

**Doctorate in Clinical Psychology** DClinPsych

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**Programme Handbook**

2023-24

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Version 1

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Welcome from the Programme Director

Hello Everyone 😊

Welcome to your 2023/2024 training year on the Doctorate in Clinical Psychology Programme at the University of Southampton. You are all training at such an exciting time as the Programme has gone through a series of enhancements to ensure you all have the very best training experience within our professional bodies’ guidelines. As a Programme, we are working hard behind the scenes, working alongside a host of stakeholders, to provide an innovative, interesting, and supportive training experience within the Programme’s core values of true and meaningful equity, diversity and inclusion embedded at the very heart of your training experience. I am looking forward to seeing you all grow and develop into the future workforce of Clinical Psychologists and Leaders.

The Programme Team hope that you all enjoy your time training with us, and we value providing a comprehensive, high quality and rewarding learning experience with a strong emphasis on pastoral support. For me, training is like going on a roller coaster ride as it will be full of highs, lows, twists and turns, and moments that you may find unsettling and fun, but ultimately you will look back on your training with a sense of achievement, pride, contentment and feeling sad that it has ended.

Please do not hesitate to contact me - it may be just to say hello or talk to me about a matter on training. I have an ‘open door’ policy, so please feel free to knock on it either virtually (via Teams) or in person (Building 44/3089).

Enjoy the roller coaster ride and the year ahead!

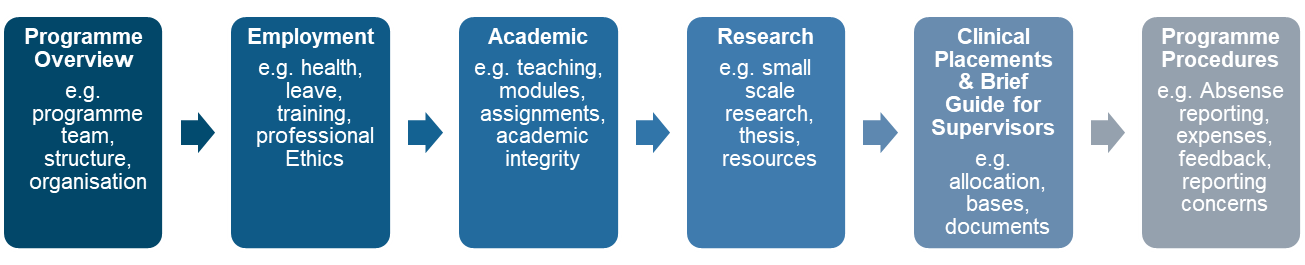


**Professor Margo Ononaiye**  
Programme Director

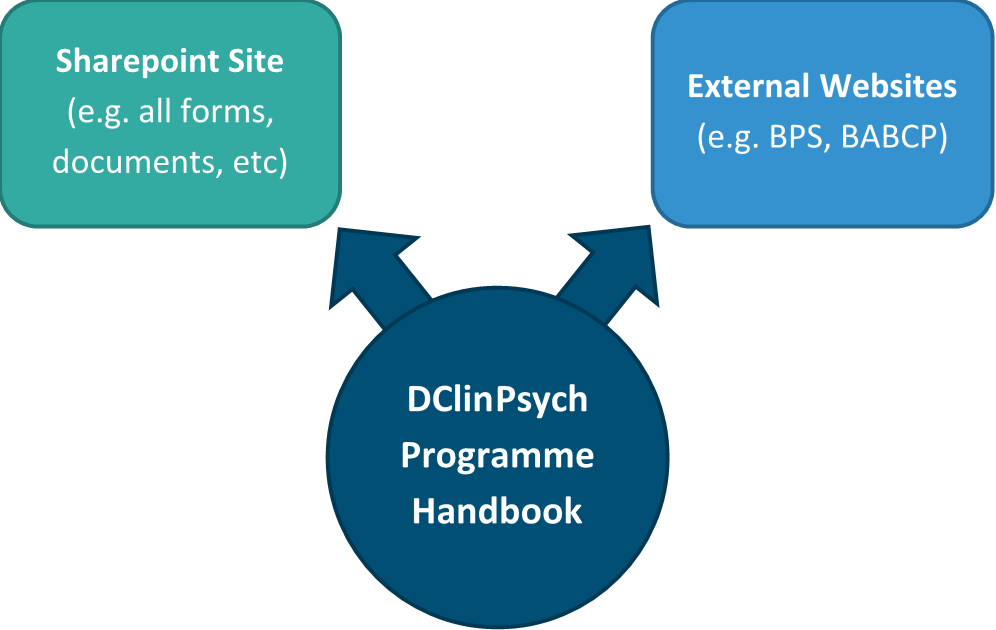
How to use this Handbook?

The Doctorate in Clinical Psychology (DClin) Programme Handbook contains information for Trainee Clinical Psychologists (Trainees), Placement Supervisors and Course Staff about the DClin Programme at the University of Southampton. It has been designed by the Programme Team and informed by Trainee feedback.

The DClin Handbook is organised intosections which reflect different aspects of the programme:



All relevant documents and forms (e.g., placement documents, cover sheets) are stored on the [DClin SharePoint Site](https://sotonac.sharepoint.com/teams/DClinCalendars) to download. The handbook contains hyperlinks (i.e., blue underlined words) to these documents in the relevant sections. You can save the location of these forms on the SharePoint site as a ‘favourite’ in your web browser to easily access again, without going through the handbook. There are also hyperlinks to external websites (e.g., professional guidance) included in the handbook.



Open the ‘Navigation Pane’ (under ‘View’) to help find specific sections or search using a keyword. The contents page also contains hyperlinks to all sections. There is a [brief video](https://sotonac-my.sharepoint.com/:v:/g/personal/wnd1c19_soton_ac_uk/EYWiutc7Z_pGlFulke1w21sBvyFFbmmcmrIj6yKP6lKljQ?nav=eyJwbGF5YmFja09wdGlvbnMiOnsic3RhcnRUaW1lSW5TZWNvbmRzIjo5LjUyLCJ0aW1lc3RhbXBlZExpbmtSZWZlcnJlckluZm8iOnsic2NlbmFyaW8iOiJDaGFwdGVyU2hhcmUiLCJhZGRpdGlvbmFsSW5mbyI6eyJpc1NoYXJlZENoYXB0ZXJBdXRvIjpmYWxzZX19fSwicmVmZXJyYWxJbmZvIjp7InJlZmVycmFsQXBwIjoiU3RyZWFtV2ViQXBwIiwicmVmZXJyYWxWaWV3IjoiU2hhcmVDaGFwdGVyTGluayIsInJlZmVycmFsQXBwUGxhdGZvcm0iOiJXZWIiLCJyZWZlcnJhbE1vZGUiOiJ2aWV3In19&e=vWerZJ) which provides an overview of how to use the DClin Handbook.

This handbook has been formatted to support text-to-speech software. If you require this handbook in an alternative format or find something which requires updating, please contact our administrative team at [clinicalpsychology-fels@soton.ac.uk](mailto:clinicalpsychology-fels@soton.ac.uk)

Disclaimer

*The information in this handbook is issued on the condition that it does not form part of any contract between the University of Southampton and any student. The information given has been made as accurate as possible at the time of publication, but the University reserves the right to modify or alter, without any prior notice, any of the contents advertised. It should therefore be noted that it may not be possible to offer all modules or components of a programme in each academic session. It is recommended that the ‘live’ online version of the Programme Handbook is consulted, when possible, rather than a pdf version to ensure the content is as up-to-date as possible.*

1. Programme Overview

## 1.1 Programme Team

|  |  |  |
| --- | --- | --- |
| Margo photo | **Professor Margo Ononaiye**  Programme Director | [m.s.ononaiye@soton.ac.uk](mailto:m.s.ononaiye@soton.ac.uk)  [Staff Page](https://www.southampton.ac.uk/psychology/about/staff/mso1n15.page?) |
| Lee photo | **Dr Alethea Charlton**  Deputy Programme Director  PSYC8049: Research 2 | [a.charlton@soton.ac.uk](mailto:a.charlton@soton.ac.uk) |
| Dr Kate Willoughby's photo | **Dr Kate Willoughby**  Academic Director | [K.Willoughby@soton.ac.uk](mailto:K.Willoughby@soton.ac.uk)  [Staff Page](https://www.southampton.ac.uk/psychology/about/staff/kw2e10.page?) |
| Tess photo | **Dr Tess Maguire**  Clinical Director  PSYC8013; PSYC8014; PSYC8015; PSYC8016; PSYC8035 Practitioner Placements | [T.L.Maguire@soton.ac.uk](mailto:T.L.Maguire@soton.ac.uk)  [Staff Page](https://www.southampton.ac.uk/psychology/about/staff/tm3n08.page?) |
| Dr Peter Lawrence's photo | **Dr Pete Lawrence**  Research Director  PSYC8048: Research 3 | [p.j.lawrence@soton.ac.uk](mailto:p.j.lawrence@soton.ac.uk)  [Staff Page](https://www.southampton.ac.uk/psychology/about/staff/pjl1g13.page?) |
| Dr Melanie Hodgkinson's photo | **Dr Melanie Hodgkinson**  Director for Admissions & Expert-by-Experience / Accessibility Co-Lead  PSYC8032: Intellectual Disabilities | [m.j.hodgkinson@soton.ac.uk](mailto:m.j.hodgkinson@soton.ac.uk)  [Staff Page](https://www.southampton.ac.uk/psychology/about/staff/mjh3n14.page?) |
| Dr Warren N Dunger's photo | **Dr Warren Dunger**  Strategic Director / Training Pathways Lead / Neuropsychology Lead / Accessibility Co-Lead  PSYC6167: Neuropsychology & Health | [w.n.dunger@soton.ac.uk](mailto:w.n.dunger@soton.ac.uk)  [Staff Page](https://www.southampton.ac.uk/psychology/about/staff/wnd1c19.page) |
| Dr Alison Bennetts's photo | **Dr Alison Bennetts**  Deputy Academic Director / Sustainability Lead  PSYC8050: Advanced Practice | [A.Bennetts@soton.ac.uk](mailto:A.Bennetts@soton.ac.uk)  [Staff Page](https://www.southampton.ac.uk/psychology/about/staff/ab5c18.page?) |
| Lisa photo | **Dr Lisa Cant**  Deputy Clinical Director  PSYC6171: Cognitive Behavioural Therapy | [L.A.Cant@soton.ac.uk](mailto:L.A.Cant@soton.ac.uk)  [Staff Page](https://www.southampton.ac.uk/people/5y5pn6/doctor-lisa-cant) |
| Katy photo | **Dr Katy Sivyer**  Deputy Research Director  PSYC6172: Research 1 | [k.a.j.sivyer@soton.ac.uk](mailto:k.a.j.sivyer@soton.ac.uk)  [Staff Page](https://www.southampton.ac.uk/people/5xj6dk/doctor-katy-sivyer) |
| Juliet photo | **Dr Juliet Lowther**  Senior Teaching Fellow  PSYC8033: Child Module | [J.Lowther@soton.ac.uk](mailto:J.Lowther@soton.ac.uk) |
| David photo | **Dr David Beattie**  Senior Teaching Fellow | [D.Beattie@soton.ac.uk](mailto:D.Beattie@soton.ac.uk)  [Staff Page](https://www.southampton.ac.uk/people/5z7pjb/doctor-david-beattie) |
| Mariette photo | **Dr Mariette Henning-Pugh**  Senior Teaching Fellow | [dr.m.henning-pugh@soton.ac.uk](mailto:dr.m.henning-pugh@soton.ac.uk) |
| Jennifer photo | **Dr Jennifer Wallis**  Senior Teaching Fellow  PSYC6170: Systemic Theory and Practice 1  PSYC8036: Systemic Theory and Practice 2 | [j.m.wallis@soton.ac.uk](mailto:j.m.wallis@soton.ac.uk) |
|  | **Dr Cheryl Jones**  Senior Teaching Fellow | [cj1a09@soton.ac.uk](mailto:cj1a09@soton.ac.uk) |
| Nick photo | **Professor Nick Maguire**  Professor in Clinical Psychology | [Nick.Maguire@soton.ac.uk](mailto:Nick.Maguire@soton.ac.uk)  [Staff Page](https://www.southampton.ac.uk/people/5wz76w/doctor-nick-maguire) |
| Catherine photo | **Dr Catherine Brignell**  Senior Teaching Fellow / Research Supervisor | [c.brignell@soton.ac.uk](mailto:c.brignell@soton.ac.uk)  [Staff Page](https://www.southampton.ac.uk/people/5x27nr/doctor-catherine-brignell) |
| Tom photo | **Dr Thomas Richardson**  Associate Professor in Clinical Psychology /  Small Scale Research Project Lead | [T.H.Richardson@soton.ac.uk](mailto:T.H.Richardson@soton.ac.uk)  [Staff Page](https://www.southampton.ac.uk/people/5xbzmk/doctor-thomas-richardson) |
| Juan photo | **Juan Mertel Morillo**  CBT Pathways Lead | [j.mertel-morillo@soton.ac.uk](mailto:j.mertel-morillo@soton.ac.uk)  [Staff Page](https://www.southampton.ac.uk/people/629msh/mr-juan-mertel-morillo) |
| Jeanette photo | **Jeanette Smith**  Senior Programme Administrator | [clinicalpsychology-fels@soton.ac.uk](mailto:clinicalpsychology-fels@soton.ac.uk) |
| Nessa photo | **Vanessa Law**  Programme Administrator | [clinicalpsychology-fels@soton.ac.uk](mailto:clinicalpsychology-fels@soton.ac.uk) |

## 1.2 Roles on the Programme

The Programme Team hold many different roles. These are summarised below to guide Trainees to know who to contact for specific enquiries.

### Programme Director

The Programme Director will lead and take overall responsibility for the systematic provision of a high-quality doctorate level clinical training programme at the University of Southampton with the support of the Deputy Programme Director. This varied role includes leading the Programme Team and liaising with a range of stakeholders to ensure the programme meets the requirements of the HCPC, BPS, and Health Education England (HEE), that is aligned with the strategic objectives of the University. Another important aspect of this role is to support Trainees throughout their training experience in which they offer a ‘virtual’ open-door policy for Trainees to discuss any aspect of their training experience.

### Academic Director

The Academic Director oversees the provision of an academic curriculum which meets the required professional accreditation standards of the HCPC, BPS and University regulations, whilst also reflecting changes in national guidelines across specialist areas and broader health agencies/regulators. With the support of the Deputy Academic Director, this involves leading a team of academic module leaders in the delivery and continuous enhancement of high-quality teaching and assessments aligned to clear programme level and module level learning outcomes. These offer a training experience strongly embedded in promoting inclusivity at all levels of the profession. Our Trainees are central in this process and supporting them with their academic journey is of paramount importance in addition to seeking their feedback and using this to enrich the curriculum.

### Clinical Director

The Clinical Director is responsible for ensuring that Trainees have excellent quality clinical placements during training that support their development of clinical skills and competencies. The Clinical Director will work closely with the Deputy Clinical Director and liaise with service leads and local clinicians to identify, source and audit clinical placements, train and support placement supervisors and co-ordinate a team of tutors who support Trainees throughout their training journey.

### Research Director

The Research Director is responsible for all aspects of the delivery, assessment, organisation, management and quality assurance of the research component of the Programme working closely with the Deputy Research Director. This includes the doctoral thesis. They provide and foster a research-active environment and culture, which has a high standing nationally and internationally with reference to research impact, outputs, income generation, expertise and consultation.

### Director of Admissions & Expert-by-Experience

The Director of Admissions and Expert-by-Experience is responsible for co-ordinating the admissions process for the Programme, including co-ordinating the shortlisting of applications, overseeing the interview process and ensuring inclusion of all stakeholders. Responsibility for ensuring people who have lived experience are involved in all aspects of the training Programme, including teaching, selection, research, and clinical placements. Responsibility to ensure involvement is representative of the local region and inclusive.

### Strategic Director

The Strategic Director will work with the Programme Director across all aspects of the programme (Academic, Clinical and Research) to help coordinate these different elements. They lead on new initiatives to support the development of the programme.

### Deputy Director Roles

The Deputy Directors provide a supporting role to the Directors in relation to the academic, clinical, research, admissions, and involvement of experts-by-experience on the programme. They also deputise for Directors in their absence.

### Equality, Diversity, and Inclusion (EDI) Lead

This Lead role takes the lead on the Programme’s mentoring scheme for aspiring psychologists from racially/culturally under-represented backgrounds. The EDI Lead has oversight of the entire Programme to ensure that EDI is meaningfully throughout every aspect of the programme.

### Accessibility Lead

This lead promotes accessibility and inclusion across the programme. This includes increasing accessibility in teaching, assignments, and the shortlisting/interviewing process, as well as supporting Trainees who may have (or suspect they have) a Specific Learning Difficulty (SpLD). They will be able to signpost to further support and help consider any reasonable adjustments that may help support them to be at their best during training.

### Training Pathways Lead

This lead focuses on the development and delivery of our training pathways which provide additional accreditation upon completion of the programme (see [Section 1.7](#One_7)). There are also Leads for each specific pathway (CBT, Systemic, Neuropsychology). `

### Programme Administrators

Our Programme Administrators provide administrative support to DClin Trainees and Programme Staff with regards to both the taught and research elements of the Programme. They also serve as the link between the Programme and the Doctoral College. This support spans the full life cycle of training from beginning to end, from training and placements to thesis and Viva, with everything in between. In many respects, they are the first point of contact for Trainees with regards to general queries / issues / absences relating to the Programme and will advise or forward on as appropriate. They are here to support and help in any way they can.

### Module Leaders

Each module on the programme will have a ‘Module Leader’ who will design and coordinate teaching and assignments for that specific module. Any queries relating to assignments or teaching should be directed to the appropriate module leader in the first instance. This should also include any concerns or issues that have arisen during teaching.

### Personal Tutors

Trainees will be allocated a Tutor for the duration of training who will be a member of the Programme Team. Their role will involve providing advice and support throughout training, and to help review academic and clinical progress. They may also be able to signpost to other sources of support when needed.

Tutors should be contacted if a Trainee is experiencing any difficulties which are affecting their performance, attendance or progress in their studies or placements. This includes matters relating to ill health or other special considerations. They can also provide a reference for job applications.

## 1.3 Programme Accountability

The Doctoral Programme in Clinical Psychology at the University of Southampton was originally the Wessex in-service NHS training Programme and moved to the University in 1995. The DClin Programme is based in the School of Psychology (Shackleton / Building 44) and the Faculty of Environmental Life Sciences (FELS) Graduate School at the University.

All DClin Programmes are accredited by the [Health and Care Professionals Council](https://www.hcpc-uk.org/) (HCPC) in partnership with the [British Psychological Society](https://www.bps.org.uk/) (BPS). They are responsible for reviewing DClin Programmes every five years and emphasise collaborative working with providers to enable exploration, development, and quality enhancements. The Programme is assessed against a set of ‘Standards for Education and Training’ which ensure trainees are prepared for safe and effective practice.

Completing a programme which meets these standards ensures Trainees also meet the HCPC ‘Standards of Proficiency’ which set out the specific knowledge, skills and understanding needed for the profession. This includes standards of conduct, performance, and ethics. As such, on successful completion of the programme, Trainees are eligible to apply for HCPC registration as a ‘Practitioner Psychologist’.

The Programme is accountable to different stakeholders which include:

* The School of Psychology and University via the Head of School.
* The NHS via the Programme Board
* The Local Education and Training Board (LETB) via Contract Management Meetings.

All the University of Southampton’s teaching programmes undertake a five yearly review and approval process by the relevant Faculty and annual monitoring such as module and programme level evaluation. The DClin Programme ensures that it meets national standards for clinical psychology training via external validation procedures involving External Examiners. Each cohort has a HCPC-registered Practitioner Psychologist as an External Cohort Examiner to monitor samples of trainee work and conduct Viva Voces’ as well as ‘Thesis only’ External Examiners

The programme is currently funded by [Health Education England](https://www.hee.nhs.uk/) (HEE) and students are employed as Trainee Clinical Psychologists within the NHS by Somerset NHS Foundation Trust. The Deputy Programme Director acts as the Trainees' NHS line manager with the Programme Director holding overall responsibility for this role.

1.4 Role of the Trainee Clinical Psychologist

Trainee Clinical Psychologists have a unique variety of roles during their training. They are full-time NHS employees, as well as full-time post-graduate teaching and research students. As a result, Trainees are required to adhere to both University and NHS policy during their training.

### Attendance

As paid NHS employees, Trainees are employed 365 days a year. Therefore, Trainees are expected to attend all teaching and assessment sessions as they would attend a typical working day in the NHS. The Programme recognises that this may not always be possible and have put processes in place to report or request an absence (see [Section 7.3](#Seven_3)). It is important that Trainees have a plan to make up for any missed teaching or other aspects of training. Further information about absences (e.g., annual leave, sick leave) is provided under [Section 2.4](#Two_4).

### Independent Study

Clinical psychology training requires Trainees to be disciplined and take responsibility for their own learning. Trainees are required to engage in independent study for both the academic aspects of training and clinical placements. The Programme attempts to allocate a proportion of independent study time (typically on a Friday) during teaching blocks and clinical placements. This includes time allocated for academic assignments, further reading, study linked to placement, and research.

We recognise that sometimes difficulties can arise which may impact a Trainee’s ability to complete an assignment or pass an element of the Programme. If a Trainee is absent from an examination or other assessment, or there are other grounds for believing that their studies have been affected by external factors, this must be brought to the attention of their Tutor or another member of the Programme team immediately. Although it can be understandably difficult to discuss sensitive, cultural, or personal issues, it is essential that any concerns are shared so that we can determine the best form of support.

See [Section 7.2](#Seven_2) for further details on how to submit an Extension or Special Considerations request.

### Tutorials and Annual Reviews

Trainees will attend periodic meetings with their Tutor to monitor their progress through training across all aspects of the programme (academic, clinical and research). Tutorials will take place at least once a semester in addition to other reviews and placement-related meetings as required.

During the first month of training, the [Initial Review Form](https://sotonac.sharepoint.com/teams/DClinCalendars/Shared%20Documents/Forms/AllItems.aspx?id=%2Fteams%2FDClinCalendars%2FShared%20Documents%2FAnnual%20Review&viewid=b03856f7%2D8b3a%2D487e%2Dac5a%2Df6a89d7105e4) is completed to set goals for the first year. Further reviews are completed at the start of each academic year using the [Annual Review Form](https://sotonac.sharepoint.com/teams/DClinCalendars/Shared%20Documents/Forms/AllItems.aspx?id=%2Fteams%2FDClinCalendars%2FShared%20Documents%2FAnnual%20Review&viewid=b03856f7%2D8b3a%2D487e%2Dac5a%2Df6a89d7105e4). These ensure that performance has been satisfactory, and the relevant competencies have been met to progress to the next year of training. This is also an opportunity to highlight specific areas of strength and identify areas of development for the next year of training.

### Communication

The Trainees’ University email account will be used as the primary means of communication whilst on the programme. It is the Trainee’s responsibility to check their University email account regularly on a daily basis and respond to emails from the Programme Team, Supervisors and others promptly.

Formal correspondence regarding programme of study (e.g. suspension, transfer or withdrawal from programme), academic performance (including progression/referral information), and issues of academic integrity, complaints or appeals will typically be sent to University email accounts. However, paper copies may also be sent to term-time or permanent addresses as listed on the active student record. Trainees are responsible for advising the University of changes to their permanent or term-time address. The University will not be held accountable if important information is not received due to student records not being kept up-to-date.

Trainees can also be kept up-to-date with developments on the Programme (e.g. media appearances, publications, staff news) by accessing the [DClin Padlet](https://padlet.com/mjh3n14/southampton-dclin-padlet-sylxp3nsq4a2ivnt) page and [DClin SharePoint Site](https://sotonac.sharepoint.com/teams/DClinCalendars).

Once Trainees have completed training, they can continue to access their email account. They will be provided with a Microsoft Office 365 alumni email address. Following the receipt of the Award, their [username@soton.ac.uk](mailto:username@soton.ac.uk) email will become username@southamptonalumni.ac.uk and any emails sent to their existing University email address will appear within this new account. The alumni email account can be accessed via [www.outlook.com/southamptonalumni.ac.uk](http://www.outlook.com/southamptonalumni.ac.uk).

### Social Media

We understand that Trainees are increasingly using social networking sites such as Facebook and Twitter to interact with members of their personal and professional community. It is important to note that any behaviour that might affect the standing and reputation of the University or profession may be subject to disciplinary action within the scope of the University’s regulations.

It is strongly recommended that Trainees review the privacy settings on their social media accounts to ensure that service users and colleagues are not able to access personal information and to ensure they present a professional persona.

HCPC have provided [Social Media Guidance](https://www.hcpc-uk.org/standards/meeting-our-standards/communication-and-using-social-media/) which details how their professional standards relate to the use of social media, tips for using social networks effectively, and answers to frequently asked questions. Trainees should also review the [Social Media Policy](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/EquLhy-VwMJAm5MNg8Vw_ecBlBK1QCxpw7vUUWRGqZsrug?e=VoWVcb) in relation to their NHS employment.

We are aware that Cohort’s may choose to form a WhatsApp group as a means of communicating with each other. It is recommended that Trainee’s carefully and sensitively consider how to use these groups and the impact any posts may have on their colleagues. Forming ‘ground rules’ for what the group should and should not be used for may be helpful.

### Student Status

The [Student Office](https://www.southampton.ac.uk/studentservices/academic-life/school-offices.page) can provide Trainees with a certificate to confirm status as a student (e.g., for bank account opening purposes). Please ensure that at least 48 hours’ notice is provided (longer at peak times such as at enrolment or during the examination periods). Award certificates will be produced using the legal name provided within the student record. It is important to make any necessary amendments to the record immediately to ensure that the award certificate contains accurate information.

### Trainee Representation

Trainees in each cohort will have opportunities to serve as a representative (‘Rep’) on various aspects of the Programme. This helps to facilitate communication and share feedback between Trainees, the Programme Team, the University and clinical practice placement providers. For more information about these roles and the feedback mechanisms on the programme, see [Section 7.8](#Seven_8). There is also information about the role of student representatives in the [Quality Handbook](mailto:https://www.southampton.ac.uk/~assets/doc/quality-handbook/Academic%20Student%20Representation%20Policy.pdf).

### Constructive Feedback

It is an expectation that Trainees provide constructive and professional feedback throughout their training which includes during teaching, assignments and placements. There are formal processes in place to provide this feedback such as teaching evaluations (see [Section 3.9](#Three_9) and [Section 7.8](#Seven_8) for further details). It is important that any feedback provided is constructive and tailored to the context and audience.

### NHS Employment

Further details about the NHS employment of Trainees can be found under [Section 2. Employment](#Two).

1.5 Programme Aims

The broad aim of the Programme is to develop Trainees’ knowledge, understanding and application of theory in relation to the practice of Clinical Psychology in an environment in which there are frequent opportunities for critical reflection and personal review and development. This includes training Clinical Psychologists to work to the highest educational, professional, and ethical standards of practice, enabling them to demonstrate the HCPC Standards of Proficiency and BPS competencies. A further aspect of this aim is to equip Trainees with the psychological and research skills needed to deliver a professional service and to contribute to the knowledge base of the profession.

The aims of the Programme are to:

* Provide Trainees with a knowledge of central theoretical and empirical approaches in Clinical Psychology
* To gain practical experience of the application of theoretical models and treatment approaches to psychological problems
* Develop Trainees’ ability to apply and evaluate core knowledge of psychological theory in a range of core clinical specialities
* Allow Trainees to acquire in-depth knowledge of specialist clinical areas of interest
* Develop Trainees’ competency as an applied psychologist with the critical skills and analytical abilities of a scientist-practitioner
* Develop Trainees’ ability to work independently and cooperatively as professionals in multi-disciplinary settings
* To ensure the ethos of equity, diversity and inclusion are meaningfully embedded throughout the Trainees’ learning experience
* Achieve competency in research design and application in the field of Clinical Psychology
* Foster a sophisticated understanding of professional issues associated with the practice of Clinical Psychology in the NHS

1.6 Programme Structure & Curriculum

The curriculum is based on the [HCPC Standards of Proficiency](https://www.hcpc-uk.org/standards/standards-of-proficiency/), and the core competencies outlined in the [BPS standards for the accreditation of Doctoral programmes in clinical psychology](https://www.bps.org.uk/accreditation/education-providers).

The Programme’s content is arranged over three years into 19 modules. The content of each year includes 180 credit points (1800 hours) which represent teaching hours and independent study. This equates to the total 540 credit points which are required for a Doctorate-level course (as per the [Quality Assurance Agency for Higher Education Framework](https://www.qaa.ac.uk/quality-code/qualifications-frameworks)). The Programme operates in partnership with our NHS colleagues who provide clinical practice placements constituting at least half of the programme content across the 3 years. Trainees are expected to complete all elements. There is no alternate exit award.

For specific information on yearly timetables, Trainees can find further details on the [DClin Calendar](https://sotonac.sharepoint.com/teams/DClinCalendars/Lists/DClin%20Generic/calendar.aspx) for their year of training.

**Year 1** involves two teaching blocks and two core clinical placements. During placements, teaching is generally on a Monday and occasionally a Friday. Tuesday to Thursday are typically placement days (although this may vary depending on the needs of the placement). Some independent study time is timetabled which is typically a Friday. Trainees are expected to plan and manage their own study in line with timetabled deadlines.

**Year 2** replicates the first-year structure with slightly shorter teaching blocks and two core clinical placements.

**Year 3** is unique with time dedicated for research to work on the thesis, whilst completing an extended specialist clinical placement (see [Section 5](#Five) for details).

The Programme’s aims, learning outcomes and structure are further detailed in the [Programme Specification](https://sotonac.sharepoint.com/teams/PublicDocuments/Program%20Spec/Forms/PGRfaculties.aspx?FilterField1=Faculty&FilterValue1=Environmental%20and%20Life%20Sciences&FilterType1=Choice&FilterDisplay1=Environmental%20and%20Life%20Sciences&viewid=44238daa%2D2904%2D4304%2Da483%2D6a8b5ad28ff0&id=%2Fteams%2FPublicDocuments%2FProgram%20Spec) which is the formal course description document.

1.7 Accredited Training Pathways

The Southampton DClin Programme has already supported Trainees to pursue provisional accreditation with the British Association for Behavioural and Cognitive Psychotherapies (BABCP), Association for Family Therapy and Systemic Practice (AFT) Foundation-Level accreditation and use accredited prior learning towards post-qualification training in neuropsychology.

We have been formalising this process to provide ‘triple’ accredited pathways (CBT, Systemic, Neuropsychology) for Trainees to tailor their training experiences in preparation for qualification. The Programme is currently seeking accreditation from various external bodies.

We are aiming for all Trainees to have completed by the end of training:

1. BABCP Level 1 Accredited Course
2. AFT-Accredited Foundation-Level Course
3. Prior Accredited Learning in Neuropsychology

The above will be integrated into the Programme as a standard part of DClin training. There will also be the option for Trainees to choose a specific ‘Training Pathway’ to gain higher-level accreditation. For instance, competing a Level 2 BABCP course or gaining Intermediate-Level AFT Accreditation.

Further details about each pathway can be found in the corresponding handbook below:

1. [CBT Pathway Handbook](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/Euarjv6F-1NMiGIDxxVryMMBYPFvdqjNDGHO8_kVXmiUKQ?e=S37vuE)
2. [Systemic Pathway Handbook](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/ErMLPHnxA1RPipXnj8ymCa4BchXdA3r2akSYBOrAT88LBw?e=RvAKw7)
3. [Neuropsychology Pathways Handbook](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/El_p7YAo3bRBgru9tyDLn4wBd9wUQm2rww5HBQSGcQcj9Q?e=bWqfVh)

### Suspending BABCP Accreditation

It has been our experience that some Trainees have already gained BABCP accreditation prior to starting training. BABCP requests that for practitioners to maintain their accredited status they consistently practise CBT for more than 50% of their clinical time or that they have more than 2 CBT clients per week with appropriate supervision.

Given the characteristics of our Programme which aims to provide a rounded training experience in clinical psychology, we are unable to ensure that this can be achieved during training. Furthermore, the Programme does not recommend undertaking any other employment or self-employment whatsoever outside of DClin training (see [Secondary Employment Policy](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/EquLhy-VwMJAm5MNg8Vw_ecBlBK1QCxpw7vUUWRGqZsrug?e=EgFJOQ)). As a result, we encourage Trainees to suspend their BABCP accreditation whilst they are training to focus on developing their clinical psychology competencies.

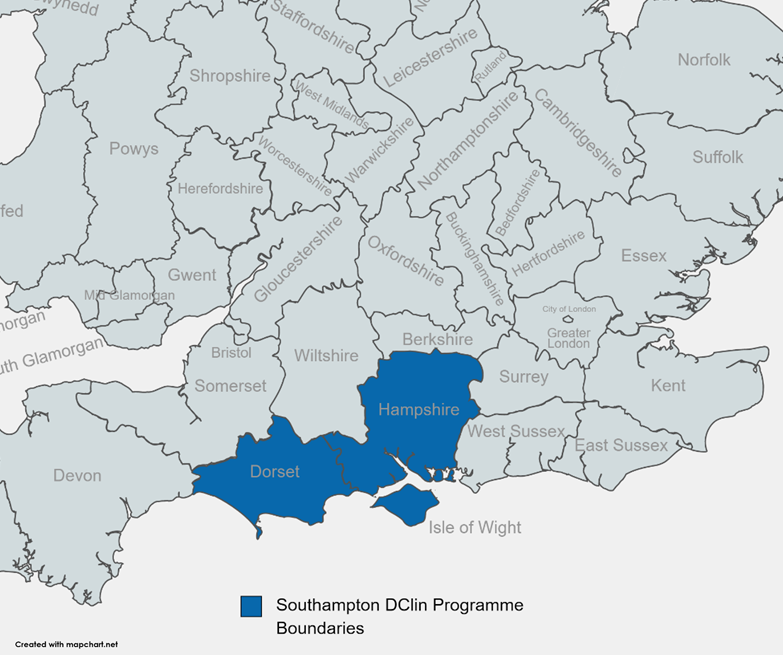
BABCP have options to [suspend accreditation](https://babcp.com/Accreditation/Accreditation-Submission-Extensions) (‘leave of absence’) for up to two years or to cancel and reapply. We would encourage Trainees to explore this with BABCP and see which option would best suit their circumstances. The Programme can support your request by providing written evidence of your DClin training status to the BABCP (please contact the Programme CBT Lead for this to be arranged).

1.8 Geographical Boundaries

All clinical practice placements take place within **Hampshire**, **Dorset**, and the **Isle of Wight** (see Figure 1). In exceptional circumstances, placements may be sourced out-of-area through specific negotiation with other DClin Programmes. We also have non-commissioned Trainees from the Channel Islands (e.g., Guernsey) who would undertake their placements within their employing Trust. In-person teaching typically takes place on the [Highfield Campus](https://maps.southampton.ac.uk/) at the University of Southampton.

Trainees are allocated a ‘placement base’ for the three years of training (excluding Channel Island Trainees). From the 2022 cohort onwards, there are two bases which are ‘Dorset’ or ‘Hampshire and the Isle of Wight’. For the 2021 cohort, the bases are ‘Southampton / Hampshire and Isle of Wight’, ‘Portsmouth / Hampshire and Isle of Wight’, ‘North Hampshire’, and ‘Dorset’.

It is the expectation that Trainees will live within 10 miles of that base either temporarily (i.e., during the working week) or permanently. This expectation is in line with the commissioners workforce planning and will support trainees to maintain a work-life balance and respond flexibly to placement needs during training. Trainees can use these links to find out more about [moving to Southampton](https://www.southampton.gov.uk/life-events/students/) and [exploring the area](https://www.southampton.ac.uk/student-life/cities).



**Figure 1.** Placement Boundaries for the Southampton DClin Programme

### Parking

For Trainees commuting to campus the University provides information about [Car Parking](https://www.southampton.ac.uk/transport/parking/car-parking.page). Trainees commuting from outside of Southampton may apply for a Montefiore Off-Site parking permit to be used in the Montefiore Non-Residents Car Park. This is based at Wessex Lane, SO18 2NU, an approximate 20-minute walk from Highfield or you can use the regular Uni-link bus service from Wessex Lane to Highfield.

To apply for a permit Trainees will need to be registered as a University of Southampton student with a Student ID and email account. Applications should be made via the online database here. The cost of a Montefiore Off-Site parking permit was £10.25 per month but these fees have been suspended until 31st August 2023. There will be an update regarding fees on SUSSED in August when prices from September 2023 will be confirmed.

The Programme is unable to recommend parking locations off-campus, but Trainees may choose to speak with other Trainees across cohorts for suggestions.

1.9 Widening Participation

As part of this initiative, the Programme aims to support Trainees from culturally diverse backgrounds with the provision of a facilitated safe space (during placement time). This space enables Trainees to reflect on their identity, discrimination and any other matters which they find is impacting on their well-being and training experience.

Furthermore, if any Trainee has any concerns whatsoever in relation to EDI, they should follow our EDI reporting Procedure (see [Section 7.6](#Seven_6)). The Programme will fully support you throughout this process with all concerns taken seriously.

There is also a [Black Fresher’s Guide](https://www.southampton.ac.uk/~assets/doc/student-services/agp-black-freshers-guide.pdf) designed by Black students at the University to help new and returning students from Black and minoritized ethnic backgrounds to navigate being a student in Southampton. The guide includes:

* Information on student services and support
* Local Black owned businesses (hairdressers, barbers and stores) and more
* Places of worship
* Tips for navigating university life.

2. Employment

All Trainees on the Southampton DClin Programme are employed by [Somerset NHS Foundation Trust](https://www.somersetft.nhs.uk/). This Trust serves as a host for several other DClin Programmes in nearby regions. However, clinical practice placements will take place within different NHS Trusts that are within the commissioning locality. Whilst employed as a Trainee Clinical Psychologist, the Programme does not recommend undertakings any other employment or self-employment whatsoever. Please see the [Secondary Employment Policy](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/EquLhy-VwMJAm5MNg8Vw_ecBlBK1QCxpw7vUUWRGqZsrug?e=EgFJOQ) for further information.

During clinical practice placements, Trainees will usually be placed in an NHS, Charity or 3rd Party provider service within Hampshire, Dorset, or the Isle of Wight. These placements are covered by a Practice Placement Agreement which has been agreed by the Commissioner, the University of Southampton, and local placement providers. As such, an honorary contract is not required. If Trainees are placed outside the usual catchment area or with a private or voluntary organisation, the employing organisation may issue an honorary contract.

If required, specialist HR advice and support is available via the NHS Trust HR team with the key contact being Alan Taylor at [Alan.Taylor@SomersetFT.nhs.uk](mailto:Alan.Taylor@SomersetFT.nhs.uk).

2.1 Occupational Health

Trainees complete an Occupational Health screen through the employing Trust prior to starting training and the Programme team are advised if a trainee has specific needs. These would usually be discussed with the potential placement supervisor (if appropriate) before any placement is confirmed.

The Deputy Programme Director on the DClin Programme will act as the Trainees’ line manager with the Programme Director holding overall responsibility. They will support implementation of Somerset NHS Foundation Trust’s policies together with the University’s Fitness to Practise and Fitness to Study policies (see [Section 2.2](#Two_2)).

Vaccinations (e.g., for Influenza) can usually be provided by the local clinical placement provider or the employing Trust. If this is not possible, Trainees should arrange to access this via a pharmacy (e.g., Boots) in which this should be free of charge for NHS staff. If they do insist on charging, then please contact the Clinical Director.

Trainees with a disability, long term health condition or neurodiversity (e.g., dyslexia) have access to various sources of support during training (see [Section 7.1](#Seven_1)). If it is believed that the psychological and/or physical health of a Trainee might impact their functioning on placement, the Programme Director, Line Manager and/or Clinical Director will discuss this sensitively with the Trainee to determine how best to proceed with the appropriate support plan in place.

2.2 Fitness to Practise

It is a requirement of all University Programmes that lead to a professional registration that Trainees demonstrate their fitness to practise in relation to their conduct and health. Trainees must adhere to the [University’s Regulations Governing Fitness to Practise](https://www.southampton.ac.uk/quality/off_campus_learning/fitnesstopractise.page) in order to protect current or future patients, clients, service users or the general public and to comply with the requirements of the profession-specific Professional Statutory and Regulatory Bodies.

In addition to existing University procedures for academic progression and conduct, the University must ensure that the health status of students and their professional behaviour does not constitute a risk to service users, clients and their families, carers, the public, other students, or the individuals themselves. The University has a positive attitude towards those experiencing difficulties and is committed to maintaining students’ wellbeing. The policy identifies the procedure and support available to both students and staff when a student becomes unwell and/or presents a risk to self and/or others.

If a Trainee fails a placement because of unprofessional behaviour, then the Trainee’s future employment will be called into question. It may be deemed inappropriate to repeat the placement especially if there is concern about the Trainee’s fitness to practise or their likely suitability to apply for HCPC registration at the end of their training. Trainees’ and supervisors’ attention is drawn to the [HCPC Standards of Proficiency for Practitioner Psychologists](https://www.hcpc-uk.org/standards/standards-of-proficiency/practitioner-psychologists/) and the [HCPC standards of conduct, performance and ethics](https://www.hcpc-uk.org/standards/standards-of-conduct-performance-and-ethics/).

In such cases, the University of Southampton’s policies may be invoked and the Trainees’ NHS employer would be informed. It may be appropriate for the Trainee to be suspended from study and/or employment whilst these discussions are taking place.

Any Trainee that is subject to Fitness to Practise procedures are advised to contact the [Advice Centre](https://www.susu.org/support/advice-centre.html) in the Students’ Union as soon as possible, so that they can receive independent, confidential advice and arrange for support.

2.3 Disclosure and Barring Service (DBS) Checks

Trainees are given an enhanced level DBS check by Somerset Foundation NHS Trust before starting training. Details of the DBS check are included in the letter sent to supervisors confirming placement arrangements and Trainees should also keep a copy of their DBS certificate. Trainees are encouraged, but not required, to apply to the DBS update service. It is the Trainees’ professional responsibility to advise the Clinical Director and their Line Manager should there be any changes to their DBS status during training.

2.4 Absences

As paid NHS employees, Trainees are employed 365 days a year (April to March). A summary of absence reporting procedures can be found in [Section 7.3](#Seven_3). Any absence, other than bank holidays and weekends, should be covered by one of the following:

### Annual Leave

Trainees are encouraged to use their annual leave entitlement as an important part of managing their own self-care. The leave entitlement is as follows:

* 27 Days on appointment to the NHS
* 29 Days after 5 years of NHS service
* 33 days after 10 years of NHS service

It is expected that Trainees plan their leave in advance and spread their leave allocation over the leave year (e.g., using approximately 50% in each core placement), so that placement learning is not jeopardised by failing to complete sufficient days on placement. This must include taking annual leave over allocated study days. It may be possible, under exceptional circumstances, to carry over up to 5 days annual leave from one leave year to the next with the expectation that this leave is taken within the current placement that the Trainee is on. Please note that this is at the discretion of the Line Manager. Any request to carry over leave, will be considered in relation to whether the Trainee has made reasonable efforts to use their leave during the year and planned to use the carried over leave imminently.

***Please note:*** Annual leave should be booked carefully to avoid assignment deadlines. If an assignment is missed due to annual leave, this would typically result in a ‘Fail’.

Any request for leave during placement should be negotiated with, and approved by, the Placement Supervisor who must sign the [annual leave card](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/EjTdLetLZ2ZJl-xzGwcvQrMB76es3-xKgJJAdYQHE242sQ?e=ac2zjk) or send an email authorising the holiday. Where this is not possible (e.g., if the placement has not been allocated), leave requests will be discussed and potentially authorised by the Trainees’ Tutor. Tutors should also authorise any leave that is being taken on a study day or research day. A missed teaching request must be completed if taking leave on a teaching day (see [Section 7.3](#Seven_3)).

Trainees must email the [clinical psychology administrators](mailto:clinicalpsychology-fels@soton.ac.uk) a scanned version/electronic version of the [annual leave card](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/EjTdLetLZ2ZJl-xzGwcvQrMB76es3-xKgJJAdYQHE242sQ?e=ac2zjk) **every time** leave has been authorised prior to taking leave. A copy of the annual leave card can be found on the DClin Sharepoint Site under [Absences & Leave](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/EjTdLetLZ2ZJl-xzGwcvQrMB76es3-xKgJJAdYQHE242sQ?e=ac2zjk).

### Sick Leave

If Trainees are unwell, they are required to notify the [clinical psychology administrators](mailto:clinicalpsychology-fels@soton.ac.uk), Line Manager and Tutor. This should be on the first working day of being unwell and include a reason and likely date of return. Furthermore, if the Trainee is unwell on a placement day they must also inform their Placement Supervisor and/or Service (e.g. administrators) to manage any clinical work or appointments.

A clinical psychology administrator will acknowledge this email and will attach a [self-certificate form](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/EjTdLetLZ2ZJl-xzGwcvQrMB76es3-xKgJJAdYQHE242sQ?e=EbQflE) which must be completed by the Trainee for sick leave of up to 7 calendar days. Trainees who are sick for longer than 7 calendar days will be asked to supply a Fitness certificate from their GP when they return to work. This confirms that they are fit to return and may specify any special arrangements which may be required to facilitate this.

When fit to return to work, Trainees must advise the [clinical psychology administrator](mailto:clinicalpsychology-fels@soton.ac.uk) via email and attach the relevant sickness certificates. This email should be sent regardless of whether the day is one on which the Trainee would normally work (i.e., even if the trainee returns to fitness on a Saturday or Sunday, they should inform admin of the day the sick leave ceased).

Trainees are advised to inform their Tutor and Placement Supervisor if they are in a high-risk group for COVID-19 to ensure appropriate risk assessments are undertaken.

### Conferences/Courses

Any absence to attend Conferences should be agreed in advance with the Placement Supervisor and approved by the Line Manager. Such days should not be included as a placement day when calculating the total placement days unless it directly relates to placement learning. Trainees are required to attend the two-day Postgraduate Conference (see ‘Absence Exceptions’ below). The Programme has created a fund for some Trainees to attend conferences, relevant to their research thesis, and it can be applied for via the ‘Dr Emma Price Research Prize’ (see [Section 4.5](#Four_5)).

### Study Leave

Trainees are not entitled to any additional study leave on placement to complete any clinically related assignments. The expectation is that Trainees will come into placement on their study day should they need to do any work relating to a clinical assignment (e.g. CBT clinical report). Trainees are required to engage in independent study for both the academic aspects of training and clinical placements. The Programme attempts to allocate a proportion of independent study time (typically on a Friday) during teaching blocks and clinical placements. There are also ‘study weeks’ which coincide with half-term. This includes time allocated for academic assignments, further reading, study linked to placement, and research.

### Other Leave

Other forms of leave (e.g., maternity, paternity, carer, compassionate, etc.) may also be taken, if appropriate, during training and is subject to the Trust’s policies. If the Trainee feels that they qualify for such leave, they must liaise with the Line Manager for authorisation. If this leave falls within placement time, any such leave will be deducted from the total days on placement and the Supervisor must be informed. Please note that the Trust does not provide paid carer leave and such leave should be taken either as an unpaid day or annual leave. You can find further information in [Trust HR policies](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/EquLhy-VwMJAm5MNg8Vw_ecBlBK1QCxpw7vUUWRGqZsrug?e=91DQ7W) and on the [Trust Intranet](https://www.somersetft.nhs.uk/) site.

### Absence Exceptions

There are days within the Programme timetable that can count towards placement days but involve another activity or event. These are summarised below:

| **Reason** | **Description** | **Action** |
| --- | --- | --- |
| Small Scale Research Project (SSRP) | The SSRP is completed during the first year (see [Research](#Four) Section) and may be linked to placement. | Up to two placement days from placement 1 or 2 can be used to focus on the SSRP. This should be negotiated with the Placement Supervisor. |
| Postgraduate Research Conference | This is an event for postgraduate psychology researchers in which second year trainees will present their SSRP as a poster and final year trainees present their research. | Attending the conference can be counted as one placement day if it falls on a typical placement day. Typically, the conference takes place over one placement day and a study day. |

2.5 Mandatory Training

All trainees complete online mandatory training on a yearly basis which meets the requirements of the [Core Skills Training Framework](http://www.skillsforhealth.org.uk/services/item/146-core-skills-training-framework).

Modules covered by the mandatory training are:

* Conflict Resolution
* Health & Safety
* Fire Safety
* Infection Prevention & Control – Level 2
* Moving & Handling
* Information Governance
* Resuscitation – Level 2 Adult Life Support
* Safeguarding Adults
* Safeguarding Children – Level 2
* Prevent

Initial training and updates are provided via [HEE England Wessex](https://gprecruitment.hee.nhs.uk/recruitment/letbs-deaneries/hew)’s online training platform. It is recognised that some placements may require additional training specific to the service. Where this is the case, it should be specified in the placement contract with training accessed via the placement provider during allocated placement days.

2.6 Professional Responsibility

It is essential that trainees adhere to local information governance protocols and Trust policies whilst on placement. Expectations should be clearly stated in the placement contract.

### Trainee Status

Trainees should be open about their training status on placement and work within the [BPS Code of Ethics and Conduct](https://www.bps.org.uk/guideline/code-ethics-and-conduct). They should identify themselves as Trainees working under supervision of a qualified Practitioner Psychologist. Informed consent must be obtained from service users in which they should be given the option of declining to see a Trainee.

Trainees who have already obtained a ‘Dr’ title (e.g. from completing a PhD) must ensure that there are no misunderstandings about their ‘Trainee’ status.

### Whistleblowing

If Trainees have any concern about the safety and wellbeing of clients/patients/service users, then they must follow the policies and procedures of the Trust providing the placement. They must also bring this matter up as soon as possible to their Placement Supervisor and their Tutor and/or Clinical Director. This involves following the Issue of Concern procedure (see [Section 7.5](#Seven_5)).

It is recommended that trainees read the NHS policy ‘[Freedom to Speak Up](https://improvement.nhs.uk/documents/27/whistleblowing_policy_final.pdf)’ and the HCPC ‘[Guidance on Conduct and Ethics for Students](https://www.hcpc-uk.org/globalassets/resources/guidance/guidance-on-conduct-and-ethics-for-students.pdf)’ to ensure good practice at all times.

### Record Keeping

Training and access to electronic record systems will be organised by either the local Learning Environment Lead (LEL) for the placement Trust, or the Placement Supervisor. In addition, all Trainees must refer to the BPS ‘[Guidance for Good Practice with Record Keeping](https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/Guidelines%20on%20the%20Use%20of%20Electronic%20Health%20Records%20%28Updated%20March%202019%29.pdf)’ to ensure they are following the Profession’s expectation as well as the Trust’s policies and procedures.

### Information Governance

Trainees should observe information governance policies and procedures of the host Trust for the placement. This includes adhering to the [General Data Protection Regulation](https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/) (GDPR) and the [Access to Health Records Act 1990](https://www.legislation.gov.uk/ukpga/1990/23) at all times. Trainees should not carry or send information about clients seen on placement unless it is in anonymised or encrypted form. They should also not store information on personal computers which could be used to identify individuals. This includes data collected from undertaking research which should follow the University’s [Research Data Management Policies](mailto:https://library.soton.ac.uk/researchdata).

Trainees and supervisors should be aware that any records kept including those intended for ‘private’ use are subject to the same information governance and disclosure may be requested under the [Freedom of Information Act (2000)](https://ico.org.uk/for-organisations/guide-to-freedom-of-information/what-is-the-foi-act/).

3. Academic

The academic content of the Programme covers the necessary knowledge and skills for Trainees to work with a diverse range of people across the life span and within a range of contexts. Trainees will be required to demonstrate a systematic acquisition and understanding of this body of knowledge as well as its application in clinical psychology practice. Trainees will also be expected to participate in the creation of new knowledge through original research and enquiry to inform the development of the discipline.

In accordance with the [University’s Code of Practice for Research Candidature and Supervision](https://www.southampton.ac.uk/doctoral-college/pgr-code-of-practice.page), the taught element of Year 1 is the equivalent of Masters’ Level to support the transition to Doctoral Level. Teaching and assessment in Years 2 and 3 are at doctoral level and please note that there is no exit award at Masters’ Level. The transition is guided by the [Quality Assurance Agency for Higher Education Framework](https://www.qaa.ac.uk/quality-code/qualifications-frameworks).

3.1 Academic Modules

Each year of training focuses on working with specific populations which are linked to clinical placements. The academic modules for each year are designed to prepare trainees for these placements by developing all the necessary knowledge, skills, and ability to work across different populations, settings and services. As adult learners, Trainees are expected to take responsibility for their own learning, use study time appropriately, and work collaboratively with the Programme Team to meet their training needs.

**Table 2** outlines the academic modules across the three years of the programme with links to further information.

### Year 1

The first year of the programme covers the fundamental knowledge and skills needed by a Clinical Psychologist. This includes two principal therapeutic orientations (Cognitive Behavioural Therapy and Systemic Therapy); neuropsychology and health; and the application of evidence and theory (or development thereof) to clinical practice. The first year also includes teaching in applied research methods and completion of a Small-Scale Research Project (See [Section 4. Research](#Four)).

### Year 2

The second year of the programme covers the fundamentals of working with children and adolescents, people with an intellectual disability, and further builds upon the two principal therapeutic orientations within these populations. This specifically covers enhanced knowledge and application of systemic theory in practice. This is alongside further development of applied research skills through development of a doctoral research project.

### Year 3

The third year is a transitional period for Trainees to develop specific clinical skills, consolidate those they have already acquired, and prepare for post-qualification practice. The focus is on advanced practice which includes transdiagnostic working; leadership, supervision, and consultancy skills; and developing knowledge of legislation relevant to professional practice.

To facilitate this transition, a proportion of third year teaching involves Trainees following a specific programme of study which focuses on a particular area of clinical practice, which is aligned with our accredited training pathways (CBT, Systemic or Neuropsychology). Trainees will also be completing their doctoral research which is facilitated by dedicated research study time (See [Section 4. Research](#Four)).

**Table 2. Academic Modules Across Training**

| **Year** | **Module Code** | **Module Name** |
| --- | --- | --- |
| **Year 1** | PSYC6171 | [Cognitive Behavioural Therapy](https://www.southampton.ac.uk/courses/modules/psyc6171) |
| PSYC6170 | [Systemic Theory and Practice 1](https://www.southampton.ac.uk/courses/modules/psyc6170) |
| PSYC6167 | [Neuropsychology and Health](https://www.southampton.ac.uk/courses/modules/psyc6167) |
| PSYC6172 | [Research 1](https://www.southampton.ac.uk/courses/modules/psyc6172) |
| RESM6012 | [Applied Research Methods: Planning & Designing Research](https://www.southampton.ac.uk/courses/modules/resm6012) |
| RESM6009 | [Applied Research Methods: Qualitative Methods](https://www.southampton.ac.uk/courses/modules/resm6009) |
| RESM6011 | [Applied Research Methods: Correlational Methods](https://www.southampton.ac.uk/courses/modules/resm6011) |
| RESM6010 | [Applied Research Methods: Statistical Analysis of Comparisons & Group Differences](https://www.southampton.ac.uk/courses/modules/resm6010) |
| **Year 2** | PSYC 8036 | Systemic Theory and Practice 2 |
| PSYC 8032 | [Intellectual Disabilities](https://www.southampton.ac.uk/courses/modules/psyc8032) |
| PSYC 8033 | [Child and Adolescence](https://www.southampton.ac.uk/courses/modules/psyc8033) |
| PSYC8049 | [Research 2](https://www.southampton.ac.uk/courses/modules/psyc8049) |
| **Year 3** | PSYC8050 | [Advanced Practice](https://www.southampton.ac.uk/courses/modules/psyc8050) |
| PSYC8048 | [Research 3](https://www.southampton.ac.uk/courses/modules/psyc8048) |

3.2 Teaching & Learning Methods

The Programme uses a variety of teaching methods to support Trainees to acquire the necessary knowledge and clinical skills required to be a Clinical Psychologist. Clinical skills teaching is delivered through experiential workshops, lectures, small-group teaching, roleplay exercises, and problem-based learning. Experts-by-experience also support the Programme by informing teaching content and joining teaching sessions. Technology-enhanced learning is used to promote interaction and facilitate skills development. Teaching is delivered using a ‘blended model’ which involves mostly in-person teaching, but can also include pre-recorded (asynchronous) material and sessions being delivered remotely (i.e. online).

The University of Southampton is a proud advocate of Equality, Diversity, and Inclusion (EDI) during training. This will be considered throughout each module. Trainees are encouraged to reflect on diversity and difference during teaching, but also in their clinical practice. The Programme aims to create a supportive environment in which Trainees feel able to challenge each other (including staff) on these topics in the spirit of collaborative learning. If a Trainee is concerned about discrimination or racism during teaching or on placement, they are encouraged to follow our EDI Reporting Procedure (see [Section 7.6](#Seven_6)).

All Trainees must follow ‘[Classroom Guidelines](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/EoSZ8RgGMipHoCTy5ya3YMsBxVRvnu7kfYDe8kO1EudqoQ?e=TfQyla)’ which encourage respectful, professional, and positive participation and sharing within teaching. These are shared at the beginning of training and involve providing informed consent to participate in clinical teaching and information sharing. As adult learners, Trainees are expected to manage their own learning and engage in independent study throughout training. If a Trainee requires additional learning support, there are various options available (See [Section 7.1](#Seven_1)).

### Accessibility

If a Trainee requires any teaching materials in a different format to support their learning, they are encouraged to contact the relevant Module Leader to discuss this. If a Trainee requires advice on their accessibility needs, it is recommended that they speak to the [Student Support and Wellbeing Team](https://www.southampton.ac.uk/studentservices/support-wellbeing.page) (see [Section 7.1](#_7.1_Student_Support)).

3.3 Academic Attendance

Trainees are required to attend 100% of the teaching and assessment sessions. This includes whether the teaching is being delivered online or in-person. Please note that Trainees must attend University if the teaching is delivered in person. Requests can be made to be absent from up to **two days** of teaching per academic year. This is at the discretion of the Programme Team. In exceptional circumstances, permission to miss teaching on specific topics may be granted for other reasons. Trainees should liaise with their Tutor in the first instance if they feel that this would be needed.

Trainees are also expected to carefully plan their leave to ensure it does not coincide with an academic deadline which requires attendance (e.g. a roleplay assessment). If this does occur, it will be considered an assessment ‘Failure’ in which the Trainee will have only one opportunity to pass the assignment.

Whatever the reason for missing teaching, all Trainees must follow the Programme reporting procedure for missed teaching (see [7.3 Absence](#Seven_3)).

3.4 Assessment

The programme uses a variety of assessment methods which are aligned with the [University Assessment Policies and Procedures](https://www.southampton.ac.uk/quality/assessment/framework/policyprocedure.page). For example, written and oral clinical practice reports, practical and video-recorded demonstration of clinical skills, written research reports, reviews of journal articles, administration of standardised neuropsychological assessments, and group and individual presentations of clinical material.

Each module is assessed by at least one summative assignment (i.e., contributes towards passing the module) and activities which provide opportunities for formative feedback to identify strengths and areas for development. All assessments are designed to assess specific learning outcomes and have clear assessment guidelines and marking criteria (see module [Blackboard](https://blackboard.soton.ac.uk/ultra/institution-page) page).

All work is submitted via [eAssignments](https://www.assignments.soton.ac.uk/restricted/Home.aspx) with the [DClin Academic Cover Sheet](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/EoSZ8RgGMipHoCTy5ya3YMsBxVRvnu7kfYDe8kO1EudqoQ?e=MmZUag) as the first page of the document. Assignments are marked through a combination of internal (i.e. University Staff) and external markers (e.g. Practitioner Psychologists, Systemic Practitioners, CBT Therapists).

### Where can I find out more?

* Further information on assessments and their relative weightings can be found on each **Module Profile** page (see [Table 2](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/EoSZ8RgGMipHoCTy5ya3YMsBxVRvnu7kfYDe8kO1EudqoQ?e=MmZUag) for relevant links).
* Check the [Assignment Timetables](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/ErYcNJmV5VpGgONOy0vwMCkB3PmwXcYPVhvqzUUgF9UPTA?e=nYGWNq) for each year group for more information about specific assignments and deadlines.
* For information about ‘**Extensions and Special Considerations’** see [Section 7.2](#Seven_2) under Programme Procedures.

3.5 Assessment Grades

All summative assessments will receive an overall numerical grade and categorical description. This specific marking and grading criteria will vary according to the assignment. For instance, clinical practice reports typically involve four categories (fail, pass, merit, and distinction), whereas competency-based assessments of clinical skills may involve only two categories (pass, fail).

Trainees are expected to pass **all** modules and the pass mark for the programme is 50%. It is important for Trainees to check the specific marking criteria for the assessment they are completing.

### Word Count

Trainees should keep to the specified word count for any written assignment. If an assignment is considered to have exceeded the word count, then any words over this limit will not be read or marked by the examiner, which could affect the overall grade assigned.

3.6 Assessment Feedback & Moderation

Trainees receive feedback for all assessed work in academic modules which generally indicates the strengths and areas for improvement in relation to each of the learning outcomes being assessed. The School of Psychology aims to return all marked assignments with feedback within **four weeks** of the submission date, or **six weeks** if external markers are being used. This will be shared with Trainees via eAssignments according to yearly assignment deadlines. Markers will follow the [University Assessment Feedback Policy](https://www.southampton.ac.uk/quality/assessment/framework/policyprocedure.page).

The Programme follows the [University Moderation Policy](https://www.southampton.ac.uk/quality/assessment/framework/policyprocedure.page) to ensure that marks awarded are appropriate and consistent with the assessment criteria. Once work has been moderated, a selection from all marking categories are sent to the External Examiners who ensure standards are being maintained. All grades are provisional until they are confirmed by the relevant Examination Board (see [Section 7.10](#Seven_10)). Trainees may [formally appeal](https://www.southampton.ac.uk/studentadmin/appeals-complaints/index.page) the decision of the Examination Board (Note: disagreement with the academic judgment of the Board is not considered legitimate grounds for appeal).

3.7 Assignment Failure & Resubmission

If any academic assignment receives a ‘Failure’ grade, the Trainee should liaise with the Module Leader and resubmit either:

* A substantially revised piece of work (where grade was 48) which addresses the comments from the marker, or
* A new piece of work (where graded was <48) to demonstrate the specific learning outcomes of the assignment.

Resubmission is normally within **six weeks** of receiving the failure grade. Trainees usually have only one chance to resubmit a piece of work. Trainees must also make it clear to the marker how they have addressed the requested changes on the resubmitted work.

**Please note that separate rules apply for the Applied Research Methods (RESM) modules. See hyperlinks in** [**Table 2**](#Table_2) **for more information.**

3.8 Academic Integrity

Academic Integrity (AI) involves being respectful and conducting all aspects of academic life in a professional manner. Trainees have a responsibility to ensure that they are aware of the [University Academic Integrity Guidance](https://www.southampton.ac.uk/quality/assessment/academic_integrity.page) and maintain these within all aspect of training. As a Programme, we have a responsibility to educate Trainees about AI and provide them with the relevant information. An introduction to AI is provided at the start of training with subsequent teaching prior to their first academic assignment.

For Trainees, AI also includes ensuring adherence to the guiding principles of being a Practitioner Psychologist ([BPS Code of Professional Conduct and Ethics](https://www.bps.org.uk/guideline/code-ethics-and-conduct); [HCPC Standards of Proficiency](https://www.hcpc-uk.org/standards/standards-of-proficiency/practitioner-psychologists/)) and [Information Governance](https://www.england.nhs.uk/ig/) (see also relevant NHS policies/procedures). This is particularly important considering the overlap between clinical and academic work when producing a clinical practice report (or similar).

As a programme, we take AI very seriously. Trainees must ensure they are explicit in describing how they have maintained the guiding principles of AI and maintained clinical/client confidentiality in all academic assignments. This is achieved by including the [DClin Academic Cover Sheet](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/EoSZ8RgGMipHoCTy5ya3YMsBxVRvnu7kfYDe8kO1EudqoQ?e=6nEGNo) with all submitted written assignments. Failure to include the cover sheet for a submitted written assignment may result in resubmission with the possibility of a late penalty.

### Suspected breaches of Academic Integrity

Should there be a suspected breach of AI in any academic work (e.g. a confidentiality breach in a clinical practice report), the Programme Team will follow the Faculty AI Investigation Procedure. This will involve the Faculty Academic Integrity Officer who will communicate with the Trainee the process to be followed. We also have an obligation to inform the relevant placement supervisor (if appropriate), so they can follow their own NHS information governance procedures.

### Artificial Intelligence Tools

Artificial Intelligence Tools (e.g. ChatGPT, language translation software) are a new and rapidly growing area of technology with important implications for maintaining AI. The Programme follows the [University’s position](https://sotonproduction.service-now.com/serviceportal?id=kb_article_view&sys_kb_id=85d91bd01ba1e11011abdb5fe54bcbaa) which states that artificial intelligence tools must **not** be used to generate content for any assessments unless such use has been specifically authorised. If a Trainee requires support to complete an assignment, this should be obtained through other forms of student support (See [Section 7.1](#Seven_1)). Any suspected use of artificial intelligence tools without prior authorisation will be treated as a breach of AI and following the investigation procedure outlined above.

3.9 Evaluation of Teaching & Learning

Trainees are asked to complete teaching evaluation forms following each individual teaching session. This involves feedback that is couched within a professional ethos with the consideration of:

* The extent that learning objectives were achieved
* Strengths and areas of improvement for the teaching session
* What trainees will do differently following the teaching
* How issues of power, privilege, equality, diversity, and inclusion were considered and how this could be improved.

The process of obtaining this feedback is overseen by Module Leads who review such feedback and share summaries with respective lecturers to continually improve learning and teaching. It is important that Trainee feedback is balanced, constructive and considerate of the lecturer receiving this.

At the end of a module, Trainees will also be asked to provide broader feedback on:

* Overall organisation and delivery of the module
* The explanation of teaching, learning activities and assessment(s)
* The accessibility of resources
* If the module prepared trainees for placements.

Module Leads will use this feedback (in addition to teaching evaluations) to inform module reports which are presented at Programme Board Meetings. Such feedback is used to inform any revisions for the next academic year. The module reports are presented in an Annual Report to the School of Psychology Programme Committee. This overview is used to raise broader issues regarding the strengths and weaknesses of the curriculum and to demonstrate the Programme’s response.

Trainees are also able to provide positive or negative anonymous feedback (via [Student Voice](https://www.southampton.ac.uk/studentvoice/index.page?)) directly to the Director of Student Support and hence receives the highest priority. Each piece of feedback will be read and acted on appropriately, which may include feeding back to the School of Psychology, the Programme Team and Year Group Representatives for further consideration.

3.10 Academic Appeals

The University's [Regulations Governing Academic Appeals by Students](http://www.calendar.soton.ac.uk/sectionIV/student-appeals.html) sets out the policy and procedure to be followed should a Trainee consider they have grounds for seeking an appeal. Trainees must give the University notice of their intention to make an appeal within 10 working days from the date of this notification by submitting a completed Notice to Appeal (Stage 1) Form to the Faculty Curriculum and Quality Assurance Team via [fels-cqa@soton.ac.uk](mailto:fels-cqa@soton.ac.uk).

Trainees are advised to consult with the [SUSU Advice Centre](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fsusu.org%2Fadvice&data=05%7C01%7CW.N.Dunger%40soton.ac.uk%7C4c90e70725c34e933de208db7bd46108%7C4a5378f929f44d3ebe89669d03ada9d8%7C0%7C0%7C638239924305380997%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=zUBz8HeV%2FOFpqed2Xj1vseHEqI%2B9PQxnVzOnc0z72eo%3D&reserved=0), which can provide free, independent, and confidential advice on such matters. They can also refer to your Faculty Graduate School Office, who will be able to signpost to relevant support within the Faculty.

4. Research

Research is an integral part of being a scientist-practitioner in Clinical Psychology and one of the profession’s key strengths. The Programme aims to provide Trainees with the necessary research skills to allow them to review research reports with a critical understanding and to conduct innovative research relevant to healthcare settings and populations.

The objectives of the research training programme are to:

1. Familiarise Trainees with the research base of the profession
2. Develop doctoral skills in critical analysis of research
3. Acquire competence in core aspects of quantitative and qualitative research design and analysis, including statistics
4. Enable Trainees to independently develop, design and execute research in relevant settings
5. Teach skills in communicating research findings for different audiences and formats (e.g., presentations, writing papers, press releases).

Trainees are expected to use the skills they develop in all aspects of their training across the three years. Trainees will undertake Research Modules (see [Table 2](#Table_2)) which cover three main research components; Applied Research Methods, Small-Scale Research Project, and the Research Thesis.

4.1 Applied Research Methods (RESM) Modules

The aim of the RESM modules is to develop quantitative and qualitative research and analytical skills to conduct research, as well as critically evaluate the evidence-base across clinical settings. For further information about each of these modules (i.e., aims and objectives, syllabus, learning and teaching methods, assessment details) use the hyperlinks in [Table 2](#Table_2).

4.2 Small-Scale Research Project (SSRP)

The SSRP is conducted in the first year and is usually linked to a Trainee’s clinical placement. It provides an opportunity to apply research skills from the RESM modules to develop a clinically relevant project with a Practitioner Psychologist. The SSRP also allows Trainees to practise using their research skills and seeking ethical approval in preparation for their thesis.

Trainees typically generate projects with their Placement Supervisor on their first or second placement with the support of their Tutor. These projects are often service evaluations, audits, or service development projects. For example, evaluating service outcome measures, the effectiveness of a therapeutic/psychoeducation group, or staff training. However, if this is not possible, Trainees have the option of undertaking a project outside their placement with another service or staff member at the University.

4.3 Thesis

The doctoral research thesis represents a more substantial piece of work than the SSRP (and is, indeed, why the degree awarded is a doctorate). It must make an original contribution to knowledge in the field of clinical psychological science. Research design, execution, analysis, and interpretation should be of a doctoral standard and appropriate to the aims of the research.

The research thesis consists of two sections:

1. A systematic literature review
2. An empirical paper

When designing their research, Trainees will work with their research supervisory team to develop a set of research questions. The empirical paper involves working closely with supervisors to design and implement a study, using appropriate methods and data-analysis techniques.

On completion of the thesis, trainees should be able to:

1. Demonstrate skills involved in formulating a research question
2. Place a research question clearly within a broad theoretical and empirical psychological literature
3. Think through and use appropriate methodologies to answer a research question
4. Collect, analyse, and interpret data for the generation of new knowledge
5. Disseminate results through the production of clear and concise systematic review and empirical papers to extend the discipline.
6. Demonstrate a coherent understanding of how issues of equality, diversity and inclusivity (EDI) have informed their research

### Research Thesis in Year 1

During Year 1, Trainees will develop their research proposal and be allocated to a supervisory team. The team must comprise at least one internal supervisor from the University of Southampton (often this is a member of the School of Psychology) and a second supervisor, who can be an external clinician or researcher. Trainees will submit a formal research proposal, having developed this with their supervisory team. This will involve two levels of approval, the first being their internal supervisor and the second being the DClin Research Directors.

### Research Thesis in Year 2

During Year 2, Trainees can develop and submit their ethics applications and research governance approval, as required by their project. They may also begin data collection and undertaking their literature review paper. Progress reports are periodically submitted to the DClin Research Team.

### Research Thesis in Year 3

In Year 3, Trainees will work towards the completion of their research project and subsequent thesis. Trainees will have dedicated research time to complete their systematic review, and their empirical project. The research block (70 days) runs in parallel with the final clinical placement from October to May (see [Section 5.3](#FIve_3)). Progress on the research thesis is closely monitored by the Trainee’s supervisory team. This involves attending regular meetings and completion of two progress reports (the first submitted in October, and the second in February).

### Thesis Submission and Viva Voce

Guidance will be provided on how to submit the research thesis prior to the deadline. The University requires you to submit an ‘Intention to Submit’ declaration, at least two months prior to submitting your thesis. Further information can be found under [Submission and Completion](https://www.southampton.ac.uk/quality/pgr/research_degree_candidature/completion.page) of the Quality Handbook.

Once the research thesis has been submitted, a Viva Voce (oral examination) will take place with an internal and external examiner several weeks later. This will provide an opportunity for the Trainee to defend their thesis through high-level debate with those knowledgeable in their area of research. This will involve thoroughly exploring both the work they have presented in the thesis, as well as their knowledge and understanding of the wider field. This will involve various questions and challenges as part of the process.

Following the Viva, the examiners will agree upon an and please see the [Regulations for Research Degrees and Higher-Level Doctorates](https://www.southampton.ac.uk/calendar/sectionv/index.page) for details about the examination process and specific outcomes. An examiners’ joint report will be prepared and shared with the Trainee shortly after their Viva, which will specify any amendments to be made. Depending on the degree of amendments, there will be a set period of time to address these and re-submit the thesis.

For further details about the process for **submitting thesis amendments** see [Section 7.9](#Seven_9).

Once you have been awarded a pass by your examiners, the University requires you to deposit the final version with the university library. Again, see the [Regulations for Research Degrees and Higher-Level Doctorates](https://www.southampton.ac.uk/calendar/sectionv/index.page) for guidance.

4.4 Resources

### Computer Resources & Services

Trainees are issued with university laptops to use during their studies and research project. There are also computer facilities available throughout the University. The Postgraduate Room (44/3037) provides a working space for post-graduate psychology students. An informal learning environment called the ‘iZone’ (Building 44) is also available as a collaborative learning space. It provides a comfortable work environment and facilities for refreshments. Additional workstations can be found across campus with a list of available workstations via [iSolutions](https://knowledgenow.soton.ac.uk/Articles/KB0011362). Many of these rooms are open evenings and weekends with some offering 24-hour opening.

Trainees can obtain licensed copies of specialist software and data analysis packages for installation on their own computers. A list of available software and instructions for installation are provided on the [iSolutions Software Page](https://www.software.soton.ac.uk/). Other software licenses may be available via the [Psychology Technical Support](https://sotonac.sharepoint.com/teams/PsychologyTechnicalResources) Team (see below).

### Psychology Technical Support

The [Psychology Technical Support](https://sotonac.sharepoint.com/teams/PsychologyTechnicalResources) Team provide additional support and services which are specific to Psychologists. The team have skills in web programming and design, software development, hardware maintenance, electronic design and construction, mechanical construction, systems engineering and digital media production.

Trainees also have access to a range of psychological tests (e.g., cognitive assessments, questionnaires) and equipment for use in their research as well as clinical placements. For further information and to book psychological tests or equipment, visit the [Psychology Technical Support](https://sotonac.sharepoint.com/teams/PsychologyTechnicalResources) page. Trainees will need to enter the name of their Tutor or research supervisor (where suitable) to authorise any loan.

Trainees will also have access to Pearson’s [Q-Global Digital Assessment Library](https://www.pearsonclinical.co.uk/digital-solutions/digital-assessment-library/about.html) which provides online access to a range of test manuals and resources to support their learning. Accounts are set-up by the Neuropsychology Lead at the start of training.

### Health and Safety

Staff and Trainees have a duty to co-operate to enable the University to comply with the law and ensure the workplace is safe for everyone. Trainees must consider health and safety in all their activities and use control measures identified by risk assessments. All reasonable steps must be taken to ensure personal health and safety, as well as that of others. If any member of the University becomes aware of a hazard, or any situation arises for which they have not been trained, they should inform their supervisor (or Tutor) so appropriate corrective action can be taken. Trainees are responsible for the safety of all equipment brought to the University.

All Trainees are required to complete the University’s mandatory [Health and Safety Training](https://blackboard.soton.ac.uk/webapps/blackboard/content/listContent.jsp?course_id=_188839_1&content_id=_4180288_1). If further advice on the safety of equipment is needed, Trainees should contact an appropriate member of staff (e.g. Tutor, Research Supervisor) or the School of Psychology’s Safety Officer by visiting the [Faculty Health and Safety Page](https://sotonac.sharepoint.com/teams/FELS_HS_LOCALINFO).

### Library Resources

Trainees have access to services and resources provided by the University of Southampton Library. Please review the information available under [Library Services](https://library.soton.ac.uk/homepage) on the SUSSED homepage.

4.5 Emma Price Research Prize

The ‘Emma Price Research Prize’ commemorates our much-loved colleague, Dr Emma Price, who sadly passed away in 2020. Throughout Emma’s time at the University, she was always keen to develop her research skills and those of her Trainees in her role as a Tutor. The purpose of this prize is to support Trainees to further develop their research skills and give them the opportunity to present their research to the wider academic community.

### What will be funded?

Trainees can apply to the fund for the following:

* Presenting SSRP, systematic review, or empirical project at a conference.
* Research methods training (provided this is not covered by research budget or teaching)
* Attending a conference related to research project.

### Eligibility

Must be a current Trainee Clinical Psychologist in any year of study at the University of Southampton OR be within one year of submitting their thesis and seeking funding to present their doctoral research at a conference.

Priority will be given to Trainees presenting their research at a conference and those who have not been funded previously. We will accept up to one application per academic year per Trainee. The funds can also be used to support a service user or patient and public involvement representative to attend a conference with the trainee to present the research.

### How much can I apply for?

The money would be capped to a maximum of £500 per request and we will adopt a formal process each year to ensure that the prize is fairly allocated. Details of how to apply will be circulated each academic year which is typically April-May.

5. Clinical Placements

Trainees will undertake a minimum of **five** clinical placements during their clinical psychology training. This will include four ‘Core’ placements (first and second year of training) and one ‘Specialist’ placement (third year of training).

Trainees are employed by [Somerset NHS Foundation Trust](https://www.somersetft.nhs.uk/) but will usually be placed in other NHS and non-NHS services within Hampshire, Dorset and the Isle of Wight. The Programme keeps a register of HCPC-registered practitioner psychologists, supervisors, placement locations and employing Trusts within our locality. These placements are covered by a Practice Placement Agreement which has been agreed by the Commissioners, the University of Southampton, and Placement Providers within Hampshire, Dorset and the Isle of Wight.

The Practice Placement Agreement details the responsibilities of the host Trust/placement, Placement Supervisors and education providers in relation to ensuring an appropriate learning environment. Trainees on placement in local NHS Trusts covered by an agreement do not require an honorary contract. Prior to using a placement for the first time or when there are significant changes, a member of the Programme Team will liaise with the placement to ensure the key requirements of HCPC and BPS Standards will be met.

5.1 Placement Allocation

The Programme will source and allocate Core placements according to the following criteria:

1. [HCPC Standards of Education and Training](https://www.hcpc-uk.org/standards/standards-relevant-to-education-and-training/set/)
2. [BPS Standards for the Accreditation of Doctoral Programmes in Clinical Psychology](https://www.bps.org.uk/accreditation/education-providers)
3. Clinical specialty for stage of training
4. Individual training needs related to meeting competencies
5. Proximity of the Trainee to the allocated training base (when possible)
6. Supervisor requirements of the Trainee (e.g., mobility, previous experience, capacity to manage demands of placement)
7. Special considerations (e.g., health, caring responsibilities, mobility)

All supervisors who are either new to supervising a trainee or taking a trainee from the University of Southampton for the first time must complete our ‘Introductory Supervisor Training’.

### Specialist Placements (Third Year)

Third year (Specialist) placement allocation considers both Trainee preferences and any outstanding training needs. During Year 2, Trainees will begin considering their specialist placement which is facilitated by discussions with their Tutor. It is expected that there should be some overlap between the placement and their individual focus for the PSYC8050: Advanced Practice Module to facilitate theory-practice links.

Trainees are encouraged to contact potential supervisors to enquire about placements that are within the Region. However, any visits should be arranged jointly with other interested Trainees to reduce the impact on supervisor’s time. Trainees will be asked to rank order their preferred placement choices and share these with the Clinical Director. If multiple Trainees request the same placement, the aforementioned rankings will be considered as well as any outstanding gaps in the competency log, future career interests, and links to researchs. If required, disagreements will be addressed via a panel of Directors and the NHS supervisor to ensure equity during allocation.

The Programme team reserve the right to allocate a Trainee to a specific placement in order to meet any gaps in their competencies.

### Isle of Wight Placements

Placements on the Isle of Wight have been greatly valued by both Trainees and Supervisors. As these placements can have implications for travel and accommodation during the week, previous Trainees have prepared a useful document on [IoW Placement Tips](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/Ehr3E3xdZAFLkEsgf155Bz0Bs0GiLN5CWE6vKhcl_ywiNw?e=ckm9uG) to share their experiences and tips.

Information about claiming expenses (e.g., hotel, food, ferry) can be found in [Section 7.7](#Seven_7).

5.2 Placement Bases & Travel

All trainees are allocated a training base (see [Section 1.8](#One_8)) which they are entitled to claim travel. This forms part of the terms and conditions of their employment. The training base cannot normally be changed once training has started unless authorized by the Clinical/Programme Director and NHS HR Representative.

Trainees are entitled to claim travel expenses at the:

* ‘**Training mandatory rate**’ for journeys to and from University.
* **‘Training mileage rate’** for journeys to and from placement.
* **‘Business mileage rate’** when going on visits for placement-related activity (e.g. to see a client, go to a meeting, etc). This can also be used when claiming for research related travel if it is within the region.

Please be careful to choose the **correct** **wording** above or claims will be rejected which could result in delays.

Trainees are not permitted to claim for any out of area traveling relating to their research but are permitted to do so through their research budget (funds permitting).

All expenses should be submitted monthly via the Trust expenses system (see [Section 7.7](#Seven_7)).

5.3 Days on Placement

To meet the standards of DClin training, Trainees must complete a minimum number of days for each placement. Trainees can use the [Placement Days Calculator](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/Ehr3E3xdZAFLkEsgf155Bz0Bs0GiLN5CWE6vKhcl_ywiNw?e=VBiO6B) to help with planning how to achieve the minimum number of days for each placement alongside leave. These are summarised in **Table 3**.

|  |  |  |  |
| --- | --- | --- | --- |
| **Table 3. Number of Days on Placement** | | | |
| **Placement** | **Days on Placement** | **Minimum Days** | **Leave Allowance** (e.g. holiday, sickness) |
| **Core Placement**  (First and Second Year) | 63-65 days | 48 days | 15-17 days |
| **Specialist Placement**  (Third Year) | 130 days | 98 days | 30 days |

The third year of training includes both a research block (i.e. ,protected time to focus on completing the research thesis) and a specialist placement. Trainees undertake both the research block and specialist placement alongside each other. Initially Trainees attend placement 2 days a week from October with the other 3 days allocated to their research. Placement days would increase to 3 days a week in May when the research block ends, followed by an increase to 4 days a week usually in June.

**Please note:** If the minimum placement days are not met, this would constitute a placement failure.

5.4 Placement Documents

Clinical placements are a summative assessment and need to be passed like other assignments on the Programme. As a result, Trainees submit various documentation at the end of the placement to evidence that they have met the requirements of training for this placement.

The [DClin Placement Document Checklist](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/Ejq6eT5mGNpAhDHEW21MQGABtAL-jHkmjt_9lFxmLgLQ-w?e=dn9Mf0) provides an overview of which documents need to be completed on placement. These can all be found under [Placement Documents](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/Ejq6eT5mGNpAhDHEW21MQGABtAL-jHkmjt_9lFxmLgLQ-w?e=dn9Mf0) on the Sharepoint Site. Documents are completed at different stages of the placement which are summarised in [Section 7.4](#Seven_4).

All placement documents must be **completed**, **signed** and **submitted** within **two weeks** of the end of placement. These should be submitted via [e-Assignments](https://www.assignments.soton.ac.uk/restricted/Home.aspx). It is important that these documents are completed and submitted **correctly** as they represent the summative assessment for the placement modules.

All documents must be **signed** either **by hand** or with an **electronic signature** by the placement supervisor. In exceptional circumstances, typed signatures will be accepted if accompanied by an email directly from the supervisor.

If Trainees anticipate that they will not be able to submit their documentation before the deadline (e.g. due to sickness or supervisor absence), they should inform the Clinical Director and request an Extension (see [Section 7.2](#Seven_2)). If Trainees fail to submit their documentation by the agreed deadline or they are not completed correctly, this may be recorded as a placement failure. Typically, a new submission date will be agreed which will be viewed as a ‘resubmission’. Should the Trainee fail to submit by the second deadline, this will be recorded as a placement failure.

Trainees in their third year may decide to submit their documentation before the submission date to meet the earlier Award date in September (dates to be announced). This would be dependent on Trainees having sufficient annual leave days to cover the period from document submission to the end of placement to ensure they meet the minimum number of days for the placement.

**Please note that if a Trainee decides to submit their placement documentation early, they are not able to return to the placement after the submission.**

### BPS Competency Log

Trainees must meet the [BPS Core Competencies](https://www.bps.org.uk/accreditation/education-providers) throughout training which are recorded on the ‘BPS Competency Log’ tab within the [Competency Portfolio](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/Ejq6eT5mGNpAhDHEW21MQGABtAL-jHkmjt_9lFxmLgLQ-w?e=dn9Mf0). Trainees should use this log to evidence their development of these competencies across all aspects of the programme (e.g. placement, research, academic) by providing competency ratings. Guidance on how to record this on the ‘BPS Competency Log’ tab is provided below:

|  |  |
| --- | --- |
| **Section of BPS Competency Log** | **Action** |
| Clinical Placement 1-4 &  6 (Specialist Placement) | * Completed by both the Trainee and Clinical Supervisor at the end of the placement. * This should be rated on the basis of what has been completed only on that placement alone. It is not expected that Trainees will experience all competencies on every placement and ratings may fluctuate across placements. |
| Annual Review | * Completed by both the Trainee and Tutor as part of the annual review at the end of the academic year. * These ratings should consider the Trainees’ competencies cumulatively across the whole year (e.g. from placement 1 and 2). |
| Research Placement | * Completed by the Trainee and Research Supervisor once the research thesis has been submitted and before the final Annual Review. * Trainees should first identify any relevant competencies that were achieved whilst completing their research – this is likely to mostly refer to the ‘Research’ competencies, but other clinical skills may be relevant. * The ‘Competency Portfolio’ should then be sent to the Research Supervisor to provide their rating next to the relevant competencies. |
| Module Column | * This column is used to address any gaps in the competency log that may have been met during teaching or an assignment as part of a module. The relevant module code should be added to this column. |

It is important to note that all ratings should be made against the **expected competencies of a qualified clinical psychologist** (rating of 3). Therefore, it is anticipated that Trainees will achieve lower ratings at the beginning of training but should be achieving ratings of 2 and 3 towards the end of training on most of the competencies.

5.5 Clinical Supervision

### Supervisors

The BPS requires that no placement goes ahead unless the placement supervisor has indicated their willingness to take responsibility for the Trainee and provide appropriate support and supervision. In accepting a Trainee, the supervisor accepts clinical responsibility for the Trainee’s work. It is useful to review the ‘[Guidelines for Supervision](https://explore.bps.org.uk/content/report-guideline/bpsrep.2014.inf224)’ produced by the BPS Division of Clinical Psychology.

### Who can Provide Supervision?

This Programme works to ensure that trainees are supervised by a HCPC-registered Clinical Psychologist. In cases where the day-to-day supervision is provided by another health professional (e.g., health psychologist, counselling psychologist, Systemic Therapist, CBT Therapist), the Programme will ensure the Trainee receives additional monthly supervision from a Clinical Psychologist.

All supervisors offering placements are expected to initially attend the annual 3 day ‘Introductory Supervisor Training’. If a supervisor has attended similar training from another Clinical Psychology Programme, they will only need to attend ‘Day One’ to become orientated to the Southampton DClin Programme. The workshops have been approved to grant entry onto the BPS ‘Register of Applied Psychology Practice Supervisors’ (RAPPS). The Programme also aims to offer CPD workshops each year to develop supervision skills and clinical expertise.

Newly qualified psychologists are encouraged to complete the supervisor training with their manager’s support. We encourage a mentorship model of ‘supervision for supervisors’ who are one year post-qualification. These new supervisors are encouraged to share supervision of their first Trainee or provide this under the supervision of a more experienced colleague. Supervisors will not be allocated sole responsibility for a trainee until they have been qualified for at least one year and have direct support from an experienced supervisor.

New supervisors and placements will be audited to ensure there is a safe and appropriate working environment, an appropriate caseload, and access to supervision.

### Placement Expectations

The programme has certain expectations of the placement provider should they take a Trainee. These include:

* Trainees should receive one hour of formal supervision each week as well as two hours of informal contact time with the supervisor.
* Using the supervisory contracting process to discuss and make expectations of supervision explicit
* Being clear about their expectations of the Trainee whilst on placement
* Using the Trainee’s competency log to discuss learning needs at the start of placement and try to select a suitable range of cases to meet these needs
* Offering opportunities for the Trainee to see and discuss the supervisor’s work
* Providing teaching about theories and techniques to fsoster the development of links between theory and practice
* Providing regular feedback about Trainee performance with an appropriate balance of positive and negative feedback
* Considering the Trainee’s stage of training and the other pressures on them whilst on placement
* Offering opportunities to reflect on placement experience and learning by observing the Trainee at least 3 times during the placement and completing at least 2 formal observation tools
* Being prepared to address areas of underperformance with the Trainee in a timely manner. Where necessary, this should involve raising any concerns with the Programme team and the Trainee to allow for remediation

### Expectations of Trainees

Trainees are adult learners and share responsibility for ensuring a successful placement. They are expected to:

* Have a cleared Enhanced Child and Adult Workforce DBS as part of their employment contract with the Employing Trust
* Take responsibility for monitoring their own fitness to practise and to notify their placement if they are not able to attend
* Identify their own learning needs and take an active role as adult learners in achieving these
* Prepare for supervision and respond to guidance from their supervisor
* Adhere to the policies and procedures of their host Trust and follow GDPR
* Attend to health and safety policies and practices within the placement
* Respect the rights and needs of colleagues and service users and work in a non- discriminatory manner
* Raise any concerns about the placement with their supervisor following the ‘Issue of Concern’ procedure (see [Section 7.5](#Seven_5)).

### Placement Difficulties

Trainees experiencing any difficulty whatsoever that may impact upon their clinical work whilst on placement are encouraged to speak with their Tutor as a source of support in the first instance and refer to the ‘[Issue of Concern](#Seven_5)’ procedure. If the concern is urgent and their Tutor is not available, they should contact the [Clinical Psychology Administrators](mailto:clinicalpsychology-fels@soton.ac.uk) who will be able to identify a senior member of the team to provide support. If preferred, Trainees can also seek help and advice from outside the Programme from the Director of Programmes for Psychology, or the Head of School for Psychology.

5.6 Passing the Placement

In order to pass a placement, Trainees must gain sufficient clinical experience which addresses a range of competencies, attend placement for the minimum number of placement days, and have their supervisor confirm that their work was of satisfactory quality.

The Trainee must complete the minimum required number of placement days (see [Section 5.3](#FIve_3)) using the [Record of Placement Days](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/Ejq6eT5mGNpAhDHEW21MQGABtAL-jHkmjt_9lFxmLgLQ-w?e=pWEnU6) form. The supervisor must complete the [End of Placement](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/Ejq6eT5mGNpAhDHEW21MQGABtAL-jHkmjt_9lFxmLgLQ-w?e=pWEnU6) form which includes the Trainee’s strengths and developmental needs, with a recommendation to the Programme Team of *Pass* or *Fail*.

### Placement Pass

If at the end of the placement the Trainee has completed work as specified, their clinical skills have developed as appropriate for their stage of training, and they are judged to be ready to move on to the next placement with information about their developing competence, the Trainee should pass the placement.

There may still be competencies which require further development at the end of placement. The significance of these competencies will depend on the stage of training (e.g., lower competency ratings are expected at the beginning of training) and the opportunities available on placement. Within this context, awarding a pass may be appropriate even if some competencies are still developing.

### Placement Failure

Recommending that a Trainee fails a placement is difficult for all concerned. It is essential that supervisors are honest and professional in making their judgements and provide explicit feedback about any failings identified. The Programme regards placement supervisors as having a crucial gate keeping function when offering placements. It is a requirement that trainees obtain a Pass on allclinical placements.

In the event of a ‘Fail’ rating, the trainee must normally gain further experience in this specialty. The timing of a repeat placement is at the discretion of the Programme Team. A second placement failure would constitute grounds for Programme failure which is subject to the External Examiner’s agreement and endorsement by the Examination Board (see [Section 7.10](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/Ejq6eT5mGNpAhDHEW21MQGABtAL-jHkmjt_9lFxmLgLQ-w?e=pWEnU6)).

There are many reasons why a Trainee may fail a placement. A failed placement might be the result of serious or persistent shortcomings in any of the BPS Core Competencies areas. Failure is therefore an indication that minimally acceptable levels of clinical competence, judged in the context of the stage of training, the goals set during placement and the opportunities available on placement, have not been demonstrated.

Examples might include:

* Serious lack of sensitivity and responsiveness to client’s and/or colleague’s communications
* Professional misconduct
* Failure to complete a sufficient amount of work
* Failure to work in a way consistent with the requirements of their supervisor (e.g. as outlined in supervision or placement contract)
* Failure to fit in with expectations as outlined by their supervisor about professional practice expectations,
* Poor attendance
* Not reaching the minimum placement day requirement

**Two or more** ‘serious concerns’ ratings on the supervisor’s End of Placement form would also suggest using a ‘Fail’ rating. Reasons for the fail grade should be made clear and explicit on the [Supervisor End of Placement](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/Ejq6eT5mGNpAhDHEW21MQGABtAL-jHkmjt_9lFxmLgLQ-w?e=pWEnU6) form.

When there are concerns about the Trainee’s performance, these should be raised as a matter of urgency before the end of placement with the Programme Team (typically the Clinical Director and Tutor). The Tutor (and if appropriate, Clinical Director) will arrange a placement meeting to provide support to both parties and facilitate a constructive discussion. The aim of this meeting is to set clear placement goals going forward to ensure the Trainee understands what is expected of them during the rest of the placement. Further placement meetings may also be planned as necessary.

The process for reviewing a placement ‘Fail’ recommendation is outlined in [Section 7.10](#Seven_10).

5.7 Gaining Consent from Clients for Academic Work

There are various assignments that are based upon clinical work undertaken during placements. This includes clinical practice reports, presentations of clinical activity, SSRP’s, and leadership assignments.

Trainees must ensure that the client provides **written consent** to authorise the use of the work for educational purposes. Trainees can use either the consent policy on placement or the University [Consent Forms](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/EtwyqAshkbNBl-N68eI_uQsBDrJnKLSGY9PInGjdBgsaWw?e=faQiSi). There are various consent forms available to suit the client (e.g., adult, child, accessible versions). If working remotely with a client, the relevant consent form should be completed and signed via email in the first instance. If this is not possible, the Trainee should discuss with their supervisor how to best record verbal consent.

Trainee’s supervisors must see the client’s signed consent form (or agreed to the verbal consent process for remote working) which can then be documented on the client’s medical record. Supervisors should also see a draft of the Trainees academic work to ensure the write-up is an accurate representation of the work completed. There is a [Supervisor Submission Form](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/EoSZ8RgGMipHoCTy5ya3YMsBxVRvnu7kfYDe8kO1EudqoQ?e=N4HMW6) for supervisors to sign to confirm this has happened.

When submitting the assignment (e.g. clinical practice report), Trainees should upload the signed supervisor form as a **separate document** which will evidence that consent was obtained and the write-up accurately portrays the work undertaken. The client consent form must **NOT** be submitted as this would constitute a confidentiality breach relating to Academic Integrity (see [Section 3.7](#Three_7)).

Please see the [BPS Practice Guidelines](https://www.bps.org.uk/guideline/bps-practice-guidelines-2017) for further information about obtaining informed consent.

6. Brief Guide to Clinical Placements for Supervisors

This section aims to provide a brief guide to clinical placements for Supervisors. This will include an overview of the placement process and useful strategies to support the Trainee to make the most of the opportunities on placement. It is essential that this guide is used in conjunction with the more detailed information in ‘[Section 5. Clinical Placements](#Five)’.

### Preparing for a Placement

* It is helpful to review the waiting list in advance to begin planning a suitable caseload for the Trainee. Trainees in their first or second year should have approximately **6 pieces of work** at any one time with the aim of accumulating **12 pieces of work** (both clinical and non-direct) by the end of the placement.
* It is beneficial to have a clear period of induction for the Trainee and also to put together some information regarding services, personnel, etc.
* Consider the practicalities of your placement such as desk space, telephone access, computer access, tea/coffee provision, admin requirements, parking, file and record keeping, etc. Previous Supervisors have shared that it is helpful to create an induction checklist for Trainees.
* Arrange for the Trainee to meet with members of the Multi-disciplinary Team (MDT) including any shadowing opportunities.
* Pre-book the Trainee on any relevant induction/in-house training courses.
* Trainees are encouraged to contact their Supervisor a month before the start of placement (or 2 weeks before for placement 1) to discuss any initial plans and also to make their Supervisor aware of their previous experience and learning needs.
* It is helpful to block out time in your diary to complete the [Initial Placement Contract](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/Ejq6eT5mGNpAhDHEW21MQGABtAL-jHkmjt_9lFxmLgLQ-w?e=dn9Mf0) with the Trainee, regular supervision slots, and arrange cover for supervision if you are away.
* It is helpful to reflect upon your own preferences and strengths as a Supervisor (including any supervision models), in preparation for supervision with the Trainee.
* Finally, familiarise yourself with ‘[Section 5. Clinical Placements](#Five)’ in the Programme Handbook.

### During the Placement

* Meet with the Trainee to complete the [Initial Placement Contract](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/Ejq6eT5mGNpAhDHEW21MQGABtAL-jHkmjt_9lFxmLgLQ-w?e=DCTrVA) within the first **two weeks** of placement. If this is the Trainee’s first placement or if you are a new Supervisor, the Trainee’s Tutor will also attend this meeting to provide support.
* Ensure the Trainee has the appropriate mix of work by reviewing the [Clinical Competencies for Training](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/Ehr3E3xdZAFLkEsgf155Bz0Bs0GiLN5CWE6vKhcl_ywiNw?e=dvcbaN). The Trainee’s Competency Log can also be used to monitor cases in supervision throughout the placement.
* The work on placement should be varied to include a range of training competencies. Information is provided here on ‘[What Constitutes a Piece of Clinical Work’](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/Ejq6eT5mGNpAhDHEW21MQGABtAL-jHkmjt_9lFxmLgLQ-w?e=dn9Mf0).
* Ensure you conduct at least 3 observations of the trainee during the placement (beginning, middle and end of placement). Two of these observations should include the use of a formal [observation tool](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/EnwyKxbAwPJLuA7XG0MzQ0oBpCBWnloVsZCLPQUkmZEt9A?e=Cmk1iu) (e.g. CTS-R, CSA-RF, SNAx, etc).
* Trainees should receive **one hour** of formal supervision each week as well as **two hours** of informal contact time with the supervisor. It is helpful if supervision times are arranged in advance (60 – 90 mins).
* The Tutor will liaise with you and the Trainee early in the placement to arrange a Mid-Placement Review to review goals from the initial placement contract.
* If the Trainee requests to take Annual Leave during placement days, this should be negotiated with you first. Once agreed, the Trainee’s leave card can be signed off by you.

### The End of Placement

* Remind the Trainee of the importance of leaving enough time for completing clinical work and paperwork towards the end of placement. It is recommended that the last week of placement does not involve any clinical work to support this.
* Arrange a suitable time/date to complete the [End of Placement](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/Ejq6eT5mGNpAhDHEW21MQGABtAL-jHkmjt_9lFxmLgLQ-w?e=n1fdgF) paperwork with the Trainee. If any concerns have arisen during the placement, you can also request for the Trainee’s Tutor or Clinical Director to be present for support.
* You must also sign the relevant section of the [Clinical Competencies Log](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/Ejq6eT5mGNpAhDHEW21MQGABtAL-jHkmjt_9lFxmLgLQ-w?e=n1fdgF) and the [Record of Placement Days](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/Ejq6eT5mGNpAhDHEW21MQGABtAL-jHkmjt_9lFxmLgLQ-w?e=n1fdgF) form.
* If the Trainee has written a Clinical practice report (or similar) during this placement, we request that supervisors read a draft version to ensure it is an accurate representation of their work, checked for confidentiality breaches, and have seen a signed client [Consent Form](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/EtwyqAshkbNBl-N68eI_uQsBDrJnKLSGY9PInGjdBgsaWw?e=Ab8fuX). This is verified by signing the [Supervisor Submission Form](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/EoSZ8RgGMipHoCTy5ya3YMsBxVRvnu7kfYDe8kO1EudqoQ?e=uleLx0).

### Raising a Concern

If you have any concerns about the Trainee or the placement – please do not hesitate to contact the Trainee’s Tutor or the Clinical Director. General enquires can also be directed towards our [Clinical Psychology Administrators](mailto:clinicalpsychology-fels@soton.ac.uk).

7. Programme Procedures

7.1 Student Support

Throughout training, Trainees have access to various sources of support such as their Tutor and Clinical Supervisor whilst on placement. In the first instance, it is recommended that they discuss any support needs with their Tutor who will be able to help signpost to appropriate services or staff.

There are also Accessibility Leads on the DClin Programme who will help consider if there are any reasonable adjustments, specific to Clinical Psychology Training, that may support Trainees to be at their best whilst undertaking academic work and on placement.

### Support Available via University

The University offers a wide variety of support for students who have disabilities, mental health problems or specific learning difficulties. This includes advice and support relating to studies throughout their time at the University:

* [Student Support & Wellbeing](https://www.southampton.ac.uk/edusupport/index.page) provide wellbeing support, disability support, dyslexia and study support, and recommendations for examinations/assignments.
* [Wellbeing support](https://www.southampton.ac.uk/edusupport/mental_health_and_wellbeing/index.page) can provide counselling, guided self-help and wellbeing chats 24/7 to explore options for support.
* [Disability support](https://www.southampton.ac.uk/edusupport/disability_support/index.page) might include how to access specific support (e.g. having an assessment for a specific learning difficulty), putting together a support plan to inform reasonable adjustments for assignments and academic work, and developing study skills with mentoring.
* [Study skills support](https://www.southampton.ac.uk/edusupport/study_support/one-to-one-study-support.page) can help Trainees with a specific learning difficulty to access drop-in support sessions and develop study skills whilst on training. The library also have an [Academic Skills Hub](https://library.soton.ac.uk/sash) to help the transition to higher education. [Assistive Technology](https://www.southampton.ac.uk/edusupport/study_support/ways_of_support/on-all-pcs.page) can also be downloaded onto University laptops to provide support for assignments.

The [Faith and Reflection Centre](https://www.southampton.ac.uk/chaplaincy/index.page?) provides opportunities for individuals to maintain and explore their faith and beliefs. Faith facilities on campus include the Faith and Reflection Centre and Muslim prayer room and there are a variety of faith-based student societies to join. These spaces can also be used as a space for quiet reflection in the midst of a busy academic life. Off campus, there are many other places of worship in the Southampton and Winchester areas that may be of interest.

The [Student Hub](https://www.southampton.ac.uk/studentservices/index.page) can also be a useful first point of contact for questions and concerns relating to financial support, accommodation, wellbeing, disability, careers and course administration.

The [Clarkson Rest and Study Room](https://sotonac.sharepoint.com/teams/StudentDisabilityandInclusionTeamSupport/SitePages/The-Clarkson-Rest-and-Study-Room.aspx?xsdata=%3D&sdata=TVVmT3ZwTTl3Q2w1ZmxDQzRvcWxKTjlON2hUdDluUE50WGhxWGhVekh5QT0%3D&ovuser=4a5378f9-29f4-4d3e-be89-669d03ada9d8%2Cmjh3n14%40soton.ac.uk&OR=Teams-HL&CT=1686051193053&clickparams=eyJBcHBOYW1lIjoiVGVhbXMtRGVza3RvcCIsIkFwcFZlcnNpb24iOiIyNy8yMzA1MDEwMDQyMiIsIkhhc0ZlZGVyYXRlZFVzZXIiOmZhbHNlfQ%3D%3D) is ​​​​​​a designated quiet space for students with disabilities or long-term health conditions in Building 6 (Nuffield Theatre).

There is a **Wellbeing Room** in Building 44, which is on Level 3, Room 3101 (inside the staff room 3099). The room is for both staff and students and contains a few wellbeing items, such as colouring books, a weighted blanket and fidget toys. The key to Wellbeing Room can be collected from the FOS team office, which is also on Level 3. This is a non- bookable space so that it can be used spontaneously. Please ensure you return the key and “Room in use” sign once you have finished using the room.

### Support Available via NHS Employer

Trainees can access the Employer Assistance Scheme offered via Somerset Foundation NHS Trust. This support can be accessed via their Line Manager.

The **Employee Assistance Programme** provides around the clock access to free, confidential, independent, professional information and support for employees. They offer online, face-to-face and telephone support by coaching and counselling where appropriate. Workplace Wellness covers a wide range of topics, including the following:

* Consumer rights and legal information – benefits, housing problems, tax credits, disability, neighbour disputes
* Debt management and budgeting – creditors, financial health checks
* Emotional support – poor work/life balance, illness, crisis, anxiety, loss, self-confidence, workplace pressure
* Family relationships – communication, marriage, co-habitation, coping with teenagers
* Health & wellbeing – problems sleeping, fitness, weight management, alcohol, nutrition
* Work and career issues - change, team dynamics, work overload, conflict

The Workplace Wellness team are expert and professional at helping to proactively identify, plan and manage life events helping you to stay in control, happy, healthy and fully focused on life and work. It is also available to family members.

Trainees can access the Employee Assistance over the phone 24/7 by calling the Helpline on 0800 032 9857.

### Buddy Scheme

When Trainees accept a place on the Programme, they are matched with another Trainee in the year above to act as their ‘buddy’. The buddy may provide support and advice before the Trainee starts and also during training. It is between the Trainee and buddy to decide how often they would like to meet.

### Mentor Scheme

Mentors are a source of guidance and support for Trainees that are distinct from Programme Staff and Placement Supervisors as they do not have an evaluative or employment function. Mentors only work with one Trainee per cohort (they may decide to mentor more than one trainee from different years) and should not be involved in providing supervision for the Trainee they mentor. The Programme will aim to avoid allocating a trainee to the same service as their mentor but if this is unavoidable, they are required to find a temporary alternative for the duration.

Mentors fulfil a range of functions for trainees, including advice and support on managing the demands of training, personal development, and careers advice. A trainnee can choose their own mentor (which must be outside of their placement base region) or the mentor allocations can also be made by the Programme team who will use the available information about Trainee as well as Mentors, to align as closely as possible according to region, experience and availability.

Trainees are asked to meet their Mentor once or twice per placement and they are entitled to ask their supervisor to approve an absence from placement to do so. However, a wide variety of mentoring arrangements exist. Trainees may meet their Mentors outside placement time or keep in touch via phone or email and we ask placement supervisors to give support to any reasonable request.

If a qualified practitioner psychologist is interested in becoming a mentor or has any questions about the scheme, please contact the [Clinical Psychology Administrators](mailto:clinicalpsychology-fels@soton.ac.uk).

### Support with Job Applications

When Trainees are applying for a job, it is always challenging to decide how to structure the application. There really is no right or wrong way to complete an application although it can be helpful to structure your application using the job/person specification headers to showcase experience rather than go placement by placement and listing skills.

The aim is always to demonstrate transferable skills in relation to the needs of the job that is being applied for and using concrete examples where appropriate. Please note that the Programme Team are not able to read applications as they really should come directly from the Trainee as the applicant.

The university has some useful resources for PGR students regarding [career support and application advice](https://sotonac.sharepoint.com/teams/PGRDevelopmentHub/SitePages/Career-%20support.aspx).

In terms of referees, Trainees should typically use their Tutor as the educational reference. The Programme’s dedicate Line Manager can also act as a referee if needed. Trainees should choose a clinical reference from an appropriate previous Placement Supervisors. It is important to seek permission from your chosen referees before applying for any posts.

7.2 Extensions & Special Considerations

Trainees should submit all assignments by the specific deadline indicted in the relevant timetable and within relevant course documentation and on [eAssignments](https://www.assignments.soton.ac.uk/restricted/Home.aspx). A delay in submitting coursework without a valid reason will result in an assignment being marked as ‘Failed’.

As a general rule, ‘Extensions’ are submitted prior to a deadline, whereas ‘Special Considerations’ are submitted following a deadline. Further details are provided below.

### Extensions

Should Trainees feel they have grounds for an extension and would like to request one, this needs to be discussed in advance with their Tutor. They must also complete the ‘[Extension Request for Assessment Form](https://forms.office.com/pages/responsepage.aspx?id=-XhTSvQpPk2-iWadA62p2PYShjFAnLJMmQN__JSaiKhUN0MxMVpOVFNZUEFVRVpCTllCVkpHRFdFViQlQCN0PWcu)’ **at least 48 hours before** the published deadline for this to be considered and Trainees will be informed of the outcome.

### Special Considerations

If Trainees have submitted work that they feel was affected by exceptional circumstances, they can submit a request for these to be taken into consideration. This also needs to be discussed with their Tutor to discuss the relevant factors and supporting information.

Trainees should submit a completed ‘[Special Considerations Request](https://forms.office.com/pages/responsepage.aspx?id=-XhTSvQpPk2-iWadA62p2PYShjFAnLJMmQN__JSaiKhUODk3SllVT0c3RDZFTERGUUNNMlJMRDlIUiQlQCN0PWcu)’ which includes any relevant documentation to the Clinical Psychology Administrators no more than **5 working days** after any assessment or deadline.

Further information about special considerations procedure can be found in the University of Southampton [Quality Handbook](https://www.southampton.ac.uk/quality/index.page).

Please note that if a Trainee would like to seek an extension or request special considerations for an applied research methods (RESM) assignment, they should discuss this with the relevant module lead and submit the relevant form to the Psychology Student Office ([psyc-studentoffice@soton.ac.uk](mailto:psyc-studentoffice@soton.ac.uk)).

### Appeals

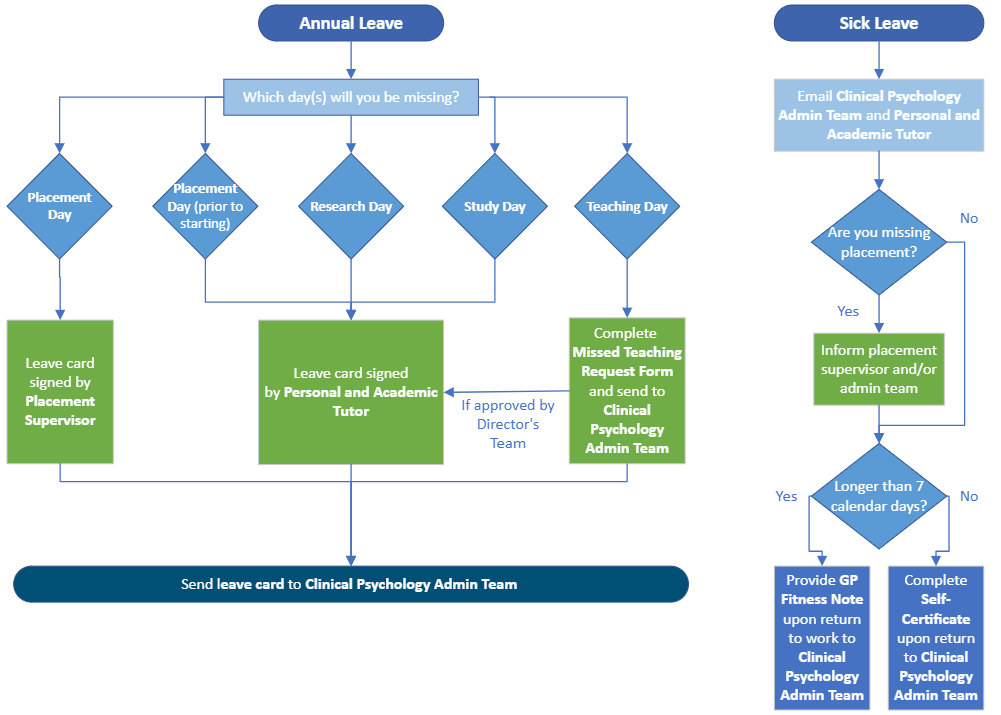
Once marks have been released for an assignment, Trainees would need to follow the [Regulations Governing Academic Appeals](https://www.southampton.ac.uk/about/governance/regulations-policies/student-regulations/appeals) if they believe that they have grounds to appeal against any academic decision made by the University.

### Suspending your Studies

Should a Trainee feel that they need to take some time out from their studies, they should first discuss this with their Tutor and Line Manager. Any requests for Suspensions/Extensions to Candidature or the Thesis, must be submitted through [PGR Manager](https://sotonac.sharepoint.com/teams/PGRManagerGuide/SitePages/Special-Considerations.aspx).

Once approved, this will involve being suspended from both their University studies and their NHS employment for the agreed period of time.

7.3 Absence Reporting & Requests



### Sickness

In the case of minor illness of up to seven days, Trainees should complete the ‘[Self-Certification Form](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/EjTdLetLZ2ZJl-xzGwcvQrMB76es3-xKgJJAdYQHE242sQ?e=EbQflE)’ and email this to the [Clinical Psychology Administrators](mailto:clinicalpsychology-fels@soton.ac.uk), as well as copying in their Tutor and Line Manager.

If a Trainee experiences any illness that might affect their studies, it is important that they inform their GP as well as their Tutor and Line Manager as soon as possible. If appropriate, their GP may inform their Tutor and the Line Manager that they are experiencing some health difficulties that may affect their academic and clinical performance. This will be done with their consent and may involve the details of their illness being withheld. However, Trainees are encouraged to carefully consider this as the Programme may be able to offer more individualised support if they are aware.

### Missed Teaching

UPDATE COMING SOON

7.4 Placement Documentation Process

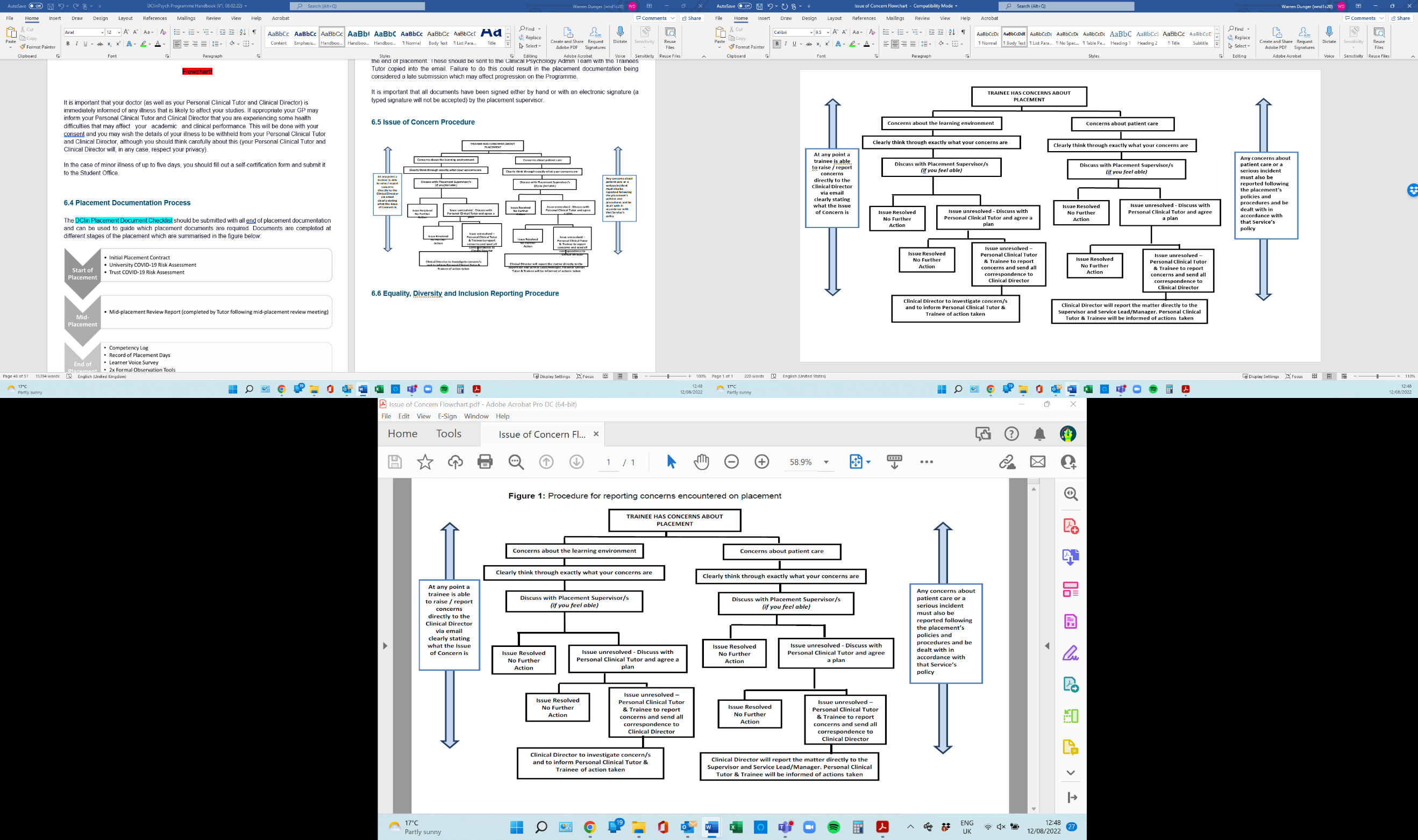
The [DClin Placement Document Checklist](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/Ejq6eT5mGNpAhDHEW21MQGABtAL-jHkmjt_9lFxmLgLQ-w?e=aS0WfH) should be submitted with all end of placement documentation and can be used to guide which placement documents are required. Documents are completed at different stages of the placement which are summarised in the figure below:



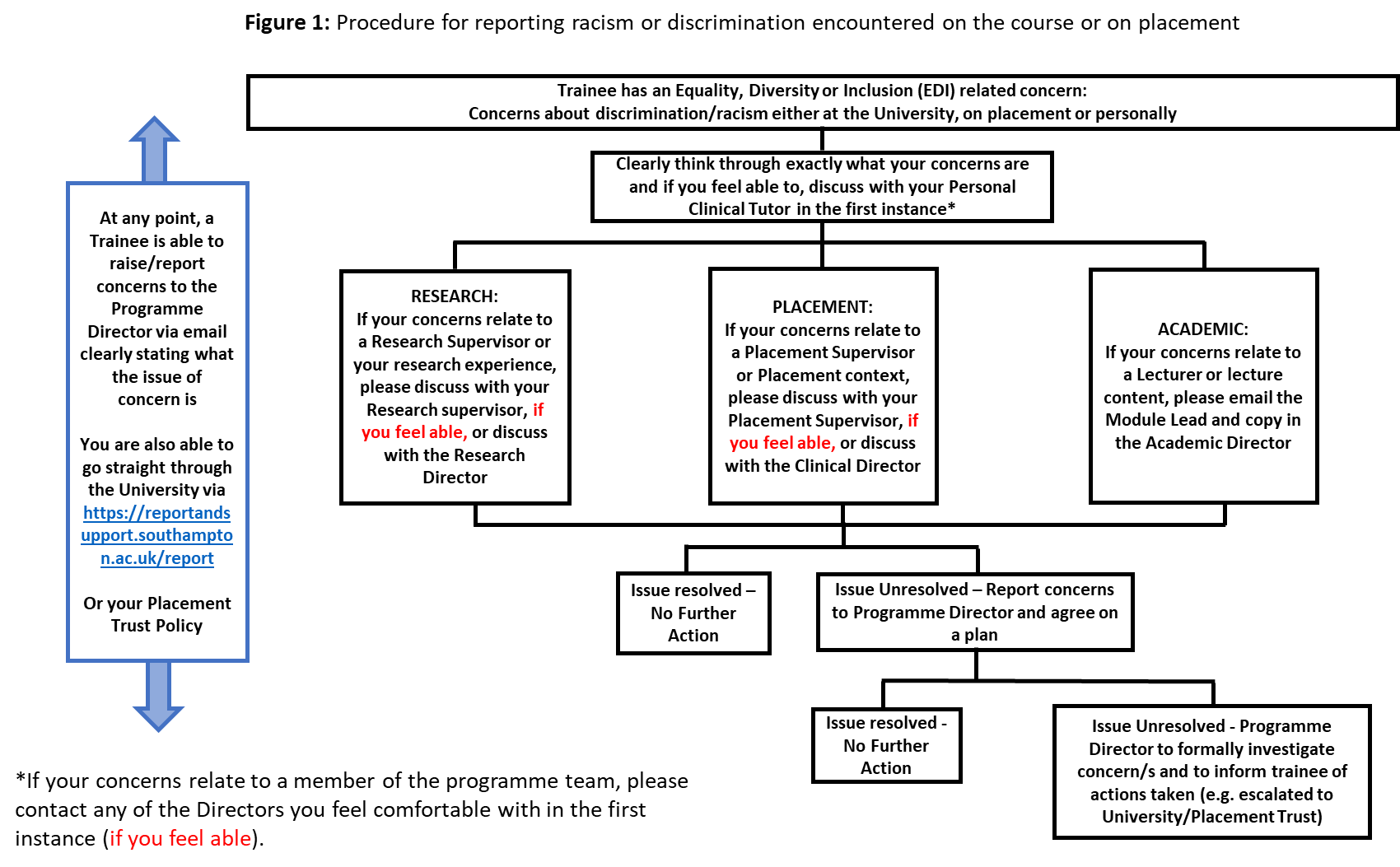
All placement documents must be **completed**, **signed,** and **submitted** via email within **two weeks** of the end of placement. These should be uploaded via e-Assignments. Failure to do this could result in the placement documentation being considered a late submission/failure which may affect progression on the Programme.

It is important that all documents have been signed either **by hand** or with an **electronic signature** by the placement supervisor. In exceptional circumstances, typed signatures will be accepted if accompanied by an email directly from the supervisor.

7.5 Issue of Concern Procedure



7.6 Equality, Diversity and Inclusion Reporting Procedure



7.7 Submitting Expenses

LogoEasy Expenses System (Updated February 2023)

Your expenses are claimed through the Somerset NHS Trust Expenses system, Easy System. They are then authorised by a member of the Programme Team.

**Web address:** <https://somerset.easy.giltbyte.com>

**Contacting the EASY System Support Team**: [EASY | Support information (giltbyte.com)](https://somerset.easy.giltbyte.com/support/)

When you are having a problem accessing or using the EASY system, and you have not found an answer in the [Frequently Asked Questions](https://helpdesk.giltbyte.com/en/support/solutions/articles/11000102314-frequently-asked-questions) article or the [EASY Documentation](https://somerset.easy.giltbyte.com/documentation/), you should use the following contact details to get in touch with the EASY System Support Team: [expenses@somersetft.nhs.uk](mailto:expenses@somersetft.nhs.uk)

Remember to include your **assignment number**, that you are a trainee clinical psychologist at the University of Southampton and a **screenshot** of any error messages that you get.

**Car insurance requirement:** You must ensure that your motor insurance policy covers **business use**. Proof of this will be requested.

### What can I claim for?

* Travel to and from university (whatever is the shortest route, either from your home or base).
* Travel to and from placements (whatever is the shortest route, either from your home or base).
* **N.B.** If you live outside of the region, you cannot claim from your home. If unsure, please discuss personal circumstances with line manager.
* Travel when on placement to ‘placement related’ activities. For example, a client visit or meeting.
* Parking when on placement related activities. For example, a client visit or meeting. This does not include parking at the placement.
* Milage / travel related to your thesis if it takes place **within the region**. Otherwise, this is costed and claimed from your R budget.

### What mileage do I use?

* “**Training mandatory**” should be used for journeys to and from University.
* **“Training mileage”** should be used for journeys to and from placement.
* **“Business mileage”** should be used when going on visits for placement related activity (i.e. to see a client / go to a meeting etc).

Please be **careful to choose** the correct wording above or your claims will be rejected, and you will need to change them.

**“Business mileage”** should be used when claiming for research related travel if it is within the region.

### When should I submit my claims?

Please aim to have your expense claims submitted by the **3rd of each month**. The closing date is the 5th, but if there are errors with your claim we cannot guarantee they will be authorised in time. Please only submit one claim a month unless this has been otherwise agreed.

### How long can I claim for?

You can only claim for the **past three months,** so please submit your claims in a timely way to ensure you are reimbursed. The Programme’s expectation is that you claim your expenses monthly.

### Adding a new car to the expenses system

Please add your vehicle to the expenses system, which will then be approved by a member of the Programme team.

### Travel by Public Transport

For any journeys by public transport, receipts should be retained and attached to your claim form. NB. Train fares must be second class; Taxis fares are not public transport and thus if used will only be reimbursed at the mileage rate (training miles - 28p per mile). Start and end location must be identified.

### Check your base

Please check your **base is correct** on the expenses system. Your base should **not be** the University but the **NHS site** you were allocated when you started training. If your base is shown as incorrect on the system, email the expenses system to request it is changed and cc in your line manager. [Expenses@somersetft.nhs.uk](mailto:Expenses@somersetft.nhs.uk)

### Change of home address

Login to the ESR System and update this here. This should also update the Expenses System.

### Isle of Wight placements

***Accommodation and ferry***: Hendrik’s hotel is now set up to directly invoice SFT for your accommodation meaning that there are no upfront payments required from you. In addition to this Hendrik has offered to book your ferry travel directly and will also be directly invoiced on your behalf.

***Food:*** You are allowed to claim up to **£15 a day** for food while on the island. Receipts should be uploaded to your expense claims.

### Who to contact if having difficulties?

Please email [clinpsychoogy-fels@soton.ac.uk](mailto:clinpsychoogy-fels@soton.ac.uk) with any queries and this will be directed to the appropriate person. Please remember the Programme team can only do the following:

* Authorise your vehicle
* Authorise, or reject, your expense claims.

We have no other powers, so any queries about the system or incorrect base information need to be reported via the **expenses team** - [**Expenses@somersetft.nhs.uk**](mailto:Expenses@somersetft.nhs.uk)We are always here to support any difficulties if they are not resolved by the expenses team in a timely manner.

7.8 Programme Boards, Year Groups & Trainee Representation

### Clinical Psychology Programme Boards

Whilst the DClin Programme Team is responsible for the day-to-day management of the Programme, the ‘Programme Board’ normally meets once per year and is concerned with quality issues, including strategic decisions about selection, placement provision and development, student evaluation and curriculum development. The minutes of the Programme Board are sent to the School of Psychology Programme Committee (SPC).

We are strong advocates of co-collaboration on the programme and ensure representation from all of our stakeholders at the Programme Board. This includes members of the Programme Team, Experts by Experience, Trainee Year Group Representatives, Clinical Psychologists representing local NHS services, employee and NHS commissioner representation, as well as Faculty and Library support.

There is also a subcommittee of the Programme Board called the ‘Placement Monitoring Group’ that reviews placement learning opportunities with local NHS providers. A second subcommittee is the ‘Academic Management Group’. This provides an opportunity for external lecturers to gain an insight and contribute to the academic components of the Programme, such as curriculum and assignments.

### Year Groups and Trainee Representation

Each cohort has two ‘Year Group Tutors’ who meet with the whole cohort once per academic year, prior to the Programme Board. These provide a forum for the cohort to share what has been going well, identify any difficulties, and begin to consider what might help. The Year Group Tutors may take issues to the Programme Team and will provide written feedback on how these have been actioned to the cohort. Higher-level issues may also be taken to the Programme Board by the Trainee Representatives for the year group.

Trainees’ have the opportunity to represent their cohort across various forums to ensure they have a voice on the Programme. The ‘Trainee Rep’ roles include:

* **Year Group Rep** – They provide representation for their cohort at the Programme Board. They may be asked to survey and communicate the opinion of their cohort on any matters arising, as well as provide reminders for completion of attendance and teaching feedback.
* **Placement Rep –** These reps attend the Placement Monitoring Group and gather feedback from their cohort on any placement-related matters and communicate this to the Programme.
* **Academic Rep** – They attend the Academic Monitoring Groups and gather feedback from their cohort on any placement-related matters and communicate this to the Programme.
* **Diversity Rep –** These reps champion equality, diversity and inclusion on the Programme and represent their cohort at the Diversity, Equality, Inclusion and Anti-Racism Meetings.
* **Technology Rep –** They provide a supporting role to external lecturers by helping them to log into University computers, set-up lecture recording software, and use of any other technology in teaching rooms.
* **Student Rep –** These Trainees represent their cohort and the DClin Programme at meeting in the wider School of Psychology and Faculty of Environmental and Life Sciences.
* **Social Rep –** The social rep supports the planning and organisation of social events which may be within their cohort as well as across cohorts and with Programme Staff. They attend the Social Committee Meetings on behalf of their cohort.

Trainee reps are encouraged to review the [DClin Programme Guidance and Tips](https://sotonac.sharepoint.com/:f:/t/DClinCalendars/Et9M2GGsaEFBupaskMGPYkUBeVi0aSK-d6FOm6CoiBythA?e=ldPLlV) for these roles, as well as University guidance on [Student Representation](https://sotonac.sharepoint.com/teams/PGRhandbook/SitePages/Student-community-and-representation.aspx).

7.9 Submitting Thesis Amendments

Following completion of the Viva, the examiners will agree upon an outcome (e.g. Award with Minor Amendments). An examiners joint report will be prepared and shared with the Trainee shortly after their Viva which will specify any amendments to be made. Depending on the degree of amendments (i.e. minor, modest) there will be a set period of time to address these and re-submit the thesis. The most common outcomes are summarised below:

|  |  |  |
| --- | --- | --- |
| **Award** | **Timescale to Submit Amendments** | **Approved by** |
| Awarded with Minor Amendments | 3 months | Internal examiner |
| Awarded with Modest Amendments | 6 months | Internal and external examiner |

See the [Regulations for Research Degrees and Higher-Level Doctorates](https://www.southampton.ac.uk/calendar/sectionv/index.page) for details about the examination process and specific outcomes

UPDATE PLANNED FOR USING PGR MANAGER

### Submitting Amendments and the Final Thesis

Below is a brief overview of the process for submitting amendments. Trainees are strongly advised to review [University Regulations](https://www.southampton.ac.uk/calendar/sectionv/index.page) for up-to-date information about addressing amendments for higher-level doctorates.

1. Complete the amendments as specified in the examiners joint report. It is important to make it clear to the examiners how their comments have been addressed (e.g. highlighted text, table of amendments, etc).
2. Supervisors should review the amendments and approve before submission.
3. The amended thesis should be sent to the Clinical Psychology Admin Team. This will then be sent to the examiner(s) for approval.
4. Once the examiners have approved the amendments, Trainees should then submit a ‘Final Thesis’ in order to be put forward for award. This will involve the following tasks:
   1. The submission of an electronic copy of the final thesis in PDF format. Further information on electronic submission and file formats can be accessed via the [Library website](http://library.soton.ac.uk/thesis). Signatures should not be included on the [Declaration of Authorship](https://www.southampton.ac.uk/quality/pgr/research_degree_candidature/completion.page?) form that is submitted with the electronic copy of the thesis.
   2. The [Permission to Deposit Thesis](https://www.southampton.ac.uk/quality/pgr/research_degree_candidature/completion.page?) form (signed by the Trainee and main supervisor). The Doctoral College will arrange for the signature of the Faculty Director of the Doctoral College.
   3. Trainees should submit their final thesis and the Permission to Deposit Thesis Form via email or electronically using Safe Send to the Clinical Psychology Admin Team.
   4. Research material that is part of a wider project must be handed over to the members of the research group and not left in personal file storage areas (e.g. My Documents, Office 365, Laptop hard drive, OneDrive for Business etc.) as it will be deleted. Otherwise, research data should be deposited in the Institutional Research Repository.
   5. Books and other resources that have been borrowed from the University Library should be returned to the Library. The Library service desk can provide details of all items recorded as being on loan which can be checked online.
5. All placement and other associated paperwork relating to the Programme must be completed (see [Section 7.10](#Seven_10)) and the University laptop returned before Trainees can be put forward for award.
6. When this has all been done, the Trainee will be able to progress to the appropriate Examination Board. The University Senate meet approximately every 4 weeks during term time to ratify awards. Please visit the [Awards and Certificates](https://www.southampton.ac.uk/studentadmin/awards/awards-certificates/index.page) website which gives all deadlines for approval of awards. Trainees must ensure that sufficient time is allowed for the Faculty Graduate School Office to process their award before the approval of award deadline.
7. After Senate has ratified their degree, the [certificate](https://www.southampton.ac.uk/studentadmin/awards/awards-certificates/degree-certificates.page) will be posted within 2 weeks to either the certificate address (CE) or permanent address (PM). Trainees should ensure these details are up to date on their student record via the [Self-Service](https://student-selfservice.soton.ac.uk/BNNRPROD/twbkwbis.P_WWWLogin) facility.
8. Trainees will be invited to attend the next graduation ceremony. It is important that the Graduation Office and the Faculty Graduate School Office are informed of any name or address change via [graduation@soton.ac.uk](mailto:graduation@soton.ac.uk); or for certificates, [certs@soton.ac.uk](mailto:certs@soton.ac.uk).

Whilst trainees are waiting for amendments to be approved, it is suggested that they use this time to complete other tasks, including:

* Get an ORCHID ID <https://library.soton.ac.uk/orcid> (this is used to identify and link the thesis and data)
* Ensure data has been destroyed and/or achieved depending upon what was agreed. Data should usually be deposited on PURE (see <https://library.soton.ac.uk/thesis/data>) but some Trainees may have an agreement that it would be stored elsewhere (e.g. by the supervisor / clinical service).
* Complete the [permission to deposit thesis form](https://www.southampton.ac.uk/quality/pgr/research_degree_candidature/completion.page?) and get it signed by the main supervisor. Trainees will need to decide whether to ‘embargo’ their thesis. This means it would be in the library but not made available to the public. Some Trainees decide to embargo their thesis because they intend to publish in a journal which will not accept papers that are available elsewhere. If considering an embargo, Trainees should be aware that most journals will now accept papers from theses in libraries (but check for the specific journal). The university no longer accepts people putting on an embargo by default, evidence must be provided (e.g. instructions for authors from a journal).
* Return all research equipment including any resources purchased with the RTSG grants (including unused copies of purchased questionnaires/measures which will be deposited in the test library for other students to use).

Trainees are also strongly encouraged to submit their research for publication once the final thesis has been submitted.

7.10 Rules for Progression, Awards and Programme Failure

### Examination Boards

The Programme has two Examination Boards each academic year; 1) The Exam Board (Progression) is the formal mechanism where all programme requirements for year 1 and year 2 trainees are reviewed and progression to the next year is considered. 2) The Exam Board (Awarding Body) ensures all trainees in their final year of training have successfully completed all course requirements and are suitable to be put forward to the University's Awards Committee for Award. It also addresses any issues arising from external examiner comments and formally responses to these.

### Yearly Progression Rules

To formally progress from one year to the next, trainees are expected to complete and pass all components within the respective year (i.e. academic, research and placement modules).

To pass an academic module, the following rules apply:

* A revised resubmission (capped at 50%) will be required where any assignment is considered a failure on first attempt.
* Only one resubmission of a new piece of work of any summative assignment is allowed and is capped at 50%.
* Failure of a resubmission and/or failure of all summative assignments within a module constitutes module failure.

Trainees are required to pass at least 50% of all credits in each year on their ‘first attempt’. As such, this is considered one of the grounds for programme failure. Yearly progression is considered ‘pending’ until the relevant Examination Board has formally reviewed and given approval.

### Awards

Candidates are put forward to be considered for [HCPC registration](https://www.hcpc-uk.org/registration/getting-on-the-register/uk-applications/uk-application-forms/) as a ‘Practitioner Psychologist’ when they are deemed to have:

* Passed all summative assessments
* Passed all clinical placements
* Submitted their final doctoral Thesis which has been ratified by the awarding Examination Board
* Received the Award of ‘Doctor in Clinical Psychology’ from the University

Successful completion of the Doctoral Training Programme confers the right to use the title ‘Dr’, but not to use the title ‘Clinical Psychologist’. This is protected under law and may only be used once registered with the HCPC. Completion of training entitles the candidate to apply for HCPC registration but does not guarantee acceptance.

### Programme Failure Rules

The Faculty will typically consider a candidate to have failed the programme on one or more of the following grounds:

* Failure to successfully complete all parts of the examination within **five years** of first registration, or by such a date as will have been agreed by the Board.
* Failure of **two** clinical practitioner placements on first attempt. Note that one placement failure will lead to a formal review with the Programme Directors where all aspects of the programme will be considered. A second placement failure will result in failure of the programme.
* Failure on **50% or more** of academic and research modules on first attempt in each year (excluding the thesis)
* A candidate failing the research thesis oral examination (viva voce) will be permitted to submit a revised thesis (including oral examination) for re-examination.
* In exceptional circumstances, such as gross misconduct or a serious breach of the Code of Conduct of the British Psychological Society, or if a clinical placement is terminated or suspended after disciplinary action, the Board reserves the right to fail a candidate without permitting re-entry.

All circumstances of discontinuation will be discussed at the relevant Examination Board and extenuating circumstances may be considered.

**Please note:** Programme Regulations always supersede the details within this handbook.

### Placement Failure Review Process

The Supervisor’s decision to fail a placement will be indicated on the End of Placement form. This constitutes a recommendation to the Programme Team. In this instance, it is the responsibility of the Clinical Director to notify the Programme Director and provide relevant placement paperwork plus any additional information from the Trainee or Supervisor about mitigating circumstances. The Trainee and Supervisor will be offered the opportunity to meet separately with the Clinical Director to discuss the placement feedback. The Trainee will be invited to bring an advocate and/or Tutor to this meeting.

The Programme Director will review all relevant information and will make a decision as to whether or not to uphold the Supervisor’s recommended outcome. The final decision about whether the placement has been failed (or indeed passed) will be ratified by the Exam board following a recommendation from the Programme Director and External Examiner as to whether the decision should be upheld.

If the Fail is upheld and there are special considerations that the trainee has requested be considered, these will be reviewed at a Special Considerations Meeting. The Programme Director will inform the External Examiner of the decision, provide evidence of the grounds on which this decision has been made, and inform them of any recommendations made by the Special Considerations meeting. The examiner will be asked to ratify the decision on behalf of the Examinations Board. The outcome will be reported at the next full Examinations Board.

The Trainee will be informed of the decision in writing within 30 days of the paperwork being distributed. If in exceptional circumstances this is not possible, the trainee will be informed accordingly. In the event of the Programme Director being unavailable, the Clinical Director will ask the Head of the Academic Unit to appoint another Programme Lead to oversee the process.

A Trainee may also receive a fail if they have completed insufficient days on placement as detailed on the Record of Placement Days form. In this case a similar process will be followed but the only aspect which will be considered will be the number of days completed. If the Programme Director and External Examiner are satisfied that this is less than the required minimum number of days, then the Examinations Board will receive a recommendation that the placement is failed, regardless of whether the quality of the work completed is judged to be satisfactory.

In the event that the decision to uphold a placement fail is upheld, the trainee would usually be required to repeat the placement (if this is their first fail), typically in a different placement. The Programme Team will decide on an appropriate plan and notify the External Examiner for that cohort. The Trainee should be given clear feedback about how to address any issues highlighted in the feedback on any subsequent placement.