

Syllabus Outline:

At the beginning of the module, students will meet with personal tutors to establish a set of learning goals and activities designed to ensure that they have successfully completed all requirements for eligibility for Chartership in Counselling Psychology as currently defined by the British Psychological Society (BPS) Training Committee in Counselling Psychology and eligibility to apply for registration with the Health Professions Council (HPC). Students will be introduced to the six generic key roles for national occupational standards and to the use of these in the BPS Continuing Professional Development requirements as a framework within which to define their own development needs and plans. They will also be introduced to the HPC Standards of Proficiency (SOPs) which will be used as a framework to define their level of competency at the end of the course. The module requires each student to provide a portfolio of evidence of successful completion of module learning outcomes, to provide a presentation to their peers and tutors of their learning from specific activities and to submit a reflective essay on the development of their identity as a counselling psychologist.

The content of the module will vary for different students. Students will negotiate and agree specific advanced independent development goals and training activities which reflect their diverse interests and opportunities within counselling psychology. Individual learning goals and plans must be approved by personal tutor and by the module leader as consistent with the learning outcomes listed above.

On the basis of their AID plan, students must compile a portfolio of evidence of achievement of learning outcomes.

Appropriate evidence might include successful completion of:

1. relevant modules at UWE or other training institutions;
2. CPD training events under the Opening Doors programme or equivalent programmes within UWE or other training institutions;
3. continuing personal therapy and/or personal development activities;
4. postgraduate seminars and training events;
5. attendance at relevant professional body conferences and training events;
6. poster and paper presentations at professional body and academic conferences;
7. appropriate supervised professional practice;
8. engagement in professional body activities and committees.

Teaching and Learning Methods:

Individual and group tutorials to coordinate and monitor learning plans. Each student will provide a presentation to peers and tutors of learning from specific AID activities. Plans may include a diverse range of teaching and learning methods.

Reading Strategy:

All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.

If **further reading** is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be

given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.

Indicative Reading List:

As this module draws on all previous modules and extends student learning in directions that are specific to individual learning plans, it is not possible to give specific indicative reading for the content of the module. Reading indicated for other modules may apply. Specific reading lists will form part of the individual learning plans and will be approved by tutors and the module leader.

Assessment:

Weighting between components A and B (standard modules only) A: 50% B: 50%

FIRST ATTEMPT

First Assessment Opportunity

Component A (controlled)		Element Wt (Ratio)
Description of each element		<i>(within Component)</i>
OP1	Oral Presentation on Reflective Learning from specific AID activities with Written Report (2000 words)	1
PORT1	AID plan and portfolio of AID evidence	Final Assessment 1

Component B		Element Wt (Ratio)
Description of each element		<i>(within Component)</i>
CW1	Reflective essay of 3,000 words on personal and professional development as a counselling psychologist	1

Second Assessment Opportunity (Resit) further attendance at taught classes is not required

Component A (controlled)		Element Wt (Ratio)
Description of each element		<i>(within Component)</i>
OP2	Oral Presentation on Reflective Learning from specific AID activities with Written Report (2000 words)	1
PORT2	AID plan and portfolio of AID evidence	Final Assessment 1

Component B		Element Wt (Ratio)
Description of each element		<i>(within Component)</i>
CW2	Reflective essay of 3,000 words on personal; and professional development as a counselling psychologist	1

EXCEPTIONAL SECOND ATTEMPT Attendance at taught classes is not required.

Specification confirmed by**Date**
(Associate Dean/Programme Director)