

Programme Specification

Section 1: Basic Data

Awarding institution/body	University of the West of England
Teaching institution	University of the West of England
Faculty responsible for programme	Applied Sciences
Programme accredited by	British Psychological Society <i>The BPS Training Committee for Counselling Psychology (TCCP) will consider the programme for accreditation after it has been validated by UWE and after teaching has started.</i> <i>The new "Criteria for the Accreditation of Postgraduate Training Programmes in Counselling Psychology" published by the TCCP in February 2003 removes the previous division of part one and part two qualifications. Therefore, we will bring forward a proposal for a further postgraduate award in 2004/5 and, if approved, will submit the combined package of awards to the BPS for accreditation in 2005/6.</i>
Highest award title	M.Sc. Counselling Psychology
Default award title	
Interim award title	Postgraduate Certificate in Counselling Psychology Studies Postgraduate Diploma in Counselling Psychology Studies
Modular Scheme title (if different)	
UCAS code (or other coding system if relevant)	
Relevant QAA subject benchmarking group(s)	QAA Framework for Higher Education Qualifications; British Psychological Society Training Committee in Counselling Psychology Criteria for the Accreditation of Postgraduate Training Programmes in Counselling Psychology (Feb. 2003)

On-going/valid until* (*delete as appropriate/insert end date)

Valid from (insert date if appropriate)

Authorised by...

Date:...

Version Code 1.0

Section 2: Educational aims of the programme

The aims of the programme are:

- ⌘ To provide a learning environment which facilitates the development of student autonomy in the learning process and encourages self directed study;
- ⌘ To develop the skills of analysis shown by comprehensiveness of approach and depth of understanding;
- ⌘ To develop expertise and skill in counselling psychology research;
- ⌘ To enable students to achieve a high level of presentation of and critical reflection on their own work;
- ⌘ To stimulate a commitment from students to ongoing personal and professional development and inquiry and to lifelong learning;
- ⌘ To foster an awareness and appreciation of the significance of wider social, cultural and political domains within which counselling psychology operates;
- ⌘ To foster in students a questioning and evaluative approach to the philosophy, practice, research and theory which constitutes counselling psychology;
- ⌘ To develop expertise and competence in the ethical practice of counselling psychology
- ⌘ To prepare students to work as counselling psychologists in a variety of settings and to develop transferable skills;
- ⌘ To satisfy a demand for counselling psychology training which is not currently available in south west England or Wales.

Section 3: Learning outcomes of the programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

A Knowledge and understanding

Learning outcomes

Teaching, Learning and Assessment Strategies

A Knowledge and understanding of:

1. Relational and cognitive-behavioural approaches to Psychological Therapy.
2. The importance of Culture and Diversity in Counselling Psychology Theory and Practice.
3. Theory and Research relevant to individual and social functioning in Counselling Psychology
4. The use and interpretation of Psychometric tests.

Teaching/learning methods and strategies:

Acquisition of 1-13 is through lectures, videos,, experiential exercises and small group work.

Additional support is provided through tutorials, clinical supervision and e-learning.

Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual

<ol style="list-style-type: none"> 5. Theories of Psychopathology. 6. The research evidence on process and outcomes of Psychological Therapies. 7. A range of quantitative and qualitative research methods 8. Theories of human, cognitive, emotional, behavioural social and physiological functioning relating to counselling psychology 9. The contribution of psychopharmacology 10. Philosophical bases of psychological theory and knowledge 11. Ethical frameworks & codes of conduct in relation to client work and research 12. The nature of relationships through the lifespan and within the context of family 13. Organisational policies, contextual and legal frameworks relating to practice. 	<p><i>knowledge and understanding.</i></p> <p>Assessment:</p> <p><i>Testing of the knowledge base is through assessed coursework through oral presentation and through tasks undertaken under examination conditions, e.g. timed assignments, viva.</i></p> <p><i>1 - 13 will be assessed by timed assignments, essays, student presentation and case studies.</i></p> <p><i>6, 7, 11 will be assessed through the research proposal and dissertation</i></p>

B Intellectual Skills

<p>B Intellectual Skills in:</p> <ol style="list-style-type: none"> 1. Critical thinking. 2. Analysis 3. Synthesis of theory and practice and different models of therapy 4. Evaluation. 5. Application of psychological theories to counselling psychology practice. 	<p>Teaching/learning methods and strategies</p> <p><i>Acquisition of 1-5 is developed through small group work, experiential exercises, interactive workshops and independent research.</i></p> <p>Assessment</p> <p><i>A variety of assessment methods are employed to test a learner's ability to demonstrate skills. 1-5 are tested by a written critical review, structured timed assignments and a dissertation, and, in addition, are assessed by supervision group and personal development reviews.</i></p>

C Subject, Professional and Practical Skills

C Subject/Professional/Practical Skills	Teaching/learning methods and strategies
<p>- <i>Students will be able to demonstrate competence in: ...</i></p> <p>-</p> <ol style="list-style-type: none"> 1. Assessment and formulation of client issues. 2. Working with developmental stages, processes and deficits. 3. The intentional use of self in the therapeutic relationship. 4. The use of advanced counselling skills. 5. Counselling psychology practice at an appropriate level 6. Working ethically with clients. 7. Management of reviews, endings and referrals. 8. Judgement and decision making 9. Carrying out independent research 10. Giving and receiving appropriate peer feedback . 11. Using supervision appropriately 12. Working with diverse groups of individuals across different domains 	<p><i>Acquisition of 1 – 12 are through personal therapy, professional development groups, skills practice , role-play and live supervision.</i></p> <p>Assessment</p> <p><i>Personal and professional development appraisal based on portfolio of evidence, including case study, video tape and viva, supervision group assessment and personal development review.</i></p> <p><i>1-8, 10-12 are assessed by supervision group, case study and personal development reviews</i></p> <p><i>9 is assessed by research proposal and dissertation.</i></p>

D Transferable Skills and other attributes

D Transferable skills and other attributes	Teaching/learning methods and strategies
<p>- <i>students will be able to: ...</i></p> <ol style="list-style-type: none"> 1. Communicate effectively orally and in writing 2. Use a range of IT applications 3. Evaluate and carry out research 4. Work as part of a team and independently 5. Use self and life experience reflectively 6. Be accountable and responsible in their working practices 7. Demonstrate commitment to ongoing personal and professional development 8. Apply theoretical concepts to research and practice. 9. Evaluate and criticise. 10. Give and receive appropriate feedback. 11. Practise and promote anti-discrimination 12. Work co-operatively with other professional groups and agencies 13. Demonstrate creativity and innovation in their work. 	<p><i>Acquisition of 1-13 is through lectures, experiential exercises, small group work, oral presentation, personal therapy, independent research, professional development groups, skills practice and role play, live supervision.</i></p> <p>Assessment</p> <p><i>1, 2, 3, 8, 9, 12, 13 will be assessed by research proposal and dissertation.</i></p> <p><i>4, 5, 6, 7, 8, 10, 11, 12, 13 will be assessed by supervision group, case study and personal development reviews</i></p> <p><i>1, 2, 3, 5, 8, 9, 13 will be assessed by essays, critical review and presentations</i></p>

Section 4: Programme structure

STRUCTURE DIAGRAM

Year One:	Theory and practice in Counselling 1 20 credits	Personal and Professional Development 1 40 credits	Research Methods in Counselling Psychology 20 credits
Modules			
Assessment	Case study timed assignment; 3,000 word assignment	PPD appraisal	Timed assignment critical review; Research proposal
Interim award	<i>Postgraduate Certificate in Counselling Psychology Studies (60 credits)</i>		
Year two:	Theory and Practice in Counselling 2 20 credits	Personal and Professional Development 2 20 credits	Counselling Psychology Dissertation 60 credits
Modules			
Assessment	Student presentation, Critical review of learning, 3,000 word essay	PPD appraisal	15,000 word dissertation, Poster presentation
Interim award	<i>Postgraduate Diploma in Counselling Psychology Studies (120 credits)</i>		
FINAL AWARD	<i>M.SC. COUNSELLING PSYCHOLOGY (180 CREDITS)</i>		

level M, Year 1
Compulsory modules <ul style="list-style-type: none"> • Personal and Professional Development 1 (40 credits) • Theory and Practice in Counselling Psychology 1 (20 credits) • Research Methods in Counselling Psychology (20 credits)
Core modules <ul style="list-style-type: none"> • • •
Optional modules <ul style="list-style-type: none"> • • •
Interim Awards: <p style="text-align: center;">Postgraduate Certificate in Counselling Psychology Studies(60 credits)</p>
level M, year 2
Compulsory modules <ul style="list-style-type: none"> • Personal and Professional Development 2 (20 credits) • Theory and Practice in Counselling 2 (20 credits) • Counselling Psychology Dissertation (60 credits)
Core modules
Optional modules
Interim Awards: <p style="text-align: center;">Postgraduate Diploma in Counselling Psychology Studies(120 credits)</p>
Final award: <p style="text-align: center;">M.Sc. Counselling Psychology (180 credits)</p>

Section 5: Entry requirements

Graduate basis for registration with the British Psychological Society

Certificate in Counselling Skills (or evidence of equivalent training/experience)

Minimum age of 25

Section 6: Assessment Regulations**MAR 3.0**

Section 7:

- **Personal & Professional Development** -Students are required to be in personal therapy with a registered counsellor/psychotherapist/ counselling psychologist throughout the course. They will be required to maintain a log in which they monitor their personal development. This log will be part of their assessed work. The process of being a client and becoming more self-aware offers students a unique learning opportunity and provides structured complementary support to their professional training at UWE. During both years, students submit a portfolio of evidence of personal and professional development. These portfolios will include a case study, video/audio tapes of client work, supervision and peer assessments and a personal development review. . Professional ethics and standards applied to counselling psychology are considered in both years. The development of competent and ethical practice is enabled through a continuous programme of skills workshops, supervision groups and placement practice.
- **Theory & Practice**-Students will engage in theory-based workshops and skills practice in both years of the course. There is an emphasis on interactive and experiential modes of learning. In year one, the core theoretical model is introduced; this is an integrative, relational approach. Cognitive-Behavioural approaches are also taught and integrated into the core framework. Students will be encouraged to explore ways of incorporating social, political and cultural awareness into their counselling practice. During skills practice workshops, students will train using video feedback, role-play and live supervision. There will be an emphasis placed on integration of counselling psychology theory, practice and research. Supervision groups will provide additional support and help students develop appropriate skills. In both years, students practise in appropriate counselling psychology placement settings.
- **Research**- Students will be required to carry out their own empirically based research in Counselling Psychology. Towards the end of the course students are required to present their dissertation research in a poster presentation format. The students will have access to research members of the Group for Practice & Research in Counselling Psychology and established research Centres at the university such as the Centre for Appearance Research. Students will be encouraged to attend research seminars, postgraduate research conferences and workshops and to present their own work where appropriate.
- **E-Learning** - Classroom and placement learning will be supplemented by the use of online computer-mediated technology. Students will be offered additional resources,

via UWE-Online, by which to extend their contact with the academic and student group and further advance their learning, both in counselling training and in the use of information technology. Through discussion boards, online peer tutorial groups, video-clip case materials and links to profession-relevant websites, students will be encouraged to extend their opportunities to practise skills and develop critical thought.

Section 8 Reference points/benchmarks

This programme has been developed with specific reference to the following reference points and benchmarks:

- * the Quality Assurance Agency's Framework for Higher Education Qualifications, and specifically the QAA's draft position statement on postgraduate qualifications and its descriptors for Masters level work;
- * the QAA position statement on postgraduate qualifications. This programme requires all entrants to have a first degree in psychology that is recognised by the British Psychological Society as conferring graduate basis for registration (GBR). These programmes will be subject to scrutiny in relation to the QAA's benchmark statement for undergraduate psychology programmes;
- * A primary consideration in the design of the programme has been adherence to the precepts identified by the Membership and Professional Training Board of the BPS in its document 'Quality Assurance Policies and Practice for Postgraduate Training' (BPS, 2002) and the criteria for accreditation of postgraduate training programmes in counselling psychology laid down by the Training Committee in Counselling Psychology (TCCP, BPS, 2003);
- * The mission and vision statement of the University of the West of England, in particular in relation to the promotion of educational opportunity, the development of a postgraduate community, the provision of training relevant to regional needs and the development of a high reputation among employers; and
- * The needs of local employers as reflected in meetings with representatives of local health care trusts and in written responses from over sixty local chartered psychologists working in a variety of employment settings.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.