

Programme Specification (Postgraduate)

FOR ENTRY YEAR: 2025/26

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Version no. 1

1. Programme title(s) and code(s)

Doctorate in Clinical Psychology (DClinPsy)

2. Awarding body or institution

University of Leicester

3. a) Mode of study

Full-time

b) Type of study

Campus-based

4. Registration periods

The period of registration for the DClinPsy is three years.

Trainees who have experienced extenuating circumstances which are accepted by the University may be given an extension of registration beyond the specified maximum period.

5. Typical entry requirements

At the time of application applicants must have Graduate Basis for Chartered Membership (GBC) status and a good Honours degree in psychology (mid 2:1 or above). Unfortunately, the course does not accept applications from candidates with low 2:1s, 2:2s or lower award grades even if other postgraduate qualifications have been completed.

For selection purposes we calculate the percentage as the total score for all modules taken in the final two years of the degree, divided by the number of modules taken during those final two years. Percentages are worked out to one decimal place i.e. a score of 63.9% would not be rounded to 64.0%.

We also consider applicants who have completed a postgraduate conversion course if their initial degree was not in psychology. The initial degree classification must still be a mid 2.1 (64.0%) or above, calculated as per the above method.

Please note that while these may be included in the application, the Leicester course does not take A Level (or equivalent) grades into account during the selection process.

At the time of application all applicants must have:

A minimum of 12.0 months paid full-time (or equivalent) experience, clinical or research, which has brought them into contact with one or more client groups with whom clinical psychologists may work.

For those whose first language is not English, a score of 8, with no element below 7.5 is required on the IELTS at the time of application. The Course also accepts an equivalent score on TOEFL or PTE.

6. Accreditation of Prior Learning

There are no Accreditation for Prior (Experiential) Learning (AP(E)L) concessions, exemptions or advanced progression with regard to training and experience prior to entry onto the course, nor once on the course.

7. Programme aims

The Leicester DCLinPsy Programme aims to train clinical psychologists for the NHS who possess:

The skills, knowledge and values to develop working alliances with clients, including individuals, carers and/or services, in order to carry out psychological assessment, develop a formulation based on psychological theories and knowledge, carry out psychological interventions, evaluate their work and communicate effectively with clients, referrers and others, orally, electronically and in writing.

Knowledge and understanding of psychological (and other relevant) theory and evidence, related to specific client groups, presentations, psychological therapies, psychological testing, assessment, intervention and secondary prevention required to underpin clinical practice.

The skills, knowledge and values to work effectively with clients from a diverse range of backgrounds, understanding and respecting the impact of difference and diversity upon their lives. Awareness of the clinical, professional and social contexts within which work is undertaken and impact therein.

Clinical and research skills that demonstrate work with clients and systems based on a reflective scientist-practitioner model that incorporates a cycle of assessment, formulation, intervention and evaluation and that draws from across theory and therapy evidence bases as appropriate.

The skills, knowledge and values to work effectively with systems relevant to clients, including for example statutory and voluntary services, self-help and advocacy groups, user-led systems and other elements of the wider community.

The skills, knowledge and values to work in a range of indirect ways to improve psychological aspects of health and healthcare. This includes leadership skills and competences in consultancy, supervision, teaching and training, working collaboratively and influencing psychological mindedness and practices of teams.

The skills, knowledge and values to conduct research and reflect upon outcomes in a way that enables the profession to develop its knowledge base and to monitor and improve the effectiveness of its work.

A professional and ethical value base, based on the codes prescribed by the Health and Care Professions Council (HCPC), and including those set out in the British Psychological Society (BPS) Code of Ethics and Conduct, the Division of Clinical Psychology (DCP) statement of the Core Purpose and Philosophy of the profession and the DCP Professional Practice Guidelines.

High level skills in managing a personal learning agenda and self-care, in critical reflection and self-awareness that enable transfer of knowledge and skills to new settings and problems and professional standards of behaviour as might be expected by the public, employers and colleagues.

8. Reference points used to inform the programme specification

British Psychological Society (BPS) Standards for the accreditation of Doctoral programmes in clinical psychology

<https://cms.bps.org.uk/sites/default/files/2022-07/Clinical%20Accreditation%20Handbook%202019.pdf>

Health & Care Professions Council (HCPC) Standards of education and training

[Education Strategy](#)

[Assessment Strategy](#) [log in required]

[Education Support - Teaching Quality Guidance.pdf - All Documents \(sharepoint.com\)](#) [log in required]

External Examiners' reports

Annual and Periodic Developmental Reviews

9. Programme Outcomes

Unless otherwise stated, programme outcomes apply to all awards specified in 1. Programme title(s).

a) Discipline specific knowledge and competencies

i) Knowledge

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Clinical Knowledge - Advanced and comprehensive knowledge of human behaviour, psychological theories/research and their contribution to psychological assessment and interventions	Lectures, seminars, observation, problem-based learning, clinical supervision, guided independent study and dissertation research	Formal written assessments (including case reports), oral presentations, clinical placement performance/ reports and oral examination of empirical dissertation

ii) Concepts

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Acquisition of key concepts in clinical psychology, and understanding of how these can be applied in diverse clinical settings setting.	Lectures, seminars, observation, problem-based learning, clinical supervision guided independent study and dissertation research	Formal written assessments (including case reports), oral presentations, clinical placement performance/ reports and oral examination of empirical dissertation

iii) Techniques

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Clinical Techniques and Interventions – Demonstration of the following skills: Clinical interview; clinical assessment; clinical formulation; communication; neuropsychological assessment; psychometric evaluation	Lectures, seminars, observation, problem-based learning, clinical supervision, guided independent study and dissertation research	Formal written assessments (including case reports), oral presentations, clinical placement performance/ reports and oral examination of empirical dissertation and clinical viva.
Clinical Research Skills: Reviewing research evidence/literature; conducting applied and empirical research; experimental design research, data analysis using quantitative or qualitative methods, research ethics and familiarity with IT packages, including SPSS.	Lectures, seminars, observation, problem-based learning, research supervision, research support groups	As above and through small-scale research projects, seminar presentations, conference/article publications, thesis presentation
Clinical Practice – Effective communication with patients/carers/professional colleagues. Preparation of oral, written and electronic communications relating to clinical interventions. Comprehensive understanding of how the NHS operates and an evolving context of clinical service delivery	Supervised clinical placements, lectures, (reflective practice) seminars, observation, problem-based learning, recorded clinical role plays	Clinical reports, reflective practice performance, clinical supervisor reports, assessment of recorded clinical role plays

iv) Critical analysis

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to independently evaluate concepts and techniques salient to clinical and applied psychology, to critique material read and hence construct an informed opinion	Lectures, seminars, observation, problem-based learning, clinical supervision, guided independent study and dissertation research	Formal written assessments (including case reports), oral presentations, clinical placement performance/ reports and oral examination of empirical dissertation

v) Presentation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to organise research findings to construct an argument, to write assignments to a high standard, to write empirical and case reports in the format expected for publication/professional audiences (and modify according to audience) and to a high standard, to present statistical findings in the correct manner	Lectures, seminars, observation, problem-based learning, clinical supervision, guided independent study and dissertation research	Formal written assessments (including case reports), oral presentations, clinical placement performance/ reports and oral examination of empirical dissertation

vi) Appraisal of evidence

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to critically review and evaluate research findings in psychological literature	Lectures, seminars, observation, problem-based learning, clinical supervision, guided independent study and dissertation research	Formal written assessments (including case reports), oral presentations, clinical placement performance/ reports and oral examination of empirical dissertation

b) Transferable skills

i) Research skills

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to conduct literature search and review, ability to write a research proposal considering ethics and other methodological issues, ability to devise research tools or to use correctly those already designed, ability to collect and analyse data, ability to present research appropriately	Lectures, seminars, observation, problem-based learning, clinical supervision, guided independent study and dissertation research	Formal written assessments (including case reports), oral presentations, clinical placement performance/ reports and oral examination of empirical dissertation

ii) Communication skills

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to communicate effectively both orally and written in the context of formal written assignments, oral presentations and posters within seminars	Lectures, seminars, observation, problem-based learning, clinical supervision, guided independent study and dissertation research	Formal written assessments (including case reports), oral presentations, clinical placement performance/ reports and oral examination of empirical dissertation

iii) Data presentation

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to present statistical findings correctly and to present other research findings clearly with the correct interpretation.	Lectures, seminars, observation, problem-based learning, clinical supervision, guided independent study and dissertation research	Formal written assessments (including case reports), oral presentations, clinical placement performance/ reports and oral examination of empirical dissertation

iv) Information technology

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to use computer programmes to analyse data, including SPSS, and to use computer packages to produce clear presentation of information	Lectures, seminars, observation, problem-based learning, clinical supervision, guided independent study and dissertation research	Formal written assessments (including case reports), oral presentations, clinical placement performance/ reports and oral examination of empirical dissertation

v) Problem solving

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to take an evidence-based approach to problem-solving, ability to apply research findings to real world problems in clinical psychology.	Lectures, seminars, observation, problem-based learning, clinical supervision, guided independent study and dissertation research	Formal written assessments (including case reports), oral presentations, clinical placement performance/ reports and oral examination of empirical dissertation

vi) Working relationships

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to work effectively in groups; ability to contribute in seminar groups; ability to work with dissertation supervisor ability to work to a high professional standard within the clinical field with practitioners	Lectures, seminars, observation, problem-based learning, clinical supervision, and dissertation research	Seminar/oral presentations, contributions to supervision meetings, clinical placement performance

vii) Managing learning

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Ability to self-motivate and self-direct learning to as to schedule work adequately and meet deadlines	Guided independent study and dissertation research	Formal written assessments, presentations, empirical dissertation

viii) Career management

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Understanding of career progression and opportunities in clinical psychology; understanding of transferrable skills from the course	Lectures, seminars, observation, problem-based learning, clinical supervision, guided independent study and dissertation research	Formal written assessments (including case reports), oral presentations, clinical placement performance/ reports and oral examination of empirical dissertation

10. Special features

Research-inspired Education

Students on this programme will advance through the four quadrants of the University of Leicester Research-inspired Education Framework as follows:

RiE Quadrant	Narrative
Research-briefed Bringing staff research content into the curriculum.	<p>This programme provides students with the necessary knowledge, techniques, clinical and research skills to undertake a career in clinical psychology. It is accredited by the British Psychological Society (BPS) and Health and Care Professions Council (HCPC) and successful completion confers eligibility to register as a Practitioner Psychologist, Clinical Psychology modality. Students benefit from being taught by staff and local clinicians who are delivering psychological care within the NHS and other organisations, as well as conducting cutting-edge research. Both have significant expertise in applying their clinical and research in skills through roles in clinical care, research and consultancy.</p> <p>Research-briefed</p> <p>The students will be exposed to challenging learning (teaching and supervision), inspired and informed by cutting-edge research, by drawing on the research and clinical experience of Clinical Psychology Doctorate staff, as well as other experts at the University of Leicester and within Leicester Partnership Trust (LPT) and Northamptonshire Healthcare Foundation Trust (NHFT). All staff teaching on the programme are engaged in research and/or evidence-based clinical work, bringing their experiences into their teaching.</p>
Research-based Framed enquiry for exploring existing knowledge.	<p>Research-based</p> <p>Lectures, classroom practicals and assessments (clinical, research and reflective) are based on real world psychological research and clinical problems and data, putting the data management, statistical methods and modelling into context. Should</p>

<p>Research-oriented</p> <p>Students critique published research content and process.</p>	<p>research be lacking in an area the meaning and reasons for this are considered alongside practice-based evidence.</p> <p>Research-oriented</p> <p>Students are required to critically appraise their own data management, analyses and findings in both seminars and assessment. They are given guidance and training in how to critically appraise published research. This includes the evidence (or lack thereof) for different theoretical, clinical, research and reflective concepts within clinical psychology, as well as biases within this (e.g. taking a decolonisation lens such as Whiteness, Ableism and other aspects of intersectionality affecting what gets commissioned, funded and researched, who does the research and who are the participants of the research, and how it is disseminated and valued once completed).</p>
<p>Research-apprenticed</p> <p>Experiencing the research process and methods; building new knowledge.</p>	<p>Research-apprenticed</p> <p>Training and practice is provided on report and paper writing, presentation skills, reading research papers, library skills including searching and reference manager software. Students will work individually to present their findings from their data management, analyses and critical appraisals via: online statistical exam, short critical appraisal, critical literature review, two clinical case reports, oral presentations on leadership, a completed service evaluation (written report and service-based presentation), two oral clinical exams, and a completed D Clin Psy thesis (including viva and research poster and publication for peer review) thereby contributing to the current evidence-base within Clinical Psychology.</p>

research be lacking in an area the meaning and reasons for this are considered alongside practice-based evidence.

As part of studying at a research-intensive university, students on this programme have the following extra or co-curricular opportunities available to them to gain exposure to research culture:

Teaching on this programme will be research-informed (it draws consciously on systematic inquiry into the teaching and learning process itself) in the following way:

11. Indicators of programme quality

In order to maintain BPS and HCPC accreditation, the course regularly undergoes accreditation visits. External Examiners' reports also provide feedback on the high quality of the course, the rigour of the assessment process, and the quality of students who graduate from this course.

12. Criteria for award and classification

The DCLinPsy does not have degree classifications.

The DCLinPsy degree is a programme of full-time study of not less than three years. Trainees must demonstrate satisfactory performance in four areas in order to qualify for the Doctorate in Clinical Psychology: attendance at teaching sessions; clinical placements; academic and clinical skill assessments; and research. Only completion of the DCLinPsy confers eligibility to apply to the HCPC Register. The course does not make any award of aegrotats, neither would the HCPC accept such an award as the basis for HCPC registration.

There are no Accreditation for Prior (Experiential) Learning (AP(E)L) concessions, exemptions or advanced progression with regard to training and experience prior to entry onto the course, nor once on the course. Trainees are funded by the NHS and Leicestershire Partnership NHS Trust employs these trainees on a training contract. One of the conditions of this contract is satisfactory progression through the study programme.

In addition, trainees need to uphold high standards of professional behaviour and demonstrate an ability to use constructive feedback to enhance their learning. As the degree confers eligibility to apply to register and practise as a clinical psychologist within the NHS, these personal attributes are key to ensuring practitioners are fit to practise.

Further information on the HCPC's Guidance on conduct and ethics for students can be found on the HCPC website.

Summative assessments are distributed across the three years of the Programme and include a range of assessment formats to evaluate clinical, academic and research competences.

13. Progression points

For a trainee to progress through the programme each assessment needs to be passed, usually in a specific order. For submitted work, the deadlines represent the expected order of completion and are a means of scheduling tasks over the three years. For clinical placements, progression to the next follows satisfactory completion of the immediately preceding placement.

In the case of one element of unsatisfactory assessment, research, or placement performance, trainees may be permitted to progress to the next year of training at the discretion of the Board of Examiners. Clear expectations and a schedule for resubmitting work or addressing developmental needs and competence deficits will be established.

If two or more elements are failed, then the Programme's Board of Examiners may recommend termination of a trainee's course, having taken account of any mitigating circumstances. The Board of Examiners may recommend that a trainee's progress through the programme is halted until satisfactory work is submitted and marked and passed. Repeated failure of the same element will normally lead to course termination.

In cases where a student has failed to meet a requirement to progress, he or she will be required to withdraw from the course and a recommendation will be made to the Board of Examiners for an intermediate/exit award where appropriate.

14. Rules relating to re-sits or re-submissions

See Senate Regulation Nine (Appendix Three) – Regulations Governing Professional Doctorate Programmes:

[Senate Regulation 9 \(Appendix 3\) – Regulations governing professional Doctorate programmes | Policies | University of Leicester](#)

15. External Examiners reports

See Senate Regulation Nine (Appendix Three) – Regulations Governing Professional Doctorate Programmes:

[Senate Regulation 9 \(Appendix 3\) – Regulations governing professional Doctorate programmes | Policies | University of Leicester](#)

In addition to the Course Chief External Examiner, who oversees and reviews samples of submitted coursework and attends Boards of Examiners meetings, the DClInPsy employs a number of external examiners with topic and/or method expertise for the thesis.

16. Additional features (e.g. timetable for admissions)

Applications for the course (autumn entry) are received via the Clearing House for Postgraduate Courses in Clinical Psychology [Overview - | Clearing house \(clearing-house.org.uk\)](http://clearing-house.org.uk) by the end of January of the year of entry. Screening and shortlisting take place in February and candidates engage in assessment tasks (currently online interview and written task) during a pre-determined fortnight between March and May. Candidates have until mid-June to accept a place on the course.

Programme Specification (Postgraduate) **FOR ENTRY YEAR:** Choose an item.

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Appendix 1: Programme structure (programme regulations)

The University regularly reviews its programmes and modules to ensure that they reflect the current status of the discipline and offer the best learning experience to students. On occasion, it may be necessary to alter particular aspects of a course or module.

Doctorate in Clinical Psychology

Year One

The focus in Year One is on the transition to training as a clinical psychologist and developing skills in one-to-one work. Trainees are mostly on placement in services for adults of working age and older adults, in a range of settings including forensic and health psychology services. The curriculum is designed to support the clinical activities and academic assignments of Year One, including selection of a topic for the service evaluation and the major research project.

- **Clinical Problems in Adults of Working Age** (Tim Siggs)
- **Cognitive Behavioural Therapy Approaches** (Trupti Popat)
- **Diversity and Anti-Discriminatory Practice** (Sanaa Kadir)
- **Foundations of Professional Practice** (Alexander Margetts)
- **Neuropsychology** (Stephanie Nadany)
- **Older Adults** (Jenny Watts)
- **Physical Health** (Claire Bourne)
- **Psychodynamic Approaches** (Arabella Kurtz & Stephanie Nadany)
- **Reflective Practice** (Alexander Margetts)
- **Research** (Noelle Robertson)

Year Two

The focus in Year Two is on systemic and liaison work, including work with families, carers, couples, groups and staff. Trainees are mostly on placement in child and learning disabilities services. The curriculum is designed to support the clinical activities and academic assignments of Year Two, including development of the major research project.

- **Clinical Problems in Childhood and Adolescence** (Stephanie Nadany)
- **Diversity and Anti-Discriminatory Practice** (Sanaa Kadir)

- **Physical Health** (Claire Bourne)
- **Reflective Practice** (Alexander Margetts)
- **Research** (Noelle Robertson)
- **Systemic Approaches** (Donna Gooding)
- **Working Clinically with People with Intellectual Dis/abilities** (Gareth Morgan)

Year Three

The focus in Year Three is on consolidation of clinical learning and the taught curriculum, and on the development of leadership, supervision and consultancy skills. The curriculum is designed to support the clinical activities and academic assignments of Year Three, including submission of the research thesis, the research viva and the transition to being qualified.

- **Clinical Leadership & Staff Support** (Tchilissila Alicerces Simões)
- **Cognitive Behavioural Therapy Approaches** (Trupti Popat)
- **Community Psychology** (Gareth Morgan)
- **Diversity and Anti-Discriminatory Practice** (Sanaa Kadir)
- **Neuropsychology** (Stephanie Nadany)
- **Physical Health** (Claire Bourne)
- **Psychodynamic Approaches** (Arabella Kurtz & Stephanie Nadany)
- **Reflective Practice** (Alexander Margetts)
- **Research** (Noelle Robertson)