

## PROGRAMME SPECIFICATION

### Section 1: Basic Data

<b>Awarding institution/body</b>	University of the West of England
<b>Teaching institution</b>	University of the West of England
<b>Delivery Location(s)</b>	University of the West of England
<b>Faculty responsible for programme</b>	Health and Life Sciences
<b>Modular Scheme title</b>	<i>Professional Doctorate</i>
<b>Professional Statutory or Regulatory Body Links (type and dates)</b>	British Psychological Society (accredited July 2010) and Health Professions Council (approved Sept 2010)
<b>Highest award title</b>	Doctor of Health Psychology
<b>Default award title</b>	
<b>Interim award titles</b>	PG Diploma in Health Psychology (Professional Practice)
<b>UWE progression route</b>	N/A
<b>Mode(s) of delivery</b>	Part Time
<b>Codes</b> <b>UCAS code:</b> C84141	Please see <b>JACS code(s):</b> C 841
<b>ISIS code</b>	<b>HESA code</b>
<b>Relevant QAA subject benchmark statements</b>	This programme has been designed to meet the QAA benchmark statements of the British Psychological Society and the Standards of Proficiency of the Health Professions Council
<b>On-going/valid until* (*delete as appropriate/insert end date)</b>	
<b>Valid from (insert date if appropriate)</b>	September 2010
<b>Original Validation Date:</b> September 2005	
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<b>Latest Committee Approval: Quality and Standards Committee</b>	<b>Date: June 2010</b>
<b>Version Code: 2</b>	

**Section 2: Educational aims of the programme**

Overall Educational Aims

To offer an advanced, flexible professional educational programme in health psychology. To develop the understanding and application of current knowledge in health psychology to practice.  
 To promote the acquisition and application of a wide range of appropriate professional skills.  
 To support the on-going development of research expertise in health psychology.  
 To support the development of significant, independent and original contributions to knowledge in health psychology.  
 To support and promote the dissemination of the outcomes of research-based enquiry within the professional context of health psychology.  
 To engender an appreciation of the value of professional integrity and high standards in practice in Health Psychology, and of the importance of continuing professional development.  
 To prepare trainees for accreditation as Chartered Psychologists by providing training and supervising practice in the compulsory areas of competency specified in the regulations of the British Psychological Society's Board of Examiners in Health Psychology and for registration as Practitioner Health Psychologists by the Health Professions Council.

**Section 3: Learning outcomes of the programme**

**A Knowledge and understanding**

Learning outcomes	Teaching, Learning and Assessment Strategies
<p><b>A Knowledge and understanding of:</b>                      The programme will provide trainees with knowledge and understanding, intellectual, professional, practical and transferable skills in relation to:</p> <ul style="list-style-type: none"> <li>i. the design, executing and reporting of an Systematic review of research in an area of health psychology</li> <li>ii. the design, executing and reporting of a substantial empirical research project</li> <li>iii. the design, delivery and evaluation of appropriate teaching and training packages relating to the subject area of health psychology.</li> <li>iv. the skills necessary to successfully negotiate, undertake, evaluate and report consultancy work</li> <li>v. relevant codes of professional practice and the ability to apply these to their own activities</li> <li>vi. health behaviour change interventions competence</li> </ul>	<p><b>Teaching/learning methods and strategies:</b></p> <p>((i-vi) Trainees will attend <b>doctoral training days</b> and <b>master classes</b> consisting of workshops and hands on sessions to introduce the knowledge and skills necessary to underpin the acquisition of prescribed professional competencies.                      (i-vi) Trainees will receive face-to-face and on-line supervision at regular intervals. These sessions will be used to plan the acquisition of competencies, review the evidence collected and to plan future activities with the supervision plan                      (i-vi) Trainees will engage in <b>self directed</b> learning by accessing learning resources available via the psychology postgraduate Resources room and the University Libraries. Additional learning support materials will be available on-line                      (i-vi) Trainees will be encouraged to engage in <b>e-moderated</b> discussions related to the acquisition of relevant knowledge and understanding                      (i-vi) The acquisition of knowledge and understanding will be assessed through                      a) the submission of a portfolio summarising evidence for the acquisition of professional, teaching and training,</p>

- consultancy and optional competencies
- b) a thesis encompassing an Advanced Systematic review and report of a major piece of empirical research
- c) a viva voce
- d) also sessions, seminars, workshops and tutorials

*Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.*

**Assessment:**

(i)-(v) The acquisition of knowledge and understanding, intellectual, professional, practical and transferable skills will be assessed through the submission of

- a) Submission of an Systematic review of published work using Centre for Reviews and Dissemination Principles (6,000 words)
- b) Teaching and Training: (i) One 3000 word (maximum) case study based on observed and supervised teaching sessions to be submitted together with the observer's report (of no more than 500 words);
- c) Professional practice: (i) Logbook of professional practice maintained over two years full-time supervised practice. A reflexive report of 3000 words (maximum) summarizing personal and professional development as a health psychologist.
- d) Consultancy: (i) At least one case study (maximum 3000 words, excluding appendices) which should include a full account of the consultancy activity. (ii) a demonstration of a proposal for funding for a piece of consultancy work not included in (i) above, or (b) an account of the development, negotiation, review and evaluation of a consultancy contract (2000 words maximum)
- e) Health Behaviour Change Interventions: (i) a 3000 word (maximum) Case Study of behaviour change intervention and (ii) a 3000 word (maximum) reflective report.

a thesis encompassing a critical reflective chapter and report of a major piece of empirical research  
a viva voce.

## Intellectual Skills

<p><b>B Intellectual Skills</b></p> <p>Trainees will be enabled to acquire the following intellectual skills:</p> <ul style="list-style-type: none"> <li>i. critical thinking in research and professional practice contexts</li> <li>ii. thinking creatively, in the context of research and other areas of professional practice.</li> <li>iii. the ability to apply appropriate theory, research knowledge and understanding to professional practice.</li> <li>iv. the ability to adapt thinking in the light of new evidence, situations and contexts.</li> <li>v. the ability to consider and apply appropriate ethical standards and codes of practice to professional activities</li> <li>vi. the skill of reflecting critically on current performance and applying self-reflection appropriately to subsequent performance.</li> </ul>	<p><b>Teaching/learning methods and strategies</b></p> <p>Teaching / Learning methods and strategies: Intellectual skills will be developed through participation in.</p> <p>(i)-(vi) Doctoral training days and master classes consisting of workshops, discussions and debates designed to promote critical thinking amongst trainees, together with the ability to apply appropriate ethical and professional codes of conduct to practice</p> <p>(i)-(vi) In one-to-one <b>supervision</b> sessions, held face-to-face within the University and on-line, trainees will be encouraged to engage in debate and discussion about their developing professional skills. These sessions will be used to promote problem solving abilities in relation to the acquisition of competencies and to reflect on the process of professional development.</p> <p>(i)-(vi) Trainees will be able to engage in <b>self-directed learning</b> by accessing learning resources available at UWE and on-line. These resources are designed to promote the skills of critical and creative thinking, the synthesis and appropriate application of knowledge and to reflect on the process of all aspects of professional development.</p> <p>(i)-(vi) Trainees will engage in <b>e-moderated discussions</b> and debates with other trainees, tutors and invited experts.</p> <p><b>Assessment Strategies:</b></p> <p>(i)-(vi) Trainees will be required to demonstrate their intellectual skills through the completion of :</p> <ul style="list-style-type: none"> <li>a) a Systematic review (max 6000 words)</li> <li>b) Teaching and Training: (i) One 3000 word (maximum) case study based on observed and supervised teaching sessions to be submitted together with the observer's report (of no more than 500 words);</li> <li>c) Professional practice: (i) Logbook of professional practice maintained over two years full-time supervised practice. A reflexive report of 3000 words (maximum) summarizing personal and professional development as a health psychologist.</li> <li>d) Consultancy: (i) At least one case study (maximum 3000 words, excluding appendices) which should include a full account of the consultancy activity. (ii) a demonstration of a proposal for funding for a piece of consultancy work not included in (i) above, or (b)</li> </ul>
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	<p>an account of the development, negotiation, review and evaluation of a consultancy contract (2000 words maximum)</p> <p>e)Health Behaviour Change Interventions: (i) a 3000 word (maximum) Case Study of behaviour change intervention and (ii) a 3000 word (maximum) reflective report.</p> <p>(i)-(vi) Trainees will demonstrate their intellectual skills by completing a relevant and original empirical study (min 20,000 words max 35,000 words).</p> <p>(i)-(vi) Trainees will demonstrate their intellectual skills by completing a critical reflection of the process of acquiring research and professional competences.</p> <p>(i)-(vi) Trainees will discuss the acquisition of the relevant intellectual skills in a viva voce examination</p>
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## C Subject, Professional and Practical Skills

<p><b>C Subject/Professional/Practical Skills</b></p> <p>- Through the completion of the programme, trainees will acquire the following professional and practical skills</p> <p>(i) the ability to conduct an Advanced Systematic review</p> <p>(ii) the ability to conduct high quality research in health psychology</p> <p>(iii) the ability to design deliver and evaluate effective teaching and training programmes (iv) competence in designing delivering and evaluating consultancy work in health psychology contexts</p> <p>(v) the ability to assess the needs for psychological advice, deliver this advice, and assess its impact</p> <p>(vi) an appreciation of the value of professional integrity and high standards of professional practice in health psychology</p> <p>(vii) competence in establishing maintaining and reviewing systems to promote high standards of professional practice</p> <p>(viii) the ability to effectively disseminate relevant knowledge, research findings, and reports of consultancy activity</p>	<p><b>Teaching/learning methods and strategies</b></p> <p>Teaching and Learning methods: Professional and practical skills will be developed through participation in</p> <p>(i-viii) Doctoral training days which will include workshops, hands-on lessons and trainee presentations</p> <p>(i-viii) Master classes exploring issues relating to the acquisition of relevant competencies and to continuing professional development</p> <p>(i-viii) Supervision to support the acquisition of relevant professional and practical skills</p> <p>(i-viii) Self-directed learning through accessing appropriate learning resources available at UWE and on-line</p> <p><b>Assessment Strategies:</b></p> <p>(i)-(viii) Trainees will be required to demonstrate their professional and practical skills through the completion of:</p> <ol style="list-style-type: none"> <li>a) Submission of a Systematic Review of published work using Centre for Reviews and Dissemination Principles (6,000 words)</li> <li>b) Teaching and Training: (i) One 3000 word (maximum) case study based on observed and supervised teaching sessions to be submitted together with the observer's report (of no more than 500 words);</li> <li>c) Professional practice: (i) Logbook of professional practice maintained over two years full-time supervised practice. A reflexive report of 3000 words (maximum) summarizing personal and professional development as a health psychologist.</li> <li>d) Consultancy: (i) At least one case study (maximum 3000 words, excluding appendices) which should include a full account of the consultancy activity. (ii) a) demonstration of a proposal for funding for a piece of consultancy work not included in (i) above, or (b) an account of the development, negotiation, review and evaluation of a consultancy contract (2000 words maximum)</li> <li>e) Health Behaviour Change Interventions: (i) a 3000 word (maximum) Case Study of behaviour change intervention and (ii) a 3000 word (maximum) reflective report.</li> </ol> <p>(i)-(viii) Trainees will demonstrate their professional and practical skills by completing a</p>
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	<p>relevant and original empirical study (min 20,000 words, max 35,000 words).</p> <p>(i)-(viii) Trainees will discuss the acquisition of the relevant professional and practical skills in a <u>viva voce examination</u></p>
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## D Transferable Skills and other attributes

<b>D Transferable skills and other attributes</b>	<b>Teaching/learning methods and strategies</b>
<p>Through completion of the programme, trainees will acquire the following transferable skills</p> <ol style="list-style-type: none"> <li>i. literature search strategies</li> <li>ii. the effective and appropriate presentation of data</li> <li>iii. the ability to produce structured written reports in formats suitable for a variety of audiences</li> <li>iv. competency in oral communication v. the ability to design, deliver and evaluate teaching and training sessions</li> <li>vi. the ability to elicit and act upon feedback from others</li> <li>vii. reflective skills in which strengths and weaknesses in performance are identified and acted upon</li> <li>viii. competence in managing and regulating own performance in the work context</li> <li>ix. enhanced skills in self directed learning</li> </ol>	<p>Transferable skills will be developed through participation in doctoral training days which will provide trainees with the opportunity to develop a range of transferable skills (outlined in Appendix 2)</p> <p>Supervision to support the acquisition of transferable skills, which will be available face-to-face and on-line</p> <p><b>Assessment Strategies:</b></p> <p>(i)-(ix) Trainees will be required to demonstrate their transferable skills through the completion of:</p> <ol style="list-style-type: none"> <li>a) Submission of a Systematic review of published work using Centre for Reviews and Dissemination Principles (6,000 words)</li> <li>b) Teaching and Training: (i) One 3000 word (maximum) case study based on observed and supervised teaching sessions to be submitted together with the observer's report (of no more than 500 words);</li> <li>c) Professional practice: (i) Logbook of professional practice maintained over two years full-time supervised practice. A reflexive report of 3000 words (maximum) summarizing personal and professional development as a health psychologist.</li> <li>d) Consultancy: (i) At least one case study (maximum 3000 words, excluding appendices) which should include a full account of the consultancy activity. (ii) a) demonstration of a proposal for funding for a piece of consultancy work not included in (i) above, or (b) an account of the development, negotiation, review and evaluation of a consultancy contract (2000 words maximum)</li> <li>e) Health Behaviour Change Interventions: (i) a 3000 word (maximum) Case Study of behaviour change intervention and (ii) a 3000 word (maximum) reflective report.</li> </ol> <p>(i)-(ix) Trainees will demonstrate their transferable skills by completing a relevant and original empirical study (min 20,000 words maximum 35,000 words).</p> <p>(i)-(ix) Transferable skills will be demonstrated through the completion of a thesis chapter critically reflecting on the acquisition of professional competences.</p> <p>(i)-(ix) Trainees will discuss the acquisition of the</p>

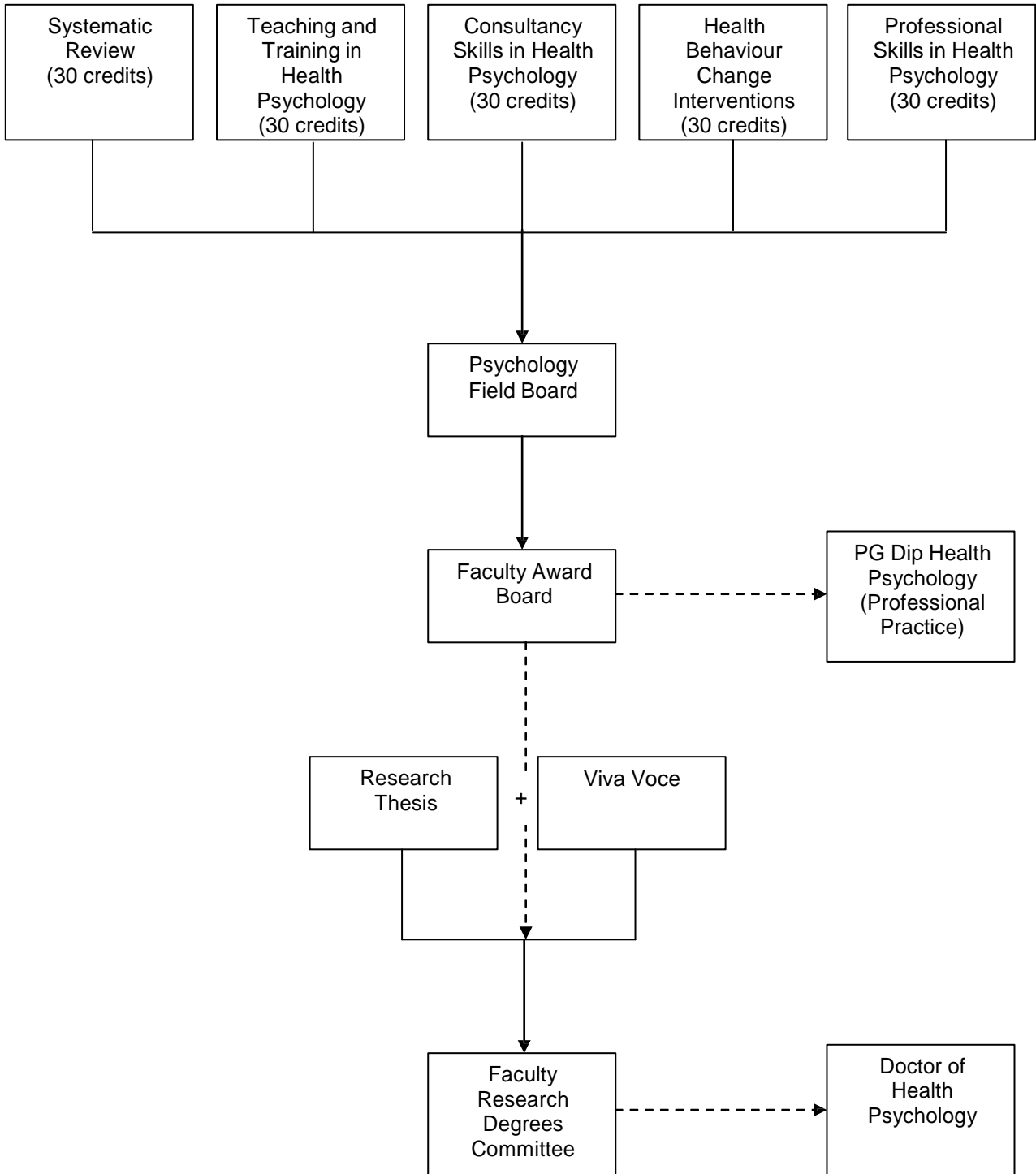


	relevant transferable skills in a viva voce examination
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**Section 4: Programme structure**

**STRUCTURE DIAGRAM- All modules are compulsory**

Students are required to complete all of the modules for the award of PG Diploma in Health Psychology (Professional Practice) and for the award of Doctor of Health Psychology.



**Compulsory modules**

<b>Module Code</b>	<b>Name</b>	<b>Credits</b>
USPJKH-30-M	Systematic Review	30
USPJKJ-30-M	Teaching and Training in Health Psychology	30
USPJKF-30-M	Consultancy Skills in Health Psychology	30
USPJKE-30-M	Health Behaviour Change Interventions	30
USPJKG-30-M	Professional Skills in Health Psychology	30

**Interim Awards:****Post Graduate Diploma 150 credits**

PGD in Health Psychology (Professional Practice) is awarded on satisfactory completion of 150 credits from the compulsory modules listed above. Individual application may be made to HPC to accept this interim award for a student's professional registration, where evidence is submitted by the student, of completing all proficiencies required by the HPC for registration.

**Award/s:****Doctor of Health Psychology**

Doctor of Health Psychology is awarded for students satisfactorily completing the whole study programme of 150 credits and an independent piece of research examined by thesis and viva voce.

**Aegrotat Award:****Doctor of Health Psychology Studies.**

With reference to this condition in the context of the Diploma (PG Diploma in Health Psychology) this will not be open to award by aegrotat and there is no default for this interim award. Students will be advised of this accordingly through the programme handbook when the diploma is approved.

## **Section 5: Entry requirements**

Applicants should normally hold an MSc Health Psychology accredited by the British Psychological Society as providing Stage 1 of the health psychology training as described by the BPS OR be able to provide evidence that their prior learning fulfils the HPC SOPs 3a.1.

All applicants must achieve a minimum grade of 6.5 using the International English Language Testing System (IELTS) or similar.

All applicants must undergo a Criminal Records Bureau check and an Occupational Health check.

## **Section 6: Assessment Regulations**

The programme will operate under Model B of the regulations for the assessment of professional doctorates (Academic Regulation H1.12.b): the thesis is assessed in accordance with the University's regulations relating to research degrees and the outcome communicated to the examining board which makes the final award.

It is a requirement by the Health Professions Council that the External Examiner for this programme is appropriately experienced and qualified. Therefore, it is expected that the External Examiner is a Chartered Psychologist and/or registered as a Practitioner Psychologist.

## **Section 7: Student learning: distinctive features and support**

### **Supervised work based learning**

A key requirement of the programme is the equivalent of two years full-time supervised practice in health psychology, working with a minimum of two client groups, for example, patients, healthcare professionals, health policy makers or healthcare managers. Evidence of two years full-time or equivalent practice is required in the form of a log signed by the trainee's line manager or other appropriate person. It is the trainee's responsibility to ensure their workplace(s) are a suitable environment in which to gather evidence of their competence in all the areas covered by the programme. A workplace contact must be identified by the trainee prior to entry on to the programme, and the workplace contact must confirm assent to the trainee joining the programme.

The workplace of the trainee is expected to support the trainee in the acquisition of the HPC described Standards of Proficiencies (SOPs) as detailed overleaf. It is expected that the work-based supervisors, collectively, support the trainee in meeting these SOPs. Should the workplace be unable to provide the opportunity for the trainee to acquire ALL of these SOPs, it is possible that an agreement might be made with the University to support the trainee in achieving these. However, if the workplace is unable to provide the opportunity for the trainee to acquire a substantial number of the relevant SOPs, the trainee will need to find an alternative placement.

Following enrolment on the Programme, a Supervisory Team consisting of a Director of Studies and a Second Supervisor will be allocated to each trainee. The Supervisory Team will have experience of supervising a PhD to completion, and will contain a Chartered Psychologist. The Programme Leader will be a Chartered Psychologist and registered as a Health Psychologist with the Health Professions Council.

The trainee supported by the Director of Studies will formulate an overall supervision plan to be submitted and approved prior to enrolment by the Programme Director. This will outline

- The areas of work through which the core competencies will be addressed

- Initial choice of optional competencies

- Target dates for the completion of each competency

Details of the types of evidence which will demonstrate satisfactory performance of the competencies

Additional training and development activities as required

Once enrolled, the trainee will submit a research proposal (Form RD1) for approval by the Faculty Research Degrees Committee.

### **Supervision logs**

A supervision log will be maintained, containing details of the dates, duration and focus of each meeting, of matters arising, the specific competencies discussed together with the action plans for both trainee and supervisor for the next meeting. Trainees and supervisors will also record their satisfaction with each meeting. The supervision log will be included in the Portfolio of Evidence required for the award of the qualification of Chartered Psychologist and for consideration for the register of Practitioner Health Psychologists.

### **Developing a community of professional practice**

The doctoral training days have been devised to bring all the doctoral trainees together at specific points in the year to give them opportunities to interact with each other with staff, and with specialists gathered for the master classes. In addition to these periodic face to face contacts, regular contact will be maintained on-line.

In developing their portfolios of evidence, trainees will be required to make their video records with future trainees in mind. In this way a good variety of case study evidence will be built up overtime for the use of successive cohorts, and trainees will be challenged to think about the use of multimedia in the teaching training aspects of their jobs.

In addition the Postgraduate Psychology Resource Centre, which already provides a valuable base for the Psychology Masters programmes, will be further developed to support the professional doctoral trainees.

The development of an infrastructure for an enhanced community of practice provides the opportunity for a new model for professional learning which will support the new BPS and HPC guidelines for mandatory continuing professional development for Chartered Psychologists and Registered Health Psychologists.

### **EXPECTATIONS OF PROFESSIONAL CONDUCT**

The Trainee and workplace Line Manager (or equivalent) are expected to be knowledgeable of the HPC requirements on professional conduct. A copy of the HPC Guidelines on Conduct and Ethics and the HPC Guidelines on Health and Character is provided for reference and electronic copies are always available on the HPC website at <http://www.hpc-uk.org/> and also to the trainee on the programme BlackBoard website.

*Should there be concerns regarding the trainee's professional conduct, the work place Line Manager is expected to contact the Programme Leader in the first instance*

## Section 8 Reference points/benchmarks

### QAA Benchmarks for Psychology

Candidates who hold a Stage 1 accredited Masters in Health Psychology will also hold a first degree in psychology which has been recognised as providing the Graduate Basis for Registration (GBR) for membership of the British Psychological Society.

GBC accredited programmes must conform with the QAA benchmarks for psychology.  
<http://www.qaa.ac.uk/academicinfrastructure/fheq/selfcertification09/fheqselfcert.pdf>

### BPS Division of Health Psychology Board of Examiners' Requirements

Accredited Masters in Health Psychology comply with BPS Division of Health Psychology Board of Examiners' Requirements for Stage 1 Chartered Psychologist.

Accredited awards leading to Stage II must comply with the benchmarks for Stage II, a summary of which is given below:

Candidates for chartered status must demonstrate competence in five sets of skills, as follows:

1. **Professional competence;** the ability to implement and maintain systems for legal, ethical and professional standards in professional practice, to foster self- development, and provide psychological advice and guidance to others, and feedback to clients. Evidence is provided by a logbook kept for at least two years, and some short reflective reports on how these competencies have been developed through practice.
2. **Research competence;** the ability to independently critically review the research literature, design a study, collect and analyse data, and interpret and report results. Evidence is provided by an Advanced Systematic review of the literature and a major empirical study in the field of health psychology, which should both be of publishable quality.
3. **Competence in consultancy;** use of health psychology knowledge and skills to develop or enhance the effectiveness of two types of clients (including health professionals) in the maintenance or improvement of human health and healthcare. Clients can be individuals, groups or organisations, and evidence consists of a documented case study and a proposed or actual consultancy contract.
4. **Teaching and training;** demonstration of use of a range of teaching methods (e.g. small and large group, written and taped material) with two types of students, one of which must be health professionals. Evidence consists of a case study, video recording, log, teaching plan, and evaluation of a teaching package.
5. **Interventions of behaviour change;** candidates must demonstrate competence in conducting To conduct health psychology interventions to change behaviour of individuals, groups, and communities/organisations in order to achieve health outcomes. Evidence will include as appropriate a log, publication, grant proposal, plan, case study, report, etc.

**Health Professions Council Requirements for Registration as a Health Psychologist** These are the specific statements of proficiency of the Health Professions Council that the programme must meet in order to be validated as providing the student with the skills necessary for Registration as a Practitioner Health Psychologist. There is similarity and overlap with the demands of the BPS.

### 1a Professional autonomy and accountability

Registrant practitioner psychologists must:

- 1a1 be able to practice within the legal and ethical boundaries of their profession
- 1a.2 be able to practice in a non-discriminatory manner
- 1a.3 understand the importance of and be able to maintain confidentiality
- 1a.4 understand the importance of and be able to obtain informed consent
- 1a.5 be able to exercise a professional duty of care
- 1a.6 be able to practice as an autonomous professional, exercising their own professional judgement

- 1a.7 recognise the need for effective self-management of workload and resources and be able to practice accordingly
- 1a.8 understand the obligation to maintain fitness to practice

### **1b Professional relationships**

Registrant practitioner psychologists must:

- 1b.1 be able to work, where appropriate, in partnership with other professionals, support staff, service users and their relatives and carers
- 1b.2 be able to contribute effectively to work undertaken as part of a multi-disciplinary team
- 1b.3 be able to demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, service users, their relatives and carers
- 1b.4 Understand the need for effective communication throughout the care of the service user

### **2a Identification and assessment of health and social care needs**

Registrant practitioner psychologists must:

- 2a.1 be able to gather appropriate information
- 2a.2 be able to select and use appropriate assessment techniques
- 2a.3 be able to undertake or arrange investigations as appropriate
- 2a.4 be able to analyse and critically evaluate the information collected

### **2b Formulation and delivery of plans and strategies for meeting health and social care needs**

Registrant practitioner psychologists must:

- 2b.1 be able to use research, reasoning and problem solving skills to determine appropriate actions
- 2b.2 be able to draw on appropriate knowledge and skills in order to make professional judgements
- 2b.3 be able to formulate specific and appropriate management plans including the setting of timescales
- 2b.4 be able to conduct appropriate diagnostic or monitoring procedures, treatment, therapy or other actions safely and skilfully
- 2b.5 be able to maintain records appropriately

### **2c Critical evaluation of the impact of, or response to, the registrant's actions**

Registrant practitioner psychologists must:

- 2c.1 be able to monitor and review the ongoing effectiveness of planned activity and modify it accordingly
- 2c.2 be able to audit, reflect on and review practice

### **3a Knowledge, understanding and skills**

Registrant practitioner psychologists must:

- 3a.1 know and understand the key concepts of the bodies of knowledge which are relevant to their profession-specific practice
- 3a.2 know how professional principles are expressed and translated into action through a number of different approaches to practice, and how to select or modify approaches to meet the needs of an individual, groups or communities
- 3a.3 understand the need to establish and maintain a safe a practice environment

### **UWE Model for Professional Doctorates**

The Doctor of Health Psychology programme has been designed to comply with subject and professional training benchmarks and regulations. With these constraints, it is designed to comply with the new UWE model as closely as possible.

### **The UWE Mission Statement**

In designing the Doctor of Health Psychology, the programme team has been mindful of the strategic objectives articulated in the University's mission statement namely:

- Open-minded and Advanced Systematic enquiry into practice and its effects;
- A student-centred approach, that encourages students to take responsibility for aspects of their learning, and teachers to take responsibility for facilitating that learning;
- Enthusiasm for teaching supported by continual development of subject through an appropriate combination of research, professional practice, consultancy and engagement with the national Subject Centres;
- Curriculum development and the critical appraisal of curriculum content and delivery as a central aspect of the teaching role;
- The expansion of opportunity and removal of unnecessary barriers to learning;
- The development of student skills for research and inquiry as a major part of student learning;
- The development of skills that will equip students as lifelong learners.

### **Employer interaction/ feedback**

*In developing the Stage 2 qualification for Health Psychology, the British Psychological Society Board of Examiners consulted with a range of potential employers to establish those key skills and competencies necessary for employment as a health psychologist. The programme team has used the BPS's Stage 2 qualifications as a template for the D Health Psychology Programme and has incorporated specific additional requirements described by the Health Professions Council.*

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Academic Registrar.