

School of Life and Medical Sciences

Title of Programme: MSc Research in Clinical Psychology

Programme Code: HHMCLP

Programme Specification

This programme specification is relevant to students entering:
17 September 2018

Associate Dean of School (Academic Quality Assurance):
Stefanie Schmeer

Signature 

A programme specification is a collection of key information about a programme of study (or course). It identifies the aims and learning outcomes of the programme, lists the modules that make up each stage (or year) of the programme, and the teaching, learning and assessment methods used by teaching staff. It also describes the structure of the programme, its progression requirements and any programme-specific regulations. This information is therefore useful to potential students to help them choose the right programme of study, to current students on the programme, and to staff teaching and administering the programme.

Summary of amendments to the programme

Date	Section	Amendment

If you have any queries regarding the changes please email AQO@herts.ac.uk

Programme Specification MSc Research in Clinical Psychology

This programme specification (PS) is designed for prospective students, enrolled students, academic staff and potential employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the teaching, learning and assessment methods, learning outcomes and content for each module can be found in Definitive Module Documents (DMDs) and Module Guides.

Section 1

Awarding Institution/Body	University of Hertfordshire
Teaching Institution	University of Hertfordshire
University/partner campuses	College Lane
Programme accredited by	
Final Award (Qualification)	MSc
All Final Award titles (Qualification and Subject)	Research in Clinical Psychology
FHEQ level of award	7
Language of Delivery	English

A. Programme Rationale

The *MSc Research in Clinical Psychology* is designed primarily for UK (home) students who graduated in psychology and wish to become a clinical psychologist or to pursue a research career or a PhD in this area. The programme provides a comprehensive introduction to clinical psychology, with psychopathology, psychological assessment and psychological interventions as the core content areas. The research training covers both quantitative and qualitative research methods along with corresponding research designs that are of particular relevance for clinical psychology. Students are required to complete a Research Apprenticeship in a professional setting where they can develop relevant research skills under supervision and prepare a thorough proposal for their Research Project. An important overall aim of the programme is to strengthen the academic profile and especially the research competence of students wanting to apply for a place on the Doctorate in Clinical Psychology.

B. Educational Aims of the Programme

The programme has been devised in accordance with the University's graduate attributes of programmes of study as set out in [UPR TL03](#).

Additionally this programme aims to:

- *Generic aims:*
1. provide students with in-depth knowledge about current theories of psychopathology covering both dimensional and diagnostic approaches for conceptualizing, defining, observing and assessing behavioural and mental indicators of psychopathology.
 2. educate students in various types of quantitative and qualitative research in the area of clinical psychology, their methodological justification as well as criteria of validity to critically evaluate strengths and weaknesses of research proposals or published research.
 3. train students in a range of essential primary and secondary research skills required to conduct a novel piece of research in the area of quantitative as well as qualitative research at postgraduate level.
 4. provide students with thorough knowledge about different kinds of effective psychological interventions for the treatment or prevention of mental health and behavioural problems.

5. provide education about professional standards as well as training in a range of professional skills
6. enable students to produce a publishable piece of research through planning and conducting a research project and disseminating its findings and conclusions as a thesis.
7. familiarise students with the research process in clinical psychology through a Research Apprenticeship enabling students to acquire new research skills and competencies and to describe and reflect upon their experiences and insights during their apprenticeships.

C. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education (2016) have been used as a guiding framework for curriculum design.

Knowledge and Understanding:	Teaching/learning methods & strategies	Assessment
<p><i>Generic outcomes:</i></p> <p>A1 Principal aims of quantitative and qualitative types of research, their underlying methodology and typical use in the area of clinical psychology</p> <p>A2 Various criteria of validity and rigour for the critical appraisal of published quantitative and qualitative research</p> <p>A3 Various quantitative research designs, their main purpose and corresponding types of descriptive, exploratory and confirmatory statistical data analysis.</p> <p>A4 Methods of data collection in qualitative research and various methods for coding and interpreting textual data meeting standards of rigour for the analysis</p> <p>A5 Dimensional and diagnostic approaches to psychopathology as well as current multifactorial theories about causes and risk factors of psychopathology</p> <p>A6 Different types of psychological interventions and evaluations of their effectiveness</p>	<p>Acquisition of knowledge and understanding is through:</p> <ul style="list-style-type: none"> ▪ lectures (A1-A8), ▪ exercises and practicals in class (A2, A3, A4) ▪ seminars (A1-A3,A7,A8) ▪ workshops or small group work (A4, A7, A8) <p>Throughout, the learner is encouraged to undertake independent study both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject.</p> <p>Knowledge underpinning clinical skills and competencies will also be taught through specific workshops</p>	<p>Knowledge and understanding are assessed through:</p> <ul style="list-style-type: none"> ▪ examinations (A1,A2,A3, A5,A6, A8) ▪ research reports of statistical or qualitative data analysis (A3, A4) ▪ paper critique or essay (A3, A5, A6,A8) ▪ case formulation (A7, A8) ▪ an Apprenticeship Report (A1, A7, A8) ▪ the Research Project (A1 – A8)

<p>A7 Ethical principles underpinning the practice of clinical psychology and research</p> <p>A8 Different psychological methods of assessment and their strengths and weaknesses</p>		
<p>Intellectual skills:</p>	<p>Teaching/learning methods & strategies</p>	<p>Assessment</p>
<p><i>Generic outcomes:</i></p> <p>B1 Accurately explain key terms in quantitative and qualitative research methodology and their relevance in research in clinical psychology.</p> <p>B2 Formulate proper research questions and devise suitable research strategies depending on the nature of the research problem</p> <p>B3 Critically appraise published research, write a paper critique and a critical literature review.</p> <p>B4 plan, organise and effectively run a research project which meets professional standards and adheres to ethical guidelines</p> <p>B5 Effectively handle scientific software for research</p> <p>B6 Critically appraise the evidence base and the strengths and weaknesses of different models of assessment, intervention and psychopathology</p> <p>B7 Communicate complex psychological concepts in a manner appropriate to the audience</p>	<p>A range of intellectual skills are developed through methods and strategies outlined in section A, such as reasoning, discussion and writing skills. In addition, the following teaching methods are used:</p> <ul style="list-style-type: none"> ▪ B1 is practised in exercises and small group work during lectures and seminars. ▪ Training for B2 is offered through a workshop as well as a presentation session with feedback. ▪ B3 is developed by participating in seminar discussions and by giving an oral presentation. ▪ B4 and B7 are developed through the Research Apprenticeship ▪ B5 is taught in special workshops ▪ B4, B6, B7 are developed through special workshops and exercises in class <p>Throughout, the learner is encouraged to develop intellectual skills further by independent study</p>	<p>Intellectual skills are assessed through</p> <ul style="list-style-type: none"> ▪ B1, B3 are assessed through unseen examination papers and the literature review as part of the Research Project. ▪ B2 is assessed by the Research Project Proposal. ▪ B1, B2, B4 are assessed by the Research Apprenticeship Report ▪ B1 – B6 are assessed in association with the Research Project ▪ B6 is assessed through coursework essays ▪ B7 is assessed through the Project Proposal Presentation a
<p>Practical skills:</p>	<p>Teaching/learning methods & strategies</p>	<p>Assessment</p>
<p><i>Generic outcomes:</i></p> <p>C1 Write research proposals as well as research reports that include scientific tables and charts.</p>	<p>Practical skills are developed through a range of different teaching methods relating to the development of generic, research specific or clinical skills. These include:</p>	<p>Practical skills are assessed through Practical research skills are assessed through a range of methods:</p> <ul style="list-style-type: none"> ▪ specific type of coursework (C1 – C5)

<p>C2 Plan and execute an electronic literature search and manage the references using software</p> <p>C3 Develop, design and evaluate appropriate research instruments (e.g. questionnaires, interview guides)</p> <p>C4 Plan, organise and carry out various type of data collection and analysis meeting professional standards in research</p> <p>C5 Identify and access relevant treatment and practice guidelines</p> <p>C6 Effectively present, communicate and disseminate information and research findings</p> <p>C7 Administer and score a psychometric assessment</p>	<ul style="list-style-type: none"> ▪ Practicals and exercises in class (C2, C3, C4 C5, C6) ▪ Individual coursework with feedback (C1 – C4) ▪ Tutorials, small group work, seminar discussions (C4, C5, C7) ▪ Oral presentations (C6) ▪ Research Apprenticeship under supervision (C3-C4) 	<ul style="list-style-type: none"> ▪ seminar presentations (C6) ▪ workshop (C7) ▪ the Research Project Proposal (C1) ▪ the Research Project (C2, C3, C4, C6, C7) ▪ the Research Apprenticeship Report (C2, C3, C5, C6, C7)
<p>Transferable skills:</p>	<p>Teaching/learning methods & strategies</p>	<p>Assessment</p>
<p><i>Generic outcomes:</i></p> <p>D1 Communicate and discuss ideas effectively.</p> <p>D2 Use information technology effectively.</p> <p>D3 Manage time and work to deadlines.</p> <p>D4 Articulate a well-presented argument.</p> <p>D5 Study independently.</p> <p>D6 Contribute constructively to teamwork in a research setting.</p> <p>D7 Liaise effectively with professional colleagues</p> <p>D8 Evaluate and reflect on their own performance</p>	<p>Transferable skills are particularly developed through the Research Apprenticeship. Further opportunities to promote transferable skills within the programme are as follows:</p> <ul style="list-style-type: none"> ▪ D1, D4 are developed through seminar discussions and individual presentations. ▪ D2 is developed through specific and generic training sessions and feedback to written coursework. ▪ D3, D6, D7 are developed through the Research Apprenticeship ▪ D5, D8 are developed through feedback and supervision <p>Throughout, the learner is encouraged to develop transferable skills by maintaining a record of evidence and completing a personal development plan.</p>	<p>Transferable skills are assessed through the following methods</p> <ul style="list-style-type: none"> ▪ the Research Apprenticeship Report (D1 – D8) ▪ assessment form with feedback from supervisor (D8)

D. Programme Structures, Features, Levels, Modules, and Credits

The *MSc Research in Clinical Psychology* programme is offered in full-time mode over one year and part-time mode over two years. Entry is at Masters level 7, and a 2.1 BSc degree in Psychology is an entry requirement. Psychology degrees awarded from overseas universities must be of an equivalent standard. Intake is once a year for semester A beginning in September.

Professional and Statutory Regulatory Bodies

n/a

Work-Based Learning, including Sandwich Programmes

n/a

Programme Structure

The programme structure and progression information below (Table 1a and 1b) is provided for the award. Any interim awards are identified in Table 1b. The Programme Learning Outcomes detailed above are developed and assessed through the constituent modules. Table 2 identifies where each learning outcome is assessed.

Table 1a Outline Programme Structure

Table 1a: Core teaching areas of the programme and their dedicated taught modules

Discipline related knowledge	Research training	Clinical skills and competencies
Psychopathology	Research Methods and Data Analysis in Clinical Psychology	Professional Clinical Skills
Psychological Assessment	Qualitative Research Methods in Clinical Psychology	
Psychological Interventions	Research Apprenticeship in Clinical Psychology	

Programme Structure for the MSc Research in Clinical Psychology

In *Semester A*, students take two discipline related knowledge modules (i.e. Psychopathology and Psychological Assessment) and also the double module Research Methods and Data Analysis in Clinical Psychology, which forms the foundation of the research training of the programme. In *Semester B*, they take Psychological Interventions which is another discipline related knowledge module. In addition, they have to complete two specialist research training modules (i.e. Qualitative Research Methods in Clinical Psychology and a Research Apprenticeship in Clinical Psychology) as well as one module (i.e. Clinical Skills) providing professional training and education in relevant practitioner skills and competencies. Finally, in *Semester C*, students work on their Research Project under individual supervision over the summer and submit it at the beginning of September. This programme has no option modules.

Part-time students on the MSc in Research in Clinical Psychology negotiate the programme at a slower pace, but otherwise follow the same pattern of progression. In their first year, they are required to select in semester A Research Methods and Data Analysis in Clinical Psychology if they want to complete their Research Apprenticeship in Clinical Psychology over the summer between their 1st and 2nd year of study. Also, they would normally complete Clinical Skills in their 2nd year, unless they have sufficient prior knowledge in the area of psychopathology and psychological assessment. Part-time students need the approval from the Programme Leader for the selection of modules for their 1st and 2nd year.

MSc Research in Clinical Psychology

Mode of study Full-time; Part-time

Entry point Semester A

List of Modules for the MSc Research in Clinical Psychology

Compulsory Modules Module Title	Module Code	Credit Points	Language of Delivery	% Examination	% Coursework	% Practical	Semesters
Psychopathology	7PSY1021	15	English	50%	50%	0	A
Research Methods and Data Analysis in Clinical Psychology	7PSY1022	30	English	50%	50%	0	A
Psychological Assessment	7PSY1023	15	English	50%	50%	0	A
Psychological Interventions	7PSY1024	15	English	50%	50%	0	B
Professional Clinical Skills	7PSY1025	15	English		100%	0	B
Qualitative Research Methods in Clinical Psychology	7PSY1028	15	English		100%	0	B
Research Apprenticeship in Clinical Psychology	7PSY1029	15	English		100%	0	AB
Research Project in Clinical Psychology	7PSY1031	60	English		100%	0	BC

The award of an MSc requires 180 credit points passed at level 7, including the Research Project in Clinical Psychology (7PSY1031).

Table 1b Final and interim awards available

The programme provides the following final and interim awards:

Final Award	Award Title	Minimum requirements	Available at end of (normally):	Programme Learning Outcomes developed (see above)
Masters	Masters in Research in Clinical Psychology	180 credit points at level 7 (see Table above)	3 Semesters	All programme learning outcomes (see Table 2a)
Interim Award	Award Title	Minimum requirements	Available at end of Level	Programme Learning Outcomes developed (see above)
Postgraduate Diploma	Postgraduate Diploma in Research in Clinical Psychology	120 credit points at level 7 excluding 7PSY1031	2 Semesters	All programme learning outcomes except B3 (see Table 2a)
Postgraduate Certificate	Postgraduate Certificate in Research in Clinical Psychology	60 credit points at level 7 including 7PSY1021 and 7PSY1022	2 Semester	A1 to A5; B1 to B3, B5, B6; C1, C2, C5, C6; D1, D2, D4, D5

Masters awards can be made "with Distinction" or "with Commendation" where criteria as described in [UPR AS14](#), Section D and the students' handbook are met.

Programme-specific assessment regulations

The programme is compliant with the University's academic regulations (in particular, [UPR AS11](#), [UPR AS12/UPR AS13](#) (*delete as applicable*) and [UPR AS14](#)) with the exception of those listed below, which have been specifically approved by the University:

All modules associated with a final award (see Table 1d) must be passed. Compensation for failed modules is not permitted.

E. Management of Programme & Support for student learning

Management

The programme is managed and administered through:

- The Head of Department, the Dean of School and the Associate Dean (Academic Quality Assurance)
- A Programme Leader who is responsible for the day to day management of the programme as well as marketing, recruitment and admission
- A designated Programme Administrator to deal with day to day administration associated with the programme
- Module Leaders who are responsible for individual modules
- A programme committee, the membership of which includes the Programme Leader, Module Leaders, Student Representatives

Support

Students are supported by:

- An intensive induction week and a review session in statistics at the beginning of the academic session
- A Programme Leader to help students understand the course structure and assessment regulations; the Programme Leader is also responsible for pastoral care
- Postgraduate teaching facilities equipped with computers and printers
- Detailed module guides
- Student representatives on programme committees
- A designated programme administrator
- StudyNet, a versatile on-line inter-active intranet and learning environment
- Attractive modern study environments in a Learning Resources Centre
- Office of Dean of Students, incorporating Chaplaincy, Counselling and nursery
- Disabled Student Co-ordinator
- Accommodation for postgraduates
- A Medical centre
- A Careers & Placements Service

F. Other sources of information

In addition to this Programme Specification, the University publishes guidance to registered students on the programme and its constituent modules:

- A Programme (or Student) Handbook;
 - A Definitive Module Document (DMD) for each constituent module;
 - A Module Guide for each constituent module.
-
- University of Hertfordshire Course website:
<http://www.herts.ac.uk/courses/>
 - QAA Benchmark Statement website: <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements>
 - Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2014):
<http://www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=2843#.WNqoW002xpg>
 - SEEC Credit Level Descriptors for Further and Higher Education 2016: <http://www.seec.org.uk/wp-content/uploads/2016/07/SEEC-descriptors-2016.pdf>
 - External Quality Review report website:
<http://www.qaa.ac.uk/reviews-and-reports>
 - University of Hertfordshire Academic Quality Office website:
(StudyNet → Staff → Department Lists → Academic Quality Office)
 - Structure & Assessment Regulations - Undergraduate & Taught Postgraduate Programmes, UPR AS14:
<http://sitem.herts.ac.uk/secreg/upr/AS14.htm>
 - Learning and Teaching Policy and Graduate Attributes, UPR TL03:
<http://sitem.herts.ac.uk/secreg/upr/TL03.htm>
 - Admissions - Undergraduate & Taught Postgraduate Students, UPR SA03:
<http://sitem.herts.ac.uk/secreg/upr/SA03.htm>
 - Academic Quality, UPR AS17:
<http://sitem.herts.ac.uk/secreg/upr/AS17.htm>
 - Index of UPRs for students:
http://sitem.herts.ac.uk/secreg/upr_azlist_info.htm
 - Information on Programme and Module External Examiners
<http://www.studynet1.herts.ac.uk/ptl/common/studentcentre.nsf/Teaching+Documents/184A221E5EECA6B780257A5C00250BA9?OpenDocument>

The [Herts Handbook](#) is an introduction to the academic, social, cultural and sporting services and opportunities available at the University of Hertfordshire, and includes the Student Charter and Student Code of Conduct.

As a condition of registration, all students of the University of Hertfordshire are required to comply with the University's rules, regulations and procedures. These are published in a series of documents called 'University Policies and Regulations' (UPRs). The University requires that all students consult these documents which are available on-line, on the UPR web site, at: <http://www.herts.ac.uk/secreg/upr/>. In particular, [UPR SA07](#) 'Regulations and Advice for Students' Particular Attention - Index' provides information on the UPRs that contain the academic regulations of particular relevance for undergraduate and taught postgraduate students.

The UK Quality Assurance Agency for Higher Education (QAA) has confirmed the quality and standards of provision at the University of Hertfordshire. A key part of QAA's role is to review and report on how universities maintain their academic standards and quality, to inform students and the wider public. The team of QAA reviewers visited the University of Hertfordshire in 2015/16 and judged that its academic standards, the quality and enhancement of its students' learning experience, and the quality of information about this learning experience all meet UK expectations. In other words, the University meets national requirements for standards and quality. The QAA's report can be accessed at: <http://www.qaa.ac.uk/reviews-and-reports>

G. Entry requirements

The normal entry requirements for the programme are:

MSc Research in Clinical Psychology

The entry requirement for this programme is a minimum 2.1 BSc Honours Psychology (or an equivalent degree from an overseas university). It should be noted that applicants whose first degree does not carry accreditation from the British Psychology Society and/or who are from outside the EEC will be considered but must be cognisant of the conditions of eligibility for future training in clinical psychology in the UK. For example, at present, access to professional training on the Doctorate in Clinical Psychology is restricted to UK residents only meeting specific entry conditions.

The programme is subject to the University's Principles, Policies and Regulations for the Admission of Students to Undergraduate and Taught Postgraduate Programmes (in [UPR SA03](#)), along with associated procedures. These will take account of University policy and guidelines for assessing accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL).

If you would like this information in an alternative format please contact: Jodie Berry, Student Administrator, j.berry3@herts.ac.uk

If you wish to receive a copy of the latest Programme Annual Monitoring and Evaluation Report (AMER) and/or the External Examiner's Report for the programme, please email a request to aqo@herts.ac.uk

MSc Research in Clinical Psychology

Table 2: Development of Intended Programme Learning Outcomes in the Constituent Modules

This map identifies where the programme learning outcomes are assessed in the constituent modules. It provides (i) an aid to academic staff in understanding how individual modules contribute to the programme aims (ii) a checklist for quality control purposes and (iii) a means to help students monitor their own learning, personal and professional development as the programme progresses.

		Programme Learning Outcomes (as identified in section 1 and the following page)																													
		Knowledge & Understanding								Intellectual Skills							Practical Skills							Transferable Skills							
Module Title	Module Code	A1	A2	A3	A4	A5	A6	A7	A8	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7	D8
Psychopathology (A, 15)	7PSY1021		x			x									x			x				x		x	x		x				
Psychological Assessment (A, 15)	7PSY1023		x						x						x			x					x	x	x		x				
Psychological Interventions (B, 15)	7PSY1024		x				x								x							x		x			x				
Research Methods and Data Analysis in Clinical Psychology (A, 30)	7PSY1022	x	x	x						x	x			x			x	x				x	x		x				x		
Qualitative Research Methods (B, 15)	7PSY1028	x	x	x	x					x	x			x								x	x	x	x		x				
Research Apprenticeship in Clinical Psychology (AB, 15)	7PSY1029	x							x	x			x			x	x	x	x	x	x	x	x	x		x	x	x	x	x	x
Professional Clinical Skills (B, 15)	7PSY1025								x						x	x							x	x							x
Research Project in Clinical Psychology (BC 60)	7PSY1031	x	x	x	x	x			x		x	x	x	x	x	x	x	x	x	x		x		x	x	x	x	x			

KEY TO PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

- A1. Principal aims of quantitative and qualitative types of research, their underlying methodology and typical use in the area of clinical psychology
- A2. Various criteria of validity and rigour for the critical appraisal of published quantitative and qualitative research
- A3. Various quantitative research designs, their main purpose and corresponding types of descriptive, exploratory and confirmatory statistical data analysis.
- A4. Methods of data collection in qualitative research and various methods for coding and interpreting textual data meeting standards of rigour for the analysis
- A5. Dimensional and diagnostic approaches to psychopathology as well as current multifactorial theories about causes and risk factors of psychopathology
- A6. Different types of psychological interventions and evaluations of their effectiveness
- A7. Ethical principles underpinning the practice of clinical psychology and research
- A8. Different psychological methods of assessment and their strengths and weaknesses

Practical Skills

- C1. Write research proposals as well as research reports that include scientific tables and charts
- C2. Plan and execute an electronic literature search and manage the references using software
- C3. Develop, design and evaluate appropriate research instruments (e.g. questionnaires, interview guides)
- C4. Plan, organise and carry out various type of data collection and analysis meeting professional standards in research
- C5. Identify and access relevant treatment and practice guidelines
- C6. Effectively present, communicate and disseminate information and research findings
- C7. Administer and score a psychometric assessment

Intellectual Skills eg

- B1. Accurately explain key terms in quantitative and qualitative research methodology and their relevance in research in clinical psychology
- B2. Formulate proper research questions and devise suitable research strategies depending on the nature of the research problem
- B3. Critically appraise published research, write a paper critique and a critical literature review.
- B4. The ability to plan, organise and effectively run projects meeting professional standards and adhering to ethical guidelines
- B5. Effectively handle scientific software for research
- B6. Critical appraisal of the evidence base and of the strengths and weaknesses of different models of assessment, intervention and psychopathology
- B7. Communicate complex psychological concepts in a manner appropriate to the audience

Transferable Skills

- D1. Communicate and discuss ideas effectively.
- D2. Use information technology effectively.
- D3. Manage time and work to deadlines.
- D4. Articulate a well-presented argument.
- D5. Study independently.
- D6. Contribute constructively to teamwork in a research setting.
- D7. Liaise effectively with professional colleagues
- D8. Evaluate and reflect on their own performance

Section 2

Programme management

Relevant QAA subject benchmarking statements

Psychology

Type of programme

Taught postgraduate

Date of validation/last periodic review

March 12

Date of production/ last revision of PS

March 2017

Relevant to level/cohort

Level 7 entering September 2018

Administrative School

School of Life and Medical Sciences

Table 3 Course structure

Course details					
Course code	Course description				JACS
HHMCLP	MSc Research in Clinical Psychology				C840
Course Instances					
Instances code	Intake	Stream	Instances Year	Location:	Mode of study
MRCP1F-1	A	MSc Research in Clinical Psychology	1	Hatfield	Full-time
MRCP1F-2	A	MSc Research in Clinical Psychology	1	Hatfield	Full-time
MRCP1P-1	A	MSc Research in Clinical Psychology	1	Hatfield	Part-time
MRCP1P-2	A	MSc Research in Clinical Psychology	1	Hatfield	Part-time
MRCP2P-1	A	MSc Research in Clinical Psychology	2	Hatfield	Part-time
MRCP2P-2	A	MSc Research in Clinical Psychology	2	Hatfield	Part-time