



**QUEEN'S
UNIVERSITY
BELFAST**

Doctorate in Clinical Psychology
Academic Regulations and Policies
Programme Handbook

2021/22

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Queen's University Belfast
The School of Psychology
Doctorate in Clinical Psychology

1. INTRODUCTION AND STRUCTURE

The Doctorate in Clinical Psychology (DClinPsy) is located within the School of Psychology at Queen's University Belfast. Undertaking a Doctorate degree is a life-changing experience, and balancing academic, research and clinical training can be challenging. The support provided by the School and the Programme team is geared to help you excel to the best of your ability.

Queen's is a Russell Group University (one of the UK's top 20 Universities) which offers a vibrant academic environment in which to pursue your studies.

The Doctorate in Clinical Psychology at Queen's is a three-year Professional Doctorate. The programme is approved by the Health & Care Professions Council (HCPC), the statutory regulator for practitioner psychologists in the UK. By the end of the programme, trainees will have developed the HCPC Standards of Proficiency of the clinical psychology profession in relation to psychological assessment, formulation, intervention, evaluation and safe, ethically-informed, professional practice (see <https://www.hcpc-uk.org/standards/standards-of-proficiency/practitioner-psychologists/>). Graduation does not automatically confer HCPC registration and graduates are legally bound to apply for HCPC registration to subsequently use the protected Practitioner/Registered/Clinical Psychologist titles (more information, can be found at HCPC website www.hcpc-uk.org).

The programme is also accredited by the British Psychological Society (BPS). The BPS is the professional body responsible for developing and supporting the discipline of psychology and disseminating psychological knowledge to the public and policy makers. It is the key professional body for psychology and psychologists. Successful completion of the programme confers the right to apply for Chartered Membership of the BPS and full membership of the Division of Clinical Psychology (DCP). Trainees are encouraged to join the DCP as affiliate members in order that national and regional professional developments and issues can inform their development as clinical psychologists from the outset. Please see <https://www.bps.org.uk/join-us/membership> for further information.

The Association of Clinical Psychologists is also a professional body that represents clinical psychologists. For more information see <https://acpuk.org.uk/>

The DClinPsy programme embraces the reflective scientist-practitioner ethos of clinical psychology practice. Trainee clinical psychologists (TCPs) on the programme are taught to rigorously appreciate, evaluate and apply psychological and professional practice knowledge to promote psychological well-being and alleviate psychological distress. In addition, the course promotes reflective practice and, through their own research endeavours, TCPs are enabled to contribute to, as well as utilise, evidenced-based and published literature in the field of clinical psychology.

The programme is a joint enterprise between the University and the NHS, with trainee clinical psychologist's salaries and university fees funded by the DHSSPS. TCPs are fully funded and have a training contract provided by the Health and Social Care Business Services Organisation (BSO) HR Department on behalf of the Department of Health. There is an expectation that those TCPs funded in this way will remain in employment within Health and Social Care in Northern Ireland (HSC), if so required, for a period of at least two years following successful completion of the course.

Governance of the programme

A Consultation group comprising representatives from the Department of Health and Business Services Organisation, Joint Programme Directors, Head and Deputy Head of the School of Psychology, Psychology Services Managers, DCP and ACP Chairs was established in 2019 and meets twice per year to discuss training matters.

The Board of Studies is responsible for advising the Joint Programme Directors on the strategic planning and management of clinical psychology training at Queen's University, Belfast. The Board provides a forum in which all relevant stakeholders associated with training meet to plan, review and quality assure all aspects of training pathways. Much of the operational work is devolved to the various sub-committees and panels of the Board related to Selection, the Curriculum, Placement, Research and Participation. However, these are directly accountable to the Board of Studies and each panel provides a verbal report to the Board that is recorded in the minutes.

Membership of the Board of Studies and its subcommittees and panels includes all the key stakeholders in clinical psychology training. Panels are constituted to include University (programme/school of psychology staff and TCPs), HSC (practice supervisors, service managers), Professional bodies (Division of Clinical Psychology/Association of Clinical Psychology), service users, and representatives from the voluntary / charity sector stakeholders.

The Board of Studies meets twice per year in December and June.

Trainees, from across all years of training, are represented on all committees (apart from Board of Examiners). In this way, they have direct input to planning, reviewing and quality assuring all aspects of the course. In addition to this direct involvement in strategic planning and review, the panels elicit feedback from trainees on all aspects of the course which forms part of the University Annual Programme Review. In advance of this, curriculum, teaching, placement and research evaluations are conducted in which (a) the trainee experience is audited against training standards (e.g. accreditation / approval criteria) and (b) feedback / suggestions from trainees are gathered to inform module / programme planning for the following year.

Terms of Reference for Board of Studies

The *Board of Studies* is responsible for strategic planning and management of clinical psychology training at Queen's University, Belfast. The Board provides a forum in which various stakeholders associated with training meet to plan, review and quality assure all aspects of training pathways. Much of the operational work is devolved to the various sub-committees and panels of the Board but these are directly accountable to the Board of Studies. Key terms of reference emanating from this are:

- 1.1 To act in an advisory capacity to the Head of the School of Psychology and the Joint Programme Directors.
- 1.2. To help ensure that, in overall aims and structure, postgraduate professional training in Clinical Psychology remains relevant to the training needs of clinical psychology in Northern Ireland and meets the standards required for statutory regulation and professional accreditation.
- 1.3. To collaborate with the Head of the School of Psychology and the Joint Programme Directors on tasks relating to the effective running of the course (e.g. selection of trainees, design of curriculum, assessment of trainees, clinical supervision guidelines, personal and professional development, preparation for accreditation visits etc.). Such

tasks will usually be delegated for implementation to sub-committees and panels of the *Board of Studies*.

- 1.4 To take reports from and ultimately approve actions formulated in the various sub-committees of the Board. To report to the School of Psychology Board on matters pertaining to the course.
- 1.5 To relate to outside agencies such as the *Northern Ireland Health and Social Services Executive* (DHSS), the *Health & Care Professions Council* (HCPC) and the *British Psychological Society* (BPS) on matters pertaining to the course.
- 1.6 To undertake or oversee regular reviews of training.

2. Membership

2.1 The following shall be members of the *Board of Studies*:

- The Head of the School of Psychology, Course Director, **School Manager, Course team**), *ex officio*.
- Psychology Service Managers, or a deputy, representing the various DHSSPS Health Trusts in Northern Ireland, *ex officio*.
- A nominated representative from the commissioners of training (Department of Health and Social Services), *ex officio*.
- Up to ten members co-opted from the Clinical Psychology profession in Northern Ireland, who together represent:
 - Regional DCP faculties or special interest groups
 - Various grades of clinical supervisors
 - Geographical regions within NI
 - The local branch of the BPS Clinical Division (NIDCP) normally by specific co-option unless members of the NIDCP committee are already well represented on the *Board of Studies*
 - The third sector within NI
- Three trainees nominated by the current trainees on the course (one from each year).
- Representation from the user participation panel.

2.2 All members of the *Board of Studies*, including those whose names are put forward by other groups (trainees, NIDCP) are appointed by the Director of the *Doctorate in Clinical Psychology*.

2.3 In order for the proceedings of the *Board of Studies* to be valid, a quorum of not less than six members of the Board should be in attendance.

2.4 Membership of the *Board of Studies* is reviewed annually. Co-opted members will normally serve for four years.

3 Meetings

- 3.1 The *Board of Studies* will normally meet at least twice a year (around December and June) and will be chaired by the Course Director. Additional meetings may be called as necessary by two or more members in consultation with the Chair. The committee will report to School Board. Sub-committees and panels of the Board should meet as required but not less than twice a year. Annual and interim reports and action points for ratification should be tabled or presented to *Board of Studies*.
- 3.2 Agendas for meetings will be circulated at least one week before the meeting with a call for items for the agenda at least 2 – 3 weeks before.
- 3.3 The Course Administrator will normally take minutes for the meeting and circulate minutes to members for any corrections.

Terms of Reference of Panels

Curriculum Panel

Aims and Objectives

The aim of the Curriculum Panel is to provide advice and guidance to the Programme team regarding academic module content informed by new developments related to teaching and research.

Specifically, the curriculum panel will:

- Review the academic curriculum and course modules on an annual basis
- Act in an advisory capacity to the Head of the School of Psychology, and the Course Director / Course Team on matters of curriculum content.
- Help ensure that, in overall aims and structure, the curriculum for the postgraduate
- professional training course in Clinical Psychology remains relevant to the training needs of clinical psychology and meets the standards required for professional accreditation.
- Review relevant guidance issued by the BPS, Division of Clinical Psychology (DCP) and HCPC and make recommendations for the academic curriculum based on these.
- Inform and advise the course on developments in clinical practice in specialist areas
- relevant nationally and regionally which should inform, or be incorporated into, clinical training.

Membership

The following shall be members of the Curriculum Panel; membership of the Curriculum panel will be reviewed annually.

- The Curriculum Coordinator (usually a member of the programme staff team).
- Representatives of the various areas of specialist clinical practice across DHSSPS Health Trusts in Northern Ireland.

- A trainee representative. This will be the third year Board of Studies representative.

Meetings

Meetings should take place at least twice a year and in advance of the Board of Studies meetings in December and June. Additional meetings may be called as necessary by two or more members in consultation with the Chair. The committee will report to Board of Studies. Meetings should be chaired by the Curriculum Coordinator. Agendas for meetings will be circulated at least one week before the meeting with a call for items for the agenda at least 2 – 3 weeks before. The Course Administrator will arrange for admin staff to take minutes for the meeting with these being circulated to members for any corrections.

<h2>Placement Panel</h2>

Aims and Objectives

The aim of the Placement Panel is to provide advice and guidance to the Programme team regarding practice-based learning modules content informed by new developments related to teaching and research.

Specifically, the placement panel will:

- Undertake and / or coordinate regular reviews of placement requirements, guidelines for specialist placements, clinical supervision guidelines and placement monitoring protocols and to advise the Board of Studies and course team of conclusions.
- Formulate and make recommendations to the Board of Studies and course team regarding programmes of supervisor training.
- Advise the course team on aspects of the university curriculum which are required in order to best prepare trainees for general and specialist clinical placements.
- Help ensure that, in overall aims and structure, the placement component of the training course in Clinical Psychology remains relevant to the training needs of clinical psychology in Northern Ireland and meets the standards required for professional accreditation.
- Facilitate liaison between training liaison psychologists and the clinical training course.
- Inform and advise the course on developments in clinical practice which should inform or be incorporated into placement planning and clinical training. To review the placement guidance issued by the Division of Clinical Psychology (DCP) faculties and special interest groups (including the regional groups) and make recommendations to the course.

Membership

The following shall be members of the Placement Panel; membership of the placement panel will be reviewed annually.

- The Placement Coordinator (usually a member of the programme staff team).
- The Clinical Tutor Team
- Training Liaison Psychologists or Service Manager (or representative) for each of the various DHSSPS health trusts in Northern Ireland.
- Up to four additional supervisor members may be co-opted onto the panel to ensure that membership reflects the range of placement specialisms in the region.
- A trainee representative. This will be the second year Board of Studies representative.

Meetings

Meetings should take place at least twice a year and in advance of the Board of Studies meetings in December and June. Additional meetings may be called as necessary by two or more members in consultation with the Chair. The committee will report to Board of Studies. Meetings should be chaired by the Placement Coordinator. Agendas for meetings will be circulated at least one week before the meeting with a call for items for the agenda at least 2 – 3 weeks before. The Course Administrator will arrange for admin staff to take minutes for the meeting with these being circulated to members for any corrections.

Research Panel

Aims and Objectives

To act in an advisory capacity to the Research Co-ordinator and the Course Director on matters pertaining to the research component of the DClinPsy course and to undertake regular reviews of same.

Specifically, the research panel will:

- Help ensure that, in overall aims and structure, the research component of the postgraduate professional training course in Clinical Psychology remains relevant to the needs of clinical psychology in Northern Ireland meets the standards required for professional accreditation.
- Report to the Board of Studies on matters pertaining to the research component of the course
- Participate in the Annual Progress reviews undertaken in Years 1 and 2 of the course.
- Promote research partnerships between the University, course and clinical services in the region which (a) strengthen the quality and range of research opportunities available to trainees and (b) act as a resource for promoting research activity in the profession of clinical psychology in the region.

Membership

The following shall be members of the Research Panel; membership of the research panel will be reviewed annually. Co-opted members will normally serve for 3 years.

- Permanent members: The Research Co-ordinator and Course Director of the DClinPsy programme, *ex officio*, and up to thirteen co-opted members to represent the course team, University, clinical supervisors and a user / carer organisation in the region.
- Non-permanent members: current supervisors of DClinPsy trainees' large-scale research projects (if not already included as a permanent member) and a Year 3 trainee representative will be invited to attend annually as appropriate.
- All members of the Research Panel are appointed by the Course Director of the DClinPsy programme.
- In order for the proceedings of the Research Panel to be valid, a quorum of not less than three members of the Panel should be in attendance.

Meetings

Meetings should take place at least twice a year and in advance of the Board of Studies

meetings in December and June. Additional meetings may be called as necessary by two or more members in consultation with the Chair. The committee will report to Board of Studies. Meetings should be chaired by the Research Coordinator. Agendas for meetings will be circulated at least one week before the meeting with a call for items for the agenda at least 2 – 3 weeks before. The Course Administrator will arrange for admin staff to take minutes for the meeting with these being circulated to members for any corrections

Selection Panel

Aims and Objectives

To formulate selection procedures each year in accordance with selection policies and procedures of the D.Clin.Psych. programme and to undertake annual reviews of the latter. These should be reported to, and approved by, Board of Studies.

Specifically, the selection panel will:

- Form short-listing and interview panels each year which comprise of members of the selection sub-committee and any co-opted members from *Board of Studies* and service user partners.
- To examine and ratify decisions of the short-listing and interview panels.
- To help ensure that, in overall aims and structure, the selection procedures for the D.Clin.Psych. programme remain relevant to the training needs of clinical psychology in Northern Ireland and meet the standards required for professional accreditation.

Membership

The following shall be members of the Selection Panel; membership of the selection panel will be reviewed annually.

- The Course Director (Chair).
- All members of the Course Team.
- Head of School of Psychology or nominee.
- One - two Clinical Psychology service manager from the region.
- Two – three clinical psychology placement supervisors.
- A service user representative.
- A trainee representative for review of policy and procedure meeting(s) only.

Meetings

Meetings should take place at least three times a year and in advance of the Board of Studies meetings in December and June. Additional meetings may be called as necessary by two or more members in consultation with the Chair. These should occur prior to commencement of annual selection process to review policies and procedures, after short listing and after interviews. Additional meetings may be called as necessary by two or more members in consultation with the Chair. The committee will report to Board of Studies. Meetings should be chaired by the Course Director. Agendas for meetings will be circulated at least one week before the meeting with a call for items for the agenda at least 2 – 3 weeks before. The Course Administrator will arrange for admin staff to take minutes for the meeting with these being circulated to members for any corrections

Participation Panel

Aims and Objectives

To act in an advisory capacity to the Course Director on matters pertaining to the integration of service users in the DClinPsy course and to undertake regular reviews of same.

Specifically, the participation panel will:

- Promote awareness that user and carer expertise is integral part of the development and delivery of clinical psychology training. This awareness should critically inform and influence the course ethos, organisation and delivery of training.
- Consider reports from the curriculum, research, selection and placement subcommittees as well as informing the work of these panels either via direct representation (e.g. as currently on the selection and research panels) or through other channels of communication.

Membership

The following shall be members of the Participation Panel; membership of the participation panel will be reviewed annually.

- Membership will include at least one member of the course team (participation coordinator), at least one trainee and not less than three service users / carers. The latter should reflect the diversity of people that clinical psychologists work with and alongside.
- User and carer representatives will receive payment for time in accordance with the same rates received by other external contributors to the course.

Meetings

Meetings should take place three times a year and in advance of the Board of Studies meetings in December and June. Additional meetings may be called as necessary by two or more members in consultation with the Chair. The committee will report to Board of Studies. Meetings should be chaired by the Participation Coordinator. Agendas for meetings will be circulated at least one week before the meeting with a call for items for the agenda at least 2 – 3 weeks before. The Course Administrator will arrange for admin staff to take minutes for the meeting with these being circulated to members for any corrections

2. Information Sources, Contacts and Data Protection

Queen's University Belfast
The School of Psychology
Doctorate in Clinical Psychology

INFORMATION SOURCES

Academic information relating to your lectures, e.g., module descriptions, reading material, details of assignments, material to supplement lectures, can be found under the module in **Canvas**. The link to Canvas <https://canvas.qub.ac.uk/> can also be found on Queen's OnLine which is accessed via: <http://www.qub.ac.uk/qol/>

Academic or other information that does not specifically relate to a module can be found on the School's student intranet called Shared Student Resources (SSR):
<https://vle.qol.qub.ac.uk/sites/sbs/pgt/Doctorate%20in%20Clinical%20Psychology/Forms/AllItems.aspx>

The Trainee Hub provides information related to the programme with links to sharepoint and other sources relevant to your training. The Trainee Hub can be accessed via the programme webpage at
<https://www.qub.ac.uk/schools/psy/Study/PostgraduateTaughtCourses/DClinPsy/>

During lectures, tutorials and supervision sessions, staff will provide information specifically related to the subject under discussion. You will not get this information elsewhere. This is one reason why attendance is crucial.

History and Location

Psychology became a separate department in 1958 when George Seth was appointed to the first Chair, which he held until 1971. He was followed by Mark Haggard, Ken Brown, Peter Hepper, Noel Sheehy, Evanthia Lyons, Cathy Craig and Teresa McCormack. The current Head of School is Professor Teresa McCormack. Initially housed in Lennoxvale, the School moved to its current location in 1993. The first degree in psychology was awarded in 1949 as a BEd, the first BA in 1955, and the first PhD in 1956. Since then the School has awarded over 200 PhDs.

The School is situated in the David Keir Building. The School address is:

School of Psychology
Queen's University Belfast
18-30 Malone Road
Belfast
BT9 5BN

There are two entrances to the building. The most direct entry to the School of Psychology is via the Malone Road entrance (opposite the Wellington Park Hotel and Botanic Inn); this takes you directly into the School. Entry by the Stranmillis Road requires a trip through Chemistry and many doors to reach Psychology. Please note that at this current time the Malone Road entrance should be used for entry only and the Stranmillis for exiting the building. The School Office is in room 0G.507 on the left of the main corridor from the Malone Road entrance of the David Keir Building (DKB).

On the main ground floor corridor of the School you will find **notice boards** presenting general information and boards displaying information on post-graduate courses, careers and other opportunities.

Entering the Psychology building via the Malone Road entrance, you will see a **display screen** which provides information on School news and events. Display screens can also be found on the first and third floors.

Location of Programme

The DClinPsy. Programme admin team are housed on the third floor of the David Keir Building (DKB). Room 03.504 is currently dedicated to the course as a trainee room. All trainees will share access to this room, but other rooms can be booked as required. Trainees should note that they may use the well-resourced Postgraduate Centre, located near the McClay Library for study space, social space, research interviews, trainee meetings etc.

Security is a matter of concern in the DKB. The trainee room must be kept locked when not occupied. Trainees are given individual **admission codes**, which give them access to the building and the facility to log on to computers outside working hours.

Trainees are issued with **student cards** and are entitled to the same privileges (with same responsibilities and sanctions) as other students of the university. Access to **computing facilities** is on the first floor and basement of the DKB. The lab staff will advise you on logging on and getting started. **Laser printing** is available, paid for in advance via your Queen's Online account.

Urgent information will usually be emailed directly to you or announced in lectures. Please make sure you regularly check your Queen's email and attend lectures. From time to time we may text you to let you know that we have sent a particularly urgent email that you should read as soon as possible. However, do not assume that you do not need to check your Queen's email unless you receive a text from us.

You will undoubtedly be bombarded with a huge number of things to read during your time at University. However, we strongly recommend that you make reading this handbook a priority. It will provide information on what to expect, and what we expect from you, as well as information on submitting coursework and what to do when you are ill. For returning students, there may be several changes from previous years. We recommend that you spend some time and familiarize yourself with the procedures of the School and the Programme.

School Contact details

Mailing address:

School of Psychology,
Queen's University Belfast,
Belfast,
BT9 5BN,
N. Ireland

Phone: 028 9097 5445 (Int'l +44 28 9097 5445)

Email: psychology@qub.ac.uk

Website: <http://www.qub.ac.uk/schools/psy/>

Facebook: <http://fb.me/QUBPsych>

Twitter: @QUBPsych

Key Contacts in the School

Head of School

Professor Teresa McCormack

E-mail: t.mccormack@qub.ac.uk
Tel: 028 90 97 4174

Postgraduate Research Tutor

Dr Deborah Wells

E-mail: d.wells@qub.ac.uk
Tel: 028 90 97 4386

Postgraduate Secretary

Ms Bernadette Devlin

E-mail: b.devlin@qub.ac.uk
Tel: 028 90 97 5518

School Manager

Dr Martin Sawey

E-mail: smpsych@qub.ac.uk
Tel: 028 90 97 4379

Disability Officer

Dr Tim Fosker

E-mail: t.fosker@qub.ac.uk
Tel: 028 90 97 4375

DClinPsy Advisor of Studies

Jocelyn Dautel

E-mail: JocelynDautel@qub.ac.uk
Tel 028 90 97 4547

Key Contacts on the DClinPsy. Programme

Joint Programme Director (Academic/Research)

Professor Pauline Adair

E-mail p.adair@qub.ac.uk
Tel 028 90 97 4353

Programme Administrator

Ms Caroline Sinclair

Email c.sinclair@qub.ac.uk
Tel 028 90 97 5447

Academic Director/ Senior Lecturer

Dr Chris Graham

E-mail Christopher.Graham@qub.ac.uk
Tel 028 90 97 5842

Research Directors

Professor Kevin Vowles

Professor Ross White

E-mail K.Vowles@qub.ac.uk/r.white@qub.ac.uk
Tel 028 90 97 4371

Joint Programme Director (Clinical)

Dr David Curran

E-mail d.curran@qub.ac.uk
Tel 028 90 97

Clinical Tutor/Lecturer

Dr David McCormack

E-mail D.McCormack@qub.ac.uk
Tel 028 90 97 4283

Senior Programme Secretary

Mrs Nicola Henderson

E-mail n.henderson@qub.ac.uk

Tel 028 90 974430

Programme Secretary

Mrs Jayne Kennedy

E-mail jayne.kennedy@qub.ac.uk

Tel 028 90 97 4869

Staff in the School

Support Staff in the School

Administrative Staff			
Patricia Castle	Marketing, Comms & Recruitment	OG.505	4145
Holly Pepper	Office Manager		
Carolyn Largey	Research Administrator	02.503	6527
Martin Sawey	School Manager	01.509	4379
Lorraine Higgins	PA to Head of School	OG.509	5446
Clerical Staff			
Bernie Devlin		OG.509	5518
David McGarry		OG.509	4930
Glenn Sergeant		OG.509	4028
Claire Wright		OG.509	4551
Technical Staff			
Chris Brown		01.528	5609
Paul Coulter		01.524	4351
Kamil Kanas		01.511	4548
Fred Maddalena		01.508	5448

An alphabetical list of staff in the School can be found on the School's website <https://www.qub.ac.uk/schools/psy/about/KeyContacts/>. These web pages provide details of each individual's teaching and administration responsibilities and information on their research interests and activities.

The Research Environment

Members of Staff and their Research Interests
(<http://www.qub.ac.uk/schools/psy/Connect/SchoolStaff/>)

Member of Staff	Research Area
Prof Pauline Adair	The development and evaluation of psychological (e.g. cognitive behaviour therapy)/behaviour change interventions to reduce the psychological sequelae of physical health conditions as well as disease prevention through encouraging lifestyle change (e.g. diet/oral hygiene)
Prof Cherie Armour	Trauma and mental health
Dr Gulseli Baysu	Social psychology of cultural diversity, immigration and integration, educational success of immigrants and minorities, intergroup relations, identity politics and political participation of minorities.

Dr Emma Berry	The psychological, social, and organic factors that influence adjustment to health conditions such as diabetes and stroke.
Dr Danielle Blaylock	Intergroup relations, intergroup conflict and social change in divided societies. Policing.
Dr Grace Carroll	Cat welfare, farm animal welfare, animal abuse.
Prof Richard Carson (part time)	Motor control, sensorimotor control, movement control in the elderly. Rehabilitation of movement control in stroke survivors. Neural adaptations to training.
Dr Elida Cena	Studying migrant children and adults, their adjustment processes, belonging and practices of inclusion and exclusion, identity and wellbeing.
Dr David Curran	Trauma as an etiological factor in the development of adult psychopathology. Understanding co-morbidity and how it relates to treatment outcomes. Neuropsychology deficits and the impact on recovery. Implicit cognition in psychopathology.
Dr Will Curran	Human visual perception. Attention in perception of motion-defined transparency. Mechanisms underlying the phenomenon of motion direction repulsion. Perception of shape-from-shading. Infant vision. Perception of motion-defined transparency; Laughter.
Dr Jocelyn Dautel	Social and cognitive development; development of social categories; development in contexts of intergroup conflict.
Dr Martin Dempster	Psychology in Chronic Illness. Health Promotion.
Dr Joost Dessing	Eye-hand coordination, with a particular focus on catching and hitting movements.
Dr Mihalis Doumas	How sensory information and cognitive resources are utilized for optimal motor behaviour, focusing on (1) Life-span development of sensorimotor and cognitive processes (2) multisensory integration in postural control, (3) timing of rhythmic movements
Dr Katrin Dudgeon	Social Psychology; Sport and Exercise Psychology; Health Psychology; Victimhood, Conflict Resolution.
Prof Aidan Feeney	High-level cognition, Development of thinking, Psychology of regret.
Dr Tim Fosker	Language and Literacy Development, Developmental dyslexia, Auditory Processing in children, Speech Processing.
Dr Chris Gibbons	health psychology - principally stress and coping and the quality of teaching and learning in education.
Dr Chris Graham	Clinical health psychology and clinical neuropsychology, and particularly interested in Contextual Behavioural Science approaches (ACT)
Dr Lisa Graham-Wisener	Public health approach to palliative and end of life care, bereavement, and illness beliefs.
Dr Donncha Hanna	Psychometrics and applied individual differences focusing on the area of mental health: Anxiety disorders, i.e., OCD & PTSD; Trauma & Psychosis; Shame & Guilt.
Dr Ioana Latu	The interplay between social cognition and nonverbal behaviour.
Dr David McCormack	Psychological trauma, anxiety problems, and persistent physical symptoms.
Prof Teresa McCormack	Memory development, Developmental psychology of time, Development of causal reasoning.
Dr Gary McKeown	Cognition and emotion, cross-cultural emotion perception, social signal processing, evolution of human communication and language, risk perception and communication, implicit learning, opinion dynamics, cognitive modelling, agent based modeling.
Dr Katrina McLaughlin	Parenting; Evaluation of parenting programmes/health care interventions; Adolescent development and wellbeing
Dr Kinga Morsanyi	Reasoning heuristics, probabilistic reasoning, analogical reasoning, and how reasoning skills can be improved through training

Dr Kostas Papageorgiou	Cognitive and developmental neuroscience, personality assessment and genetics.
Dr Matthew Rodger	Auditory perception, perception in the control of action.
Dr Teresa Rushe	Psychological, biological and social predictors of psychosis; normal and atypical adolescent brain development; psychological predictors of self-harm and related disorders in young people.
Dr Laura Taylor	Examining the impact of political violence on children, families and communities in Colombia, Croatia and Northern Ireland. Conflict transformation, mental health and transitional justice.
Dr Paul Toner	Alcohol use and consequences, drug/behavioural addictions and common mental health difficulties
Prof Rhiannon Turner	Intergroup relations; the effects of contact and imagined contact.
Prof Kevin Vowles	Acceptance and Commitment therapy; Mindfulness, and Values in Chronic Pain
Dr Deborah Wells	Animal Behaviour, Animal Welfare, Human-animal bond, Pet behaviour therapy, Laterality, Dogs, Olfaction.
Dr Paul Wilson	Child Development, Cognition, Intelligence, Personality & Psychometrics
Dr Judith Wylie	Reading, Text design, Literacy and numeracy, Environmental communication, Multilingual communication.

This table is meant to give an impression of research in the School. Fuller and more up-to-date descriptions are on the website, at <https://www.qub.ac.uk/schools/psy/about/SchoolStaff/>

The School's research facilities include 128 channel EEG system; a VR system and whole body motion capture; eye movement tracking systems; transmagnetic stimulation; and a comprehensive test collection. There are also facilities for computerised testing, and a mobile laboratory to facilitate testing in children.

Appointments with Academic Staff

Due to staff commitments with research, teaching and other students, it is often impossible to see a member of staff immediately or to make an appointment for that day. Staff will provide their contact details during your first lecture or meeting with them and this will let you know how best to get in touch with them if you need to. At present this will be via Teams or email.

Contacting staff

If you are contacting a member of staff by email use your Queen's, *name@qub.ac.uk*, email account. Due to the increasing number of spam messages, the use of filters to block spam may prevent other e-mail addresses from reaching staff. Staff may thus not receive non-qub.ac.uk emails.

In the normal course of events staff will get back to you within **2** working days of your email or post to a module discussion forum. If they are away, you will receive an out-of-office reply. Do not expect responses immediately and certainly not outside normal office hours, 9.00-5.00. It is important when writing e-mail messages to any member of staff in the University that you observe e-mail etiquette. An e-mail is not like a text message, think of it more like a written letter or note. Please take care to address both staff and students respectfully.

Urgent concerns

If, in your opinion, your concern requires an urgent or immediate response, you should contact the DCLinPsy mailbox at dclinpsy@qub.ac.uk. This mailbox is monitored Monday to Friday from 9am to 5pm.

The School Office, tel: 028 9097 5445; email: psychology@qub.ac.uk, can also deal with your enquiry or direct you to someone who can help. Note: the School Office is open to deal with enquiries from 8.45-4.00 on working days.

Staff contacting you

The Programme/School will contact you either via your address registered with Queen's or by your Queen's email.

If you change your address during the academic year, you must update it via QGIS. Failure to do so may mean you do not get important communications. It is your responsibility to keep your contact details up to date.

Please do NOT give the School as your address.

The University assigns an email account to all students. These accounts are important. If staff need to contact you it will be via your University e-mail address. Hence it is your responsibility to check your Queen's e-mail account every day. The School cannot be responsible if you fail to receive important communications that are sent to your Queen's e-mail address. Nor can we use alternative e-mail addresses that you may already have.

Formal Procedures

Postgraduate degrees are governed by regulations laid down by University bodies. The key documents are "Study Regulations for Research Degree Programmes" and the "Institutional Code of Practice for Research Degree Programmes". Both can be found here: <https://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/ResearchDegreeProgrammes/>

The School is bound by these regulations, but it has implemented them in ways that are appropriate to the discipline.

Semester dates

University Semester dates for academic year 2020-21 can be found at

<http://www.qub.ac.uk/about/Semester-dates/>

Data Protection

The University collects and uses information about our students, staff, alumni, research participants, contractors, prospective students and other individuals who come into contact with us. This information is defined as personal data and the University is committed to use this information fairly and lawfully in line with our responsibilities under the General Data Protection Regulation and Data Protection Act 2018. For more information please see the link below:

<http://www.qub.ac.uk/about/Leadership-and-structure/Registrars-Office/Information-Compliance-Unit/Data-Protection/>

3. Trainee Clinical Psychologist - Contractual Terms and Conditions

Health and Social Care Business Services Organisation (HSCBSO) is the trainees' HR department. Trainees are NHS employees who work under Agenda for Change terms and conditions of service – see <http://www.nhsemployers.org/tchandbook> for further information.

The Joint Programme Director (Pauline Adair) is the overall line manager and on placement the Placement supervisor acts as line manager. Trainees must abide by the Terms and Conditions of the HSCBSO as laid down in their training contract issued at the start of the programme. Training contracts are renewed each year subject to the Doctorate of Clinical Psychology Board of Examiners' decision that trainees have passed the required modules and requirements to progress to the next academic year. If you are not able to proceed to the next stage of training until outstanding requirements have been met, and/or you are suspended and/or if you are asked to withdraw from training, your training allowance may be discontinued, notwithstanding any appeals in progress. It may, however, be reinstated if you are permitted to re-enter training.

Hours of Work / Attendance: It is assumed that trainees will be at their place of work during hours equivalent to a 9am to 5pm, five-days per week, although it is understood that the demands of the course will result in some variation around this. When on placement, trainees should normally conform to the working hours of the unit or clinic in which they are placed. Supervisors and trainees may negotiate somewhat different hours, and trainees may request changes in their working hours on occasions but supervisors are not obliged to comply with these requests. The Joint Programme Director (Clinical) (David Curran) must be notified of any special work hours agreed with the supervisor outside of normal working hours. As students of the University, study requirements can at times require significant study time in the evenings and weekends so planning work well in advance of deadlines is recommended to avoid exhaustion as deadlines loom.

Research and Study Leave: Trainees will have allocated Study Days throughout the year. Trainees can negotiate with their supervisors if they wish to take this at a different time to that scheduled in the timetable. The trainee should adapt to whatever arrangements suit the placement but must ensure that the time is taken for private study. The study day is not 'time off'. Trainees should be able to be contacted and come into the University if required on study leave days.

Additional research study leave may be requested to facilitate aspects of the Large-Scale Research Project (e.g. data collection / write up) in Years 1, 2 and 3. All research study leave must be approved by the Research Directors and Placement Supervisor (if leave is to be taken during a placement). The maximum amount of time available for this is 15 days over the three years. No more than 5 days can be taken during a single placement unless exceptional circumstances. This is applied for using the grid at the back of your annual leave card.

Study Leave may not be taken in the middle of or at the end of periods of Annual Leave without express permission of the Research directors. Thus, if two weeks Annual Leave is approved this must not encompass days normally timetabled as Study Leave.

Given the demands of training, trainees are not encouraged to engage in any additional work which could detract from energies devoted to training. The Working Time Regulations 1998 applies here (see Contract). Trainees should discuss any additional employment / work, they might wish to undertake, of an occasional nature, with the Joint Programme Directors.

Annual Leave *(please also refer to the helpful flowchart in section 13)*

Trainees are entitled to **27** Annual Leave days per year (September – September) in addition to 10 Statutory Days (when on placement or at the academic programme) within the U.K. Annual Leave increases to 29 days after 5 years' continuous service and 33 days after 10 years. Confirmation of any increase in annual leave due to long-term service should be forwarded by the trainee to the programme secretary: an e-mail from the BSO is acceptable confirmation.

Annual Leave requests for time off on which academic programme activities are scheduled should be discussed in the first instance with the relevant module co-ordinator, a Request for Absence during Academic Teaching form should be completed and submitted (this can be found on sharepoint). Annual leave requested during placement should be discussed with your placement supervisor and approved before your Annual Leave card is signed by the Joint Programme Director. It is best to negotiate Annual Leave dates with the Supervisor at the outset of a placement if possible.

Trainees should not carry over Annual Leave from one year to the next. This is to avoid the build-up of leave taken on a given placement which could compromise the trainee attaining the placement aims and experiences for the placement. When carrying over Annual Leave cannot be avoided, the permission of the Programme Director should be sought. No more than 5 days can be carried over. Days not taken in excess of this will be lost.

Requests for Annual Leave should be made on the Annual Leave card issued at the beginning of the academic year. Requests should be received well in advance, and not less than two weeks, of the dates in question. Trainees will be notified if there is a problem with the dates requested. Electronic annual leave cards should be completed and e-mailed to dclinpsy@gub.ac.uk with the placement supervisors copied in as approval. This will then be processed by the programme and the updated annual leave card returned by e-mail to the trainee.

Statutory Leave: Trainees are entitled to the same 10 days of statutory leave as other clinical psychologists, whilst working in Northern Ireland (trainees on placement outside the U.K. should take the Statutory Leave days of the country in question). These are on or around the following days:

New Year's Day:	1 January
St Patrick's Day:	17 March
Easter:	Easter Monday and Tuesday 18 and 19 April
Mayday:	2 May
Spring bank holiday:	2 June
July Holiday:	12 July
August bank holiday:	29 August
Christmas:	25 & 26 December

If a trainee is required to work on a Statutory Leave day he/she may take another day in lieu, but this must be agreed in advance with the Joint Programme Director.

Reporting Absence *(please also refer to the helpful flowchart in section 12):*

Any reporting of sickness absence must be by telephone directly to the Line Manager before 9.30am on the first day of absence.

If there is no reply, please leave a message including a telephone number where you can be contacted if possible. If you are unable to phone yourself and have no-one else to do this for you, then an email dclinpsy@qub.ac.uk can be sent but you must provide a telephone contact for a return call later that day.

When on placement, the person to phone is your placement supervisor as they are your line manager for the days you are on placement. In addition, an email to QUB dclinpsy@qub.ac.uk is also required for recording the absence and arranging a return to work when you return.

The programme is expected to do a **return to work interview** for every absence, even if this is one day. In most cases these will be done by phone/MS Teams where absence is limited to 1-2 days for a non-serious complaint.

The trainee must inform the programme by e-mail to dclinpsy@qub.ac.uk immediately he/she returns to work. In addition, a return to work form must be completed and e-mailed to the DClinPsy mailbox; This form is available at the link below:
<https://vle.qol.qub.ac.uk/sites/sbs/pgt/Doctorate%20in%20Clinical%20Psychology/Forms/AllItems.aspx>

If the absence extends beyond three days a **self-certificate** must be submitted to the dclinpsy@qub.ac.uk within six days from the first day of absence. If the absence extends beyond seven days, a medical certificate must be submitted.

You will be aware that a key aspect of managing the COVID19 pandemic is the need to Track, Trace and Protect. If you, or a member of your household is symptomatic or has tested positive for the virus, it is essential that you inform your manager at the earliest opportunity. Both you and your manager must contact the Belfast Trust's Occupational Health Covid Advice Line, 028 90630010 for advice . For close contacts in the workplace and complex cases, Occupational Health will provide support to you and your manager regarding the track and trace process. An employee should not be in the workplace while they are waiting for this advice from Occupational Health.

The Occupational Health Covid-19 advice line: 028 90630010 is available 8-5 Monday to Friday and 9-1 weekends and bank holidays.

It is recommended that you download the StopCOVIDNI app.

Compassionate or Special Leave: Matters giving rise to applications for Compassionate or Special Leave are, by their nature, exceptional and each case is examined on an individual basis.

The granting of Compassionate or Special Leave is a matter for the HSCBSO or other employer. The employer would normally consider the Joint Programme Director's recommendation. Such requests should, therefore, be made to the Joint Programme Director via the Doctorate mailbox. An application for special leave form should be completed and submitted to the dclinpsy@qub.ac.uk. This form is also used to notify the programme about medical appointments. The special leave policy and application form can be found at the link above.

Travel Expenses: Course procedures for travel claims have been designed to meet the requirements of the HSCBSO, with which trainees will have contracts. Trainees may claim for:

- Travel associated with placements

- Travel associated with the academic programme which requires the trainee to travel to a location other than the University work base.

You will be entitled to claim mileage at the rates determined by the BSO which is placement related mileage in EXCESS of normal home – university miles per day. All travel forms need to be signed by the Placement Supervisor and Programme Administrator.

You must complete travel forms with the utmost accuracy. Thus, ensure you only claim for travel completed (not just scheduled in the timetable) and make sure that mileage is not overestimated. Use of internet sites such as RAC route finder or google maps is recommended. **Inaccurate travel claims (by intention or not) can constitute fraud and disciplinary action may be taken.**

For placements outside Northern Ireland, travel arrangements will be negotiated and approved by both the Programme Director and the BSO. Before incurring exceptional, additional expenditure the approval of the Course Director should be sought. All claim forms should be countersigned by the Programme Director or his/her appointed deputies, as indicated above.

Leave, attendance and travel records must be processed by the Programme Administrator monthly. Leave forms must be approved on an ongoing basis as appropriate. Sick days should be notified as noted above and Travel Expense Forms should be returned to the Programme Administrator no later than the first working day of each month. Failure to do this may result in non-payment of travel expenses.

Professional Subscriptions: Trainees are strongly encouraged to become affiliate members of the BPS (British Psychological Society) and DCP (Division of Clinical Psychology – Affiliate Membership). This provides opportunities for getting to know about current issues for trainees on other courses, as well as those being discussed by the broader clinical psychology community. The Affiliates Group likes to have a named contact member from each clinical psychology course.

Professional Liability Insurance: While there is no HCPC requirement to take out **Professional Indemnity Insurance**. The BPS recommends schemes, which gives cover to trainees on very favourable terms. The Programme Administrator has details.

Trainees may also wish to join a trade union. Most clinical psychologists are members of Unite.

Attendance at conferences: Conference attendances are not generally approved as CPD as trainees are funded to be in the mainstream training programme. However, if deemed relevant / substantive to a placement, research, or future work priorities, trainees may ask for some support – financial and / or study time release. Applications for conference attendance should be in writing to the Joint Programme Director.

Social networking: Many people use social networking sites (such as Facebook, Twitter, or personal Blogs) to keep in touch with friends and family. Trainees need to be aware that information placed in the public domain can readily be accessed by others, including clients. The use of social media also has implications for boundaries and confidentiality. It is important that trainees remember to be vigilant around emails and not to give out email addresses / contact details / ensure the sender of an e-mail is genuine before communicating. The HCPC has issued general guidance on the use of social networking sites. Trainees should also be familiar with the HCPC *Standards of Conduct, Performance and Ethics* regarding their use of social media.

The following BSO policies can be obtained from the BSO website via the Trainee Hub.

- Attendance at Work Policy
- Attendance at Work Procedure
- Capability Procedure - 2017
- Code of Conduct for Staff
- Dealing with Capability / Competence
- Disciplinary Procedure
- Drugs Alcohol and Substance Policy
- Equality of Opportunity
- Family Pack
- Grievance Policy 2017
- Leave Pack
- Post Entry Training Policy
- Recruitment and Selection Policy
- Secondment Guidelines 2017
- Special Leave Policy
- Working Well Together Policy
- Zero Tolerance Policy

Or the direct weblink for BSO policies is

<http://www.hscbusiness.hscni.net/information/2688.htm>

Annual appraisal

Trainee appraisal meetings take place once per year (between June and August) between the trainee and the Line Manger (or nominee) and your clinical placement tutor. These are designed to take an overview of the trainee's development towards the professional qualification in clinical psychology, highlight any gaps (e.g. in required clinical experiences), needs and interests and plan accordingly.

4. Student Charter and General Regulations

The University's Student Charter sets out how the University will work in partnership with you to support your learning and help you to realise your ambitions, as well as the standards of behaviour and personal responsibility that we expect from our students.

The Student Charter can be found at:

<http://www.qub.ac.uk/directorates/AcademicAffairs/GeneralRegulations/StudentCharter/>

By enrolling at Queen's University Belfast, you undertake to abide by all of our regulations, policies and procedures so it is important that you familiarize yourself with them.

The University's General Regulations contain important information about the rules governing progression, assessment and degree classification on all programmes. They assure the University's academic standards and ensure all students are treated consistently and equitably. They are also part of the formal contract between you and the University. The

University's General Regulations can be found at:

<http://www.qub.ac.uk/directorates/AcademicAffairs/GeneralRegulations/>

If you have any problems understanding any of these regulations, policies and procedures, or if you have any questions, it is important that you discuss them with your Personal Tutor or the Students' Union Advice Centre.

Fitness to Practice Regulations

<http://www.qub.ac.uk/directorates/AcademicAffairs/GeneralRegulations/Procedures/FitnessToPracticeProcedure/>

5. Programme Specification and Changes

The definitive source of information about the programme is the programme specification document, which can be found at:

<http://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/ProgrammeSpecifications/>

Changes to Programmes

Queen's is committed to keeping our programmes up to date to ensure that students receive a current and engaging educational experience within an innovative learning and assessment environment. This commitment means that changes to programmes can occur as part of our normal academic cycle of programme development and review. These changes, which we believe will enhance your degree, are based on many factors, including ensuring each programme remains contemporary and viable; improving the quality of educational services; responding to student and/or external feedback; or meeting the requirements of an accrediting body.

The University will consult with students enrolled on a programme of study before any major programme change is made. The definitions of major programme changes are available at:

<http://www.qub.ac.uk/dasa/AcademicAffairs/ProgrammeApprovalandReviewIncludingHERew/ProgrammeManagement/MajorChangestoExistingProgrammes/>.

This consultation will be managed through Staff Student Consultative Committees and student representatives on School Education Committees or by direct discussion with students. In all cases where a major change to a programme is made, we will communicate to students affected by the change at the earliest possible opportunity. In most cases, this will be in the academic year before the change happens.

6. School Student Support Arrangements

How Research Postgraduates fit into the Structure of the School

It is worth knowing in broad terms how the School works. It should not affect you much from day to day, but there are times when it matters.

Management Structure of the School

The Head of School is ultimately responsible for almost all aspects of the School's activity. Key support comes from the Director of Education, who oversees its education programmes, and the Director of Research, who manages the School's research groupings. These individuals and one academic staff representative make up the Management Board, which develops and reviews the overall strategy of the School. Education matters are devolved to the Education Committee and research matters to the Research Committee. The School has specific committees relating to Health & Safety, Ethics, and postgraduate research as well as exam boards made up of all individuals who teach on each of our degree programmes. Reports from all these committees and boards are brought to the School Board, on which all members of the School sit or are represented. Membership of various committees and boards, and fuller details of their remits, can be found on the School's website. The School Manager ensures that routine procedures are followed and provides support for the Head of School.

Lecturer/Module Coordinator

If you have problems with the content of a lecture or require some further information about the topic then you should contact the individual who gave the lecture if this person is a programme staff member, otherwise please contact the Module coordinator. At the start of a series of lectures, the individual giving the lecture will provide their contact details and best method of contacting them. If you have difficulty in accessing resources or something is missing, contact the lecturer immediately. Do not wait until the end of the module.

Please note lecturers will not tell you what the exam questions will be.

Personal Tutor

Each student is assigned a personal tutor whose role it is to provide academic support. Your personal tutor will help you develop study skills useful for your academic studies. Your tutor will also provide feedback about your performance. We strongly advise you to speak to your tutor if you have any concerns relating to your time at Queen's, particularly if you think it will affect your progression.

Your personal tutor can help you to set yourself targets for academic progress. If you are not performing as well as you expect, they will help you to develop targets and monitor your own progress.

You should contact them if you are unsure about anything connected with studying (e.g., how to avoid plagiarism, how to format references, time management, writing skills). Your tutor will often use the resources of the Student Guidance Centre to help with these issues.

For academic year 2021-22, Personal Tutors will be assigned to each year group as follows:

Year 1 – Dr Chris Graham

Year 2 -- Dr David McCormack

Year 3 – Prof Pauline Adair

Advisor of Studies

Your Advisor of Studies is an experienced academic who is practiced at dealing with difficulties that you may encounter, and helps you to overcome these as far as possible (e.g., by advising you of the possibility of taking Leave of Absence or representing you at examination boards).

If you encounter any difficulties which may perhaps affect your academic performance (e.g., bereavement, difficult personal circumstances, depression, medical problems) you are *required* to contact your Advisor of Studies immediately – and before things spiral out of control. Your Advisor will keep appropriate confidentiality.

If you wish to defer an exam, then you should contact your Advisor in the first instance who will discuss this with the Director of Education. Note exams may only be deferred for serious medical or personal circumstances. The fact you have pre-booked a holiday is not an acceptable reason for deferral!

Your Advisor is there to help. All too often students delay in bringing problems to their Advisor. The sooner you bring problems to your advisor the sooner they can help and prevent problems from becoming overwhelming.

If you have special requirements you must contact the University's Disability service at the Student Guidance Centre. They will assess your needs and let the School know what is required. The School's Disability Officer will act on this information to ensure the School meets these requirements. It is YOUR responsibility to inform us if you wish to have any special needs taken into consideration.

Director of Education

You should consult the Director of Education if you are unsure about whether you will be able to progress to the next stage of study, or if you have difficulty contacting your Advisor of Studies. Your Advisor will involve the Director of Education if you have particularly complex or long-term problems.

Head of School

For particularly serious problems you can make an appointment with the Head of School via the School Office.

Postgraduate Research Tutor

The Postgraduate Research Tutor oversees administrative matters effecting research postgraduates. Many of these are dictated by University procedures, but often students have specific issues to do with training, supervision or careers, which they do not wish to raise at the School Postgraduate Research Committee. The Postgraduate Research Tutor is available by appointment to discuss such issues with students on a one-to-one basis.

School Postgraduate Research Committee (SPRC)

The School Postgraduate Research Committee – SPRC for short – is responsible for policy and decision making concerning PhD students. It meets regularly, chaired by the Postgraduate Research Tutor and oversees admission of postgraduate research students, appointment of supervisors and examiners, progress monitoring and differentiation, and any other policies or issues affecting postgraduate research students.

Postgraduate Research Student Voice Committee (SVC)

This committee is designed to allow students to feed back their views on all issues relating to the supervision, training and support of research students in the School. There are two meetings of this committee per semester, chaired by the PGR Tutor and attended by the HoS, PGR administrator and PhD representatives from each year and is open to all PhD students to attend. Matters raised at the Student Voice Committee are fed back into the School Board

for action where appropriate. Whilst all students are encouraged to raise matters of immediate concern with appropriate staff, such matters can also be passed to SVC representatives for formal discussion at SVC.

We strongly encourage you either to stand as a rep yourself or to get to know your reps and certainly to let them know straight away if there is an issue you would like them to raise with us on your behalf – do not wait until the next SVC meeting.

Remember also that any issues with the buildings such as temperature in lecture theatres or with IT equipment should be reported straight away either to the School office or to School IT staff – again please do not wait until the next SVC meeting to bring these to our attention.

7. Student Development and What to do if things aren't going well.

At Queen's we understand that students may encounter times when things are not going well for one reason or another and this can have an impact on their studies. Support and advice for students on the following issues can be found at:

<http://www.qub.ac.uk/directorates/sgc/wellbeing/InformationforStudents/StudentConcerns/>

- Absence from Study
- Changing your Course
- Temporary Withdrawal
- Withdrawal from the University
- Exceptional circumstances
- Student Support Meetings
- Academic Appeals
- Student Complaints Procedure
- Procedures for Dealing with Academic Offences

Student Support and Development

A list of the types of support and opportunities for students, indicating that details about service access and offerings are available on-line, and accessible to students through the Student Gateway website: <http://www.qub.ac.uk/sites/Students/>

Here you will find information about the following:

- Accommodation
- Anti-bullying and Harassment Policy
- Careers and Employability
- Change of address/details
- Chaplaincy
- Childcare
- Counselling
- Degree Plus
- Finance
- Health Centre
- Health and Safety
- International students
- Languages for Non-Specialists
- Learning Development Service
- Library
- Mature and part-time students
- PDP
- Postgraduate Centre
- Postgraduate Funding
- Queen's sport (PEC)
- Qsis and QOL
- Scholarships and Prizes
- School support mechanisms
- Starting University
- Student Computing Centres
- Student Guidance Centre
- Student Wellbeing
- Students Intervention Protocol
- Students with disabilities
- Students with Experience of Care
- Study Abroad/ERASMUS

- Study support

What follows is a brief summary of support that is available and how to access them.

Accommodation

The University has a range of accommodation for students based mainly at the Elms Village which is a 15 minute walk from the main campus. If you would like to be considered for a place in University accommodation, need assistance in searching for private accommodation or if you are a resident and have any queries please contact:

Accommodation Office
 Elms Village
 78 Malone Road
 Tel: 028 9097 4525
 Email: accommodation@qub.ac.uk
<http://www.stayatqueens.com>

If you are living in the private sector and need advice on tenancy issues or any other matter related to your accommodation contact:

<http://www.qubsu.org/AdviceSU/>

Careers (www.qub.ac.uk/careers)

Careers, Employability and Skills (CES) is based in the Student Guidance Centre. CES aims to provide a professional Career Education, Information, Advice and Guidance Service to enable all students and recent graduates to make informed decisions about their career choices, take steps to realise their goals and develop their capacity to manage their career throughout their working life. Our service operates in accordance with the AGCAS Code of Practice on Guidance and include the following:

MyFuture www.qub.ac.uk/myfuture: A career management system providing access for students and graduates to e.g. job advertisements (graduate, placement and On Campus Jobs), careers fairs, event and workshop bookings, announcements, employer information and online tools and resources (access your account by using your Queen's email and normal Queen's password)

Access to Guidance: Individual career guidance consultations is provided via MyFuture booked appointments or e-guidance.

Careers Education Programmes: CES provides a range of central and School/ Faculty specific programmes. This includes a range of accredited Career Management and Employability Skills programmes. Many of these lead to the award of Degree Plus (see below).

Careers Information: Hard copy and e-resources.

Exchange & Study Abroad: Internationalisation opportunities such as Erasmus, University Exchange, Study USA, IAESTE, Washington Ireland, Project Children.

Chaplains and religious representatives

Chaplains and other religious representatives are appointed by the University to represent and serve students and staff. Currently 13 faiths and denominations are represented at Queen's, see

<http://www.qub.ac.uk/Discover/Campus-and-facilities/Chaplains-and-Religious-Representatives/>

Childcare

The University provides excellent childcare facilities for staff and for students. As a student you may be entitled to a childcare grant to help you with Childcare fees from your local Education and Library Board. For information about childcare services in the University go to

<http://www.qub.ac.uk/directorates/StudentPlus/ChildcareatQueens/>

Counselling

Whilst we hope your time at Queen's is trouble-free, there may be times when you find things difficult for a range of reasons. If that is the case then please speak to the Counselling Service. Staff are friendly, approachable and experienced in dealing with issues that University students have to cope with. Don't leave things until the problem escalates; speak to them at the earliest opportunity. Counselling is free and confidential to any student of the University.

<http://www.qub.ac.uk/directorates/sgc/wellbeing/InformationforStudents/SupportAvailable/Counselling/>

Disability

The Disability Service assists students with disabilities in arranging study related support. This includes specific learning difficulties such as dyslexia. If you have a disability or have become disabled since studying at Queen's staff are happy to help you get the support that you need.

Student Guidance Centre
91a University Road
Belfast BT7 1NN
Tel: 028 9097 2727
Email: disability.office@qub.ac.uk
www.qub.ac.uk/directorates/sgc/disability

Health Centre

The University Health Centre at Queen's is a General practice that provides both student-focused and general National Health services. We also provide University-funded, non-NHS services, for students of Queen's. We strongly recommend you register with the Centre even if you come from Northern Ireland. This is so the Health Centre can provide you with care should you become unwell at University.

www.universityhealthcentreatqueens.co.uk

Learning Development Service

The Learning Development Service is available to help you with any study related support you need. You can have a one-to-one appointment or attend a range of workshops such as Time Management, Essay Writing, Exam Techniques and Preparing for Exams. You can find out more on their website or by calling into the Student Guidance Centre to make an appointment.

www.qub.ac.uk/directorates/sgc/learning

Personal Development Planning

Personal Development Planning is a tool to help you plan your own development, take control of your learning needs and reflect on what you need to do to improve your academic experience. Our research suggests that students who use the PDP toolkit are better

equipped to study that those who do not. Have a look at the material on the Careers Service Website or talk to your Personal Tutor.

<http://www.qub.ac.uk/directorates/sgc/careers/>

Queen's Sport (Physical Education Centre)

The PEC is a unique facility for students at Queen's. It's recently renovated facilities offer a state-of-the-art gym, a range of indoor facilities for team sports, a climbing wall, exercise studios, a comprehensive class timetable, an outdoor training area and much more. The PEC is located in Botanic Park, a five-minute walk from the main Queen's campus. All fully enrolled Queen's students are automatic members of the PEC and are entitled to subsidised, All Inclusive memberships. Some students may also qualify for a bursary for heavily subsidised membership – please contact the Income and Finance Office.

www.qub.ac.uk/sport/

Non-specialist language training

Language classes in a variety of languages and at a variety of levels are available.

<https://www.qub.ac.uk/directorates/InformationServices/LanguageCentre/>

Study Abroad

Although we strongly encourage students to consider spending time studying abroad, there is no compulsory requirement for you to undertake a period of study abroad during your degree programme. The University offers a number of opportunities and initiatives for students to undertake a period of study overseas, e.g., the ERASMUS programme, Business Education Initiative, and other schemes. If you are interested in this then please discuss this with Dr Joost Dessing, who is the School's International Studies Advisor, as soon as possible as it needs to be carefully planned. Further information can be found at:

<http://www.qub.ac.uk/International/International-students/Studyabroad/>

Study Support

Speaking to your Personal Tutor and using some of the material on personal development planning can be helpful ways of supporting your studies. You may also benefit from more specific help. See the section on Learning Development Service for details on the support they can offer you.

Student Guidance Centre - <https://www.qub.ac.uk/directorates/sgc/>

Student Guidance Centre is a co-location of a number of support services for students including Student Administration (Exams, Records and Graduation), Admissions and Access Services, the Widening Participation Unit, Disability Services, Counselling Services and Student Affairs. The Centre has a reception desk with trained Information Assistants who will be your first point of contact and will happily help you or refer you to someone who can help with your query.

Student Guidance Centre
University Terrace
Belfast BT7 1NN
028 9097 2727
sgc@qub.ac.uk

Students' Union - <http://www.qubsu.org/Contact/>

The Students Union offers a range of membership services including entertainment venues, food and other retail outlets, non-alcoholic study space in the Beech Room, a student enterprise centre, a Welfare Advice Service, clubs and societies, student volunteering, campaigns and representative work and much more. There is something for every student in the Students' Union. The Sabbatical Officers, elected from the student body for a year to run the Union, as well as the full-time members of staff, work with the student body to ensure the improvement of facilities and support services for students of Queen's.

8. Medical and Personal Difficulties – Exceptional Circumstances

It is absolutely essential that all students who are experiencing any problems bring these to the attention of their Advisor of Studies **before** coursework submission or examinations (so that remedial help can be attempted and extensions agreed), where possible.

Absence from exams, non-submission or late submission of coursework will be penalised unless a claim for exceptional circumstances has been approved. To apply for exceptional circumstances, please follow the guidance provided at:

<http://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/StudentGuidance/ExceptionalCircumstances-AStudentGuide/>

Please note that you must submit the exceptional circumstances form and provide the relevant evidence to the School Office within **three working days of returning to study or within three working days of the deadline for submission of the assignment** (whichever date comes first). You can do this by following the exceptional circumstances link below.

School of Psychology exceptional circumstances link:

<https://go.qub.ac.uk/psy-ecf>

Examinations

For examinations, the School adheres to the deadline for submission of an exceptional circumstances claim, which is available at <http://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/AppealsComplaintsandMisconduct/AcademicAppeals/CentralStudentAppealsCommittee/KeyDates/>

Students (or someone on their behalf) will be required to advise their School by phone or email of their absence from examination, or of the fact that they will be unable to meet the assignment deadline because of short-term illness, in advance of the examination or assignment deadline. The School expects that students will provide this notice by completing the form using the link above. This means that there is a written record of the student's notification and the students have a central point of contact.

If your claim for exceptional circumstances for non-submission of coursework or absence from an exam is accepted, then you may be offered an opportunity to complete alternative coursework/exam.

Self-Certification

Self-certification for short-term illness is accepted from students. Students who are self-certifying will submit an EC form in the usual manner outlined above but will not need to provide any further medical evidence (this submission will be assessed by the EC Committee and accepted or not, i.e. submission is no guarantee of acceptance).

Self-certification can only be used for unforeseen short term illness, not minor ailments and not for ongoing conditions (where the student should be registered with Disability Services). Where the self-certification is accepted for coursework, students will be given a maximum of 1 week extension.

More information on self-certification can be found at the link below:

<http://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/StudentGuidance/ExceptionalCircumstances-AStudentGuide/>

The appropriate deadline for submission of exceptional circumstances form must be adhered to. Failure to do so means that your exceptional circumstances claim may be refused.

The School Exceptional Circumstances Committee will meet regularly throughout the academic year and will communicate its recommendation to you as soon as possible after each meeting.

The self certification form is now online, please click here to complete the form:

<https://www.gov.uk/government/publications/statutory-sick-pay-employees-statement-of-sickness-sc2>

What happens next?

Your application will be considered by your School, and you will be informed of the outcome. A record will also be kept of your absence from examination, class test, or the assignment deadline missed.

Students who submit multiple or frequent self-certifications may be required by their School to provide medical evidence. If you continually seek deferral of examinations or extensions to deadlines on the basis of self-certification, you may be called to a Student Support Meeting, and / or referred to Student Wellbeing, the Occupational Health Service or the Fitness to Continue in Study Procedure. Depending on your course or programme, the Fitness to Practise Procedure may also be invoked.

Academic Misconduct

In order to safeguard our academic standards and the integrity of our awards the University has procedures in place for dealing with suspected academic misconduct. The procedure details types of academic misconduct, such as cheating in an examination, plagiarism, collusion and fabrication, how suspected offences are investigated and the penalties that can be imposed. The procedure also details students' rights of appeal in cases relating to academic misconduct.

A Student Guide on the Academic Offences Procedure can be found at:

<http://www.qub.ac.uk/directorates/AcademicAffairs/AppealsComplaintsandMisconduct/AcademicOffences/Student-Guide/>

The full Procedures for Dealing with Academic Offences can be found at:

<http://www.qub.ac.uk/directorates/AcademicStudentAffairs/AcademicAffairs/GeneralRegulations/Procedures/ProceduresforDealingwithAcademicOffences/>

9. The Graduate School

The Graduate School - <http://www.qub.ac.uk/graduate-school/information/>

The Graduate School offers a unique facility for postgraduate students, providing a range of support services including training, learning workshops and events to maximise the postgraduate experience here at Queen's. The Graduate School aims to support postgraduates in the development of transferable skills to assist in the successful completion of their studies and also for use in their future careers.

We have a team of dedicated Information assistants based on the ground floor, who can signpost all postgraduates in the right direction whether it's information on securing a postgraduate award or applying for student-led initiative funding. We invite postgraduates to call in and speak to our team as we greatly value their opinion and any feedback they may have in helping us continually develop the postgraduate experience here at Queen's.

As well as offering a range of support services, the Graduate School offers an ideal place to meet friends and colleagues in a relaxed environment or to catch up on work using the computer suite or free wi-fi zones. We have a dedicated silent study, which seats over 65 students, as well as an informal seating area, both on the second floor.

Location:

The Graduate School is located north of the main Lanyon Building (it can be seen from the front of Queen's, on the left hand side).

Opening Hours:

Opening hours are from

8.00am - 11.00pm 7 days a week, card access only after 5pm on a Saturday and all day Sunday

(Excluding [Official University Holidays](#)).

Reception opening hours - Monday to Friday 9.00am - 5.00pm

Swipe access to the building is required outside of normal office hours.

Contacting the Centre Information Team:

Email: graduateschool@qub.ac.uk

Telephone (+44 (0) 2890 97 2585)

Skype (PG Centre)

10. Equality and Diversity

The School of Psychology endorses the University policy on Equality and Diversity, which may be found here: <http://www.gub.ac.uk/directorates/HumanResources/diversity-and-inclusion/policies-procedures-and-guidance/>.

In particular, we draw your attention to the following aspects of the policy:

Policy Statement

2.1 The University values and promotes equality and diversity and will seek to ensure that it treats all individuals fairly and with dignity and respect. It is opposed to all forms of unlawful and unfair discrimination.

2.2 The University seeks to provide equality to all, irrespective of gender, including gender re-assignment; marital or civil partnership status; having or not having dependants; religious belief or political opinion; race (including colour, nationality, ethnic or national origins, including Irish Travellers); disability; sexual orientation and age.

2.3 This policy applies to:

(i) all applicants for employment, employees and all those who work for the University (including members of Senate and its core committees) and relates to all decisions in respect of recruitment and selection, promotion, access to training and the provision of terms and conditions of employment; and

(ii) all student applicants and potential applicants and relates to all decisions in respect of the admission of students and the provision of all services to students including teaching and supervision, assessment, progression and award, and support services.

2.4 The policy is reflective of the University's commitment to develop fully and utilise the talents of all its staff and students

Commitment to Policy

3.1 The University is committed to:

- Actively promoting equality of opportunity and to respecting and celebrating the cultural diversity within the University;
- promoting a good and harmonious environment free from flags, emblems, posters, graffiti or other material or actions or language likely to be provocative, offensive or intimidatory;
- fulfilling its legal obligations under the equality legislation and associated codes of practice; and
- taking lawful affirmative and positive action, where appropriate.

Status of the Policy

4.1 This policy forms part of the formal contract of employment for staff and part of the agreement between students and the University.

4.2 Breaches of the policy will be regarded as misconduct and may lead to disciplinary proceedings.

4.3 All visitors to the University will be expected to comply with the policy.

4.4 Those contracted to work at or for the University, including sub contractors, will be expected to comply with the policy. Breach of the policy could result in the termination of the contract.

If you see, hear, or are subjected to something that is not consistent with the University policy, please contact the Postgraduate Tutor or the Head of School. Furthermore, the University policy document contains information about how to make a formal complaint through the Student Complaints Procedure

Equality and Diversity Training

The University offers all students online training in Equality and Diversity, which can be accessed through the QoL homepage. In addition, all PGR students have access to online training on unconscious bias. The School encourages all of its PGR students to avail of this training.

Further Information on Issues Related to Gender

The University's policy on maternity leave for PhD students is to be found [here](#). In addition, for those students funded by a DfE award, your studentship handbook contains information about DfE regulations on maternity leave.

The University organises child care schemes for students and members of staff. Information about these schemes may be found [here](#).

Bullying and Harassment

It is important that all members of the School treat each other with respect at all times and the School wholly endorses the University's anti-bullying and harassment policy which is to be found [here](#). We draw your attention to definition of harassment in the policy:

Within this policy, bullying is considered a form of harassment. Harassment includes causing another person alarm or distress. Harassment on grounds of gender (including gender re-assignment), race, religion or belief, political opinion, disability, sexual orientation or age may also breach the University's Equality and Diversity Policy if it involves discrimination against an individual in the way they are treated in relation to the provision of services, including teaching and supervision, assessment, progression and award and support services. Harassment may also breach other legislation, for example Equality legislation or Health and Safety legislation.

Although harassment normally implies that there have been several incidents of unwanted behaviour, students may also raise concerns relating to a single incident under this procedure and should do so where the behaviour of the other person is serious. Harassment may constitute a criminal offence and it may also be possible to obtain an injunction under the Protection from Harassment (NI) Order 1997.

In addition, the policy sets out a number of examples of harassment:

i. Oral or written harassment through derogatory remarks, jokes, insults, offensive language, gossip and slander. Written harassment includes, but is not limited to, letters, emails, postings on websites and texts.

ii. Visual displays of posters, graffiti, obscene gestures, flags, bunting, pictures, emblems or any other offensive material (including the use of email or mobile devices to send or view such material).

iii. Physical conduct ranging from the invasion of personal space and/or inappropriate touching to serious assaults.

iv. Offensive, intimidating, malicious or insulting behaviour, open aggression, threats, shouting.

v. Intrusion by pestering, spying, following and/or stalking.

vi. Subjecting another person to unwanted conduct which has the purpose or effect of violating that person's dignity or humiliating, intimidating or undermining that individual or creating an intimidating, hostile, degrading, humiliating or offensive environment.

vii. Unjustifiable exclusion e.g. withholding information, isolation or non-co-operation of colleagues, exclusion from classroom and social activities.

viii. Misuse of power through means intended to undermine, humiliate, denigrate or injure the recipient.

If you feel that you have been the victim of bullying and/or harassment, please consult the full policy for information about procedures and advice about next steps.

11. FINDING A THERAPIST: PROFESSIONAL BODIES

Sometimes, trainees on the programme are interested in personal therapy although this is not mandatory. When choosing a counsellor or psychotherapist it is important to know that they work to certain standards of good practice as a professional. All professional bodies differ in their requirements for membership; some require very strict standards for all their members and others provide different categories for their members (e.g. Associate Member, Member, Accredited Member). Counsellors and psychotherapists who are a member of a professional body will make this clear on their profile.

Professional bodies include:

- **British Association for Behavioural and Cognitive Psychotherapies (BABCP)**
The BABCP is the lead organisation for Cognitive Behavioural Therapy in the UK. Membership is open to anyone with an interest in the practice, theory or development of CBT. BABCP also provides accreditation for CBT therapists. BABCP accredited members adhere to the Standards of Conduct, Performance and Ethics in the Practice of Behavioural and Cognitive Psychotherapies, and are willing to be scrutinised in this adherence as required. See www.babcp.com
- **British Association for Counselling and Psychotherapy (BACP)**
BACP is one of the UK's largest professional bodies for counselling and psychotherapy. The Association is made up of a number of different membership categories, e.g. Associate Member, Member (MBACP), Accredited Member (MBACP Accred), with the different categories standing for different levels of training and experience. Accredited Members have achieved a substantial level of training and experience approved by the Association. All members are bound by a Code of Ethics & Practice and a Complaints Procedure. See www.bacp.co.uk
- **British Psychoanalytic Council (BPC)**
The British Psychoanalytic Council (BPC) is a professional association, representing the profession of psychoanalytic and psychodynamic psychotherapy. The organisation is itself made up of twelve member institutions which are training institutions, professional associations and accrediting bodies. Individual psychoanalytic and psychodynamic psychotherapists are members of these organisations and are 'registrants' of the BPC, eligible for entry into the BPC's register. BPC registrants are governed by a Code of Ethics, a policy of Continuing Professional Development, a statement on confidentiality and a complaints procedure. The BPC is a Member Society of the European Federation for Psychoanalytic Psychotherapy in the Public Sector (EFPP). See www.psychoanalytic-council.org
- **British Psychological Society (BPS)**
The British Psychological Society is the representative body for psychology and psychologists in the UK. Through its Royal Charter, the Society is charged with overseeing psychology and psychologists. It has responsibility for the development, promotion and application of pure and applied psychology for the public good. The Society has several grades of membership and all members must adhere to a Code of Conduct. See www.bps.org
- **UK Association of Humanistic Psychology Practitioners (UKAHPP)**
UKAHPP is a national accrediting organisation for all those who apply the theories of Humanistic Psychology in their work. The UKAHPP is an independent member

organisation of the United Kingdom Council for Psychotherapy (UKCP) and the UK Register of Counsellors. The Association is made up of several different membership classes e.g. Associate Members, Affiliate Members, Full Members, each with different requirements for entry. Full Members may use the initials 'MAHPP' after their names, and have undergone a rigorous accreditation procedure relevant to their discipline. All members of the Association of Humanistic Psychology Practitioners must commit to acceptance of the UKAHPP Code of Ethical Principles, the UKAHPP Code of Practice, the UKAHPP Ethical Review Procedure and the UKAHPP Complaints Procedure. See www.ahpp.org

- **United Kingdom Council for Psychotherapy (UKCP)**

The UKCP exists to promote and maintain the profession of psychotherapy and the highest standards in the practice of psychotherapy throughout the United Kingdom. The general training requirements for a practitioner to become registered with UKCP are that they must have completed a postgraduate level course in psychotherapy of at least 4 years' part time duration or equivalent. However, UKCP is an umbrella organisation for all the different psychotherapies and each different type of psychotherapy has slightly different training requirements. Registration with UKCP is obtained through one of their Member Organisations and each practitioner must maintain membership of a Member Organisation to maintain their UKCP Registration. They must adhere to approved Codes of Ethics and Practice and be accountable to UKCP Complaints and Appeals Procedures. See www.psychotherapy.org.uk

- **United Kingdom Register of Counsellors / Psychotherapists (UKRCP)**

The UKRCP is a voluntary register of Counsellors / Psychotherapists held by BACP. A condition of registration is accreditation with either BACP, COSCA, UKAHPP or FDAP. Registered practitioners are entitled to be known as a UKRCP Registered Independent Counsellor / Psychotherapist. See www.bacp.co.uk/ukrcp/

Feeling better and returning to work

Inform the programme team by emailing dclinpsy@qub.ac.uk immediately when he/she returns to work

Email a completed return to work form along with any outstanding medical evidence required

The programme is expected to do a return to work interview for every absence, even a day. In most cases these will be done by phone / via MS teams where absence is limited to 1-2 days for a non-serious complaint.

REMINDER OF EVIDENCE REQUIRED

1-3 days

RETURN TO WORK FORM

4 -7 days

SELF CERTIFICATION FORM
AND

RETURN TO WORK FORM

More than 7 days

SICKLINE COVERING EVERY DATE OF ABSENCE BEYOND 7 DAYS
AND

RETURN TO WORK FORM

MEDICAL APPOINTMENTS

You are permitted a period up to 2 hours for medical appointments unable to be arranged outside of working hours. To advise of a medical appointment, you must complete a special leave form (in advance if possible) and email to dclinpsy@qub.ac.uk

COMPASSIONATE LEAVE / SPECIAL LEAVE

Matters giving rise to applications for Compassionate or Special Leave are, by their nature, exceptional and each case is examined on an individual basis. The granting of Compassionate or Special Leave is a matter for the HSCBSO or other employer. The employer would normally consider the Programme Director's recommendation. Such requests should, therefore, be made to the Programme Director.

An application for special leave form should be completed and submitted to the dclinpsy@qub.ac.uk. This form is also used to notify the programme about medical appointments. The special leave policy and application form can be found at the link

13. Requesting annual leave

