to developing cultural (in the broadest sense, including e.g. issues to do with class, gender, dis/ability, ethnicity, sexuality) competency in all aspects of professional life
- e) apply knowledge and understanding in all these areas in an increasingly sophisticated manner, and in increasingly complex situations

Ref. objective group 2 the student should be able to:

- a) experiment with a variety of personal development strategies, and explore new ways of interacting with others
- b) engage with the personal and professional development curriculum and goals, maintaining an open attitude
- c) adopt strategies to manage the emotional and physical impact of the work, and seek out help when required
- d) invite critical comment and respond in a constructive manner

Ref. objective group 3 the student should be able to:

- a) demonstrate a continuing openness and keenness to learn, to seek knowledge and develop new skills
- b) demonstrate active participation in all supervisory relationships and arrangements, including negotiation, preparation, utilisation and recording of sessions
- c) manage own learning needs and develop strategies for meeting them
- d) demonstrate reliability, conscientiousness, and an ability to meet deadlines
- e) apply expertise in judging the consequences, for self and others, of maintaining / relaxing boundaries in all professional relationships
- f) approach conflict situations with thoughtfulness, and from a constructive stance

- g) consistently consider ethical issues and apply these considerations in complex clinical contexts
- h) actively consider attempts to gain informed consent
- i) understand and put into practice the boundaries and limitations of confidentiality
- j) demonstrate knowledge of professional practice guidelines
- k) understand the importance and have knowledge of relevant local and national policies, procedures, guidelines and legislation, and their relevance to professional practice
- l) work collaboratively and constructively with other psychologists, other professionals, and users of services, respecting diverse viewpoints
- m) show a respectful and valuing attitude to all others
- n) demonstrate knowledge and understanding of employment practices and related issues
- o) demonstrate appropriate preparation for job interviews
- p) demonstrate a purposeful plan for continued professional development.

Ref. objective group 4 the student should be able to:

- a) negotiate for and manage an appropriate case and workload at different stages of training, and prioritise the caseload effectively
- b) recognise the extent and limitations of personal and professional competence and seek out timely and appropriate consultation and assistance when required
- c) develop the ability to multi-task

Research

The thematic **learning objectives** are to enable the student to:

1. identify and devise an original research question set in the context of existing research and theoretical models, and current priorities and opportunities
2. identify, access, collect, record, manage, analyse and synthesise information, using an appropriate research method and solving problems that arise during the process
3. be aware of the strengths and limitations of different research designs, and be able to critically appraise their own findings and those of others
4. present and defend ideas and outcomes, using appropriate media
5. demonstrate an understanding of the ways in which research may be communicated to enhance the impact on practice and support the learning and teaching of others
6. understand and comply with relevant legal, ethical, health and safety issues
7. comprehend the distinctions between methods appropriate to theoretical and service research, and the political, social and cultural context within which these fall
8. demonstrate the skills needed to interact / collaborate with participants, colleagues and organisations during the research process
9. appreciate the utility of research in developing clinical practice, and the factors that influence change in individuals and organisations
10. manage a research project using the necessary equipment and techniques, to meet specified outcomes within the time allocated.

The **learning outcomes** disaggregated from the above are as follows:

Ref. objective 1 the student should be able to:

- a) identify an original topic for research and /or original problem to be tackled
- b) formulate the topic or problem into a research question(s) that may be answered
- c) devise a research method appropriate for answering the research question
- d) carry out a research project to completion
- e) set research in the context of previous research and knowledge, and current priorities and opportunities
- f) relate one's own findings to existing research and model development

g) develop theoretical concepts.

Ref. objective 2 the student should be able to:

- a) identify and access appropriate library and/or archive-based information
- b) collect, record and manage information and/or findings
- c) analyse and synthesise information and/or findings
- d) recognise and demonstrate originality and independent thinking
- e) demonstrate practical and analytical skills
- f) demonstrate problem-solving skills.

Ref. objective 3 the student should be able to:

- a) be aware of the strengths and limitations of different research designs including quantitative and qualitative approaches
- b) critically evaluate one's own findings and those of others.

Ref. objective 4 the student should be able to:

- a) present and defend ideas and outcomes of research using appropriate media such as oral presentations, posters, published documents, conference contributions, progress reports etc.
- b) present research outcomes in the form of a thesis and defend them at viva.

Ref. objective 5 the student should be able to:

- a) understand the ways in which research may be communicated to enhance the impact on practice
- b) support the learning and research of others.

Ref. objective 6 the student should be able to:

- a) understand relevant ethical and legal issues and the importance of maintaining the well-being of research participants
- b) appreciate and comply with the systems for ensuring ethical research practice e.g. local research ethics committees and research governance
- c) understand and act upon relevant health and safety issues e.g. personal safety when data collecting
- d) demonstrate responsible working practice.

Ref. objective 7 the student should be able to:

- a) appreciate the distinctions between theoretical and service research, audit and case studies, and the methods appropriate for each
- b) demonstrate an understanding of the political, social and cultural context of research.

Ref. objective 8 the student should be able to:

- a) interact appropriately with participants, colleagues and organisations during the research process
- b) collaborate successfully with other researchers from the same or different organisations.

Ref. objective 9 the student should be able to:

- a) appreciate the clinical implications of one's own and other's research
- b) understand the role of research in changing practice and the other factors influencing change in individuals and organisations
- c) appreciate the utility and limitations of research evidence for clinical practice.

Ref. objective 10 the student should be able to:

- a) plan and organise a programme of research so as to submit his/her thesis within the standard period of study
- b) show flexibility and adaptability in managing a research project
- c) appreciate and manage relationships with supervisors, team members and others
- d) use IT packages and techniques to carry out relevant tasks

- e) manage own learning by e.g. identifying personal strengths and training needs, setting objectives, drawing upon/using sources of support, attending relevant training events and recording and reflecting on progress.

2. Assessment

Achievement will be assessed by the examination of the candidate's thesis and performance under oral examination. It will also include the assessment of achievement by a variety of methods in accordance with the learning outcomes of the taught and clinical modules specified for the programme. Assessment will involve the achievement of the candidate in:

- evidencing an ability to conduct original and independent broad and in-depth enquiry within the discipline or within different aspects of the area of professional/clinical practice normally leading to published work;
- drawing on and/or developing a range of research techniques and methodologies appropriate to enquiries into the discipline/area of professional practice;
- demonstrating independent critical ability in the application of breadth and depth of knowledge to complex issues within the discipline or specialist area of professional/clinical practice;
- drawing on a range of perspectives on the area of study;
- evaluating and criticising received opinion;
- making reasoned and well-informed judgements on complex issues within the specialism whilst understanding the limitations on judgements made in the absence of complete data
- the written style and overall presentation of the thesis.