

RATING CRITERIA - 2020 ENTRY HOME/EU & INTERNATIONAL APPLICANTS

Academic Qualifications: points are awarded for each and for postgraduate qualifications are **additive to a maximum of 3.**

1) Undergraduate degrees

- 0** - 2.2 or 3rd class honours degree*
- 1** - 2.1 honours degree **60.0 – 64.9%**
- 2** - 2.1 honours degree **65.0 – 69.9%**
- 3** - 1st Class honours degree

2) Postgraduate degrees

- 0** - No postgraduate degree or if PG degree is a Conversion degree
- 1** - Master's degree (taught or by research)
- 2** - PhD/DPhil

N.B –

- * Points awarded for postgraduate study are additive; maximum score for undergraduate degrees is 3; maximum score for postgraduate degrees is 3**
- * The PGR office compares international degree classification to UK degrees**
- * Only code completed degrees in this section**
- * If person has more than one Master's degree, code as if they have only one**
- * If person has Master's degree and PhD code both (Max score for section 2 is 3)**
- * Please see crib sheet if person has a 2.1 but not specifically classified as upper/lower class**

*** If an applicant has a 2.2 they will be considered if they have successfully completed a postgraduate course either at:**

- PhD or DPhil
- A Masters where the research component would normally be at least 50% of the course (e.g. a Masters by Research)

Applicants who have previously been registered for, but not passed, a postgraduate training course in a relevant area of psychology or therapy training will not be eligible for the Course.

For candidates with a Conversion course degree or PG Diploma they are scored on their original undergraduate degree classification. Guidance is given on scoring applicants who have completed Conversion courses (crib sheet point 1e) though this is unlikely to be applicable to international applicants.

Sections 3 and 4

SECTION 3 and 4: Please read this before coding Quality of Clinical and Research Experiences

The basic principle for Sections 3 and 4 is that research and clinical experiences should NOT be double counted as both clinical AND research experiences. To avoid this, at this point please ensure all past relevant experiences (both employment and academic) are categorised EITHER as 'clinical' OR 'research', and each experience only contributes to the rating for EITHER Q3 OR Q4. This will mean Section 3 or Section 4 should be scored 0 if the person only has one 'type' of experience.

See Crib Sheet for further details about coding undergraduate experience and incomplete research degrees.

3) Quality of Clinical Experiences

Consider the quality of the experience and how the applicant has applied the knowledge gained. Please note you are rating quality rather than quantity; there is no minimum length of experience required.

* We know that the range of opportunities to gain direct "relevant experience" varies according to the opportunities available to applicants, which in turn may be affected by their social and economic background. Therefore, please consider a wide range of relevant experience. Also please be aware that the type of experience available varies significantly between countries.

Use the 6-point Likert Scale to rate the overall quality. The following are examples to guide your judgement of what we are looking for.

Do not score points for each point; we are asking for an overall assessment based on your judgement of the quality of the experience(s).

- Has the applicant made/taken opportunities to gain a range of relevant experience that will prepare them for clinical training?
- How has the applicant made use of the range of their relevant experience in order to prepare themselves to be ready for clinical training? Have they been able to make contact with a Clinical Psychologist as part of their preparation?
- Is there evidence of a commitment to improving the quality of others' lives, of making a difference to secure this?
- Have they shown an awareness of models used to understand clinical problems?
- Have they demonstrated an appreciation of the importance of evidence-based practice and interventions?
- Is there evidence of awareness of application of relevant NHS values e.g. 'everyone counting', and acknowledgement of difference, diversity and social inclusion?
- Have they shown evidence of their ability to reflect on their relevant experiences, and of a compassionate and respectful approach to their experience?
- Is there reflection on other relevant life experience that might contribute to their training potential and suitability (e.g. other health care qualifications, teaching qualification, voluntary sector work, management experiences, parenting, social or economic disadvantage, lived experience - though what they make of it not just by virtue of having had that experience)?

Clinical Experience



4) Quality of Research Experiences

N.B. – Please see note above. This section should only be coded for ‘separate’ research experiences. The key here is not to double count.

*** Whilst non-clinically relevant research experiences may be coded under this section (e.g. research involving only animals) the focus remains on the way in which the research has helped develop skills in research relevant to the role of Clinical Psychologist. Such experiences alone would not typically receive a high score.**

Consider the quality of the experience and how the applicant has applied this knowledge. Please note you are rating quality rather than quantity; there is no minimum length of experience required.

*** The range of opportunities to gain “research experience” may be different for international applicants therefore a broad range of relevant experience may be considered.**

Use the 6-point Likert Scale to rate the overall quality. Use the following guidelines to guide your judgement. Do not score points for each comment below; we are asking for an overall assessment based on your judgement of the quality of the experience(s).

- Does the applicant have research experience in addition to that obtained in their first degree, and that obtained within the context of a separate “clinical” role?
- Are their research experiences of relevance to the role of a Clinical Psychologist, and do they convincingly present this?
- Are their research experiences translatable to a role as trainee Clinical Psychologist?
- Is there evidence of potential research skills that facilitate the ability to study at a PGR level?
- Is there evidence of additional scholarly activity, e.g. do they have any peer-reviewed publication/s or practitioner reports?
- Have they contributed to conference oral or poster presentations? Were any of these as a lead author?
- Do they show an understanding of the relevance of research – i.e. to guide clinical practice and shape the ongoing development of the profession?
- Is there an interest in the application of psychological theory and psychological science to understanding problems?

Research Experience



5) Expectations of training and alignment with core NHS values

N.B. This rating is designed to assess whether applicants demonstrate some knowledge of clinical psychology training, the system they will be training and working in, and the roles that Clinical Psychologists play in this. Evidence of working to NHS values is an important consideration. The principles enshrined in the NHS values* may be expressed by candidates in their general values and ethos even where applicants are naïve to NHS values. We are selecting candidates who have the values and ethos to enable them to function as professional and effective clinicians in the NHS.

- 0** - Does not provide evidence of realistic expectations of clinical psychology training and does not demonstrate an understanding of the potential for Clinical Psychologists to have a broadly-based role. Lacks any knowledge of NHS context.
- 1** - Demonstrates some knowledge of clinical psychology training and of some aspects of the role of the Clinical Psychologist. Expresses appropriate values and ethos in answer. Stronger applicants may express NHS values explicitly. All applicants should appreciate the importance of these principles.
- 2** - Clear expectations regarding clinical psychology training and understanding of the potential for different aspects of the role of the Clinical Psychologist. Demonstrates the importance of NHS values and a willingness to work to these.

*** Please see crib sheet which includes definitions of NHS values.**

6) Overall Quality of Application and indication of Motivation

N.B. The presentational and organisational aspects of the application form are considered here. It is important to recognise that international applicants are unlikely to have access to the same resources for reviewing their application as home students.

- 0** - Overall a poor quality application; the capacity, ability or motivation to train as a Clinical Psychologist is not evidenced.
- 1** - Reasonably well written application suggesting the applicant has some capacity, ability and motivation to train as a Clinical Psychologist.
- 2** - Strong application indicating a strong capacity, ability and motivation to train as a Clinical Psychologist.

7) References: points are awarded for each reference and are counted separately.

N.B. A score of zero for either reference will automatically exclude the candidate.

The suitability of referees is a judgement that must be made taking account of context. Some applicants come from a background where there may be less accessibility to contact with Clinical Psychologists (e.g. international applicants), however the overall quality of the reference is rated here.

Academic

- 0** - Negative or ambiguous reference, warning or reference from someone who cannot meaningfully comment.
- 1** - Positive reference from someone who can meaningfully comment.
- 2** - Strong recommendation from someone who can meaningfully comment.

Experience

- 0** - Negative or ambiguous reference, warning or reference from someone who cannot meaningfully comment.
- 1** - Positive reference from someone who can meaningfully comment.
- 2** - Strong recommendation from someone who can meaningfully comment.

Maximum score = 24