Medical Sciences Divisional Board

Approved by Education Committee

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<th>Title of Programme/ Name of Regulation</th>
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<td>Doctor of Clinical Psychology</td>
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Brief note about nature of change:

Major changes to assessment requirements

Location of change

https://www.admin.ox.ac.uk/examregs/2018-19/dofclipsyc/

Effective date

For students starting from MT 2018
For first examination in 2018-19
Detail of change

GENERAL REGULATIONS

1. The Oxford Institute of Clinical Psychology Training shall have power, on behalf of the Medical Sciences Board, to admit Students for the Degree of Doctor of Clinical Psychology.

2. The Oxford Institute of Clinical Psychology Training shall make a return to the Registrar by the end of the first week of Michaelmas Full Term, showing the names of all persons admitted in that term as Students for the Degree of Doctor of Clinical Psychology, and the Registrar shall keep a register of such students.

3. The Medical Sciences Board shall have power, on the recommendation of the Oxford Institute of Clinical Psychology Training, to remove temporarily or permanently the name of a student from the register. This power shall include cases where students have been found under the procedures of the course and the Oxford Health NHS Foundation Trust guilty of gross misconduct or in breach of the Heath and Care Professions Council or the British Psychological Society's Code of Ethics and Conduct.

4. Students shall be admitted to the doctoral programme for a probationary period. The external examiner Board of Examiners shall conduct a formal mid-course review during the second half of the first half of the second year of the course (i.e. between eighteen twelve and twenty-four eighteen months after the commencement of the course). Candidates shall be required to complete successfully all elements of the work required before they are permitted to progress from the probationary period onto the second part of the course. Failure to meet mid-course requirements within 18 months of registration will usually result in withdrawal from the programme without award.

5. Subject to the provisions of clauses 3 and 4 above, students for the Degree of Doctor of Clinical Psychology may hold that status for a maximum of five years.

6. The Proctors shall be responsible for overseeing the proper conduct of the examinations for the Degree in Clinical Psychology. They shall have power to investigate any concern regarding the conduct of any candidate for the examination and to impose any penalty equivalent to that which may be imposed upon a member of the University in similar circumstances.

7. An appeal against a decision of the Board of Examiners for the Doctorate in Clinical Psychology must be made to the Complaints & Academic Appeals Panel of the Oxford Institute of Clinical Psychology Training in the first instance, through procedures laid down in the course handbook. A candidate who is dissatisfied with the decision of the Institute’s Complaints & Academic Appeals Panel may submit an appeal through the University’s Procedures for Handling Complaints (including Academic Appeals) laid down by the Proctors under section 22 of Statute IX. No procedures arising from a candidate’s status as employee or former employee of the Oxford Health NHS Foundation Trust may affect a decision of the examiners.
8. Should any Students for the Degree of Doctor of Clinical Psychology have access to University services and facilities, they will be required to observe the appropriate statutes, regulations, and/or rules governing the use of such services and facilities. The Proctors shall have power to investigate any alleged breaches of those statutes, regulations, and/or rules and to deal with the matter and impose any penalty equivalent to that which they would have been empowered to impose upon a member of the University in similar circumstances.

**Special Regulations**

1. Candidates shall follow a course of training in Clinical Psychology for a period of at least three years. The training shall consist of Clinical, Academic, and Research elements, and candidates will be required to demonstrate their competence in all three elements. The precise periods of training, and the amount of time to be spent on each element, will be notified to candidates by the Course Director prior to the commencement of the course.

2. Candidates shall be examined in all of the following ways:

   o **(a) Clinical Activity**

   Each candidate shall develop competence in five or six supervised clinical areas normally including the following:

   (i) Adult; (ii) Child; (iii) Intellectual Disabilities; (iv) Older People; (v) Specialist (to be chosen by the candidate in consultation with the course tutors, subject to the availability of appropriate supervision. Final year candidates will normally either develop competence in one (twelve month) or two (six month) elective areas).

   Candidates shall submit to the Board of Examiners an integrated clinical report on five of the above clinical areas. Normally, at least one report will concern clinical work which is other than individually based. Each report shall consist of not more than $6,000$ words including tables and diagrams but excluding references and appendices. Candidates shall also submit to the Clinical Tutor a notebook (Log Book) for each clinical area. The candidate’s supervisor in each clinical area shall complete, in consultation with the Clinical Tutor, an Evaluation of Clinical Competence (ECC). The Reports and ECC Forms (a minimum of five) shall be assessed as part of the examination. The notebooks shall be available to the examiners.

   o **(b) Academic Activity**

   Candidates shall be required to follow a programme of study, as prescribed by the Director of the Course, normally in each of the following areas:

   (i) Adult mental health; (ii) Children; (iii) Intellectual Disabilities; (iv) Older People; (v) Specialist teaching.
Candidates are required to submit an extended essay, a critical review and a professional consultancy in three of these areas. The essay shall not exceed 5,000 3,000 words including tables and diagrams but excluding references and shall be set by the course academic tutor team towards the end of Hilary Term of the first year on an academic topic from the working age adult teaching in the previous term, on a subject approved in advance by the Institute. One essay will take the form of a Critical Review.

(c) Research Activity

Candidates shall offer a research portfolio of between 12,000 and 18,000 words, including tables, diagrams, references and appendices, comprised of the following:

- (i) One service-related improvement project of approximately 4,500 between 3,000 and 5,000 words in length including tables and diagrams but excluding references and appendices. The project shall normally be carried out within a clinical context within the first two years of training and shall be of direct relevance to the clinical work.

- (ii) A research dissertation of between 15,000 and 25,000 words, including tables, diagrams, references, and appendices. The Research Dissertation shall consist of a research report of 3,000-5,000 words concerning a significant and substantial investigation with human participants which shall be of clinical relevance. The subject of the Research Dissertation Report must be approved in advance by the Institute. All candidates will be examined on the Dissertation viva voce.

- (iii) A systematic review of 3,000-7,000 words which may include theoretical work in a clinical subject. The subject of the systematic review must be approved in advance by the institute.

- (iv) A reflecting connective narrative of 1,000 words.

All candidates will be examined on the Dissertation research portfolio viva voce.

3. Candidates shall be required to satisfy examiners in each of the assessment units described in clause 2 above.

4. Guidelines on the preparation and submission of all written work will be updated annually as required and will be included in the Course Handbook.

5. Deadlines for the submission of all assessed work (i.e. including essay titles, essays, service-related service improvement projects, integrated clinical reports, critical reviews, dissertation research proposals and research reports dissertations) will be published annually by the Institute in the ‘Annual Course Syllabus Book’ at the start of the academic year. They will also be posted in the Course Office on the course VLE.
6. All material submitted for examination must be sent to the Chair of Examiners for the Doctorate in Clinical Psychology, c/o the Course Manager, Isis Education Centre, Warneford Hospital, Headington, Oxford. It shall be accompanied by a certificate signed by the candidate indicating that it is the candidate's own work, except where otherwise specified. In the case of the integrated clinical report, service-related project, and dissertation, this must be supported by a signed statement from the candidate's supervisor indicating that the material submitted is the candidate's own work. These certificates must be submitted separately in a sealed envelope addressed to the Chair of Examiners for the Doctorate in Clinical Psychology.

Explanatory Notes

The main rationale for these changes is to modernise the regulations, and to bring them more into line with Doctoral level study. As the programme of study is intended to prepare students for work post-qualification, there has been a shift to research assignments better suited to publications in appropriate peer review journals.

Currently regulations indicate that passing the mid-course review is required in order to progress to the second part of the course. However, there is no indication of the consequences of non-completion, so this has now been identified (i.e. withdrawal from the course).

With regards to the change of timings of the mid-course review, this is based on the premise that it corresponds to a DPhil upgrade, and is meant to establish that the student is capable of proceeding to the full doctorate. This currently takes place between eighteen months and two years; the change to between one and year eighteen months ensures that the important decision is taken in a timelier way (and has a better correspondence to other doctorates). It is also linked to the earlier start of the research approval process and the more substantial research commitment in the new requirements. It requires that all research proposals be fully approved, and key academic assignments are finished in a timely way, establishing the research competencies of student.

The three extended essays on academic topics are being replaced by an extended essay assessing clinical academic skills, a critical review assessing students' ability to evaluate research work, and a professional consultancy assessing students' ability to evaluate organisational issues. The previous relatively small service evaluation project is replaced by the service improvement project which is a more substantial piece of work focussing on a key research training skill, Quality improvement research. The systematic review (which can be a systematically conducted narrative review, meta-analysis or meta-synthesis) contributes to the dissertation by assessing critical skills in terms of published theoretical and research work. A connecting and reflective narrative is introduced to link the research components and to specify the professional and scientific relevance of the work. Word counts are being reduced to bring the work into line with Journal publication standards.