School of Health and Life Sciences

Department of Psychology, Social Work and Allied Health Sciences

DPsych Health Psychology

Programme Approval Submission Document

Appendix 1: Programme Specification Proforma

August 2017
# Programme Specification Pro-forma (PSP)

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<tr>
<td><strong>1. GENERAL INFORMATION</strong></td>
<td><strong>2. Program Title:</strong> Doctorate in Health Psychology</td>
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<td><strong>3. Final Award:</strong> DPsych Health Psychology</td>
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<tr>
<td><strong>2. Program Title:</strong></td>
<td><strong>3. Exit Awards:</strong> PgCert in Psychological Approaches to Health &amp; Wellbeing PgDip in Psychological Approaches to Health &amp; Wellbeing MSc in Health Psychology DPsych in Health Psychology</td>
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<td><strong>4. Awarding Body:</strong></td>
<td><strong>4. Awarding Body:</strong> Glasgow Caledonian University</td>
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<td><strong>5. Approval Date:</strong></td>
<td><strong>5. Approval Date:</strong> June, 2017</td>
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<td><strong>6. School:</strong></td>
<td><strong>6. School:</strong> School of Health &amp; Life Sciences</td>
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<td><strong>7. Host Department:</strong></td>
<td><strong>7. Host Department:</strong> Psychology, Social Work &amp; Allied Health Sciences</td>
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<td><strong>8. UCAS Code:</strong></td>
<td><strong>8. UCAS Code:</strong> N/A</td>
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<td><strong>9. PSB Involvement:</strong></td>
<td><strong>9. PSB Involvement:</strong> HCPC/BPS</td>
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<td><strong>10. Place of Delivery:</strong></td>
<td><strong>10. Place of Delivery:</strong> Glasgow Caledonian University</td>
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<td><strong>11. Subject Benchmark Statement:</strong></td>
<td><strong>11. Subject Benchmark Statement:</strong> HCPC/BPS</td>
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<td><strong>12. Dates of PSP Preparation/Revision:</strong></td>
<td><strong>12. Dates of PSP Preparation/Revision:</strong> March 2017/August 2017</td>
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2. **EDUCATIONAL AIMS OF THE PROGRAMME**

Applied psychology, or Practitioner Psychologists, became a Health and Care Professions Council (HCPC) regulated profession in 2009. The regulatory framework encompasses seven domains of applied psychology practice, each with protected title status. These include: Health, Sports and Exercise, Counselling, Forensic, Clinical, Occupational and Educational Psychology. HCPC Standards of Proficiency (SOPS) for applied psychology are organised into two components: 1) generic standards spanning all domains of applied psychology practice (known as profession-specific standards); and 2) standards specific to each domain (known as domain-specific standards). Profession-specific standards comprise over 80% of all SOPS.

With such a significant proportion of shared standards and competencies, postgraduate programmes have the opportunity to move away from historically entrenched, domain-specific training structures, which typically emphasise the differences between applied psychology practice. We propose a broad, Applied Psychology Doctoral Framework (APDF) which promotes the sharing of profession-specific resources, utilising inter-professional collaborations while still retaining a specific professional domain identity.

Currently at GCU, psychology is strongly focussed on the application of psychological knowledge and research for the common good. Existing programmes, accredited by appropriate professional bodies (e.g., British Psychological Society [BPS] and HCPC) include: a BSc (Hons) in Applied Psychology with domain-specific bracketed titles; a Graduate Diploma (conversion course) in Psychology; an MSc in Forensic Psychology; and a HCPC/BPS approved DPsych in Counselling Psychology with multiple exit points. The DPsych in Counselling Psychology offers an effective, financially proven postgraduate training model with over 100 doctoral-level students registered. The DPsych model is highly flexible, utilising a small ‘core’ team of expert staff supplemented by wider departmental expertise and external support. It is inherently expandable and responsive to scale.

We propose an extension of the current DPsych to a new Applied Psychology Doctoral Framework, which will initially offer 2 domain specific routes: 1) a Doctorate in Health Psychology and 2) a Doctorate in Sports and Exercise Psychology. It is proposed that two further domain specific routes (Doctorate in Forensic Psychology and Doctorate in Counselling Psychology) will then join the framework in 2019/2020. The APDF will, therefore, offer shared profession-specific teaching and resources while also delivering domain-specific training. Students will benefit from shared teaching and learning on ‘core’ topics, while the programme team will draw on existing, efficient systems of administration, research supervision and placement management.

Health psychology as a discipline is the fastest growing field of psychology within the UK and yet only three Universities in Scotland (University of Stirling, University of Aberdeen and St Andrews University) currently offer British Psychological Society (BPS) accredited MSc programmes. At present, there are no health psychology doctorate programmes offered in Scotland. Given an ageing and obesogenic population (and the associated increased prevalence of chronic and long-term health conditions), the
demand for behavioural health and wellbeing interventions (and, therefore, Health Psychologists), is only set to increase.

The doctoral programme is designed to meet the BPS’s accreditation standards for Stage 1 and 2 training in health psychology, thus meeting the requirements for eligibility to apply for Chartered Psychologist status. In addition, approval has been granted from the HCPC for eligibility to apply for registration as a Health Psychologist. It is noteworthy that aegrotat awards do not provide eligibility for admission to the HCPC Register.

**Programme Aims**

The overall aim of the Doctorate in Health Psychology is to provide the knowledge and skills required to develop a career as a practitioner Health Psychologist. The programme, therefore, aims to prepare students for accreditation as a Health Psychologist by providing training and supervision in five key areas of competency, including: research, teaching and training, consultancy, behaviour change interventions, and professional skills. In doing so, the proposed programme aims to enable students to work as Health Psychologists within a broad range of inter-disciplinary environments, including third sector, health and social care (e.g., NHS), government, industry, private practice and academic/research settings.

More specifically, the programme aims to:

1. Critically explore the historical underpinnings and development of health psychology.
2. Critically examine the theoretical frameworks within which health psychology practice is located.
3. Deliver a comprehensive, critical understanding of the ethical and professional issues pertinent to practicing as a health psychologist.
4. Provide original, specialist professional training in a range of behaviour change approaches.
5. Develop an advanced capability to establish, conceptualise and employ effective professional relationships with clients utilising a range of psychological models and approaches.
6. Offer highly innovative, specialist training in the conduct and analysis of health psychology research, together with an advanced understanding of its implications for professional practice.
7. Provide a psychologically safe, creative environment for personal development and self-reflection.

At the end of their doctoral training, students should be:

1. Highly competent, reflexive, ethically sound, resourceful, creative and informed health psychology practitioners, who offer highly specialised skills to a range of practice settings.
2. Leading in their responsibility to the interpretive, personal, intimate and relational aspects of
3. Autonomous, committed and accountable for ongoing personal and professional development training.

4. Critically aware of the significance of wider social, cultural and political domains within which health psychology operates.

5. Deeply critical and evaluative of the philosophy, theory, research and practice that constitutes health psychology.

3. **INTENDED LEARNING OUTCOMES**

   **3A Knowledge and understanding**

   A1 Understand, critically evaluate, select, appraise and deploy a range of research methods, techniques and approaches that are appropriate for particular research questions and contexts, and demonstrate a deep understanding of issues relating to their validity, reliability and rigour.

   A2 Undertake highly innovative, cutting-edge, applied research at a highly advanced level which conform to ethical principles (including those of the British Psychological Society) and demonstrates a clear ability to communicate results in a manner which satisfies peer review and merits publication.

   A3 Make informed, critical judgements on complex issues in professional, health related and other specialist fields, often in the absence of complete data and to be able to communicate ideas and conclusions clearly and effectively to specialist and non-specialist audiences.

   A4 Be highly competent in comparing, contrasting and critically evaluating a range of health psychology models, frameworks and approaches to behaviour change intervention at both an individual and group/public level.

   A5 Communicate an advanced knowledge of the organisational policies and contextual and legal frameworks within which Health Psychologists practice.

   A6 Demonstrate advanced specialist skills in practicing, monitoring and evaluating professional practice.

   A7 Mount a clear, critical defence of the work undertaken, clearly outlining its originality and contribution to the discipline.

   **3B Practice: Applied knowledge, skills and understanding;**

   B1 Enabled to work as highly skilled Health Psychologists within a broad range of inter-disciplinary environments, including third sector, health and social care (e.g., NHS), government, industry, private practice and academic/research settings.

   B2 Clearly demonstrate professional standards in research and professional practice, including making informed professional judgements on complex issues and adhering to codes of ethical and legal
B3 Demonstrate a detailed, critical understanding of clients’ needs, develop an appropriate working formulation model, design, plan and implement it and deliver psychological intentions and critically evaluate their outcomes.

B4 Critically reflect on and review professional practice in health psychology, including recognising needs for further development or training.

B5 Adopt a critical and evaluative approach to the philosophy, theory, research and practice that constitutes health psychology.

3C Generic cognitive skills;

C1 Conceptualise, design, plan, deliver, assess and critically evaluate a training programme of five teaching sessions for the development of new knowledge, applications and understanding of health psychology.

C2 Create and interpret new knowledge through original, innovative research to extend the forefront of their practice and merit publication.

C3 Critically apply techniques for research and advanced professional and academic enquiry.

C4 Deeply understand a broad range of applied health psychology skills that are required to plan, develop, deliver and critically evaluate experiences of delivering interventions in a range of healthcare contexts, utilising a range of modalities.

C5 Demonstrate critical analysis and advanced problem-solving skills.

C6 Exhibit deep, self-reflection.

3D Communication, numeracy and ICT skills

D1 Present highly complex and novel ideas critically and effectively.

D2 Use web based learning technologies to assist and fulfil teaching and learning requirements.

D3 Develop advanced competency in using statistical analytic packages such as SPSS.

D4 Plan, design, deliver and demonstrate advanced skills in teaching/training programmes relevant to small and large groups utilising a range of teaching approaches, materials, techniques and exercise autonomous initiative in unpredictable situations.

D5 Demonstrate specialist skills in the conduct and management of consultancy work from pitching, negotiation and client-relationship management through to the final report.

D6 Communicate and demonstrate autonomous management of the consultancy process and outcomes by fully engaging with and actively planning the client-consultancy relationship.

D7 Demonstrate highly efficient, advanced communication and interpersonal skills that facilitate...
highly efficient working with clients.

**3E  Autonomy, accountability and working with others.**

E1  Demonstrate advanced professional experience to practice as an autonomous practitioner in health psychology, including the deep understanding and acquisition of professional practice and the transferrable skills required for exercising personal responsibility and autonomous initiative in complex and unpredictable situations in the professional environment.

E2  Independently plan, document, monitor, critically evaluate and adjust consultancy work drawing on theoretical frameworks/models and demonstrate a deep understanding of the barriers and enablers of effective intervention delivery based on clients’ needs.

E3  Exemplify advanced professional skills in the engagement and applied practice of communication and relationship building with clients and delivering highly appropriate techniques to meet their individual needs in real life practice.

E4  Demonstrate the capacity to hold oneself accountable to the public and profession for one’s own personal integrity.

E5  Communicate preparedness to accept responsibility for continuing professional development by developing greater powers of awareness and the courage to pursue deeper personal knowledge and critical understanding pertinent to effective working.

E6  Operate a deep understanding of anti-discriminatory practice and relevant ethical guidelines.

E7  Demonstrate an advanced ability to manage professional relationships including appropriate liaison and to work within inter-disciplinary contexts and teams.

E8  Demonstrate an advanced ability to practice, monitor and critically evaluate therapeutic practice.

**Strategy for Learning**

All of the principles noted below will be developed and demonstrated via a combination of face-to-face tuition, blended learning and independent study. Assessment will offer the opportunity for students to display knowledge, understanding, application, critical reflection, analysis, synthesis and evaluation. Key transferrable skills include: assessment, formulation, intervention, evaluation and research, communication and consultancy and self-management skills. Please refer to the curriculum map (page 17 of this document) for details on which modules the learning outcomes above are integrated and assessed within the programme. These learning outcomes will be demonstrated through oral presentations, case studies, reflective reports, logbooks, portfolios, systematic literature reviews and research dissertations.

**Engaged Learning** Through our curricula, students will be encouraged to become independent, autonomous learners. The pedagogical environment shapes student learning and experience within a range of shared inter-disciplinary professional environments. The programme facilitates independent and peer-led learning through the learning environment (e.g., small group and peer working) and an emphasis on
supported independent study, such as the undertaking of independent research.

**Divergent Thinking** Through critical analysis, synthesis and evaluation of real-world psychological issues, students will generate creative solutions and apply them to a complex, inter-disciplinary working partnership. A wide range of placement opportunities, typically described as ‘new and emerging’, will promote the application of psychological knowledge in a range of different domains.

**Flexible, Inclusive and Accessible Learning** Every possible effort shall be afforded to every student to enter education, embrace learning and transfer to the workplace. For example, there is the opportunity for existing Practitioner Psychologists who do not hold a doctoral qualification to enter at later stages of the programme and ‘top up’ their existing and prior learning. In addition, throughout, appropriate learning methods and technologies will be exploited to maximise flexibility, inclusivity and accessibility. The programme adheres to professional body regulations (e.g., BPS, HCPC).

**Broad and Deep Learning** The programme is unique in that the student is encouraged towards enlightened self-interest for care of the self and others. Self-awareness and self-reflection underpins all student learning and this is supported by a stand of learning in professional development that spans the full programme. The doctoral programme offers both a holistic, shared psychological perspective while at the same time affords the student depth of domain-specific knowledge and skills. The programme is designed to facilitate deep learning, reasoning and critical reflection, and a staged and supported learning strategy is embedded in the programme modules.

**Global Learning** Students will be introduced to the implementation of policy, strategy and legislation in a variety of health and sport and exercise contexts (including European and International perspectives on health and sport and exercise psychology) (specifically Consultancy and Training in Applied Psychology 1: Health/Sport and Exercise and Professional Development in Applied Psychology 1, 2 and 3) and will draw upon applied research evidence and interventions from the across the globe. Students will be trained to demonstrate and practice sensitivity and respect within multi-cultural domains and contexts at all times, in all modules.

**Real World Problem-Solving** Peer-led, professional practice sessions are central to student learning. At doctoral level, students are embedded within external placements where they gain supervised experience and training in a variety of wellbeing contexts. A business and professional knowledge of consultancy (at both private and community level) is key to the students development as competent, skilled Practitioner Psychologists.

**Entrepreneurship** Students are recruited onto the programme with a clear vision of their own career as a Practitioner Psychologist. They are encouraged to take an engaged, pro-active approach to their learning. Essentially, the very nature of the profession centres on changing the wellbeing of the individual and the community as a whole. All intervention, consultancy and professional practice adheres to guidelines of professional bodies (e.g., BPS, HCPC).

**Responsible Leadership and Professionalism** Students will gain professional experience in practicing as an autonomous practitioner in applied psychology and will exemplify professional skills in the engagement and applied practice of communication and relationship building during consultancy work. They will exert the capacity to hold themselves accountable for their own professional identity and personal
professional development. The programme adheres to BPS and HCPC professional accreditation standards.

At the same time as supporting students to assimilate new learning, there is an expectation that students will draw heavily on their previous academic experiences. The culture in which learning occurs will be a professional one where practice is defined as a proactive activity rather than a reactive process to a given set of professional problems. This is promoted through emphasis on an evidence-based approach to professional problem solving that aims to promote GCU’s Common Good Attributes\(^1\).

**Common Good Attributes**

**Active and global citizenship** The genesis of the programme is the care of the person and the professional. This will be achieved predominantly through the professional development modules: Professional Development in Applied Psychology 1, 2 and 3.

**Entrepreneurial mind-set** The students will be encouraged, across the programme, to flexibly work with, and learn from, others and to think critically about ideas and application in an uncertain world: Professional Development in Applied Psychology 1, 2 and 3; Interventions in Applied Psychology 1, 2 and 3.

**Responsible leadership** At the heart of the programme is a focus on empathy, genuineness and unconditional positive regard for the student both personally and professionally: Professional Development in Applied Psychology 1, 2 and 3; Consultancy and Training in Applied Psychology 1, 2 and 3.

**Confidence** Students will develop assertiveness skills to challenge themselves and others in a respectful professional manner. The ethos is to develop a passion for learning across the lifespan and to facilitate personal growth in all modules.

The Practitioner Psychologist graduating from this programme intends to work for the psychological wellbeing of the self and others. The programme, at each level, develops these twin strands through ongoing critical self-awareness and self-reflection in a constructive, supportive and caring learning environment.

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**4. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS**

A Doctorate is awarded for a minimum of 540 credits with a maximum of 420 at Doctoral level.

A Masters in Health Psychology is awarded for a minimum of 180 credits at M level.

A Postgraduate Diploma in Psychological Approaches to Health & Wellbeing is awarded for 120 credits at M Level: All modules except Advanced Research in Applied Psychology 1 (M/D).

A Postgraduate Certificate in Psychological Approaches to Health & Wellbeing is awarded for a maximum of 60 credits at M Level.

The DPsych Health Psychology programme will be delivered over 36 calendar months and up to 84

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\(^1\) [http://www.gcu.ac.uk/theuniversity/commongood/commongoodcurriculum/]
months, if on a part-time basis. The MSc will be delivered over 12 months (full-time) or 24 months (part-time). The Postgraduate Diploma will be delivered over 9 months (full-time) or 21 months (part-time). The Postgraduate Certificate will be delivered over 9 months part time.

For the award of MSc Health Psychology: 180 credits (at M Level), including the following modules:

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<thead>
<tr>
<th>Module Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Principles of Person Centered Approaches in Applied Psychology Practice</td>
<td>15</td>
</tr>
<tr>
<td>Professional Development in Applied Psychology 1</td>
<td>30</td>
</tr>
<tr>
<td>Consultancy &amp; Training in Applied Psychology 1: Health</td>
<td>30</td>
</tr>
<tr>
<td>Interventions in Applied Psychology 1</td>
<td>30</td>
</tr>
<tr>
<td>Analytical Methods</td>
<td>15</td>
</tr>
<tr>
<td>Advanced Research in Applied Psychology 1 (M)</td>
<td>60</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>180</strong></td>
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For the award of Doctorate In Health Psychology: Minimum of 540 credits with a maximum of 420 at Doctorate level, including the following modules:

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<thead>
<tr>
<th>Module Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Principles of Person Centered Approaches in Applied Psychology Practice</td>
<td>15</td>
</tr>
<tr>
<td>Professional Development in Applied Psychology 1</td>
<td>30</td>
</tr>
<tr>
<td>Consultancy &amp; Training in Applied Psychology 1: Health</td>
<td>30</td>
</tr>
<tr>
<td>Interventions in Applied Psychology 1</td>
<td>30</td>
</tr>
<tr>
<td>Analytical Methods</td>
<td>15</td>
</tr>
<tr>
<td>Advanced Research in Applied Psychology 1 (D)</td>
<td>60</td>
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<tr>
<td>Professional Development in Applied Psychology 2</td>
<td>60</td>
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<tr>
<td>Consultancy &amp; Training in Applied Psychology 2</td>
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<td>Interventions in Applied Psychology 2</td>
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<td>Advanced Research in Applied Psychology 2</td>
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<tr>
<td>Professional Development in Applied Psychology 3</td>
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<td>Consultancy &amp; Training in Applied Psychology 3</td>
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<td>30</td>
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<td>Advanced Research in Applied Psychology 3</td>
<td>60</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>540</strong></td>
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5. SUPPORT FOR STUDENTS AND THEIR LEARNING

The Programme Team view the delivery of a personalised, top quality, responsive and distinctive student experience as a responsibility that is shared by all members of staff. Our definition of the student experience embraces all aspects of student life and includes what happens both inside and outside of the classroom. The Programme Team understand how important high quality facilities, learning resources, catering, residential accommodation and professional support services are to our students and the role that social and cultural activities play in promoting student retention and success. This ‘co-curricular’ approach is reflected in our commitment to the quality of the GCU student experience; promoting student belonging, engagement, self-confidence, and ultimately retention and completion. A commitment to enhancing the student experience is in a large part a commitment to enhancing the learning and teaching experience.

Within the programmes, students will be supported in a variety of ways. All students are allocated an Academic Advisor, who will provide pastoral and educational support on a one-to-one basis for the duration of their training. The GCU PPACT Standard of Academic Advising is based on the following principles:

**Personal** reflection review of relevant personal development.

**Professional** career planning and employability, leadership and achievement.

** Academically informed-feedback/ forward** review and discussion of academic results.

**Consolidated** evaluation of learning in all the areas identified above.

**Transitional** reflection on learning and moving forward.

The meetings between advisor and student are focused to help to develop skills that can improve academic performance and make students aware of areas for professional and personal growth and development.

Students will also have a Personal Placement Tutor who offers one-to-one guidance on the professional skills dimensions of their programme, including securing and undertaking placement work. This is in addition to the Placement Educator and Placement Supervisor. All academic learning on the programmes is managed by Module Leaders, Year Co-ordinators and Programme Leader, with whom the students have regular contact. All students will also be allocated a research supervisor who will have expertise in their chosen area of research; where possible, the supervisor will be allocated in year 1 and continue to work with the student in years 2 and 3. Students on the DPsych Health Psychology programme will be integrated within a broader Applied Psychology Doctoral Framework and will be encouraged to provide peer support wherever possible to other students.

Within GCU more broadly, additional academic support is provided by the Learning Development

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2 [http://www.gcu.ac.uk/engage/yourlearningexperience/academicadvising/ppactacademicstandard/](http://www.gcu.ac.uk/engage/yourlearningexperience/academicadvising/ppactacademicstandard/)
Centre (LDC). The LDC’s Academic Development Tutors (ADT) provide confidential, tailored student learning support, with referral to appropriate services if required. The ADTs adopt a flexible and shared approach that allows students to identify the skills that they would like to develop (e.g., essay-planning, note-taking, interpreting coursework feedback, balancing university with work and other commitments and revising effectively for exams). This is facilitated through embedded tutorials, lectures and seminars alongside a weekly workshops and drop-in sessions. The ADTs have also developed blended learning materials and web resources, including access to ‘webinars’ to support students in their development of Common Good Attributes. A mix of delivery methods ensures sufficient accommodation for students who have competing demands on their time and differing preferences in terms of mode of engagement and learning.

The ADTs adopt an academic literacy approach, making explicit to students the expectations that staff have of their work and providing progressive support as students develop the skills necessary to meet those expectations. The ADTs work closely with colleagues in academic roles throughout the School to develop a schedule of activities that are both incremental in complexity, and delivered at a time when students need particular input. Key areas within the Strategy for Learning Framework, such as problem based learning and reflection, have also been incorporated as core themes. The sessions also have a strong focus on the applicability of developing sound academic skills for clinical practice and lifelong learning as an evidence-based practitioner. The team also notes the strong role of emotion in learning and the impact this can have on student confidence and participation. Therefore there are aspiration and confidence raising elements to all activities. All students on the doctoral programmes will have full access to the Graduate School seminars and workshops.

### 6. CRITERIA FOR ADMISSION

Candidates must be able to satisfy the general admissions requirements of Glasgow Caledonian University

**Programme Admission Requirements**

**Entry requirements:**

Candidates must hold a good undergraduate honours degree in Psychology (e.g., normally a 2:1 or above) granting them Graduate Basis for Chartership (GBC) with the British Psychological Society. They must also demonstrate a level of maturity and experience commensurate with the personal and professional requirements of the programme (e.g., relevant voluntary or paid work experience within a relevant field).

**English Language:**

For the Doctorate, Masters Degree, Postgraduate Diploma, and Postgraduate Certificate candidates whose normal medium of education and work has not been English, will normally be required to

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3 [http://www.gcu.ac.uk/graduateschool/](http://www.gcu.ac.uk/graduateschool/)
present evidence of competence in English as demonstrated by a pass at level IELTS (level 7.0). The programme has an approved exception to the University Regulations for the IELTS score which is normally 6.0.

**Flexible Entry - Credit Transfer and RPL:**

Students applying for admission may be eligible for specific module exemption, based on previous qualifications or experience. The University’s Recognition of Prior Learning Framework is used to confirm any exemptions. RPL gives you the opportunity to gain recognition for all of the learning you gained prior to your studies at GCU. This can include learning which has already been assessed and credit rated at a university or college, or other learning and training provider (credit transfer). It also includes learning gained through life or work experiences (Recognition of Prior informal Learning/RPiL) such as: work (paid or unpaid employment, job training, workshops); community, voluntary or leisure activities; family life (caring, domestic organisation); and, key life experiences and events. This recognition could form part of the credit for your programme. For further information on RPL, please follow the link below:

http://www.gcu.ac.uk/media/ggap/content/RPL%20at%20GCU%20-%20A%20Student's%20Guide%20V4.pdf

**Entry with Advanced Standing:**

Students who have attained an MSc in Health Psychology (BPS accredited), may be considered for direct entry to Doctoral level study (at year 2 of the programme). The University’s Recognition of Prior Learning Framework is used to confirm any exemptions by mapping the student’s prior learning to the learning outcomes of the current programme. This mapping will also take into consideration relevant placement experience required for direct entry to Stage Two of the programme.
7. **METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING**

*Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:*

- Programme Board – the operation of which conforms to University guidelines
- Module review (including module evaluation reports – standardised programme for measuring against University Performance Indicators)
- Annual module monitoring
- Staff development events
- Annual Programme Analysis report
- External Examiner reports
- Associate Dean Learning, Teaching and Quality
- Approval events
- Close links to statutory and voluntary sector mental health service providers

*Committees with responsibility for monitoring and evaluating quality and standards:*

- Student/Staff Consultative Group
- Programme Board
- School of Health and Life Sciences Learning and Teaching Quality Committee
- University Academic Policy Committee
- Assessment Board (Department of Psychology, Social Work & Allied Health Sciences)
- Academic Policy and Practice Committee
- School Board
Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Module Evaluation Questionnaire
- Student/Staff Consultative Group
- Student Representation on the Programme Board
- Access to Module Leaders/Programme Leader and Associate Programme Leader/ Academic Adviser

Staff development priorities include:

- Postgraduate Certificate in Learning and Teaching
- Continuous professional development (CPD)
- Performance and Development Annual Review (PDAR)
- Mentoring scheme for new teaching staff
- Research and scholarly activity through collaboration with a range of GCU research groups
- Developing the links between clinical practice and academic input into the programme
- Research Excellence Framework (REF) submission
- Membership of Higher Education Academy (HEA)
- Membership of and involvement with Professional bodies
- Conference presentations
- Book and Journal articles relevant to Health Psychology
- Peer support for teaching
- Regular module team and Programme Board meetings
- Encouraging participation in relevant institutional learning and teaching workshops
8. ASSESSMENT REGULATIONS

Students should expect to complete their programme of study under the Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students. The Glasgow Caledonian University Taught Postgraduate Assessment Regulations which apply to this programme, dependent on year of entry can be found at:

http://www.gcu.ac.uk/media/gcalwebv2/theuniversity/gaq/gaqfiles/assessmentregulations/GCU_TPG_Assessment_Regulations_Handbook_2016_17_v1.5.pdf

With the following approved exceptions:

A minimum pass of 50% for each module in stage 1 (MSc) is required, with a minimum threshold for each element of assessment of 50% to ensure that students cannot pass via a module composite pass/aggregate.

Students are permitted to carry one module (up to 60 credits) at the discretion of the Assessment Board. This exception is to enable students to carry one large module in each year of the programme so that a student's progress is not necessarily impeded by a small amendment being necessary to a research submission, for example.

Regulations for Merit/Distinction:

For candidates undertaking the MSc in Health Psychology, and when the Assessment Board is satisfied that a candidate has shown special merit in the final level assessment at the first diet, it may recommend that the MSc award be granted ‘with Merit’ or ‘with Distinction’. The Assessment Board will normally recommend that an award be granted ‘with Merit’ to a candidate who has achieved an overall credit-weighted average of modules of 65-69% and passes all modules. An award ‘with Distinction’ will be recommended for a candidate who has passed all elements and achieved an overall average of 70% or more and no mark below 55% in any of the programme modules. A minimum mark of 70% will also be required in the dissertation for the award ‘with Distinction’. Glasgow Caledonian University’s Qualification Framework contains the mechanism for the awarding of the ‘with distinction’ classification.

Distinction will only be considered on the basis of a candidate’s performance in their first diet of assessments in all modules.

Role of External Examiner(s):

External Examiners are appointed to the Assessment Board after being approved by Glasgow Caledonian University Academic Policy and Practice Committee (through the submission of an EXT1 form).

External examiner duties include the following:
– Moderating the work of the Internal Assessors in respect of the assessments under his/her jurisdiction.

– Attending Assessment Boards at which the results of a final stage assessment will be determined.

– Satisfying himself/herself that the work and decisions of the Assessment Board(s) are consistent with the policies and regulations of the University and best practice in higher education.

– Ensuring that students are assessed within the regulations approved by the University for the programme and to inform the University on any matter which, in his/her view, militates against the maintenance of proper academic standards.

– Reporting annually to the Academic Policy and Practice Committee on the standards attained by students on the programme and on any other matters which may seem appropriate to report.

9. **INDICATORS OF QUALITY AND STANDARDS**

   – Details of approval/re-approval events and professional accreditation events as organised by the School of Health and Life Sciences

   – Programme Board statements on modules

   – Annual Programme Analysis

   – Professional Body accreditation visits and reports

   – Enhancement-led internal subject reviews

   – External Examiner Reports

10. **INFORMATION ABOUT THE PROGRAMME**

    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. More detailed information on the learning outcomes, content and teaching, learning assessment methods of each module can be found in the sources listed below. The accuracy of the information in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

    Key information about the programme can be found in:

    – Definitive Programme Document

    – Programme Handbook

    – Module Handbooks
A curriculum map is attached showing how the outcomes are being developed and assessed within the programme. This relates the modules from Section 4 to the outcomes in Section 3.

DATE: August 2017
Curriculum Map for DPsych Health Psychology

The curriculum map links the modules (Section 4) to the Outcomes listed in Section 3. This map provides both a design aid to help academic staff identify where the programme outcomes are being developed and assessed within the course. It also provides a checklist for quality assurance purposes and could be used in approval, accreditation and external examining processes. This also helps students monitor their own learning, and their personal and professional development as the course progresses. The map shows only the main measurable learning outcomes which are assessed. There are additional learning outcomes (e.g. attitudes and behaviour) detailed in the module specifications which are developed but do not lend themselves to direct measurement.

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PPCAAPP: PRINCIPLES OF PERSON CENTERED APPROACHES IN APPLIED PSYCHOLOGY PRACTICE
CTAP1:H: CONSULTANCY & TRAINING IN APPLIED PSYCHOLOGY: HEALTH
IAP: INTERVENTIONS IN APPLIED PSYCHOLOGY
PDAP: PROFESSIONAL DEVELOPMENT IN APPLIED PSYCHOLOGY
CTAP: CONSULTANCY & TRAINING IN APPLIED PSYCHOLOGY
AM: ANALYTICAL METHODS
ARAP: ADVANCED RESEARCH IN APPLIED PSYCHOLOGY
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EXIT AWARD: MSc Health Psychology
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EXIT AWARD: DPsych Health Psychology