

C2.3 Programme Specification

Master of Applied Clinical Psychology

Awarding Institution	University of Gibraltar		
Teaching Location	Online		
Programme Title	Applied Clinical Psychology		
Final Award	Master of Science		
Level of Qualification¹	7		
Mode of Delivery	FULL-TIME <input type="checkbox"/> PART-TIME <input checked="" type="checkbox"/>		
Minimum and Maximum Registration Period		Minimum registration	Maximum registration
	Full-time	x	x
	Part-time	2 years	5 years
Recognition by Professional, Statutory or Regulatory Body			
Benchmarks	<p>This Program has been designed with reference to:</p> <ul style="list-style-type: none"> • QAA(2015) <i>Characteristic Statement, Masters Degree</i>, UK Quality Code for Higher Education. <p>Whilst there are no specific benchmark statements for Clinical Psychology at Masters level, the 'QAA(2019) <i>Subject Benchmark Statement, Psychology</i>, UK Quality Code for Higher Education' was used where appropriate.</p>		
Entry Requirements	<p>The University of Gibraltar admission policy applies. The Admissions Policy for the programme seeks to recruit local and international students from diverse educational and social backgrounds who have the ability and motivation to complete the programme. Applicants will be assessed on an individual basis, but typically, applicants for the programme will:</p> <ul style="list-style-type: none"> • Possess a good first degree (i.e. a minimum of a 2.1) in psychology, awarded by a UK university or overseas equivalent. • Provide evidence in a personal statement as to how they can apply learning to a practical setting. • Be involved in a setting where they can reflect on practice (e.g. – workplace, voluntary work). • Have the ability to communicate their ideas effectively in writing, in discussions and presentations. Basic IT skills (e.g., word-processing, email and Internet) will also be expected. <p>In some cases, applicants may be asked to submit a piece of work for assessment in order to confirm that they are able to work comfortably at postgraduate level and demonstrate the requisite professional knowledge.</p>		

¹ UK Framework for Higher Education Qualifications

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English Language Requirements	If English is not the student's first language they must have one of the following qualifications as evidence of English language skills: <ul style="list-style-type: none">• IELTS: 6.5 with 6 minimum in each skill• Cambridge Certificate of Proficiency in English (CPE): Grade C• Cambridge Certificate of Advanced English (CAE): Grade B• Pearson Test of English (Academic): 60 with 51 in each component IBT TOEFL: 90 with no subtest less than 17
Faculty/Department	Faculty of Health: School of Health and Sport Sciences
Date of Initial Approval	
Date last reviewed	

1. Programme Outline

The course is aimed at healthcare professionals in the UK and overseas wishing to gain new knowledge and skills in applied clinical psychology. This course will upskill its students and give health professionals a better understanding of the role of psychology within healthcare settings, allowing them to apply their knowledge of clinical psychology to their practice. This course is also suited for psychology graduates wanting to undertake a distance learning postgraduate diploma: potentially those who are seeking positions as assistant Psychologists, wishing to further progress their training, or are preparing to apply for doctoral training as a clinical psychologist.

To qualify as a Clinical Psychologist in the UK you need to be registered with the Health and Care Professions Council (HCPC) with an accredited doctorate in Clinical Psychology. Yet this is a highly competitive process, and the acquisition of a postgraduate qualification can assist but is also important in personal as well as professional development. Many psychology courses are taught face-to-face, however this online course enables the subject to be taught to a wider and international audience.

The breakdown of the modules is considerate of the need to blend subjects with those that are rapidly emerging in the discipline. The two-year Masters in Applied Clinical Psychology will be formed of seven 20-credit modules (140 credits), and a 40-credit professional project (180 credits in total). The programme of study aims to offer the flexibility of three exit points:

1. Postgraduate Certificate in Applied Clinical Psychology
2. Postgraduate Diploma in Applied Clinical Psychology
3. Masters in Applied Clinical Psychology

Table 1 below outlines the modules, their credit value and the three exit points for the programme.

Module Title	Credit Value	Exit award
Foundations of Clinical Psychology	20	On completion of 60 credits: Postgraduate Certificate in Applied Clinical Psychology
Core Clinical Skills	20	
Therapeutic Approaches	20	
The Psychology of Common Mental Health Difficulties	20	On completion of 120 Credits: Postgraduate Diploma in Applied Clinical Psychology
Severe and Complex Mental Health Difficulties	20	
Specialist Applications	20	
Research Methodologies and Critical Appraisal	20	On completion of 180 Credits: Masters in Applied Clinical Psychology
Professional Project: Applied Clinical Psychology	40	

This programme takes an andragogical approach that responds to the principles of adult-level learner preferences and needs by developing engagement in communities of practice, encouraging critical reflection/live problem solving and the merger of theory with practice. This will ensure students can apply and synthesise knowledge through case study analysis and critical reflection of their own actions and decisions, while also maximising opportunities for them to utilise their skills within their own practice as suitable learning and development arenas.

2. Programme Aim/s

The aims for this course are:

- Equip the individual with a broad understanding of clinical psychology, skills in critical appraisal and application of knowledge for direct client benefit/service development and future study.

- Equip students with life-long learning and advanced problem-solving skills that they can apply to clinical practice in clinical psychology.
- Enable graduates to demonstrate the ability to lead complex tasks and processes in the delivery and advancement of psychologically informed health care.
- Enable graduates to confidently work in teams in multi-agency, multi-cultural and/or international contexts.
- Enable graduates to critically evaluate the delivery of psychological care to clients/service users.
- Equip students with a systematic understanding of evidence-based psychological interventions
- Enable graduates to use relevant understanding, methodologies and approaches to address complex issues of clinical care across the spectrum of healthcare specialties caring for clients with psychological needs.
- Equip students with the ability to critically evaluate evidence and guidance for clinical psychology and implement best practice and innovation in complex client scenarios.
- Extend student knowledge of research methods and application to practice.
- Extend the scope of practice by exploring a professional subject area in more depth utilising knowledge gained in the previous modules.
- To develop skills in leadership, adaptability, critical thinking and self-reflection.

The above programme aims have been developed to inform the comprehensive programme learning outcomes that includes knowledge and understanding, intellectual skills, practical skills and transferable skills. Additionally, they have been called upon to develop each module’s learning outcomes and content.

3. Programme Learning Outcomes

On successful completion of the programme the student will be able to:

A. Knowledge & Understanding	<ul style="list-style-type: none"> • Demonstrate a systematic understanding of clinical psychology and its application to the care of clients presenting with psychological needs. • Critically appraise current developments and guidance in clinical psychology and have an ability to implement evidence-based care. • Critically apply an advanced knowledge of clinical psychology to decision making in unpredictable and/or complex situations. • Selectively adopt and use established research methods to create and interpret knowledge in settings related to clinical psychology. • Critically analyse and evaluate the choice of research tools and/or other methods of enquiry to address research problems.
B. Intellectual Skills	<ul style="list-style-type: none"> • Critically evaluate current research in clinical psychology.

	<ul style="list-style-type: none"> • Critically apply independent learning skills in the exploration of knowledge and enquiry to underpin practice. • Demonstrate reflection and creativity in addressing complex client scenarios that involve many interacting factors in the care of clients. • Critically analyse, synthesise and evaluate a variety of sources of information that underpin practice. • Create, plan and conduct an in-depth project addressing a complex area of clinical psychology.
<p>C. Practical Skills</p>	<ul style="list-style-type: none"> • Deliver management strategies for the investigation and treatment of clients presenting with clinical psychological conditions. • Critically appraise current and potential practical treatments for use in a variety of client population groups. • Initiate and lead complex processes and client management plans within the context of the multidisciplinary team. • Plan and develop courses of action that initiate or underpin substantial developments in clinical psychology. • Critically apply research or other methodologies to address problematic clinical or organisational situations.
<p>D. Transferable Skills</p>	<ul style="list-style-type: none"> • Apply critical knowledge and understanding to the management of complex client cases. • Reflect on learning from prior experience, challenge preconceptions, remove subject and function boundaries in order to holistically integrate new knowledge to complex or novel situations. • Conduct clinical psychology research into issues that require knowledge and application of data, research sources and appropriate methodologies. • Synthesise key concepts learned during the programme and demonstrate their real-world application via effective decision-making processes. • Work independently and collaboratively to manage personal development and exercise prioritisation. • Demonstrate skills in leadership and adaptability. • Demonstrate effective communication skills, selecting the most appropriate element(s) for effective use.

4. Learning, Teaching and Assessment Strategy

The programme is online and can be accessed by any student with a computer and access to the internet. Students are placed in tutor groups of 10-15 within the learning management system (LMS), and they use a discussion forum to interact with the tutor and rest of the group.

The format of the seven taught modules follow the same pattern and module structure. During a module, students will use the LMS several times a week to follow discussion threads, complete weekly questions, make their own contributions and interact with the tutor and fellow students. There is no didactic teaching, instead, students are posed questions and prompted to search the literature, read it

critically and respond on the programme website. Engagement is encouraged by the tutor prompting students to respond and the use of automated activity monitoring software.

There are three components of assessment to assess the learning outcomes of each taught module. These test different elements of learning including critical analysis, management skills, professional reflection and independent/community of practice-based study.

The scenarios challenge students to apply theory to practical situations and the reflective discussions in each module's discussion forum will demonstrate how they critically reflect on theory in the context of client action while also capturing how they learn and change because of that reflection. Learning and teaching on the programme encourages a multi-disciplinary approach to problem solving and practice. The reflective journal allows students to consider how their practice compares to the themes being discussed in the module, while the module activity subsequently tests the students' ability to work independently or as part of a group in the completion of a defined task.

Scenarios and discussion 60%

Scenarios reflective of day-to-day work situations will be presented for the student to consider and answer every week. A commentary on the scenario is provided and tutors then facilitate a discussion based on issues raised that work towards meeting the learning outcomes of the module. The students critically discuss the concepts within their online group discussion forum facilitated throughout the module by their tutor and marked by them at the end of the module.

Students learn by finding relevant literature, reading and critically appraising it, discussing it within the discussion forum and applying it critically to real world examples and their own practice. Engaging with scenarios is highly motivational for students and introduces the key concepts of the module as it is rooted in situations professionals face on a day-to-day basis. The content of the scenario is based on the learning outcomes for the module.

The scenarios, reflective journal and the module activity are carried on as the module progresses which ensures engagement throughout the module. It also ensures that the assessment loading is not confined to the end of the module.

Reflective Journal 20%

The online learning journal requires students to record and critically reflect on their learning. Reflection is an important aspect of the programme since health professionals will be able to spend time considering how their practice compares to the themes being discussed in the module. The tutor provides feedback to the student weekly and marks it at the end of the module.

Module activity 20%

At the beginning of each module, students are presented with a module assignment. The module activity may take the form of an individual piece of work or may be a group activity. This activity tests a student's ability to work independently or work within a team: to select, sift and analyse information, interact with colleagues and apportion group member's roles and derive a solution to the module task.

The LMS has the facility to monitor student engagement. Where it is non-existent or below an optimum level, the student services team contacts the student to prompt them and provide additional support as required. If students fail to participate in each of the activities as described above, the programme leader or nominee will remind the student in writing of their requirement to engage, and will state that continued failure to engage could result in failing the module.

The diverse assessment methods within each module are designed to test the expected characteristics of Masters graduates (QAA Characteristics' Statement, 2015). These include critical awareness of current issues and developments in leadership, critical skills, knowledge of professional responsibility, integrity and ethics and the ability to reflect on their own progress as a learner.

The assessment methods comprise both formative and summative assessment. The formative assessment is designed to assess students' progress and to serve as feedback to both students and lecturers. The formative assessment methods include prompt feedback on course work, individual and group feedback on participatory exercises, student presentations and case studies, as well as reflective papers. It will thus progress the students' learning and provide an opportunity to feed forward into future summative assessments.

The aim of the summative assessment is to determine whether the student has met the relevant module learning outcomes, which in turn contribute to the overall programme learning outcomes. Feedback on summative assessments will be delivered in a timely manner and will assist students improve in future assessments.

Assessments are assessed against predetermined grading criteria to ensure consistency of marking. Grading criteria (including any associated rubrics) for each assessment are discussed in detail with students before they begin the assessment task and feedback referenced to the criteria is provided to students after marking is complete. Students are assessed against assessment criteria that have been developed in alignment with institutionally established graduate attributes, programme objectives, learning outcomes and the learning and assessment tasks.

5. Variation/s to the Academic Regulations: Taught Programmes

n/a

6. Programme credits and intermediate Awards (exit points)

Award	Credits	Credit level (FHEQ)
Postgraduate Certificate in Applied Clinical Psychology	60 credits	7
Postgraduate Diploma in Applied Clinical Psychology	120 credits	7
Masters in Applied Clinical Psychology	180 credits	7

7. Career and Study Opportunities

The Masters in Applied Clinical Psychology aims to advance students' existing knowledge and experience in the field by equipping them with a deeper understanding of the subject and its practice. While some students will have begun their studies with clear career development goals and objectives, others may be considering a variety of options. Regardless of this position, the programme aims to support career development by affording them:

- Opportunities to move into a higher-level post within their current employment or professional area
- Opportunities to apply for higher-level training such as a Doctorate in Clinical Psychology

- Opportunities to diversify their career and enhance their employability in the sector

8. Programme Map

Masters in Applied Clinical Psychology (LEVEL 7)

COURSE CODE Foundations of Clinical Psychology 20 credits	COURSE CODE The Psychology of Common Mental Health Difficulties 20 credits	COURSE CODE Research Methodologies and Critical Appraisal 20 credits
COURSE CODE Core Clinical Skills 20 credits	COURSE CODE Severe and Complex Mental Health difficulties 20 credits	COURSE CODE Professional Project: Applied Clinical Psychology 40 credits
COURSE CODE Therapeutic Approaches 20 credits	COURSE CODE Specialist Applications 20 credits	
CAN EXIT WITH POSTGRADUATE CERTIFICATE 60 CREDITS	CAN EXIT WITH POSTGRADUATE DIPLOMA 120 CREDITS	

KEY: COMPULSORY MODULE OPTIONAL MODULE

9. Assessment of Learning Outcomes

CORE MODULES

<p>Programme Specification Masters in Applied Clinical Psychology</p>	Foundations of Clinical Psychology	Core Clinical Skills	Therapeutic Approaches	The Psychology of Common Mental Health Difficulties	Severe and Complex Mental Health difficulties	Specialist Applications	Research Methodologies and Critical Appraisal	Professional Project: Applied Clinical Psychology
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A. KNOWLEDGE AND UNDERSTANDING

<ul style="list-style-type: none"> Demonstrate a systematic understanding of clinical psychology and its application to the care of clients presenting with psychological needs. 	F&S	F&S	F&S	F&S	F&S	F&S	F	
<ul style="list-style-type: none"> Critically appraise current developments and guidance in clinical psychology and have an ability to implement evidence-based care. 		F&S	F&S	F&S	F&S	F&S		S
<ul style="list-style-type: none"> Critically apply an advanced knowledge of clinical psychology to decision making in unpredictable and/or complex situations. 			F&S	F&S	F&S			
<ul style="list-style-type: none"> Selectively adopt and use established research methods to create and interpret knowledge in settings related to clinical psychology. 							F&S	S
<ul style="list-style-type: none"> Critically analyse and evaluate the choice of research tools and/or other methods of enquiry to address research problems. 							F&S	S

B. INTELLECTUAL SKILLS

<ul style="list-style-type: none"> Critically evaluate current research in clinical psychology. 	F&S	F&S	F&S	F&S	F&S	F	F&S	S
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<ul style="list-style-type: none"> Plan and develop courses of action that initiate or underpin substantial developments in clinical psychology. 							F&S	S
<ul style="list-style-type: none"> Critically apply research or other methodologies to address problematic clinical or organisational situations. 							F&S	S
D. TRANSFERABLE SKILLS								
<ul style="list-style-type: none"> Apply critical knowledge and understanding to the management of complex client cases. 	F	F	F&S	F&S	F&S	F		
<ul style="list-style-type: none"> Reflect on learning from prior experience, challenge preconceptions, remove subject and function boundaries in order to holistically integrate new knowledge to complex or novel situations. 	F&S	S						
<ul style="list-style-type: none"> Conduct clinical psychology research into issues that require knowledge and application of data, research sources and appropriate methodologies. 	F	F	F&S	F&S	F&S	F	F&S	S
<ul style="list-style-type: none"> Demonstrate skills in leadership and adaptability. 	F	F	F&S	F&S	F&S	F&S		

