

**PROGRAMME SPECIFICATION**

Part 1: Basic Data			
<b>Awarding Institution</b>	University of the West of England		
<b>Teaching Institution</b>	University of the West of England		
<b>Delivery Location</b>	University of the West of England		
<b>Study abroad / Exchange / Credit recognition</b>	N/A		
<b>Faculty responsible for programme</b>	Health and Applied Sciences		
<b>Department responsible for programme</b>	Health and Social Sciences		
<b>Modular Scheme Title</b>	Professional Doctorate		
<b>Professional Statutory or Regulatory Body Links</b>	British Psychological Society (accredited July 2010) and Health and Care Professions Council (approved Sept 2010)		
<b>Highest Award Title</b>	Doctor of Health Psychology		
<b>Default Award Title</b>	N/A		
<b>Fall-back Award Title</b>	N/A		
<b>Interim Award Titles</b>	PG Diploma Health Psychology (Professional Practice)		
<b>UWE Progression Route</b>	N/A		
<b>Mode(s) of Delivery</b>	Part Time		
<b>Codes</b>	<b>UCAS: C84141</b>	<b>JACS: C841</b>	
	<b>ISIS2:</b>	<b>HESA:</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 and Care Professions Council		
<b>First CAP Approval Date</b>	2005 (revised September 2010)	Valid from	September 2010
<b>Revision CAP Approval Date</b>	19 November 2015 1 February 2017	Valid from	February 2016 February 2017 (v3)
<b>Version</b>	3		
<b>Review Date</b>	2022		

**Part 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.

## Part 2: Educational Aims of the Programme

- 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 and Care Professions Council.

### Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

This is a (minimum) three year part-time programme providing a doctoral level education and professional qualification. The Doctorate facilitates trainees in developing the necessary competencies for the British Psychological Society (BPS) Stage 2 qualification in Health Psychology and trainees will develop appropriate expertise in Research, Psychological Interventions, Consultancy, Professional Skills and Teaching and Training. The programme is approved by the Health and Care Professions Council (HCPC), the statutory regulator for practitioner psychologists in the UK.

## Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

<i>Learning Outcomes:</i>	USPJKH-30-M	RESEARCH THESIS	USPJKJ-30-M	USPJKF-30-M	USPJKG-30-M	USPJKE-30-M
<b>A) Knowledge and understanding of:</b>						
i. the design, executing and reporting of an Systematic review of research in an area of health psychology	√					
ii. the design, executing and reporting of a substantial empirical research project demonstrating an original contribution to knowledge	√	√				
iii. the design, delivery and evaluation of appropriate teaching and training packages relating to the subject area of health psychology.			√			
iv. the skills necessary to successfully negotiate, undertake, evaluate and report consultancy work				√		
v. relevant codes of professional practice and the ability to apply these to their own activities					√	
vi. the skills necessary to carry our psychological interventions						√
<b>(B) Intellectual Skills</b>						
i. advanced critical thinking (in research and professional practice contexts) and critical analysis	√	√	√	√	√	√
ii. thinking creatively, in the context of research and other areas of professional practice.	√	√	√	√	√	√
iii. the ability to apply appropriate theory, research knowledge and understanding to professional practice.	√	√	√	√	√	√
iv. the ability to adapt thinking in the light of new evidence, situations and contexts.	√	√	√	√	√	√
v. the ability to consider and apply appropriate ethical standards and codes of practice to professional activities	√	√	√	√	√	√
vi. the skill of reflecting critically on current performance and applying self-reflection appropriately to subsequent performance.	√	√	√	√	√	√
<b>(C) Subject/Professional/Practical Skills</b>						
(i.) the ability to conduct an Advanced Systematic review	√					
(ii) the ability to conduct high quality research in health psychology	√	√				
(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				√		

<b>Part 3: Learning Outcomes of the Programme</b>						
(v) the ability to assess the needs for psychological intervention, formulate, deliver and assess its impact					√	
(vi) an appreciation of the value of professional integrity and high standards of professional practice in health psychology	√	√	√	√	√	√
(vii) competence in establishing maintaining and reviewing systems to promote high standards of professional practice						√
(viii) the ability to effectively disseminate relevant knowledge, research fundings, and reports of consultancy activity				√		
<b>(D) Transferable skills and other attributes</b>						
i. literature search strategies	√	√				
ii. the effective and appropriate presentation of data	√	√	√			
iii. the ability to produce structured written reports in formats suitable for a variety of audiences	√	√	√	√	√	√
iv. communicate effectively in both written and oral modes with a range of audiences formally and informally through a variety of different techniques and media	√	√	√	√	√	√
v. the ability to design, deliver and evaluate teaching and training sessions			√	√		
vi. the ability to elicit and act upon feedback from others	√	√	√	√	√	√
vii. reflective skills in which strengths and weaknesses in performance are identified and acted upon	√	√	√	√	√	√
viii. competence in managing and regulating own performance in the work context	√	√	√	√	√	√
ix. enhanced skills in self directed learning	√	√	√	√	√	√
x. engage effectively with the principles of research integrity and good governance		√				
xi. understand the practice of ethical compliance in their own work	√	√	√	√	√	√

<b>Part 4: Student Learning and Student Support</b>
Supervised work based learning
<p>The workplace of the trainee is expected to support the trainee in the acquisition of the HCPC 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.</p> <p>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 and Care Professions Council.</p> <p>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</p> <ul style="list-style-type: none"> <li>• The areas of work through which the core competencies will be addressed including preparation of the initial design of research proposal and programme of research work</li> <li>• Target dates for the completion of each competency</li> <li>• Details of the types of evidence which will demonstrate satisfactory performance of the competencies</li> <li>• Additional training and development activities as required</li> </ul>

## Part 4: Student Learning and Student Support

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. Trainees will be encouraged to reflect on and share their experiences including research (in the context of their practice) with their peers within this community.

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.

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 HCPC guidelines for mandatory continuing professional development for Chartered Psychologists and Registered Health Psychologists. Trainees will be encouraged to reflect on and share their research (in the context of their practice) with their peers within this community.

### EXPECTATIONS OF PROFESSIONAL CONDUCT

The Trainee and workplace Line Manager (or equivalent) are expected to be knowledgeable of the HCPC requirements on professional conduct. A copy of the HCPC Guidelines on Conduct and Ethics and the HCPC Guidelines on Health and Character is provided for reference and electronic copies are always available on the HCPC 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

## Part 5: Assessment

Approved to [University Regulations and Procedures](#)

Approved to University Regulations and Procedures

The programme is assessed in line with UWE Academic Regulations covering Professional Doctorate awards. The outcome is communicated to the examining board which makes the final award.

It is a requirement by the Health and Care 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.

### Assessment Strategy

The Assessment strategy is in line with the QAA benchmark statements of the British Psychological Society and the Standards of Proficiency of the Health and Care Professions Council.


Trainees will be assessed on their competence in the following;

## Part 5: Assessment

- a) Systematic Review: Submission of a 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) A case study (maximum 3000 words, excluding appendices) which should include a full account of the consultancy activity. (ii) an account of the development, negotiation, review and evaluation of a consultancy contract (3000 words maximum)
- e) Psychological Interventions: (i) a 3000 word (maximum) Case Study of a psychological intervention, face to face with an individual client to be submitted together with a report from the candidate's supervisor detailing observation of the candidate working in this way. Additionally, candidates should submit a reflective report on the delivery of this intervention (ii) a 2000 word (maximum) Case Study of a psychological intervention, implemented through a medium other than face to face with an individual client. Additionally, candidates should submit a reflective report on the delivery of this intervention
- f) Research: by meeting the criteria for doctoral level awards described at Academic regulations K3.2 by completing a relevant and original empirical study (min 20,000 words maximum 35,000 words) and a viva voce examination

## Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **student**, including:  
 level and credit requirements  
 interim award requirements  
 module diet, including compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 1	USPJKH-30-M: Systematic Review  USPJKJ-30-M Teaching and Training in Health Psychology  USPJKG-30-M Professional Skills in Health Psychology	None	
	Year 2	USPJKE-30-M Psychological Interventions In Health Psychology  USPJKF-30-M Consultancy Skills in Health Psychology  RD1  Progression Viva	None	<b>Post Graduate Diploma 150 credits</b> PGD Health Psychology (Professional Practice) is awarded on satisfactory completion of 150 credits of all the compulsory modules listed. Individual application may be made to HCPC 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 HCPC for registration.

Year Out: N/A

	Compulsory	Optional Modules	Interim Awards
Year 3/ year 4	Research Thesis  Viva Voce  (Candidates are required to pass the key research assessment milestones in order to progress and be eligible for final assessment)	None	

## GRADUATION

### Part 7: Entry Requirements

The University's Standard Entry Requirements apply.

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 HCPC SOPs 3a.1.

Please note: All applicants will have to indicate on a prior accredited learning form whether the material covered in the MSc Health Psychology maps onto specified standards of proficiency listed by the Health and Care Professions Council. If the applicant does not meet all the required standards of proficiency (SOPs) of accredited prior learning on entry to the programme, the applicant will be required to undertake directed study under a learning agreement that is non-credit bearing, as specified by the Admissions Scrutiny Panel. The learning agreement may include the recommendation of study of full modules (as appropriate) taken from the MSc Health Psychology (Stage 1) programme run by the University.

A 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. Applicants will be in suitable employment or work placement that will enable them to fulfill this criteria over the course of the programme.

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

Satisfactory Disclosure and Barring Service (DBS) status.

### Part 8: Reference Points and Benchmarks

#### 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/fhec/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.

## Part 8: Reference Points and Benchmarks

Accredited awards leading to Stage II must comply with the benchmarks for Stage II training

<http://www.bps.org.uk/careers-education-training/society-qualifications/health-psychology/health-psychology>

### **Health Care Professions Council Requirements for Registration as a Health Psychologist**

These are the specific statements of proficiency of the Health Care 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.

<http://www.hcpc-uk.org/publications/standards/index.asp?id=198>

### **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 both the UWE, Faculty of Health and Applied Sciences, Professional Doctorate Framework Guidance and the UWE Academic Regulations Section K: Regulations for Research Degrees.

<http://www1.uwe.ac.uk/students/academicadvice/assessments/regulationsandprocedures>

### ***The UWE 2020 Strategy***

The Doctor of Health Psychology programme team has been mindful of the strategic objectives articulated in the University's 2020 strategy in developing the programme aims and objectives:

- The development of partnerships, connections and networks through professional workplace and research contacts
- 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 outstanding 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 with impact and inquiry as a major part of student learning;
- The development of skills that will equip students as lifelong learners and enable them to be ready and able to fulfil their full potential

### **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 and Care 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, available on the University's website.

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**FOR OFFICE USE ONLY**

First CAP Approval Date	June 2010			
Revision CAP Approval Date	1/2/2017	Version	3	<a href="#">RIA 12168</a>
Next Periodic Curriculum Review due date				
Date of last Periodic Curriculum Review				