

SECTION 5: AIMS AND OBJECTIVES OF THE TEACHING PROGRAMME

The ultimate aim of postgraduate teaching is to foster and promote independent thinking, foster self-agency and ownership of one's learning and development whilst promoting a curious and respectful stance to learn with and from others. This will apply to all parts of the DClinPsy programme. Trainees are expected to participate actively in their own learning and to continue to develop their evaluative and critical faculties. They will be encouraged to assess and monitor their own learning to further their academic and professional development. Potential mechanisms to facilitate this include reflective seminars, contact with course tutors (through regular meetings, placement reviews and reviews of progress), professional development workshops, and trainee feedback to the course.

AIMS

All postgraduate programmes in the UCL Division of Psychology and Language Sciences aim to:

- educate students in systematic, scientific thinking about human beings and human problems;
- develop their ability and readiness to evaluate critically claims, theories and evidence in the human sciences;
- develop students' understanding of the impact of adversity on mental and physical health and psychological functioning;
- provide teaching that benefits from our position as a leading research department;
- encourage students to adopt leadership in directing their own learning and organising aspects of the curriculum.

OBJECTIVES

Students graduating from all postgraduate programmes in the UCL Division of Psychology and Language Sciences should:

- be able to communicate effectively in the professional or academic context for which they are being trained;
- be familiar with the methods of quantitative and/or qualitative data analysis used in their area of study;
- be able to locate, understand, evaluate and apply current research in their area of study;
- have gained skills in conducting a research project relevant to their professional goals, from planning to execution, analysis and report;
- have developed an awareness of professional, ethical and social issues relevant to professional practice for which they are being trained, and the institutional context in which this practice takes place;
- be able to reflect on their own and others' work and show leadership in taking forward insights and developments likely to benefit service users.

The Doctorate in Clinical Psychology aims to enable trainees to develop the academic, clinical and research skills needed to prepare them for practice as professional Clinical Psychologists, eligible to apply to the Health and Care Professions Council for registration as a Clinical Psychologist. On this basis, the programme aims:

1. To train candidates to be able to work as clinical psychologists with a wide range of clients and services in a range of settings having high priority within the NHS and other areas of public health provision. Upon qualification trainees should be committed to the core values of the profession including the reduction of psychological distress and enhancing and promoting psychological well-being through the systematic application of

psychological theory and evidence. Trainees will be committed to the view that all people have the same human value and the right to be treated as unique individuals and to anti-discriminatory practice.

2. To develop the skills, knowledge and values to form working alliances with individuals, carers and services. To carry out psychological assessment, formulation and interventions grounded in the best available psychological theories and evidence. To develop effective communication and professional skills to work with a variety of professionals, systems and non-specialists. Trainees will be able to demonstrate awareness and values reflecting an understanding of difference and diversity and the impact of adversity, and to work effectively, both directly and indirectly, with systems relevant to service users, including for example statutory and voluntary services, self-help and advocacy groups, user-led systems and other elements of the wider community.
3. To empower trainees to undertake original research that makes a scientific contribution through the collection of new knowledge. To promote an appreciation of the role of systematic research in the monitoring and improvement of clinical services in all areas of healthcare, as well as the contribution of more exploratory and qualitative approaches. To recognise the importance of working in partnership with experts by experience. To appreciate the importance of the profession continuing to develop its knowledge base; to monitor and improve the effectiveness of its work; to manage a personal learning agenda throughout one's career, including consideration of self-care; demonstrating critical reflection and self-awareness that promotes standards of practice and the transfer of knowledge and skills to new settings and problems.