

School of Social Sciences, Humanities & Law



COURSE HANDBOOK

Doctorate in Clinical Psychology,
DClinPsy

2025-26

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1. General Information

1.1 Welcome to the School

We very much welcome you to Teesside University and to the [School of Social Sciences, Humanities & Law](#) (and if you're a continuing student – welcome back!) The School is comprised of three academic departments:

- Education
- Law, Policing, Investigation & Social Sciences
- Psychology & Social Work

Though the School and Department is home to you whilst you are with us, you will mostly associate with the course you are on, your fellow students and the academic course team. You can find out more about your course in Part 2 of this handbook.

Statement of importance of and purpose of the handbook

Your Course Handbook directs you to essential information about the School, University's services, facilities and regulations, and directs you to further information where appropriate. It also provides you with important information about the Course you have chosen to study, such as who your course team are, the course structure, the modules you will study and associated assessment and feedback.

1.2 Support and Guidance

We are committed to supporting all our students and there are a wide range of services available to you.

MyTU

The [MyTU](#) app provides useful links to your timetable, the attendance portal, allows you to record absences and provides links to other core University systems you will use during your time with us.

School Reception

The School Reception is on the 1st floor of [Themis West Building](#). Opening hours are as follows during semesters, excluding public holidays:

- 8.30am – 5.00pm Monday to Thursday
- 8.30am – 4.30pm Friday

UNiverse

The University also has an interactive system called [UNiverse](#). This is a useful site for all students to access information anywhere at any time to assist with studies. You can raise an enquiry if you can't find what you need – saving time and providing a much easier service for student enquiries.

UNiverse should be your first point of call whenever you have a question or enquiry – empowering you to find the answers you need.

It can be accessed 24 hours a day and helps to improve the overall student experience.

UNiverse has everything you need in one place – please remember to use our self-service portal whenever you have a question or enquiry.

Student Life

For general information relating to support visit the University's [Student Life webpages](#).

You can also visit the [Student Life Building](#) for help and advice on non-academic matters.

Students' Union

The Students' Union provides independent, impartial and confidential advice to students free of charge. For more information please visit the [Students' Union](#).

IT & Digital Services

[IT & Digital Services](#) is our integrated IT support and advice service, offering expert help and guidance to empower you to get the most from digital technologies.

They are here to help you learn how to use digital technologies, solve problems and give you practical advice on the latest products and software. They offer self-service resources and assisted service support in person, by telephone, email, chat, social media and through their dedicated portal.

Student & Library Services (SLS)

SLS provides a holistic offer of support and advice including learning, research, welfare, health and wellbeing, whether you are on-campus or accessing online support.

The Library provides a high quality service based upon an extensive collection of digital and print resources, inspiring spaces for learning together with support from professional staff. The Learning Hub offers guidance to students on developing their

skills as independent learners. Guidance is available on a wide variety of academic skills, for example literature searching, referencing and writing. For further information see <http://www.tees.ac.uk/depts/lis>

SLS pride themselves on the accessibility and sensitivity of their support services and adopt an approach that enables and empowers students. There are a range of self-help and informational resources as well as support facilities. These include welfare and financial advice and support, disability and mental health advice, faith and reflection service, professional counselling and international student support. For further information see the Student Support web pages:

<http://www.tees.ac.uk/sections/studentsupport/>

SLS is committed to providing an inclusive and accessible sports offer to all students. There is a range of dedicated sporting spaces and initiatives, including a state of the art gym, floodlit 4G artificial pitch, climbing wall and a wide variety of sports clubs and societies. Further information can be found on the Sport and Wellbeing web pages:

<http://www.tees.ac.uk/sections/sport>

Student Futures

The [Student Futures](#) team provides a wide range of services that prepare students and graduates for their future careers. This can be available in the curriculum through modules, and from many other extra-curricular activities on offer.

There are 5 main groups of staff within Student Futures that deliver employability related activities, covering Careers Advice and Guidance, Volunteering, Graduate Recruitment, Work Experience/Work Placement and Enterprise, including Business Start-up.

What are the main things that students can expect help with?

To understand your skills, strengths and weaknesses and what kind of job would suit you when you leave University:

- To understand the graduate labour market, including what graduate recruiters are looking for and how the selection process works;
- Access to employers, employer networks and opportunities, including placements, volunteering roles and graduate jobs;
- Job search, CV, application and interview support;
- To gain work experience and develop important graduate attributes;
- Student and graduate internships, including support for as long as you need it after graduation;

- To get involved in entrepreneurial activities and prepare to start a business;
- To gain Employability.

1.3 Additional Sources of Information

Student Handbook

The University's online [Student Handbook](#) provides links to all essential information about our services, facilities and regulations and will direct you to further information where appropriate.

Module Guides

Your course is made up of a number of individual modules. Detailed information on each module is provided in separate module guides available via [Blackboard Ultra](#). Your module tutor will tell you how to access the guide for their module.

Blackboard Ultra

Information and learning materials for your modules will be provided on the [Blackboard Virtual Learning Environment](#). Please check the announcements regularly and any other communication methods used for your course. Blackboard will form an important part of your learning experience. Please let your module tutor know if you encounter any problems accessing this material.

1.4 Student Conduct

You are required to conduct yourself in an appropriate manner and be respectful to other students and staff. The University's [Student Code of Conduct](#) sets out all expectations in this area and you should familiarise yourself with this.

1.5 Communication

Communications from the University and your Course Team is primarily via email and [Blackboard Ultra](#). It is therefore important that you check both platforms regularly to ensure you are getting all of the information you need to know, including important announcements about your course.

1.6 TUSC Card

It is important you carry your TUSC card with you when on campus as it is:

- Your library card
- Your ID card
- Used for access to buildings and car parks
- Used for ID when you attend examinations
- Used for MyPrint

You should use your TUSC to tap in and out of buildings when you are on campus.

1.7 Student Voice

During the course you will have the opportunity to share your views and opinions on your modules, course and the University. Once a semester you will be asked your opinions on your course and modules via a system called Evasys. You will hear more about this when the surveys are circulated. It is important that you complete these surveys to enhance the module content and student experience.

Every student can become a course/class/cohort representative. This voluntary position makes you the key contact point between staff and students, where you will listen to your peer's feedback to understand everyone's experiences, speak to your staff about ways to further enhance your learning & teaching and share the positive outcomes and impacts for learners. The Students' Union support this role, offering online training and support year-through.

Trainee representatives from each year group are members of our working groups and of the Course Board. The groups and the Course Board provide opportunities to bring feedback from your cohort on all aspects of the Course.

You will learn more about how to become a course representative in the first few weeks of your course.

1.8 Rules and Regulations

Details of the Academic Regulations and associated policies and procedures that govern your course and time at University can be found on the [Regulations site](#).

Module guides and Blackboard VLE announcements will provide details of assessment requirements.

Student Code of Conduct: All students of the University are required at all times to conduct themselves in an appropriate manner in their day to day activities, including in their dealings with other students, staff and external organisations.

Students are also required under the University's Terms and Conditions to comply with all relevant University policies and regulations. The University's Terms and Conditions and relevant student policies and procedures can be found on the University's web page at www.tees.ac.uk/studentregulations

The School recommends that students review the following student and academic regulations:

Referencing: When completing your assignments, it is important that you follow the [Referencing Guidelines](#) for your subject area.

Ethics: When undertaking any research, it is important that you follow the guidelines for the assessment and adhere to the [Policy, Procedure and Guidelines for Research Ethics](#).

Extenuating Circumstances: There may be times during your course when something happens that negatively affects your performance in your assessment(s) or that means you are unable to complete your assessment(s). In this instance you can get support and apply for [Extenuating Circumstances](#). You must apply within the associated timeframes.

Academic Misconduct is defined as 'any action by a student which gives, or has the potential to give, an unfair advantage in an assessment, or might assist someone else to gain an unfair advantage, or any activity likely to undermine the integrity essential to scholarship and research.'

Prior to submitting your work, it is important that you check your work via Turnitin to ensure you have referenced correctly. In addition, students are expected to work collaboratively but not to share individual assignments with others. There are strict rules governing the submission of assignments, so please make sure you meet the requirements specified. If plagiarism is suspected at any point in preparing work (including draft work) then you will be referred through the Academic Misconduct process.

Assessment Regulations are in place for all levels of study which defines the criteria on how individual assessments are considered for marking, progression between levels of study and award. These regulations should be read in conjunction with the Assessment Regulations Framework.

Students often ask questions about how we know that their degree is broadly of the same standard as degrees awarded for similar courses by other universities. In the UK we have a system called External Examining which is one of several ways that we

confirm that standards are met. An External Examiner is normally an experienced academic member of staff from another University/Higher Education Institution, who offers an independent view as to whether the work of students on the course is of the appropriate standard. The External Examiner does this by looking at a sample of work (e.g., assessments, exam answers, dissertations, artefacts), discussing the work with your lecturers and normally attending the assessment boards to endorse results. They then produce an annual report which highlights any good practice they have seen and allows them to report any concerns they may have. They also confirm in their Report that academic standards and achievement are comparable with the UK Higher Education sector. The External Examiners' reports are made available to students via the 'courses' tab in e-Vision and are also considered annually at relevant Student Voice Forums. The main External Examiner for your course is provided in section 2.6 below. Sometimes, your modules may have a different External Examiner and your Module Leader can provide details on request. Please note that students are not permitted to contact External Examiners directly and External Examiners will not respond to any communication from individual students.

If you have any concerns about your course, then please speak to the Programme Director.

Student Feedback: You will receive feedback on your completed assessments in line with the [Assessment and Feedback Policy](#). Receiving and acting on feedback is a continuous part of your learning experience and will help you to develop knowledge about your strengths and weaknesses and improve your learning and performance.

University Guidance on Promoting a Mutually Respectful University Community:

[Inclusive language and respect for diversity:](#) We are committed to providing a safe, welcoming and inclusive campus and to supporting all members of our University community to thrive whatever their age, gender, disability, sexual orientation, gender identity, race, marital status, nationality or any other characteristic.

[Disability services:](#) Teesside University is committed to removing barriers to learning for all our students. We're proud to provide an inclusive and empowering learning environment that enables success for all.

[Faith and reflection:](#) Teesside University is home to students from many different cultures and to people of all faiths and none. We value the diversity of our students and recognise that being able to practise your faith is an important part of the student experience.

Health & Safety: The School Info Hub holds key information through a variety of media. It is important that you view this information in advance of teaching commencing so you are aware of your responsibilities and support available on campus:

<https://connect.tees.ac.uk/infohub-ssshl/ssshl-information/your-school>

2. Course Information

2.1 Your course team

If you need any help or advice, here are the people to contact. All course team members contribute to teaching and AIW (thesis) supervision depending on their special interests, in addition to the roles detailed below.

If you would like to know more about team members' academic, clinical and research interests, please see staff profiles [here](#)

Dr SJ (Ash) Summers

Programme Director - works Tuesday to Friday

Email A.Summers@tees.ac.uk

Ash has overall responsibility for the course. Ash is also the module leader for the Advanced Independent Work (AIW) module in year 3.

Dr Alan Bowman

Academic (Research) and PPD Tutor – works Monday, Thursday and Friday morning

Email: A.Bowman@tees.ac.uk

Alan is responsible for the Research Methods 2 module in year 2. Alan is also a PPD Tutor.

Dr Kathy Burrows

Senior Lecturer in Clinical Psychology and Clinical/PPD Tutor – works Monday to Friday

Email K.Burrows@tees.ac.uk

Kathy is responsible for the Personal and Professional Development 1 module in year 1. Kathy is also a Clinical and PPD Tutor.

Dr Lisa Caygill

Academic Tutor and PPD Tutor – works Monday to Friday

Email: L.Caygill@tees.ac.uk

Lisa is module leader for the Integrated Practice module in Year 3. Lisa is also a PPD Tutor.

Dr Sarah Craven-Staines

Academic (Recruitment and Marketing) and PPD Tutor – works Tuesday – Thursday and every other Monday

Email: S.Craven-Staines@tees.ac.uk

Sarah has overall responsibility for the recruitment and marketing of the course. Sarah is also a PPD Tutor.

Dr Yasmine Dunn

Senior Lecturer in Clinical Psychology and Academic/PPD Tutor – works Monday and Tuesday

Email: Y.Dunn@tees.ac.uk

Yasmine is module leader for the Psychological Theory and Practice 1 module in year 1. Yasmine is also a PPD Tutor.

Dr Jayne Finch

Senior Lecturer in Clinical Psychology and Clinical/PPD Tutor – works Monday to Friday

Email J.Finch@tees.ac.uk

Jayne is a Clinical and PPD Tutor.

Dr Richard House

Academic Tutor and PPD Tutor– works Monday to Thursday

Email R.House@tees.ac.uk

Richard is module leader for the Personal and Professional Development module in year 2 and is also a PPD Tutor.

Dr Robb Hunt

Senior Lecturer in Clinical Psychology and Clinical/PPD Tutor – works Monday, Tuesday, Thursday, and Friday

Email: R.Hunt@tees.ac.uk

Robb is a Clinical and PPD Tutor.

Dr Annaliese Jowsey

Senior Lecturer in Clinical Psychology and Clinical/PPD Tutor – works alternate Thursdays and Fridays

Email: A.Jowsey@tees.ac.uk

Annaliese is a Clinical and PPD Tutor.

Dr Angela Prout

Lead Clinical Tutor – works Tuesday, Wednesday, Thursday

Email: A.Prout@tees.ac.uk

Angela has overall responsibility for organising and monitoring placements and supervisor training. Angela is also a Clinical Tutor.

Dr Chris Rosenbrier

Senior Lecturer in Clinical Psychology and Clinical/PPD Tutor - works Wednesday and Friday

Chris is a Clinical and PPD Tutor.

Dr Steven MacDonald

Senior Lecturer in Clinical Psychology and Clinical/PPD Tutor – works Thursday and Friday

Email: S.MacDonald@tees.ac.uk

Steven is a Clinical and PPD Tutor.

Dr Jenny Oddy

Senior Lecturer in Clinical Psychology and Academic/PPD Tutor – works Thursday and Friday

Email: J.Oddy@tees.ac.uk

Jenny is responsible for the Psychological Theory and Practice module in year 2. Jenny is also a PPD Tutor.

Dr Chris Wilson

Associate Professor (Research and Innovation) – works Monday

Email: Christopher.Wilson@tees.ac.uk

Chris is module leader for the Research Methods 1 module in Year 1.

Dr Abbie Woodhouse

**Senior Lecturer in Clinical Psychology and Clinical Tutor/PPD Tutor – works
Thursday and Friday**

Email: A.Woodhouse@tees.ac.uk

Abbie is a Clinical and PPD Tutor.

2.2 Course Overview and Course Philosophy

The Course is a postgraduate research degree that provides psychology graduates with professional education and training in Clinical Psychology.

It is delivered in close partnership with the trainees' employer: Tees, Esk and Wear Valleys NHS Foundation Trust. Other local NHS Trusts and NHS England are important partners and stakeholders in the training.

The Course is accredited by the British Psychological Society (BPS) and approved by the Health and Care Professions Council (HCPC).

The Course starts with a four-week induction, where you will be able to meet members of the Course team and other trainees, familiarise yourself with the course and develop the skills you will need before starting supervised practice. You will also receive your employee induction. You will also begin the process of Personal and Professional Development (PPD), a support structure that is integral to the course and a version that is unique to Teesside.

Distinctive Features

Our values

- Reflective practice and the importance of reflection
- Diversity and difference
- Anti-racism
- Inclusion
- Multiple perspectives and critical thinking
- Support and development
- Compassion
- Independent adult learning

- Community context
- Collaboration and co-construction
- Respect
- Choice
- Integrity and authenticity

These values underpin all aspects of course delivery and are articulated further in our distinctive features:

- Layers of trainee support. PPD is an integrated approach to trainee support, which helps trainees manage their personal learning needs and deal with the emotional and physical impact of practice. The PPD system enhances the quality of the learning experience by ensuring that one person (the PPD Tutor) looks holistically at the academic, research and clinical progress throughout the course. This system also enables trainees to begin to plan their personal career pathway. PPD is an integral component of the course and therefore there are PPD modules in each year. In addition, there are other key roles and support functions within the course. These layers of support work together to provide a trainee-centred approach to training. Each trainee is allocated a Clinical Tutor who sees them throughout their placement journey and conducts mid-placement meetings, Group clinical tutorials are facilitated every six months to discuss placements in different specialities. There is a voluntary mentoring scheme which offers trainees a confidential space, separate from other course structures, to discuss their experience of training with an external Clinical Psychologist. The buddy scheme provides trainee to trainee support. Reflective PPD groups, reflective group spaces and peer support networks are designed to explore particular lived experiences and provide a shared, safe space for trainees with protected characteristics. Our Equality, Diversity and Inclusion Leads provide reflective drop-ins for trainees to discuss any pertinent issues. Schwartz Rounds facilitate inter-professional reflection and support.
- The importance of the socio-cultural-political landscape. Understanding the landscape that surrounds modern health and social care is essential. We recognise the importance of the community contexts within which service users and colleagues reside, and the impact of these contexts on psychological health and distress. Trainees are encouraged to critically consider issues of equality, diversity, and inclusion. The course adopts an anti-racist stance.

- A critical approach to training. Trainees are encouraged to adopt a critical approach by conceptualising, reflecting, analysing, and evaluating both underpinning knowledge and their own practice.
- An integrative and broad approach to training. The course presents a range of theories, concepts and skills from which trainees can make informed choices and ultimately identify the way of working that suits them best. We believe that psychological understanding is enriched by access to a range of theoretical models.
- Focus on indirect and organisational working. Consultancy and leadership skills are developed from Year 1, culminating in the offer of an organisational placement in Year 3.
- Choice. We want to develop trainees to become the clinical psychologists they would like to be. Choice is integral to the course wherever possible: thesis topic, third year placements, and specialist therapeutic approach.
- Assessments. These are based on reflection and the role of the clinical psychologist.
- Collaborative relationships. With stakeholders, trainees, service users and service settings.
- Peer interaction and learning. There are blocks of university-based learning at the beginning of each academic year, creating opportunities to meet with other trainees. New trainees pair up with a second-year trainee “buddy” to give some extra support during the early stages of training. Whole programme events and conferences facilitate relationships and learning between and within cohorts. Peer support groups spanning the three years provide an opportunity for trainees to interact with, and mutually support, others with similar lived experiences.

BPS Accreditation Visit Outcomes 2025

In May 2025 the BPS Committee of Training in Clinical Psychology carried out an accreditation visit of the course. The following commendations and areas of best practice were highlighted:

Commendations

1. Equality, equity, anti-discrimination and inclusion are clearly embedded in the programme. Equality, equity, anti-discrimination and inclusion delivery in this programme is exemplary and goes above and beyond the accreditation standards. This ethos was strongly embedded throughout the programme including the trainee and

stakeholder groups. This is aligned with the forthcoming update of the clinical doctorate programme standards.

2. The involvement of service users and carers are integral to successful programme delivery, and innovative approaches are embedded into all streams of the programme. The overall approach to service user and carer involvement was built in partnership and involved co-creation. The approach was built in partnership and involved co-creation.

Best Practice

1. The strong leadership shown by the Programme Director as recognised by the programme team and all stakeholders. The Programme Director has been universally recognised as approachable, compassionate, supportive and responsive to all involved.

2. The values and ethos of the programme are embodied in the team and this, in turn, is reflected in the trainees who have a clear understanding of personal and professional development leading to compassionate and reflective practitioners.

There were also some conditions and recommendations that came out of this visit, which the course team and School will be working on. The full report can be found on [Blackboard Ultra](#).

Group of Trainers in Clinical Psychology (GTiCP) Programme Directors' Statement of Intent: Anti-Racism

This statement was jointly written by the GTiCP Programme Directors and is core to the delivery of the course at Teesside.

The GTiCP Programme Directors Sub-group committed to ensuring that all members of the clinical psychology training community feel welcome and included and can learn and work free from the insidious and harmful effects of racism and other forms of discrimination.

At the heart of our commitment are four core principles:

1. We collectively and individually take responsibility for ensuring that our training programmes adopt an ethos and actions that are anti-racist and anti-discriminatory on other grounds.
2. We are committed to personally reflecting on how our own histories, experiences and beliefs may affect how we view the world and our actions, to continue to learn about and disrupt systems of inequality, privilege and oppression, to encourage members of our training community nationally and locally to do the same.

3. We are committed to leading within our training programmes clear action aimed at helping our training communities identify and challenge marginalisation and discrimination of any sort.

4. We acknowledge the legacy of exclusion and marginalisation within psychology, clinical psychology and higher education and commit to pay attention to institutional policies and practices in taking systemic action in line with this statement.

GTiCP Directors Sub-group; January 2020

Teesside Doctorate in Clinical Psychology: Anti-Racism Statement

Teesside University Doctorate in Clinical Psychology (DClinPsy) is wholeheartedly committed, without underlying agenda, to becoming an anti-racist course.

It is our priority to ensure Teesside University DClinPsy is a psychologically safe place to train for current and prospective trainees, course staff, visitors, and other stakeholders from ethnically minoritized backgrounds.

We believe it is not sufficient to be not racist. To be not racist, is to be complicit in the pervasive inequalities and abuses that current racist policies and practices maintain within our profession. We believe that racial groups are equal and support research, policies, and practice that reduce racial inequity. There are no racial groups that require 'development' in order to 'assimilate' into the discipline of Clinical Psychology. It is Clinical Psychology that must change. We believe addressing racist policy and practice within Clinical Psychology is a matter of social justice. We acknowledge the intersectionality between race, gender, sexuality, and class. We believe to be anti-racist is to also be anti-sexist, anti-homophobic, anti-transphobic, and anti-capitalist .

We are committed to recognising and addressing how systemic racism pervades Clinical Psychology, both within the DClinPsy course at Teesside, associated organisations, and the profession as a whole. We cannot acknowledge racism and systemic disadvantage within our training course without acknowledging white supremacy and systemic advantage¹. We believe we have to first acknowledge the power and societal advantage white supremacy and privilege has brought the discipline of Clinical Psychology, before we can work to dismantle this. We are committed to recognising, naming, holding, and grappling with complex emotional tensions (shame, guilt, anger, anxiety) that can (and will) be triggered by anti-racism work, which can act as a barrier to engaging in anti-racism work. In doing so, we aim to support trainees to develop as anti-racist clinical psychologists, who will be a driving force for change within our profession.

We acknowledge the dangers of performative allyship. This involves “leaping from half-listening, straight into action...to prove you aren’t racist...and soothe your own guilt or shame”. As such, we believe in the importance of authentic, meaningful, and long-lasting change. We believe in the principle of ‘do no harm’. We commit to making changes in consultation with individuals, groups, and communities who are directly impacted by racism and racist policy within clinical psychology. We welcome and hope for honest feedback on our policies and practices from our trainees, stakeholders, and the wider public. We aim to respond to feedback in a collaborative way that produces meaningful change.

We support the role of positive action initiatives in order to address racial inequalities. Positive action is not to be confused with positive discrimination or ‘special treatment’. Positive action is about equity and equal access and a fair way to reduce systemic disadvantage.

As a course, we have a long way to go. We aim to be open and transparent about our efforts and our mistakes. We are at the beginning of a journey and will not stop trying to be and do better.

Please see Appendix 2 for guidance on how to respond to racism on placement.

2.3 Aims and Outcomes of the Course

The overarching aim of the course is to provide high quality clinical psychology training that meets the requirements of the standards set by the HCPC and the BPS:

- To train Clinical Psychologists who will be eligible to apply for registration with the HCPC as Practitioner Psychologists.
- To provide an innovative, creative and contemporary training course to develop Clinical Psychologists who will contribute to, and take leading roles in, the provision of psychological health care throughout the NHS and the communities we serve.

During your training you are also be eligible to join the BPS as a Graduate Member. The BPS Division of Clinical Psychology also has a Pre-Qualification Group. For details of benefits of BPS membership please refer to: <https://www.bps.org.uk/join-us/membership>

The learning outcomes for the Course are detailed in Appendix 1.

As required by the [Assessment Regulations for Professional Doctorate Awards](#), the Doctorate in Clinical Psychology is a three-year course which comprises 540 credits. Whilst delivered within these regulations, the course is coded as a Post Graduate Research course, and as such, meets the requirements for greater than 50% of credits being directly related to independent research.

The course is designed to meet the requirements of the [BPS Standards for the Accreditation of Doctoral Programmes in Clinical Psychology](#) and the [HCPC Standards of Education and Training](#). The course content is also designed so that by the end of the course trainees meet the [HCPC Standards of Proficiency for Practitioner Psychologists](#) and can become Chartered Clinical Psychologists with the BPS. The BPS Standards have recently been revised and the course is already in a good position to meet these requirements – particularly the new EDI Foundational Standard.

The first year is a transition year from undergraduate study to the intellectual skills required at master's level, with 100 credits at Level 7 for the taught element of the course (an additional 40 credits are undertaken as supervised practice but these are assessed at doctoral level). The second and third years of the course are both at doctoral level (400 credits at Level 8). The course is only available full time.

There are four integrated strands to the curriculum: Psychological Theory and Practice; Research Skills; Personal and Professional Development; and Supervised Practice. Each strand runs throughout the three years of the course, with clear progression in terms of skills. The academic modules are all one year long, and supervised practice modules are six months long. Each of the modules complement concurrent modules. Efforts are made, for example, to ensure that academic module teaching and placement content is commensurate. In Year 3 the Psychological Theory and Practice and Personal and Professional Development streams are combined into one integrated module: Integrated Practice.

Study time is allocated both within dedicated study blocks and in the form of study days allocated across the academic year. Study time increases as the training progresses. As per BPS requirements, at least 10% of the course is dedicated to independent study.

[Psychological Theory and Practice \(PTP\)](#) provides an integrative approach to psychological theory and practice. The theory underpinning practice covers different client groups and presentations as follows: Year 1 - Children and adolescents, working age adults, older adults, and individuals with learning disability and/or neurodiversity.

Year 2 - Specialist services including neuropsychology, physical health, forensic, addiction, eating disorders, and psychosis. Year 3 - Complex presentations. Assessment, formulation, and therapy skills are introduced, beginning with basic techniques, and progressing to more specialist interventions and skills. Trainees develop proficiency in a wide range of psychological assessment methods and in a range of psychological therapies. Year 1 - Work with service users across the lifespan, with a learning disability, and/or neurodiversity, Cognitive Behavioural Therapy (CBT), psychodynamic approaches, systemic, Cognitive Analytic Therapy (CAT). Year 2 - CBT, CAT, Psychodynamic and Systemic models at an intermediate level, in addition to other therapeutic approaches. Specialist services including neuropsychology, physical health, forensic, addiction, eating disorders, and psychosis. Year 3 - Advanced/specialist therapeutic approaches in complex situations.

Teaching in Neuropsychology helps trainees gain knowledge and experience which may help with partial accreditation towards the post-qualification Diploma in Neuropsychology at the University of Bristol, and/or the Qualification in Clinical Neuropsychology route.

Research Skills builds on previous competencies acquired during undergraduate-level studies and culminates in the production of the Advanced Independent Work (AIW). As per the regulations, this strand contains a total of 80 credits of advanced research methods training (40 credits in Year 1 and 40 credits in Year 2) which provides the training required for trainees to begin their AIW research in Year 2. Year 3 research consists of 180 credits and is dedicated to the production of the AIW. As per the requirements for a PGR course, greater than 50% of the credits are dedicated to independent research. In Year 1 trainees acquire a research supervision team for the AIW and begin to develop their AIW research proposal. They also develop a critical understanding of quantitative and qualitative research methods. In Year 2 trainees will continue to gain knowledge, experience and understanding of both quantitative and qualitative methods and ethical approval processes to prepare them for their AIW. In Year 3 trainees complete their AIW which is examined via Viva Voce. In Year 3, 20 of the credits achieved in the Integrated Practice Module are dedicated to independent research. This involves an enquiry-based approach to independently research and critically analyse a range of literature, models, theoretical concepts, and organisational factors relevant to an area of complex needs. Trainees are required to act as experts in their chosen area of complex needs and to be able to defend their work as an expert.

Personal and Professional Development aims to produce reflective, self-aware practitioners who are able to deal with the emotional impact of their own practice (BPS, 2014). Year 1 - Trainees develop a range of skills and personal qualities including self-care, reflective skills and how to use supervision effectively. They gain knowledge and understanding of socio-cultural factors, cultural competence, and the impact of difference and diversity. Year 2 - Acknowledges that Clinical Psychologists work within complex teams and therefore the emphasis is on understanding organisations, the NHS, working with groups and teams and management skills. Year 3 - The focus moves towards the Clinical Psychologist as an autonomous practitioner where areas addressed included ethical dilemmas, conducting service evaluation, supervising and teaching, and consultancy.

Supervised Practice takes place throughout the course and, in line with BPS standards, constitutes 50% of the course. There are six placements, each six months in length. Years 1 and 2 - Adult Mental Health, Children/Adolescents, Older Adults, and an Intellectual Disability, Neurodiversity and Acquired Brain Injury placement. Year 3 - Specialist Therapy Placement and Elective or Organisational Placement. Trainees can also gain experience of long-term case work by working half a day/week in a specialist service.

Course Structure

Strand	Psychological Theory and Practice (PTP)	Personal and Professional Development	Research Skills	Supervised Practice	Credits per Year
	Year Long Module	Year Long Module	Year Long Module	Six Month Long Modules	
Year 1	PSY4178-N Psychological Theory and Practice 1 (PTP 1) CORE 40 credits Level 7	PSY4177-N Personal and Professional Development 1 (PPD 1) CORE 20 credits Level 7	PSY4179-N Research Methods 1 (RM 1) CORE 40 credits Level 7	Placement 1 Child/Adult/Older Adult/Intellectual Disability, Neurodiversity and Acquired Brain Injury CORE 20 credits Level 8 Placement 2 Child/Adult/Older Adult/Intellectual Disability, Neurodiversity and Acquired Brain Injury CORE 20 credits Level 8	Total -140 (Level 7 - 100; Level 8 - 40)
Year 2	PSY5071-N Psychological Theory and Practice 2 (PTP 2) CORE 40 credits Level 8	PSY5069-N Personal and Professional Development 2 (PPD 2) CORE 20 credits Level 8	PSY5072-N Research Methods 2 (RM 2) CORE 40 credits Level 8	Placement 3 Child/Adult/Older Adult/Intellectual Disability, Neurodiversity and Acquired Brain Injury CORE 20 credits Level 8	Total - 140 (All Level 8)

				Placement 4 Child/Adult/Older Adult/Intellectual Disability, Neurodiversity and Acquired Brain Injury CORE 20 credits Level 8	
Year 3	PSY5073-N Integrated Practice CORE 40 credits Level 8		PSY5074-N Advanced Independent Work (AIW) CORE 180 credits Level 8	Specialist Therapy Placement CORE 20 credits Level 8 Elective Placement or Organisational Placement* CORE 20 credits Level 8	Total – 260 (All Level 8)
					GRAND TOTAL 540 CREDITS

*** Trainees choose one**

2.4 Placements

You are assessed in practice following each placement.

At the Initial Practice Meeting (IPM) between trainee and supervisor a Learning Contract is agreed by both trainee and supervisor, to review the trainee's previous experience, the supervised practice available, and set practice goals with specific reference to the trainee's needs and interests. With the exception of first practice, reference will also be made to strengths, weaknesses and omissions of significance during the previous supervised practice.

The Mid-practice Meeting (MPM) occurs approximately halfway through the Practice Placement. The purpose of the meeting is to ensure that the placement is providing an

effective and supportive learning environment, to promote reflection on potential enhancements on the learning scaffolding and to monitor trainee performance and development. Following BPS guidance, initial individual two-way meetings are held between the Clinical Tutor and each of the trainee and supervisor. A three-way joint meeting is then held, in which the various sections of the mid-practice form are completed. As part of the meeting the supervisor is asked to give specific feedback about the trainee's performance, including whether there is any cause for concern in any aspect of the trainee's work to that point. The contents of the mid-practice form are agreed upon and signed by the trainee, Clinical Tutor, and Placement Supervisor and taken by the Clinical Tutor to be recorded in the trainee file.

The Final Practice Meeting (FPM) usually takes place at some point during the last month of the placement between the trainee and supervisor. The supervisor and trainee complete their respective evaluation forms prior to this final placement meeting. The Placement Supervisor must be satisfied that the trainee is competent in all aspects of practice, as assessed by the Supervisor Practice Assessment Form.

Failure in Practice

Trainees must be considered competent in all aspects of professional practice, as defined by the criteria in the supervisor assessment form, in order to pass the practice placement module and progress on the Course.

If the supervisor assessment form identifies one area of mild concern, the placement will be deemed to have been passed. The details and nature of the mild concern will be identified on the Placement Continuation Sheet and the trainee and next Placement Supervisor will develop a plan of action to enable sufficient support and practise in the area concerned, so that the relevant competencies can be fully passed on the next placement. The Clinical Tutor will specifically monitor progress of the referred area at the mid-placement Meeting.

If the trainee is referred in two or more areas of mild concern, or one area of serious concern, then the trainee will be required to undertake either the whole or part of the clinical experience again. This may be with a different supervisor at the discretion of the Programme Director, in consultation with the Clinical Tutor. If a subsequent failure occurs following this reassessment the trainee will be withdrawn from the Course.

A minimum of 56 days' attendance on each placement is required (see Learning and Teaching Strategy section above). Trainees who are unable to progress because of less

than 56 days' attendance in any placement will be required to undertake either the whole or part of the clinical experience again, at the discretion of the Programme Director, in consultation with your Clinical Tutor.

In the rare event that a trainee, at any point in their training, is considered to have potentially engaged in unprofessional conduct or regarded as potentially unfit for practice, they will be subject to investigation through the [University Fitness to Practise Regulations](#)

Trainees who are NHS employees may also be suspended from their employment with the Trust pending investigation, and may be subject to the employing Trust's policies and procedures relating to professional misconduct.

Please note, that trainees are not covered by the University for transporting clients and should not do this.

Full details regarding the operation and assessment of the placements are included in the Clinical Practice Handbook.

It is important to remember that for ALL assessments you are required to comply with the guidance on conduct and ethics provided by both the HCPC and BPS. Full details of these are available via the Doctorate Clinical in Psychology Course Site on [Blackboard Ultra](#).

2.5 Assessment

Assessment strategy

Assessment and feedback strategy

An assessment calendar is provided on the Clinical Psychology Course site on [Blackboard Ultra](#) at the beginning of each academic year. A full assessment chart is provided below.

Assessment within the course incorporates both academic and clinical practice aspects. Assessments meet the requirements of the BPS and the HCPC. Assessments also meet the requirements of the Assessment Regulations for Professional Doctorate Awards.

A range of assessment methods are adopted, to ensure that learning outcomes associated with academic knowledge, clinical practice, research competencies, and personal and professional development are assessed. Assessment of trainees' developing competencies, and the criteria for pass and failure in clinical practice, are detailed in the Clinical Practice Handbook. Academic assessments ensure that trainees develop the appropriate depth and breadth of knowledge in addition to relevant academic skills and critical analysis, and tap the skills that reflect the tasks of Clinical Psychologists in practice. A range of formative and summative methods are used to facilitate learning.

A minimum pass mark of 50 per cent is required for all assessments and no compensation across modules is permissible. Placement, AIW, PTP, PPD and Integrated Practice modules are marked pass/fail. Other modules are graded. All academic assessments (which do not require an oral presentation) are marked anonymously.

Modules with several assessment components require all components to be passed for a module pass.

Formative assessment

Formative assessments are assessments for learning. Throughout the course, trainees are provided with frequent opportunities to receive formative feedback across

all taught sessions, throughout their placement experience; and through academic, research, clinical and PPD tutorials. Formative assessments and feedback are carefully timed to facilitate feed-forward opportunities for trainees to improve knowledge and skills and feed into summative work.

In addition, formative assessments are included within all academic modules. Such assessments aim to help trainees develop an understanding of the requirements and academic standards of the course and provide them with timely feedback regarding areas of developing knowledge and skills; and areas to focus on for further development. In Year 1, trainees present a plan for their summative case presentation, to gain feedback to inform this piece of work. A formative assessment of statistical knowledge and skills takes place at the end of the quantitative methods teaching block. At the end of the qualitative methods teaching block trainees complete a formative piece of work exploring reflexivity as a researcher. In Year 2, trainees engage in a group-based inquiry based learning task, exploring service development issues for a particular client group. Trainees complete a formative update report on the AIW to monitor progress and provide feedback regarding their project. In Year 3 trainees have a 'mock' viva to prepare for the viva voce. The annual Doctorate in Clinical Psychology Research

Conference is also a chance to obtain feedback in advance of the Viva Voce examination.

Summative assessment

Summative assessments are assessments of learning. Summative assessments have been designed to reflect module learning outcomes. Efforts have been made to ensure that learning outcomes across the course are balanced to ensure that all requirements are met. These include essays, a Small-Scale Service Improvement Report, oral case presentations, a research proposal presentation to a panel, a brief format report including an oral defence, and reflective assignments. Case presentations are made to an audience of year group peers, and trainees are required to respond to questions and discussion from the audience. This assists the development of versatility and responsiveness in communication skills and by hearing each other's presentations there is a dynamic learning environment. The challenges with the case presentations progress through the three years of the course, demonstrating the application of knowledge and skills to clinical cases of increasing complexity. In Year 3 the brief format report provides a unique challenge where trainees must deliver clear and concise arguments, supported by a critical summary of research evidence, and then face challenging questions in the oral examination. This provides essential viva voce practice. The spread and load of assessments is designed to create early engagement with the preparatory work for the AIW and to enable an adequate period of time for writing it up.

Because the Course includes Level 7 (Master's level) modules in the first year, these modules are assessed using the Assessment Regulations for Taught Masters Level Awards. Progression into Year 2 and the whole of Years 2 and 3 are governed by the [Assessment Regulations for Professional Doctorate Awards](#). These regulations are included on [Blackboard Ultra](#).

We strongly recommend that you familiarise yourselves with these.

The regulations provide information about intermediate and aegrotat awards. Successful completion of the Doctorate in Clinical Psychology confers eligibility to apply for registration with the HCPC and Chartership with the BPS. Intermediate or aegrotat awards do not confer eligibility for HCPC registration.

All marking is 'moderated' within the Course team. This means that another member of the team sees a sample of work from each module and reports on whether they believe

the marking and feedback is fair and appropriate. All failed work is double-marked (marked afresh) by another member of the Course team.

Course Failure Criteria

The course is conducted in accordance with The Assessment Regulations for Professional Doctorate Awards, and relevant regulations regarding academic misconduct, extenuating circumstances, fitness to practice, and fitness to study. These regulations are provided to trainees on the VLE. In addition, the course has specific failure criteria which are in the form of variances to the assessment regulations:

1. Placement failure - If a trainee fails a placement, a reassessment of that placement is offered. If the trainee subsequently fails this reassessment, this automatically means course failure.
2. Academic failure –In addition to the one reassessment attempt permitted per module, trainees are permitted, at the discretion of the assessment board, one exceptional third attempt, for one academic module, of up to 40 credits, during their training. Failure on this third attempt automatically means course failure. If trainees are offered this third attempt, and subsequently pass, any further failed reassessment attempts will result in course failure. This does not apply to the Advanced Independent Work.

No restudy opportunities are permitted (a restudy is the offer of one further attempt by re studying the failed taught module(s) and repeating them as though for the first time).

The maximum period of training is six years. If trainees have not completed and passed all modules by the Progression and Award Board in September of the sixth year of training, this will result in course failure.

Placement reassessment opportunities are offered at the May at September assessment boards.

Academic reassessment opportunities are offered at the end of June assessment board.

Within Course Progression

Placement Progression

There is one progression point between the first and second placement of each academic year. An assessment board is held in May to determine if a trainee has placed their first placement of the academic year and can progress to the second placement of the year. The course has a variance in place which means that trainees

can only be offered one reassessment following placement failure. Failure of the reassessment automatically leads to course failure.

Progression from Year to Year

A second progression point take place at the end of each academic year at the

Progression and Award Board, which is held in September. The Progression and Award Board determines whether a trainee has made sufficient progress to move to

the next year of the course.

Progression from Year 1 to 2, and Year 2 to 3, requires all credits to be passed. In the case of academic modules, at the discretion of the Progression and Award Board, trainees who are offered the one permitted exceptional third attempt, for one module of up to 40 credits, may pass under provision, to the next academic year pending the results of the exceptional third attempt. This attempt must be completed within four weeks of the release of marks by the board. This period can only be extended by a maximum of one week if there are mitigating circumstances. If a longer period is required, progression will not be facilitated. Failure of the exceptional third attempt leads automatically to course failure.

In the case of placement modules, if trainees are offered a reassessment and this is subsequently passed, the training will need to be extended beyond the expected completion date to allow for all six placements to be completed. Trainees need to be aware that funding for such an extended training is dependent on Health Education England approval.

Progression from Year 2 to 3 is also dependent on whether a trainee is actively engaged with the AIW and is maintaining regular contact with supervisors. This is evidenced via a report, signed by the Academic Supervisor(s). As per the requirements of the Professional Doctorate Awards this report will be provided to the Progression and Award Board in Year 2 and will inform decision making around progression to Year 3. A similar report is also provided at the Year 3 Progression and Award Board to aid decision making regarding AIWs that are failed, incomplete or require resubmission. The Progression and Award Board will consider reports in Years 2 and 3 and take appropriate action which may include withdrawal from the course.

Assessment Chart

Module Name	Formative Assessment Type and Week of Completion (approximate)	Summative Assessment Type and Week of Submission (approximate)
Year 1		
Psychological Theory and Practice 1	Orally presented case presentation plan Week 29	Case presentation - 40 minutes with 10 minutes for facilitated discussion Week 32
Research Methods 1	1. Class-based test statistics test Week 12 2. Reflexive statement, maximum 400 words Week 24	Research proposal presentation Week 35
Personal and Professional Development 1	Ongoing through personal and professional development tutorials	3,000-word reflective assignment Week 26
Placement 1 (Child and Adolescent, Adult, Older Adult or Intellectual Disability, Neurodiversity and Acquired Brain Injury)	Ongoing via placement supervision and mid placement meeting Week 17	The Supervisor Practice Assessment; the Supervised Placement Agreement; the Trainee Logbook; the Trainee Declaration; the Informed Consent Declaration; the Trainee Practice Portfolio. Week 30
Placement 2 (Child and Adolescent, Adult, Older Adult or Intellectual Disability, Neurodiversity and Acquired Brain Injury)	Ongoing via placement supervision and mid placement meeting Week 40	The Supervisor Practice Assessment; the Supervised Placement Agreement; the Trainee Logbook; the Trainee Declaration; the Informed Consent Declaration; the Trainee Practice Portfolio. Week 49

Year 2		
Psychological Theory and Practice 2	Group peer learning task and presentation Week 9	Case presentation – 50 minutes with 10 minutes for facilitated discussion. Week 32
Research Methods 2	AIW progress report Week 50 Ongoing via supervision	Small scale service improvement project Week 35
Personal and Professional Development 2	Ongoing through personal and professional development tutorials	3,000-word reflective assignment Week 28
Placement 3 (Child and Adolescent, Adult, Older Adult or Intellectual Disability, Neurodiversity and Acquired Brain Injury)	Ongoing via placement supervision and mid placement meeting Week 17	The Supervisor Practice Assessment; the Supervised Placement Agreement; the Trainee Logbook; the Trainee Declaration; the Informed Consent Declaration; the Trainee Practice Portfolio. Week 30
Placement 4 (Child and Adolescent, Adult, Older Adult or Intellectual Disability, Neurodiversity and Acquired Brain Injury)	Ongoing via placement supervision and mid placement meeting Week 40	The Supervisor Practice Assessment; the Supervised Placement Agreement; the Trainee Logbook; the Trainee Declaration; the Informed Consent Declaration; the Trainee Practice Portfolio Week 49
Year 3		
Integrated Practice	Ongoing through personal and professional development tutorials	<u>ICA (50%)</u> 1. 1,500-word brief format report Week 11

		<p>2. Brief format report viva voce 20 minute examination</p> <p>Week 25</p> <p><u>ECA (50%)</u> Case presentation – 35 minutes with 15 minutes for facilitated discussion.</p> <p>Week 32</p>
Advanced Independent Work	<p>AIW progress report</p> <p>Week 50</p> <p>Ongoing via supervision</p> <p>Mock Viva</p> <p>Week 33</p> <p>Research conference presentation</p> <p>Week 41</p>	<p>AIW portfolio submission</p> <p>Week 32</p> <p>Viva Voce examination</p> <p>Weeks 41 and 42</p>
Elective Placement *	<p>Ongoing via placement supervision and mid placement meeting</p> <p>Week 17 or 40</p>	<p>The Supervisor Practice Assessment; the Supervised Placement Agreement; the Trainee Logbook; the Trainee Declaration; the Informed Consent Declaration; the Trainee Practice Portfolio</p> <p>Week 30 or 49</p>
Organisational Placement*	<p>Ongoing via placement supervision and mid placement meeting</p> <p>Week 17 or 40</p>	<p>The Supervisor Practice Assessment; the Supervised Placement Agreement; the Trainee Logbook; the Trainee Declaration; the Informed Consent Declaration; the Trainee Practice Portfolio</p>

		Week 30 or 49
Specialist Therapy Placement	Ongoing via placement supervision and mid placement meeting Week 17 or 40	The Supervisor Practice Assessment; the Supervised Placement Agreement; the Trainee Logbook; the Trainee Declaration; the Informed Consent Declaration; the Trainee Practice Portfolio Week 30 or 49

***Trainees choose one**

How to submit assessments

You will submit your assessments via [Blackboard Ultra](#)

External examiners

External examiners help the University to ensure that the standards of your course are comparable to those provided by other universities or colleges in the UK.

An external examiner is generally an experienced lecturer from another university who offers an independent view as to whether the work of students on the course is of the correct standard. The external examiner does this by looking at a sample of work (e.g. assignments, exam answers, dissertations), discussing the work with your lecturers and attending the assessment boards to endorse results. They then produce an annual report which tells us about any concerns they have and any good practice they have identified.

The external examiner for your course is: The external examiner for your course is Dr Sarah Gunn and she works at the University of Leicester. Sometimes, your modules may have a different External Examiner and your Module Leader can provide details on request.

It is not appropriate for you to make direct contact with your external examiner.

Please direct any queries for your External Examiner through your Programme Director.

2.6 Learning and Teaching Strategy

The course has been designed in accordance with Teesside University's Future Facing Learning (FFL) Strategy: a distinct pedagogic approach underpinning our commitment to delivering education. The University Academic Enhancement Framework (AEF) provides the structure through which FFL is embedded with Academic practice and both the course and its modules have drawn upon the AEF to inform their design. The AEF includes the following core themes:

1. Digitally Empowered
2. Future Ready
3. Globally Connected
4. Research Active
5. Socially and Ethically Engaged
6. Student Success
7. Student Voice
8. Transitions
9. Wellbeing

These themes are incorporated across all aspects of the course and examples are provided below.

The learning and teaching strategy for the course is underpinned by the standards set by the BPS and the HCPC. As such, the course aims to provide high quality clinical psychology training, and to develop trainees into Clinical Psychologists who will be eligible to apply for registration with the HCPC as Practitioner Psychologists.

The course is underpinned by our values. Trainees are independent, active, and responsible adult learners and the different layers of support available within the course facilitate trainee progression and development.

The emphasis throughout the course is on a developmental and trainee-centred approach to learning and teaching, as trainees progress to become fit for practice and fit for award. With progression, trainees are challenged to utilise their growing theoretical and critical understanding with more specialist and complex material. In Year 3 there is less teaching and more independent study time, to allow time for the Advanced Independent Work. The Personal and Professional Development (PPD)

modules and tutorials provide a structured way for trainees to develop the skills required to become reflective and critically self-aware practitioners, who are able to manage the emotional demands of working within health and social care settings.

The teaching and learning methods used are informed by theories of learning and by research evidence. We aim to facilitate deep learning by connecting psychological theory, evidence and research with practice, and by creating assessments that include reflection and critical analysis of practice experience and the evidence base. Teaching provides opportunities for reflection and experiential learning. Specific features of the learning and teaching strategy are as follows:

- Critical thinking and reflective practice are developed through teaching, placements, tutorials, and reflective groups. These are accompanied by an emphasis on the importance of arriving at creative, practice-based solutions to the presenting problems of service users with a high degree of complexity.
- The course is committed to involvement of service users and carers across all aspects of the programme; giving trainees direct access to their perspectives on mental and physical health problems; which in turn can inform creative and service user-centred interventions and research.
- Teaching involves a combination of lecturer-led and inquiry-based learning methods.
- Teaching is both didactic and experiential. Through workshops trainees learn to apply knowledge and practice developing clinical skills.
- Research teaching, seminars, clinics, and tutorials offer advice and guidance regarding developing research skills.
- All teaching is research-informed so that trainees are encouraged to adopt a critical approach to the evidence base in Clinical Psychology. The DClinPsy team are actively engaged in their own and trainees' research and are committed to publishing thesis projects in peer reviewed journals. This research contributes to the evidence base that is subsequently drawn upon in teaching. AIW theses are uploaded onto the University system, [Pure](#), so that others have access to them.
- The importance of individual learning needs is recognised, and the development of particular special interests is encouraged. Each trainee has a PPD tutor who is allocated to them for their whole training. PPD tutorials are provided throughout the course and trainees identify gains in learning and development; and learning needs and interests for the future. Academic tutorials are scheduled at appropriate times throughout the course. A key focus of these is to support

trainees make the transition to master's level at the outset of the course and then to doctorate level.

- Equality, diversity and inclusion (EDI) is central to the delivery of the course. Trainees are encouraged to think and reflect critically on the social, cultural and political landscape, what it means to be culturally competent, and the impact of policy on psycho-social outcomes.
- We hope in the 2025-2026 academic year to appoint a dedicated EDI Lead who lead and challenge the course with regards to EDI and anti-racism. Reflective drop-ins will be held to provide a confidential and reflective space to trainees with protected characteristics and lived experiences.
- Individual research supervision with the Academic Supervisor supports the trainee in their AIW project.
- Assessments are designed to facilitate development of oral and written presentation skills; and as the course progresses trainees are required to 14 communicate and evaluate increasingly complex clinical and research material. Interactive methods are utilised which allow trainees to be active and to work in small groups to share knowledge and experience. These methods also allow trainees to collaborate in problem-solving and to link their theoretical knowledge with practice experience. Formative assessments offer staged learning designed to equip trainees to progress with their studies.
- As per BPS requirements, 50% of the course is dedicated to clinical practice. Placements are designed to facilitate practice-based learning through clinical supervision. CPD activities also occur in the placement setting.
- Learning and development on placement is supported by clinical supervision, placement meetings to monitor and assess progress, formal and informal feedback from supervisors, and group clinical tutorials. Each trainee has a dedicated Clinical Tutor who sees them through their training.
- Central to the course is the recognition that Clinical Psychologists are frequently employed within the NHS in leadership roles and are expected to model leadership attributes from their first positions as qualified staff. The curriculum incorporates leadership teaching and learning throughout, utilising the experience of experienced NHS Psychologists.
- Teaching is provided both by University and NHS based Psychologists.
- Trainees' digital competencies and the relevant course and module learning outcomes are directly informed by the meta-competencies from the BPS Division of Clinical Psychology Digital Competencies for Psychological Professions. These meta-competencies are over-arching factors which inform

and overlap with subsequent domains within the competence framework, to which trainees are signposted in the Course Handbook and [Blackboard Ultra](#).

Our learning and teaching strategy also emphasises the requirement to attend all aspects of the Course in the same way that trainees would be expected to attend work as a full-time employee. In this respect, full attendance, including appropriate use of personal study days, is expected (in accordance with BPS accreditation standards at least 10% of the Course time is allocated as personal study time). It is important, therefore, that trainees ensure they have booked into their diaries in advance all Course activities as set out in the timetables; please also make sure that you note any changes to your timetable as communicated to you.

We are aware that on occasion it may be necessary to take a day of annual leave during teaching time. Therefore, for years 1 and 2, up to **three** days of annual leave; and for year 3, up to **one** day of annual leave during teaching time are permitted, at the discretion of the Programme Director. You will be expected to access the relevant learning materials in your own time.

Online attendance to face to face teaching sessions **is not permitted**.

The revised [BPS Accreditation Standards](#) require attendance to be monitored and the default position is that attendance at teaching is mandatory. Standard 2.11.9 states:

Where teaching is missed for any reason, the education provider should have processes that require trainees to 'catch up' with missed material. The 'catch up' process should reflect the aims and content of the missed teaching material, giving particular consideration to missed skills practice. The 'catch up' process should differentiate between short- and long-term absences, and the process should give regard to circumstances under which teaching should be repeated rather than subject to the 'catch up' process. Ordinarily, providers should plan for teaching to be repeated rather than 'caught up' if absences mean, or are likely to mean, that this would exceed 20% of the total planned teaching.

Therefore, if you miss up to 20% of teaching in any academic year will be expected to catch up on missed content and it is your responsibility to do so. If you miss more than 20%, due to longer term absences, you will be expected to repeat missed teaching in the subsequent academic year. This may lead to an extension to training in liaison with NHS England who authorise funded extensions to training.

Various processes are required to manage specific personal and professional circumstances where authorised absence is required, including annual leave, sick

leave, and special leave; as well as other occasions when authorisation is required for you to be somewhere other than you are timetabled to be. The Course-specific processes are set out in detail below. Please familiarise yourself with these processes as failure to comply with them constitutes unauthorised absence and could lead to a [Fitness to Practice investigation](#).

There is also a specific minimum attendance requirement of 56 days for each placement which is set in order to ensure appropriate learning occurs in each practice setting (see Assessment in Practice section below). Please ensure that when you are requesting or have had to seek authorisation for time off placement, for whatever reason, that you consider this requirement; since falling below it would normally affect progression into subsequent placements.

2.7 Employment and Annual Leave

Your NHS contract of employment stipulates that you are employed on a full-time basis and so are expected to fulfill all duties expected of a Trainee Clinical Psychologist on all work days. These contractual duties cover all aspects of the programme including attendance at teaching, as well as working during self-directed study days. Full attendance is required unless you have permission to be elsewhere.

Under Agenda for Change, you have an allocation of leave for each year, running the full duration of the academic year from its **start date** in September to the **end** of the year, the following September. This is calculated as follows, taking account of start dates creating part years:

Up to 5 years NHS employment:	27 days)
5 to 10 years NHS employment:	29 days) + 8 Bank Holidays
more than 10 years NHS employment:	33 days)

Please discuss with the Programme Director when you start the course, your number of NHS service years and your leave allocation.

Annual Leave Procedure

All relevant forms are located in the **Absences and Leave** section of the [Blackboard Ultra](#) Programme site.

Trainees can request to take their allocated leave at any time in the year using the **Annual Leave Record and Request Form**, emailed to the Programme Director, subject to the following:

1. During term time it is expected that you attend all teaching days. However, up to three days of annual leave for years 1 and 2 and up to one day of annual leave for year 3 during teaching days are permitted, at the discretion of the Programme Director.
2. You will be required to take up to five days' annual leave during the last week of the academic year. This is the compulsory leave week and forms part of your leave entitlement for that academic year. It is important to ensure that you have these days set aside when planning your annual leave.
3. Outside of teaching time, it is expected that you take full weeks of leave in order to fulfil your professional responsibilities to your employer, particularly in terms of self-care. Study days must be taken as leave when you are taking a break from your work and cannot be taken to supplement annual leave. Normally, you will be expected to take at least three full weeks in some combination through the leave year. Exceptional circumstances will be considered but requests must be made in writing to the Programme Director. Remember, if you request to take placement days as annual leave but keep the study days in that week for this activity, you will be expected to study.
4. During placement periods, it is important that annual leave is taken in consultation with Placement Supervisors such that there is agreement that the integrity of the placement and appropriate supervision requirements are appropriately maintained. Before annual leave requests are emailed to the Programme Director, therefore, trainees should discuss this with their Supervisor and obtain signed confirmation of the Supervisor's approval on the Annual Leave Record and Request Form.
5. Sometimes annual leave has to be booked well in advance, before the trainee has commenced the placement. In such circumstances the annual leave request should be discussed with the Clinical Tutor who will review the situation and, if appropriate, sign a confirmation of the arrangements on behalf of the upcoming supervisor. When this occurs the Supervisor will be informed as soon as possible of the arrangements.
6. Please note that Supervisors may wish to impose limits on the flexibility of leave taken in order to fulfil service obligations. Where you and your Supervisor's

needs are in conflict, this should be brought to the attention of your Clinical Tutor at the earliest opportunity.

7. You must not take an unreasonably large amount of leave from either one of the two placements in the year. You are expected to achieve a reasonable balance of time off between the two placements and must plan this in advance where possible.
8. **All annual leave requests therefore involve submission of an Annual Leave Record and Request Form, via email to the Programme Director. The leave is then recorded on the system and you will receive an email confirming it has been approved, or otherwise.**

A record of leave taken will be kept by the University and trainees are professionally responsible for managing their leave in accordance with the conditions set out above.

Sickness Procedure

All trainees are required to report sickness absence to Teesside University and TEWV for placement days, teaching days, personal study days and research days. On the first day of sickness, trainees are required to:

1. Email the absence inboxes: tewv.dclinpsych@nhs.net and ClinPsychAbsence@tees.ac.uk. The Programme Director, Module Leaders, TEWV and University administration all have access to these inboxes and they are regularly monitored.
2. If sickness absence occurs for placement days or it seems likely that sickness absence will extend into practice days, the trainee should also inform the Placement Supervisor to inform them of the absence.
3. Trainees must complete a TEWV Self-certification Form for the first 7 days' absence and a Doctor's sick note for absence beyond five days. Please submit these directly to both absence inboxes. A Trust Sickness Absence Notification Form will be completed which will record information and communications about the sickness during the absence and will be kept on record by the employer.
4. Trainees should keep the Programme Director and Placement Supervisor informed throughout the duration of episodes of sickness absence and inform both parties when they become fit to return to studies and to the placement.
5. Administrative staff will record the absences on School systems.

6. A Return to Work Interview should take place on return to work. Trainees may have to book time off placement for this to occur. Admin staff will be in touch to confirm the meeting details.

The University and TEWV keep records of all instances of sickness/absences.

Authorised Leave of Absence

In exceptional circumstances, such as bereavement or a childcare emergency, authorised absence may be granted. The details of the policies around such leave are provided via the TEWV intranet system, InTouch. It is trainees' responsibility to make themselves familiar with these policies. If the exceptional circumstance meets TEWV criteria for leave, then complete the relevant form and follow the same procedure for sickness absence outlined above.

Time for absences in relation to, for example, medical appointments must be agreed with the Programme Director and supervisor (if during placement) in advance.

2.8 Trainee Support

Induction

The course begins with a four week induction programme. Three weeks of this are dedicated to university-based activities, and one week to the induction from the trainees' employer, Tees, Esk and Wear Valleys NHS Foundation Trust. Trainees meet members of the Course team and other trainees, familiarise themselves with the course and develop the skills they need before starting supervised practice. Trainees also begin the process of Personal and Professional Development, a support structure that is integral to the course and a version that is unique to Teesside. Four days of the induction comprise of teaching dedicated to Cognitive-Behavioural Therapy.

Consolidation

At the beginning of years 2 and 3, the course begins with a week of personal study, followed by a two-week teaching block. This facilitates the transition between years and enables essential teaching to take place before placements begin. Group clinical tutorials, where trainees share experiences from placements, are held during this period.

A Whole Programme Day at the end of the induction and consolidation period brings cohorts together for a day of activities that vary year by year. This day is aimed at building relationships between trainees, cohorts and the staff team and choice is

offered to trainees regarding the type of activity they would like to engage in, in addition to a whole course activity.

The provision of high quality support is recognised as a fundamental requirement for trainees' learning and development. A distinctive feature of the course is the layers of support that are provided for trainees. These work together to provide a trainee-centred approach to training.

Personal and Professional Development (PPD)

PPD is unique to Clinical Psychology and we have a version that is unique to Teesside. This is an integrated approach to trainee support, which helps trainees manage their personal learning needs and deal with the emotional and physical impact of practice. The PPD system enhances the quality of the learning experience by ensuring that one person (the PPD Tutor) looks holistically at the academic, research and clinical progress throughout the course, signposting to support mechanisms in the wider University if necessary. This system also enables trainees to begin to plan their personal career pathway. The PPD tutor meets with the trainee at least twice per year; although more frequent tutorials can be arranged if required.

Reflective PPD groups and reflective group spaces are facilitated, designed to explore particular lived experiences. Our Equality, Diversity and Inclusion Leads provide reflective drop-ins for trainees to discuss any pertinent issues. Schwartz Rounds facilitate inter-professional reflection and support.

Year 2 trainees act as buddies for new trainees as they commence the course.

There is also a voluntary mentor scheme. The purpose of the scheme is to provide a confidential system for personal support for trainees throughout their three years of training. The personal mentor scheme provides each trainee with a mentor who is introduced at the start of training, and usually remains that trainee's mentor until they complete training. Thus, the trainee and mentor will be able to develop a relationship over time. The mentor scheme is not seen as a replacement or substitute for personal tutors or clinical supervisors, but as an additional and separate form of support.

Module Leaders

Each module has designated member(s) of staff who provides academic guidance regarding issues related to the module including the academic content and assessment. Academic tutorials are provided in relation to preparation for academic assessments.

AIW Supervision

Trainees will acquire a research supervision team for their advanced independent work (AIW) during Year 1. This team will consist of at least one Academic Supervisor (normally an academic member of the programme team or from within the wider University academic community with relevant research topic and/or methodology expertise) and one Field Supervisor (normally a practising clinical psychologist with specialist knowledge and experience of the participant group of interest), to support them throughout their AIW.

Clinical Tutors

Each trainee is allocated a Clinical Tutor for their whole training. The Clinical Tutor is responsible for monitoring the trainee's progress in clinical practice throughout the course. The Clinical Tutor meets with the trainee and the Practice Supervisor once during each clinical placement, normally at the mid-point of the clinical experience. Group Clinical Tutorials are held twice a year, where trainees are encouraged to share their reflections and experiences from placements in particular specialties.

Clinical Supervision

Supervision in all placements meets the standards set out in the BPS CTCP Guidelines on Clinical Supervision. Each trainee has a named supervisor who is responsible for supervision and the formal assessment of the trainee in practice. This is normally a Chartered Clinical Psychologist with at least two years' experience post-registration, who has clinical responsibilities in the placement area. In addition to routine placement meetings, individualised support and consultancy to both trainees and supervisors is provided on an ad-hoc basis. We have excellent relationships with our pool of supervisors and other stakeholders who comment on how they value the opportunities for discussion. We may also signpost trainees to their PPD tutor or other relevant course staff for bespoke support on individual issues.

Tees, Esk and Wear Valleys NHS Foundation Trust Occupational Health and Staff Support Services

Trainees are able to access the employing Trust's occupational health and staff support services. Advice is offered on work-related health problems and minor illnesses, as well as offering an independent and confidential counselling service.

Reasonable Adjustments

Reasonable adjustments are made for trainees with disabilities; supported through the University's Student Support Service. These adjustments are made to the process of the assessment, and not to the competencies being assessed. The course also works closely with the trainees' employer in relation to employment policies and procedures, and reasonable adjustments. Our approach to reasonable adjustments is underpinned by guidance produced by the Group of Trainers in Clinical Psychology, see Appendix 3.

Disclaimer:

The information contained in this Handbook is, as far as possible, accurate and up to date at the time of printing. Any corrections or amendments to the handbook will be noted below.

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Appendices

Appendix 1 Course Learning Outcomes

The course will enable trainees to develop the knowledge and skills listed below. Intended learning outcomes are identified for each category	
Personal and Transferable Skills	
Personal Evaluation and Development	
PTSD 1	Demonstrate the independent learning ability required for Continuing Professional Development at a level of advanced academic enquiry and professional practice in Clinical Psychology.
PTSD 2	Demonstrate a critical self-awareness to improve personal and professional development and reflective practice.
PTSD 3	Use layers of support offered within the Clinical Psychology Training programme to support this personal and professional development. Seek support as necessary.
PTSD 4	Develop and maintain resilience in the face of personally challenging situations and the capacity to recognise when own fitness to practise is compromised and take steps to manage this risk as appropriate.
PTSD 5	Use clinical supervision effectively to reflect and change own personal and professional practice as appropriate, developing strategies to manage impact of practice, keeping within appropriate boundaries.

PTSD 6	Critically consider issues relating to difference, diversity, social context, and equality, when working with service users, colleagues, and systems.
Interpersonal and Communication Skills	
PTSD 7	Communicate complex and/or contentious academic/professional issues and own ideas and conclusions clearly and effectively to specialist and non-specialist audiences within clinical and academic environments
PTSD 8	Agree, prepare, deliver, and critically evaluate teaching and training appropriate to the audience of learners within clinical and academic environments.
Team and Organisational Working	
PTSD 9	Collaborate effectively with others in ways appropriate to the professional/academic context.
PTSD 10	Lead or work effectively in multiple teams with the capacity to perform different roles whilst maintaining the quality of own work in practice in a multidisciplinary context.
PTSD 11	Demonstrate a detailed and critical understanding of strategic and operational leadership models across all professional groups in health and social care, with a focus on multidisciplinary, situational and task leadership in the context of service delivery.
PTSD 12	Facilitate the capacities of others and demonstrate confidence in negotiating and managing conflict.
Working in Digital Environments	
PTSD 13	Demonstrate knowledge of ethical practice, opportunities and limitations of digital practice related to access and efficacy.

PTSD14	Demonstrate ability to practice digitally, including establishing and maintaining a positive therapeutic alliance in online work
PTSD15	Demonstrate knowledge of the legal and security requirements for conducting digital psychological assessments, interventions and supervision.
PTSD16	Demonstrate ability to appraise the advantages and drawbacks of digital tools with reference to the evidence base and recommend these to clients and services in line with one's clinical judgement.
PTSD17	Demonstrate the ability to reflect on one's own digital psychological practice.
PTSD18	Demonstrate knowledge of professional and clinical boundary issues specific to online practice
PTSD19	Demonstrate knowledge of psychological frameworks specific to the online therapeutic relationship such as the online disinhibition effect and screen presence.
PTSD20	Demonstrate an ability to recognise one's own competences, training and supervision needs in relation to the particular context of digital practice.
PTSD21	Demonstrate knowledge of the evidence base for digital practice (process and outcome) and how these compare to in-person approaches.
PTSD22	Demonstrate ability to work ethically, safely and effectively attending to professional and clinical boundary issues specific to online practice.
PTSD23	Demonstrate knowledge of how diversity and cultural differences may interact with the online environment.
Decision Making	

PTSD 24	Adhere to BPS Code of Ethics and Conduct and HCPC Standards of Conduct, Performance and Ethics and operate ethically in complex and unpredictable/specialised situations, with a critical understanding of the issues governing good practice in Clinical Psychology.
PTSD 25	Act autonomously and with initiative in complex and unpredictable situations in Clinical Psychology, demonstrating an understanding of organisational issues and adapting practice accordingly.
PTSD 26	Make informed judgements on complex issues in specialist fields of Clinical Psychology, often in the absence of complete data.
PTSD 27	As appropriate to the field, understand, analyse and manage the implications of ethical dilemmas in Clinical Psychology and work proactively with others to formulate solutions to complex situations.
PTSD 28	Develop a strategic approach to delivering outcomes within clinical and academic environments

Research, Knowledge, and Cognitive Skills	
Critical thinking	
RKC 1	Work at the forefront of the discipline, to develop and articulate highly abstract ideas in clinical psychology.
RKC 2	Critically evaluate and draw upon a diverse range of psychological theory and evidence in order to justify conclusions and articulate ideas.
RKC 3	Use highly abstract ideas to challenge clinical psychology orthodoxy, thereby developing new knowledge and/or new conceptualisations in the discipline.

RKC 4	Possess a critical awareness of the strengths and limitations of psychological evidence, and use this critical knowledge to inform how research and clinical practice decisions are made, and how conclusions about findings are drawn.
RKC 5	Use words and numbers fluently to express complex arguments, new knowledge, and conclusions, in an engaging and accessible manner.
RKC 6	Hold a reflexive and critical awareness of own values, biases, and culture as a psychologist, and understand how these may shape and influence research and academic enquiry.
RKC 7	Critically consider the credibility of findings in psychological science (for example, the replication crisis) and the impact of historical psychological research on minoritised communities.
Research, enquiry, and synthesis	
RKC 8	Use advanced psychological research skills to answer clinically relevant questions at the forefront of the discipline, that have the potential to generate new knowledge that contributes to the professional evidence base.
RKC 9	Possess both breadth and depth of knowledge about advanced psychological research methods.
RKC 10	Possess the ability to autonomously select and adapt an appropriate research approach / research method that is commensurate with the research question in hand.
RKC 11	Possess the time and project management skills required to run an advanced and independent research project within the timeline of a professional doctorate.

RKC 12	Accurately identify potential ethical issues that may come up when conducting clinical psychology research and make considered <i>a priori</i> decisions about how to manage these issues.
RKC 13	Work effectively with the professional, ethical and governance systems required to conduct safe and well-run clinical research projects.
RKC 14	Link to the real world by proactively taking opportunities to meaningfully connect research activity with service users, the public, and other communities. For example, via service user involvement in research projects, dissemination of research findings to diverse audiences, and application of research findings to organisations or communities where possible.
RKC 15	Possess practical skills in designing and running an advanced, doctoral level research project and small-scale service improvement project within clinical practice. This includes the ability to design projects, time management, building and maintaining relationships with research stakeholders, and communicating research with clarity.
RKC 16	Run and understand complex qualitative and quantitative analyses in order to provide answers to advanced research questions. This includes the practical skills of competently using appropriate analysis tools or software.
RKC 17	Possess the ability to exercise a high degree of autonomy in running research projects, being able to make complex project decisions independently, utilising research supervision appropriately at a level commensurate with doctoral level study.
Analysis and evaluation	
RKC 18	Understand and apply concepts from national, legislative, and clinical domains in a critically enquiring manner, in order to carve links between theory and practice, and acknowledge tensions and discrepancies between multiple perspectives when forming a conclusion.
RKC 19	Apply research and practice evidence, with a critical understanding of health/mental health service provision in the United Kingdom, and the underlying diverse contextual, political, social, and economic factors that shape this provision.

RKC 20	Make complex decisions, or draw complex conclusions, in the presence of incomplete data or contradictions in knowledge. Being able to handle complexity and consider multiple perspectives in research and clinical practice.
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Professional Skills, Values and Behaviours	
Values	
PSVB 1	Demonstrate the knowledge and values necessary to work effectively with service users, families, carers, systems, communities and organisations and teams within complex situations.
PSVB 2	Support others, taking account of the organisational and social context.
PSVB 3	Demonstrate an ability to work within the values of NHS Constitution.
PSVB 4	Develop a compassionate and respectful stance and maintain effective, collaborative working alliances with service users (individuals, couples, families, communities, groups, carers, and staff teams) in complex systems.

PSVB 5	Demonstrate an anti-racist stance and work effectively with service users, colleagues, and systems with a critical awareness of equality, diversity, and inclusion.
PSVB 6	Value and critically analyse the importance of multiple perspectives.
PSVB 7	Recognise the importance of the community contexts within which service users and colleagues reside, and the impact of these contexts on psychological health and distress.
PSVB 8	Recognise the importance of choice in psychological health care and how this relates to issues of equality, diversity, and inclusion.
PSVB 9	Work with integrity and authenticity in all aspects of academic and clinical work.
Accountability	
PSVB 10	Meet the professional requirements/ competencies for registration with the HCPC and BPS as a Practitioner Psychologist.
PSVB 11	Meet the requirements of the Agenda for Change Trainee Applied Psychologist Job Description (Band 6)
PSVB 12	Able to maintain fitness to practice.
Performance	
PSVB 13	Work independently, under the guidance of supervision, within a variety of contexts, whilst demonstrating the ability to effectively utilise constructive critical feedback to improve clinical and academic practice.

PSVB14	Select and administer an appropriate range of psychological assessments and develop, monitor, and review intervention plans, critically evaluating the effectiveness of interventions in complex situations and reformulating as appropriate, thereby shaping practice, and recognising when further intervention is appropriate.
PSVB 15	Use psychological formulations and reformulations to plan, deliver and evaluate interventions using a range of theoretical models and therapeutic skills, taking account of issues relating to difference, diversity and social context, working with service users (individuals, couples, families, communities, groups) and service organisations.
PSVB 16	Monitor and maintain health, safety and security of self and others, identifying how best to manage risk.
Leadership and Wider Contexts	
PSVB 17	Facilitate and lead in service planning and delivery.
PSVB 18	Provide expert psychological opinion and advice, including the preparation and presentation of evidence in formal settings.
PSVB 19	Demonstrate detailed knowledge and critical understanding of the national and Pative context of service management, delivery, and practice, including change processes in service delivery and the impact of consultancy on practice.
PSVB 20	Demonstrate a detailed knowledge and critical understanding of the impact of national policy on indicators of inequality and social exclusion. Use this knowledge and understanding to critically reflect on issues of equality, diversity and inclusion for service users, colleagues, and systems.

Appendix 2 - Responding to Racism in Clinical Practice Guidance

This document was drafted by Dr Mercedes Coleman and Dr Fiona Wood (previous Equality, Diversity, and Inclusion, EDI, leads) in collaboration with the EDI steering group.

Introduction

This guidance document has been developed in acknowledgement of some of the unacceptable experiences of racism, including microaggressions, experienced by Teesside Doctorate in Clinical Psychology trainees whilst on Placement. Experiencing or witnessing any form of racism whilst on clinical placement is distressing and traumatic. Trainees and supervisors often report that it can feel difficult to know how to respond to racism both in the moment or upon reflection.

This guidance aims to support trainees and their supervisors to be aware of their responsibilities and options when experiencing racism.

Racism can occur within the following interactions¹, all of which should be responded to in line with this document.

- Staff member towards another staff member
- Staff member towards a service user
- Service user towards a staff member
- Service user towards another service user
- Carer towards a staff member
- Staff member towards a carer

This guidance document covers the following:

- Definitions of racism and microaggressions, examples of those that have been reported and experienced in clinical practice
- Trust policies and actions to take if you experience or witness racism, including microaggressions, whilst on a clinical placement
- The types of support available if you experience or witness racism, including microaggressions, whilst on a clinical placement
- The types of things you can do to challenge/navigate racism, including microaggressions, whilst on a clinical placement
- Advice/guidance for supervisors on how to support trainees who experience racism, including microaggressions, whilst on a clinical placement

¹ Racism can also occur between an institution/organisation and staff and service users, operating through policies and procedures.

Self-care when reading this document

This document includes examples of microaggressions, which may be difficult to read. We encourage all readers of this document to look after themselves. If reading this document raises any issues that you would like to discuss, please contact the EDI Lead to access a drop in EDI_DClinPsy@tees.ac.uk or speak with your PPD Tutor.

Definitions and Examples

Racism: a belief that race is a fundamental determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race (Merriam Webster)

Racist: One who is supporting a racist policy through their actions or inaction or expressing a racist idea (Ibram X Kendi)

Microaggression: a comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalized group, such as a racial or ethnic minority (Merriam Webster)

More often (although by no means always) racism within the context of the NHS is not overt, but is subtle, and insidious, occurring in the form of microaggressions.

Nova Reid (Anti-Racist Activist) on the impact of Microaggressions:

“Consider them [microaggressions] like snowflakes. At first fall they seem quite harmless, perhaps a nuisance. But overnight the ice that starts to build up underneath and that pristine surface suddenly seems dangerous, volatile ground where we slip and fall every time we go outside. Perhaps at first spraining a wrist and then breaking a bone, and over months and years, what once was seemingly harmless snowflakes collectively cause a devastating avalanche.”

Below are some examples of microaggressions trainees and clinicians have reported in clinical practice.

Examples of Microaggressions in Clinical Practice

- “The weather was lovely on holiday, I’m almost the same colour as you”
- “Where are you from? No, where are you really from?”
- “It’s because of your culture you don’t think like us”
- “I can’t believe racism still exists within this day and age”
- “Can I shorten your name to XXX, yours is too complicated”
- “What does your name mean? It sounds exotic!”
- “I don’t mean to sound racist, but...”
- “...no offence”
- “Can I touch your hair?”


- “Your lot”
- “I’m sure x didn’t mean it like that, x is lovely”
- “I’m sure x didn’t mean it like that, x is a great clinician”
- “It wasn’t X’s intention”
- Repeatedly mispronouncing someone’s name
- Discussing incidents of racism in huddle/MDT and not offering staff (victims) support
- Jokes about service users' culture in MDT/huddle
- Not adhering to trust policies around racism in the workplace
- Witnessing racism and not acting upon what you have seen (being complicit)
- Saying there is "nothing I can do" when racism is reported
- Saying "that is just what the team are like" when racism is reported
- White silence/White denial

Actions to be taken if you experience or witness racism, including microaggressions from service users or carers

Please follow the policies below if you experience or witness racism or microaggressions within interactions

- Service user towards a staff member
- Service user towards another service user
- Carer towards a staff member

Table 1. Trust Policies to follow if you experience or witness racism or microaggressions from service users or carers whilst on placement.


Please click on the image to access the trust policy	
 TEWV Verbal-aggression-pr	<i>TEWV Verbal Aggression Policy</i>
Please ask your placement supervisor for access – link will not work out of Trust.	<i>CNTW Policy</i>
Please ask your placement supervisor for access – link will not work out of Trust.	<i>NUTH Policy</i>
Please ask your placement supervisor for access – link will not work out of Trust.	<i>Gateshead Policy</i>

Actions to be taken if you experience or witness racism, including microaggressions from staff members

Please follow the policies below if you experience or witness racism or microaggressions within interactions

- Staff member towards another staff member

Table 1. Trust Policies to follow if you experience or witness racism or microaggressions between staff on placement.

Please click on the image to access the trust policy	Policy
	TEWV Bullying and Harassment Reporting and Resolution Procedure
Please ask your placement supervisor for access – link will not work out of Trust.	CNTW Dignity at work Policy
Please ask your placement supervisor for access – link will not work out of Trust.	NUTH Policy
Please ask your placement supervisor for access – link will not work out of Trust.	Gateshead Policy

Support available for trainees if you experience or witness racism, including micro-aggressions, on clinical placement

It is important to acknowledge that we all feel supported in different ways. When it comes to something as difficult as experiencing or witnessing racism, including microaggressions, there is no ‘right’ way to seek support. The below are a list of options that are available to you, should you choose.

- At the start of your placement, there is a prompt in the initial placement contract for trainee and supervisor to agree what will happen if you experience or witness racism whilst on placement.
- In the first instance, you may wish to discuss any experiences of racism, including microaggressions, with your placement supervisor. However, we appreciate this can be incredibly difficult to do. If you feel it would be helpful, you can request a three-way meeting with your clinical supervisor and one of the EDI lead. The aim of the EDI lead being present will be to provide support for you and ensure that appropriate actions are taken.
- You can arrange a drop-in session with the EDI lead who will provide support and can talk through your options with you.
- If you feel more comfortable, you may want to talk through your concerns with one of the course staff – this could be your Clinical Tutor, PPD Tutor, or another staff member you feel safe to raise this with.
- Sarah Dallal (TEWV Equality, Diversity, and Human Rights Lead) has also offered to provide support should you experience racism, including microaggressions, whilst on placement in TEWV. Her contact details are sarah.dallal@nhs.net.
- You also have the option to speak to Lynne Howey (Trainee Line Manager) about what has happened.

- If it would be helpful, we can support you to refer through the Trust to employee support services.
- You may find it helpful to talk to other trainees about your experiences.
- If applicable to you, you may wish to access the peer support network for trainees from ethnically minoritized communities – please get in contact with the EDI lead if you would like to be connected to this network.

The types of things you can do to challenge/navigate racism, including microaggressions, whilst on a clinical placement

Responding to racism, including microaggressions, can be an incredibly difficult thing to do. This document is not intended to be prescriptive, as dealing with racism, including microaggressions, is complex and nuanced, with how able you feel to challenge dependent upon numerous factors including (but not limited to): the direct/indirect nature of the experience; the power you have in the situation; your lived experiences; the context of the experience; how safe you feel. As a trainee clinical psychologist, it can be incredibly difficult to challenge those in positions of power or authority within the placement context. There is a spectrum for how you can respond or draw attention to incidences of racism, with what you feel comfortable to do different for everyone. As with every human interaction, we all have different ways of relating to others - it is not that one way is 'right' or 'wrong'; you will find your own style.

If you are reading this as an individual from a white majority ethnic background, it is important to note that individuals from ethnically minoritized backgrounds do not need 'white saviours'. White saviourism is a term used to describe white people who consider themselves 'wonderful helpers' to people from ethnically minoritized backgrounds but "help" for the wrong reasons (e.g., self-gratification). True allyship refers to genuine, authentic, efforts by members of a privileged 'in-group' (in this case, those from a white majority ethnic background) to advance the interests of marginalized groups (in this case, those from ethnically minoritized backgrounds), both in society at large, and within contexts, such as universities or workplaces. In contrast, performative allyship "comes from a desire to soothe guilt, shame or discomfort from witnessing racism, is ego-satisfying, reactive, in feeling the need to provide you aren't racist" (Nova Reid). As Nova states in her book (*The Good Ally*): "in case you missed the memo, we (individuals from ethnically minoritized backgrounds) have been rescuing ourselves and revolting against the oppressor throughout history". It is therefore important when challenging racism, including microaggressions, as a person from a white majority ethnic background, that you reflect on your intentions for doing so.

If you are in a position where you feel psychologically safe enough to challenge an incident of racism, including microaggressions, below are some suggestions that may be helpful.

In the moment: self-care

- If the racism, including microaggressions, is directly targeted at you – **look after yourself first and foremost** – do what you need in the situation, whether that is stay, leave, choose not to respond, challenge, seek support, or any other response you may have (all responses are valid, there is no right or wrong way to feel)
- Pause before responding – allow yourself time to think about what you would like to say, particularly if you are having an anxiety-based fight or flight response

In the moment: challenging microaggressions

- Asking someone to repeat themselves – this may give someone the time to think more carefully about what they are saying and give them with an opportunity to ‘self-check’
- Asking questions/being curious – to get to understand what it is they mean by what they have said - “can I ask your intention with that question?” or “can I check what did you mean by that?”
- Acting confused – “I am not sure how you got from X to X, can you talk me through what you are thinking?” or “I am just not sure I understand what you are saying” ... asking people to explain themselves may also give them time to reflect on what they are saying
- Provide an alternative perspective when confronted with a statement or generalisation about a cultural or ethnic group, for example “In my experience, X (cultural or ethnic group) incorporates much diversity, such as...”
- Provide information about a statistic, text, or research that you have read that directly challenges a statement made e.g., in response to “Racism doesn’t exist in the NHS” - “A recent survey I read indicated a third of BAME staff working in the NHS have experienced racist abuse at work, I am happy to share the article with you if you’d like?” or “It is surprising that you would say that, when we know about statistics such as Black people being 4x more likely than White people to be detained under the Mental Health Act” - (sometimes it can feel safer to defer to an established study, statistic, or to an anti-racism expert)
- A polite reminder about appropriate language – for example, advising “that language is not appropriate, it is more appropriate to use X instead” - if possible, explain why
- If something is directed at you, you could provide I or me statements, for example “the comment you have made is making me feel uncomfortable”, or “I don’t feel comfortable to discuss this”
- Interrupting someone, for example if a statement starts with “I don’t mean to sound racist, but...” - you may want to stop someone and state “I am just going to stop you there, that is normally followed by something racist” or “In my experience, that is normally followed by something that is racist”

- Indirectly challenging the incident, for example “can we all just make sure we are using appropriate language during this discussion?”, or “can we all be aware of any unhelpful generalisations we are making about different groups of people?”
- There may be times where you feel safe enough/a situation warrants a more direct challenge e.g., “That is unacceptable and racist”

In the moment: responding to racism within the therapeutic relationship

Responding to racism in the therapeutic relationship can feel challenging, particularly when you are a trainee. You may feel pulled to preserve the therapeutic relationship and avoid a rupture, by not directly challenging the racist statement. This experience is magnified if you are being directly targeted by the racism.

- We encourage you to follow the self-care advice in the first instance. Look after yourself and do what you need to do to feel safe in the moment.
- Your response in that moment is likely to be influenced by your therapeutic relationship. If you feel comfortable, share your experience with the service user “when you said x, it left me feeling x, how does this fit with your formulation?”, followed by a challenge “it’s not appropriate to make comments such as x” or “what did you mean when you said x? It sounds like a generalisation about a group” or “can you find another way to rephrase what you said, without using discriminatory language?”
- You do not have to continue working with the service user. This is entirely your choice, and your supervisor should support you to make the decision that works best for you. You are welcome to contact the EDI lead if you would like to explore your decision in a reflective drop-in space.

After the fact

- You may want to reflect with your supervisor in supervision about the impact of the incident, how you responded, how you may have responded differently.
- Your supervisor may be able to role play with you how you could respond if this happens again on your placement. This should, however, be done safely and in collaboration – it would not be helpful, for example, to replay a racialised power dynamic and/or provoke a visceral re-experiencing of the initial event.
- You may want to discuss with your supervisor processes for escalation within the service – which could include speaking to the team manager. It may be that others were impacted by the incident too – is there a need for a debrief for the team? Is there a training need for the team? It is not your responsibility to take these things forward unless you feel safe and want to do so, with support from your supervisor.
- You may want to discuss the incident with a trusted colleague – did they notice it too? How did they feel about it? It may be the two of you could speak to your team manager together.

- You may wish to discuss further with the EDI lead in a reflective drop-in space – we would encourage you to get in contact and we can talk through what has happened and think about how to challenge what you have experienced/witnessed.
- You may wish to escalate the incident, document it in writing, and/or make a formal complaint. You can reach out for support from any of the sources listed in Section 5 if you would like to do so.

Advice/guidance for supervisors on how to support trainees who experience racism, including microaggressions, whilst on a clinical placement

The following is adapted from Nova Reid’s book ‘The Good Ally’. The following is not a prescriptive list, nor a step-by-step exercise, instead reflects important things to think about when you are supporting trainees who have been impacted by racism, including microaggressions, whilst on placement with you. We would strongly encourage you to read Nova’s book in full for further exercises and guidance as to how to tackle racism in the workplace.

- Believe your trainee – the most important thing is to ensure the trainee feels heard, validated, and believed.
- Resist the urge to ask for more context – this contributes to the trainee feeling they must provide a justification for their experience of racism/explain themselves.
- Resist the urge to change the subject if it feels uncomfortable – just being present and not dismissing/avoiding/denying concerns can be incredibly validating.
- Resist the urge to minimise the racism that has been experienced by commenting on the perpetrator’s ‘niceness’ (or another personal characteristic) or justifying the context through reference to a mental health, organic, or neurodevelopmental condition.
- Review relevant policy with the trainee (see above).
- Take action to address it – What does the trainee need in the moment? What do they need in the longer term? Collaborate with trainee (please do not act ‘in their best interests’ without discussing first with trainee directly impacted).
- You are welcome to approach the EDI lead for support/reflective drop in spaces/supervision if you are concerned about a trainee’s experiences of/exposure to racism, including microaggressions, on placement.

Responsibilities of the course in responding to racism in clinical practice

The Teesside Doctorate in Clinical Psychology, first and foremost, has a duty of care towards trainees. It is not acceptable for trainees to experience racism, including microaggressions, on clinical placement. Should racism occur, and is reported to a member of the course team, the course has the following responsibilities:

- To remember that microaggressions are insidious by nature. The cumulative harm microaggressions cause, can contribute to the placement feeling psychologically unsafe. It can often be challenging to describe microaggressions and their impact using concrete examples.
- To liaise directly with the trainee to ensure the plan for responding to the racism, including microaggressions, experienced is collaborative.
- To ensure appropriate action is taken. 'Appropriate action' will look different dependent upon the trainee's preferences, and their experience. It will always be the intention of the course staff to act in accordance with the trainee's wishes – for example, if the trainee wishes to receive support from the course but does not wish to have a conversation with their placement supervisor about what they have experienced. There are, however, instances in which the course staff may feel sufficiently concerned about a trainee's well-being on placement, by the culture of the placement, or by the conduct of a supervisor, that action may need to be taken to safeguard the trainee, future trainees who may come onto the placement, other staff members in the service, and/or service users and carers.
- Table 3 contains examples (non-exhaustive) of the types of experiences trainees have, and appropriate responses to be considered by the course team.

Table 3. Examples of experiences of racism in clinical practice, and responses to be considered by the course		
Threshold	Examples (Not an exhaustive list)	Responses to be considered (Following discussion with trainee)
Amber	<ul style="list-style-type: none"> • Trainee experiences or witnesses racism on placement, this is reported to placement supervisor, and is responded to in a way that the trainee does not feel satisfied with/clinical supervisor is dismissive of racism experienced by trainee on placement • Trainee experiences or witnesses racism on placement, this is discussed in supervision at the time and trainee is satisfied with supervisor's response, but racism persists in the wider placement context • Trainee experiences or witnesses racism on placement, and does not feel safe to discuss their experiences with their clinical supervisor 	<ul style="list-style-type: none"> • No further action, in accordance with trainee's wishes • Trainee and course representative to monitor trainee's experiences • Course representative to regularly check in with trainee to check how things are going • Three-way meeting between course representative, supervisor, and trainee • Meeting with course representative and supervisor • Three-way meeting between EDI lead, supervisor, and trainee • Meeting with EDI lead and supervisor • Meeting with EDI lead and trainee • Training need is identified for staff team at placement • Training need is identified for supervisor – for example, supervisor could attend race, culture, and supervision workshop facilitated by the EDI lead • Timeframe to be given for actions to be implemented and evaluated • Trainee is offered an alternative placement
Red	<ul style="list-style-type: none"> • Responses attempted in the 'amber section' have been ineffective • Trainee experiences consistent racism on clinical placement that, after being reported, is dismissed, ignored, or insufficiently responded to by the clinical supervisor and/or the service • Trainee experiences racism from the clinical supervisor whilst on placement, supervisor is unwilling to acknowledge this and work on understanding the harm caused • Trainee experiences racism on placement and the level of harm (as defined by the trainee) is 	<ul style="list-style-type: none"> • Trainee may be withdrawn from the placement at short notice • Trainee may wish to consider making a formal complaint against the supervisor or service, with the support of the course • Course may consider making a formal complaint against the supervisor or service • Course will not use the placement again for future trainees due to significant level of concerns – the course and trainee will collaborate in terms of how this is fed back to the placement supervisor, and how much information will be given. The main priority in making this decision will be the trainee's safety. • Course may raise queries regarding supervisor's fitness to practice

	significant, resulting in a high level of concern	
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Appendix 3

Reasonable Adjustments in Clinical Psychology Training

Title:	Reasonable Adjustments in Clinical Psychology Doctoral Training: GTiCP Statement of Principles and Practice Guidance
Authors:	GTiCP Directors SLWG
Version:	1.0
Date:	21 February 2025

1. Background to the Guidance Development Process

The GTiCP Directors group identified a need to share best practice in determining reasonable adjustments to DClinPsy training plans so that Trainees can expect a fair, equitable, and inclusive training experience that maintains training standards and prepares graduates for entry to the HCPC register and post-qualified practice. A SLWG was commissioned by the Directors Group in November 2023 and the statement was presented for review by the Directors Group at the meeting held in London on the 12th of June 2024. Following discussion, the Directors asked the working group to gather additional comments from people with experience of reasonable adjustments during training and programmes supplied contact details for possible respondents. Seven people with relevant lived experience provided comments on the draft document over the summer of 2024 and the anonymised and synthesised results were presented to the GTiCP conference in Oxford in December 2024. Following this a meeting of the SLWG was held on the 10th of February 2025 and final amendments were agreed and sent to the GTiCP Joint Chairs.

Based on extensive feedback and discussion between a wide variety of stakeholders it was agreed that training should be designed so that graduates are equipped to ensure that meeting the needs of service users is central to their practice. Any adjustments must not compromise the application of this core principle.

2. Intended Readership

Because advice on reasonable adjustments may come from multiple sources, supplementary guidance is needed for the integration of this advice into fair and defensible decisions. These guidelines are intended for use by UK DClinPsy training team members tasked with implementing reasonable adjustments for Trainees. They are expected to be of relevance to all who are responsible for determining what adjustments can be considered reasonable under current legal, educational, and statutory regulation frameworks (e.g. Disability Officers, Programme Directors, NHS Line Managers).

3. Key Concepts and Definitions

The context for applying these guidelines involves the intersection of university and NHS policies and procedures. Programme teams need to abide by legal frameworks (e.g. The

Equality Act, 2010) and regulatory frameworks (e.g. HCPC standards, BPS accreditation criteria). To help navigate these complexities, we have used the following key definitions:

3.1 Reasonableness

Adjustments vary along a continuum and there are many that can be applied without substantial deliberation or negotiation as they clearly serve the purpose of ensuring that someone with a disability can have a fair chance to engage in training and meet the required competence standard. However, there is a point at which a requested adjustment may not be considered reasonable within the scope of the Equality Act. We use definitions of reasonableness set out in the ACAS guidance (see Appendix 1).

3.2 Principles versus Processes

There is an important distinction between the application of reasonable adjustment processes (e.g. assessment by Student Disability Services or NHS Occupational Health) and the principles that are used to contextualise the recommendations arising from that process. This distinction is important because completing the process of assessment of need for adjustment is not the same as confirming that the adjustment(s) should be applied. The information arising from the assessment process needs to be interpreted with relevant principles in mind (e.g. protection of the public, maintenance of competence standards) and in some cases recommended adjustments may not be implemented because they do not allow adherence to these principles.

3.3 Dual Status

Another key feature of DClinPsy trainees is that they hold dual status as students and employees (or Honorary Employees in the case of International Students). This dual status means that programme team members may be involved in interpreting and applying advice from advisors such as Occupational Health or University disability advisers. Direct implementation of advice will only be possible when it is clearly in line with the principles governing training programmes.

4. Principles

4.1 At the application stage, all aspiring DClinPsy candidates should be given the information needed to understand that courses have to make decisions about whether requested adjustments reach the threshold for “reasonableness”.

4.2 The starting position is that Reasonable Adjustment requests should be accommodated in line with the provisions of the Equality Act (2010).

4.3 The identification, implementation, and refinement of Reasonable Adjustments should be approached in a collaborative manner that recognises the profile of needs of the trainee and the requirements of the role (see ACAS guidelines for more information and examples). This may include the need to educate colleagues in university disability service roles about the differences between DClinPsy training programmes and more

common university courses.

4.4 Judgements about the reasonableness of adjustments should be informed by available sources of guidance such as that provided by ACAS (see Appendix A1.0).

4.5 In addition to generic guidance about reasonableness, judgements should also be made by referring to documented parameters of the training role such as the Job Description issued with the employment contract and HCPC standards of proficiency required to attain the right to practise.

4.6 The main guiding principle for decision making about training plans and experiences (e.g. selection of placement location and setting) is that the plan will address training needs and give the trainee the opportunity to acquire and demonstrate the required competence standards. In doing so, this should not disadvantage other trainees (e.g. by restricting access to placement settings within easy reach of base)

4.7 There are boundaries of expertise for people advising on Reasonable Adjustments that mean Programme Teams need to interpret and synthesise advice and recommendations. In most instances the key sources of advice will be NHS Occupational Health (for employment related adjustments) and University Student Disability Services (for learning related adjustments).

4.8 Decisions about Reasonable Adjustments during training should be considered with reference to the demands and work parameters that characterise the post-qualification role as an HCPC registered practitioner clinical psychologist ready to practise in the NHS.

4.9 Reasonable Adjustments should be compatible with the Trainee Clinical Psychologist job description (as applies to the course) and any agreed adjustments should be applied so that Trainees are supported in meeting the requirements of the job role. In some instances, the requirements of the job role may preclude the implementation of requested adjustments (see ACAS guidance).

5. Review and Amendment Processes

Suggested amendments to these guidelines should be tabled for discussion at a quorate GTiCP Directors meeting with minor amendments accepted by majority vote and amendments adjudged to be substantial to be referred to a SLWG.

Appendix 1.0: ACAS Definition of Reasonable Adjustments

“What 'reasonable' means

What is reasonable depends on each situation.

The employer must consider carefully if the adjustment:

- will remove or reduce the disadvantage – the employer should talk with the person and not make assumptions
- is practical to make
- is affordable
- could harm the health and safety of others

The employer does not have to change the basic nature of the job.

For example, if someone in a call centre asks for a job that does not involve taking calls, this might not be reasonable if there is no other job to give them.

An employer does not have to make adjustments that are unreasonable. However, they should still find other ways to support the disabled person. This could include making

other adjustments that are reasonable.”

Source: <https://www.acas.org.uk/reasonable-adjustments> (downloaded 9.5.24)

Appendix 4 - Level 7 University Generic Marking Criteria

Band	Generic Criteria
90-100%	An excellent critical and complete demonstration of understanding in all key areas of knowledge relevant to the work and demonstrating an innovative and creative approach. Evidence throughout the work of a sustained ability to synthesise and interpret complex concepts, to make inferences and to provide an original and/or compelling argument and discussion. Excellent structure and immaculate presentation, with cogent use of academic language and grounded in a pertinent and substantial selection of source materials. Excellent use of appropriate analytical and research methods and addresses ethical considerations in an informed and perceptive manner. Exceptional ability to link and critically analyse theory and practice where appropriate.
80-89%	An excellent, critical and systematic demonstration of understanding in all key areas of knowledge relevant to the work. Evidence throughout of the ability to synthesise and interpret complex concepts to provide a compelling argument and discussion. Very good structure and presentation, with confident use of academic language and grounded in a relevant and extensive selection of source materials. Excellent use of appropriate analytical and research methods and fully addresses ethical considerations. Excellent ability to link and critically analyse theory and practice where appropriate.

70-79%	An excellent, critical and organised demonstration of understanding in all key areas of knowledge relevant to the work. Evidence throughout of the ability to synthesise and interpret diverse concepts to provide a sound argument and discussion. Good structure and presentation, with fluent use of academic language and grounded in an appropriate and comprehensive selection of source materials. Very effective use of appropriate analytical and research methods and consideration of ethical implications. Very good ability to link and critically analyse theory and practice where appropriate.
60-69%	A proficient, clearly stated and analytical demonstration of understanding in all key areas of knowledge relevant to the work. Evidence of the ability to integrate and analyse diverse concepts in a rational and logical argument and discussion. Well-structured and clearly presented work, with fluent use of academic language and utilising a relevant and extensive range of source materials. Effective use of appropriate analytical and research methods and consideration of ethical issues. Good ability to link and critically analyse theory and practice where appropriate.
50-59%	An acceptable and substantiated demonstration of understanding in all key areas of knowledge relevant to the work. Evidence of the ability to integrate and analyse diverse concepts in a reasoned and valid argument and discussion. Adequately structured and presented work, with clear use of academic language and reference to a sufficient range of relevant source materials. Adequate use of appropriate analytical and research methods and does address ethical considerations. Effective linking of theory and practice where appropriate.

40-49%	A limited, insufficient and/or inaccurate understanding in key areas of knowledge relevant to the work. Insufficient evidence of ability to integrate and analyse concepts to provide a valid discussion. Unacceptably structured and presented work, with insufficient use of academic language and conventions. A limited range of source materials is used. Limited or ineffective use of analytical and research methods and limited coverage of ethical considerations. Inadequate linking of theory and practice where applicable.
30-39%	A descriptive and/or narrative account, with little critical and/or flawed understanding of key areas of knowledge relevant to the work. Insufficient evidence of ability to discuss fundamental concepts. Unclear and and/or unevidenced argument and discussion. Poorly structured and presented work, with little use of academic language and conventions. A narrow and/or inappropriate range of source materials and analytical and research methods is used. Failure to identify ethical considerations and to link theory and practice where applicable.
20-29%	A weakly descriptive and/or narrative account, with no analytical content and/or significant inaccuracies in understanding of key areas of knowledge relevant to the work. Little or no evidence of research and the ability to discuss fundamental concepts. No awareness of ethical issues. Unclear and unsourced arguments and discussion. Flawed structure and presentation, with negligible attention to academic language or conventions. Some or all source materials are unreferenced and/or irrelevant. Failure to link theory and practice where applicable. To obtain a mark of 20% the work must show evidence of a genuine attempt to demonstrate some knowledge of the subject.
0-19%	The work is almost entirely derivative and therefore lacks analysis or reflection, and shows little or no knowledge or understanding of key areas relevant to the work. No evidence of research and the ability to discuss

	fundamental concepts. The presentation and referencing does not conform to the standards required.
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Appendix 5

Level 8 University Generic Marking Criteria for Professional Doctorates

Band	Generic Criteria
90-100%	<p>An excellent critical and complete demonstration of understanding in all key areas of knowledge relevant to the work and which is at the forefront of an academic discipline or area of professional practice. Evidence throughout the work of a sustained ability to synthesise and interpret complex concepts, to make inferences and to provide an original and/or compelling argument and discussion. Excellent structure and immaculate presentation, with cogent use of academic language and grounded in a pertinent and substantial selection of source materials. Excellent use of appropriate analytical and research methods and fully addresses ethical considerations in an informed and perceptive manner. Exceptional ability to link and critically analyse theory and practice where appropriate.</p> <p><i>For advanced independent work specifically:</i> Extensive evidence of the creation and interpretation of significant new knowledge through advanced scholarship or original research at the forefront of the discipline or profession.</p>

80-89%	<p>An excellent, critical and systematic demonstration of understanding in all key areas of knowledge relevant to the work and which is at the forefront of an academic discipline or area of professional practice. Evidence throughout of the ability to synthesise and interpret complex concepts to provide a compelling argument and discussion. Very good structure and presentation, with confident use of academic language and grounded in a relevant and extensive selection of source materials. Excellent use of appropriate analytical and research methods and fully addresses ethical considerations. Excellent ability to link and critically analyse theory and practice where appropriate.</p> <p><i>For advanced independent work specifically:</i> Considerable evidence of the creation and interpretation of important new knowledge through advanced scholarship or original research at the forefront of the discipline or profession.</p>
70-79%	<p>An excellent, critical and organised demonstration of understanding in all key areas of knowledge relevant to the work and which is at the forefront of an academic discipline or area of professional practice. Evidence throughout of the ability to synthesise and interpret diverse concepts to provide a sound argument and discussion. Good structure and presentation, with fluent use of academic language and grounded in an appropriate and comprehensive selection of source materials. Very effective use of appropriate analytical and research methods and consideration of ethical implications. Very good ability to link and critically analyse theory and practice where appropriate.</p> <p><i>For advanced independent work specifically:</i> Strong evidence of the creation and interpretation of new knowledge through original research or other advanced scholarship at the forefront of the discipline or profession.</p>

<p>60-69%</p>	<p>A proficient, clearly stated and analytical demonstration of understanding in all key areas of knowledge relevant to the work and which is at the forefront of an academic discipline or area of professional practice. Evidence of the ability to integrate and analyse diverse concepts in a rational and logical argument and discussion. Well-structured and clearly presented work, with fluent use of academic language and utilising a relevant and extensive range of source materials. Effective use of appropriate analytical and research methods and consideration of ethical issues. Good ability to link and critically analyse theory and practice where appropriate.</p> <p><i>For advanced independent work specifically:</i> Sound evidence of the creation and interpretation of new knowledge through advanced scholarship or original research at the forefront of the discipline or profession.</p>
<p>50-59%</p>	<p>An acceptable and substantiated demonstration of understanding in all key areas of knowledge relevant to the work and which is at the forefront of an academic discipline or area of professional practice. Evidence of the ability to integrate and analyse diverse concepts in a reasoned and valid argument and discussion. Adequately structured and presented work, with clear use of academic language and reference to a sufficient range of relevant source materials. Adequate use of appropriate analytical and research methods and does address ethical considerations. Effective linking of theory and practice where appropriate.</p> <p><i>For advanced independent work specifically:</i> Limited but sufficient evidence of the creation and interpretation of new knowledge through advanced scholarship or original research at the forefront of the discipline or profession.</p>

<p>40-49%</p>	<p>A limited, insufficient and/or inaccurate understanding in key areas of knowledge relevant to the work and which is not at the forefront of an academic discipline or area of professional practice. Insufficient evidence of ability to integrate and analyse concepts to provide a valid discussion. Unacceptably structured and presented work, with insufficient use of academic language and conventions. A limited range of source materials is used. Limited or ineffective use of analytical and research methods and limited coverage of ethical considerations. Inadequate linking of theory and practice where applicable.</p> <p><i>For advanced independent work specifically:</i> Insufficient evidence of the creation and interpretation of new knowledge through advanced scholarship or original research at the forefront of the discipline or profession.</p>
<p>30-39%</p>	<p>A descriptive and/or narrative account, with little critical and/or flawed understanding of key areas of knowledge relevant to the work and which is not at the forefront of an academic discipline or area of professional practice. Insufficient evidence of ability to discuss fundamental concepts. Unclear and and/or un-evidenced argument and discussion. Poorly structured and presented work, with little use of academic language and conventions. A narrow and/or inappropriate range of source materials and analytical and research methods is used. Failure to identify ethical considerations and to link theory and practice where applicable.</p> <p><i>For advanced independent work specifically:</i> Little evidence of the creation and interpretation of new knowledge through advanced scholarship or original research at the forefront of the discipline or profession.</p>

20-29%	<p>A weakly descriptive and/or narrative account, with no evidence of analytical content and/or significant inaccuracies in understanding of key areas of knowledge relevant to the work and which is not at the forefront of an academic discipline or area of professional practice. Little or no evidence of research and the ability to discuss fundamental concepts. No awareness of ethical issues. Unclear and unsourced arguments and discussion. Flawed structure and presentation, with negligible attention to academic language or conventions. Some or all source materials are unreferenced and/or irrelevant. Failure to link theory and practice where applicable. To obtain 20% the work must show evidence of a genuine attempt to demonstrate some knowledge of the subject.</p> <p><i>For advanced independent work specifically:</i> No evidence of the creation and interpretation of new knowledge through advanced scholarship or original research at the forefront of the discipline or profession.</p>
0-19%	<p>The work is almost entirely derivative and therefore lacks analysis or reflection, and shows little or no knowledge or understanding of key areas relevant to the work. No evidence of research and the ability to discuss fundamental concepts. The presentation and referencing does not conform to the standards required.</p>