



ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data		
<b>Awarding Institution</b>	University of the West of England.	
<b>Teaching Institution</b>	Helsinki Institute of Psychotherapy.	
<b>Delivery Location</b>	Helsinki, Finland.	
<b>Faculty responsible for programme</b>	Health and Applied Sciences	
<b>Department responsible for programme</b>	Health and Social Sciences	
<b>Modular Scheme Title</b>		
<b>Professional Statutory or Regulatory Body Links</b>	The programme has been designed so that graduates can seek recognition from the state regulator, according to the decree which is currently in force and defines the requirements for psychotherapy training.	
<b>Highest Award Title</b>	MSc Solution Focused Therapy	
<b>Default Award Title</b>	None	
<b>Fall-back Award Title</b>	NA	
<b>Interim Award Titles</b>	Post Graduate Certificate in Solution Focused Studies Post Graduate Diploma in Solution Focused Therapy	
<b>UWE Progression Route</b>	NA	
<b>Mode(s) of Delivery</b>	PT	
<b>Codes</b>	<b>UCAS:</b>	<b>JACS:</b>
	<b>ISIS2:</b>	<b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>	Generic Masters level statements.	
<b>CAP Approval Date</b>	Special CAP by video conference 26 <sup>th</sup> April 2013	
<b>Valid from</b>	September 2014	
<b>Valid until Date</b>	September 2020	
<b>Version</b>	1	

## Part 2: Educational Aims of the Programme

This programme is intended to provide a thorough training in Solution Focused Therapy (SFT) for four people wishing to enter the therapeutic profession and practice in this modality. It is intended for professionals who come from relevant professional fields and or qualified to undergraduate level or equivalent. The programme aims to achieve this at a postgraduate level, therefore fostering the generic skills associated with the Masters level of attainment. Consistent with this it is intended that graduates from the programme will have a familiarity with the relevant research literature, be able to formulate research questions, undertake theoretical reviews and put together proposals.

The overall aims are therefore:

- 1) To provide students with a thorough background in the theory and practice of Solution Focused Therapy.
- 2) To provide students with the opportunity to practice Solution Focused skills under supervision.
- 3) To enable students to reach a competent level as Solution Focused therapists.
- 4) To give students the opportunity to engage with the relevant research literature.
- 5) To allow students to develop competence in the synthesis of the literature on a particular topic, and develop proposals for research where there are gaps in current knowledge.

### Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

NA

## Part 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 (subject specific)

The programme provides students with an advanced knowledge of solution focused theory and practice. It will cover knowledge of the professional context in which students are expected to operate. Students will also consider approaches from other models of psychotherapy, and will critically compare and contrast these with the solution focused approach. They will consider the range of generic knowledge and skills that are necessary to practice as a psychotherapist, including ethics, boundaries, and client diversity. In preparation for the Masters level dissertation, they will also cover research skills appropriate for solution focused topics. They will be made familiar with the relevant research literature, and have the opportunity to consider the range of questions which might be asked in a research project relevant to solution focused practice.

### B. Intellectual Skills (generic)

In terms of intellectual skills, students will be required to develop the cognitive capacity to compare and contrast competing intellectual ideas. They will acquire the skills to interrogate the research lecture, and produce a synthesis on a particular topic. They will be required to demonstrate an awareness of their own personal process and show an ability to reflect on their practice and how this relates to their developing self-awareness. They will demonstrate

### Part 3: Learning Outcomes of the Programme

the ability to design a research project which can answer a novel question arising from the literature, as well as the ability to critique previous findings.

#### C. Subject/Professional/Practical Skills (subject specific)

Students will be required to demonstrate a range of skills related to professional practice. They will demonstrate the ability to assess and formulate client concerns. They will produce evidence that they can begin, maintain and end therapeutic relationships appropriately. They will demonstrate the maintenance of professional and ethical boundaries. They will show an awareness of their own competencies and act appropriately, including the identification of future development needs.

#### D. Transferable Skills and other attributes (generic)

Through the programme the students will demonstrate a variety of transferable skills. They will demonstrate that they can read and analyse complex academic arguments. They will demonstrate the use of written and spoken communication skills. They will demonstrate good IT skills, both through accessing the course resources online, and preparing their work for submission and assessment. They will show advanced skills in listening and hearing, and being able to communicate understanding. They will demonstrate an advanced capability of tuning in to the emotional state of others, and then empathically demonstrating this understanding.

<i>Learning Outcomes:</i>	Module No: SFT 1 USPJUF-30-M	Module No: SFT 2 USPJUG-30-M	Module No: P in SFT 1 USPJUH-30-M	Module No: P in SFT 2 USPJUJ-30-M	Module No: Families USPJUK-15-M	Module No: Dissertation USPJTB-60-M
<b>A) Knowledge and understanding of:</b>						
<b>Solution Focused Theory and Practice</b>	x	x			x	
<b>Professional context in which SFT operates</b>	x				x	
<b>Major therapies used outside of SFT</b>	x					
<b>Ethical codes governing therapist behaviour</b>		x			x	
<b>Issues around client diversity</b>		x			x	
<b>Research literature relevant to SFT</b>		x				
<b>Research methods and skills</b>		x				
<b>(B) Intellectual Skills</b>						
<b>Evaluation of competing ideas and theories</b>	x	x			x	
<b>Synthesis of a body of research literature</b>						x
<b>Connection with own personal process</b>			x	x		
<b>Derivation of research designs to answer novel problems</b>						x
<b>Critique of published research findings</b>						x
<b>(C) Subject/Professional/Practical Skills</b>						
<b>Formulation of client concerns and issues</b>			x	x	x	x
<b>Begin, maintain and end therapeutic relationships</b>			x	x	x	x
<b>Maintain professional and ethical boundaries</b>			x	x		x
<b>Awareness of own development points</b>				x	x	x
<b>Ability to learn and adapt new methods to</b>	x	x	x	x		

### Part 3: Learning Outcomes of the Programme

particular clients						
<b>(D) Transferable skills and other attributes</b>						
<b>Ability to read and analyse complex academic arguments.</b>	x					x
<b>Written and spoken communication</b>	x	x	x	x		x
<b>Use of IT to present work, and access learning resources</b>	x	x				x
<b>Ability to listen and hear, and communicate understanding</b>			x	x		
<b>Ability to attune empathically to the emotional state of others</b>			x	x		

### Part 4: Student Learning and Student Support

#### Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

On the Solutions Focused Therapy Masters programme, teaching is a mix of scheduled, independent and practice based learning.

**Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical skills classes and workshops; supervised client work, and clinical supervision sessions.

**Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.

**Practice based learning:** students will be required to obtain 300 hours of clinical work with clients.

#### Description of any Distinctive Features

The programme is distinctive in that it involves a partnership between an English University and a Finnish Psychotherapy training institute. UWE has extensive experience of delivering a variety of psychotherapy programmes, whereas HPI is very experienced in the process of delivering a practical and supportive training. This will enable students at HPI to benefit from an evolving HE culture, whilst receiving the benefits of a practical training scheme which has evolved over a period of years.

This programme will be delivered in Helsinki, Finland in Finnish. It is one of only a few post-graduate courses in psychotherapy in the world which adopts a solution focused approach. It requires students to gain significant client experience. The programme offers students intensive study support through an intensive schedule of skills based seminars and clinical supervision.

### Part 5: Assessment

A: Approved to [University Regulations and Procedures](#)

#### Assessment Strategy

A variety of assessment types will be used across the programme to allow students to

## Part 5: Assessment

demonstrate the full range of academic and practice related learning outcomes.

In relation to the academic learning outcomes, students will be assessed using:

- an exam based on a previously presented case study
- an essay in the first block in which students will give an account of the required reading, and relate it to their own personal experience
- an extended essay on a particular topic relevant to solution focused theory and practice, demonstrating an awareness of research methods and suggesting areas which could be further explored
- a final oral examination, which will ask students about their reading in the final block, plus their personal development and their awareness of research methods and design

In relation to the practice based skills, this again students will be assessed using a variety of methods which will include:

- the presentation of material from client sessions, including audio recordings, session transcripts, and for case presentations
- a logbook for each practice module
- a portfolio of successfully completed skills exercises
- a critical self reflection on practice
- a portfolio of successfully completed in-class competence assessments. This will include exercises on ethics, boundaries and professional practice. There will also be exercises around research and study design

Research competencies will be assessed through some of the elements outlined above, as well as the final dissertation.

Because Finnish is a language which consists mainly of large composite words, in giving guidance as to assignment length, page counts rather than word counts have been used.

### Assessment Map

The programme encompasses a range of **assessment methods** including essays, exams, portfolios, case reports, logbooks and an oral examination. These are detailed in the following assessment map:

#### Assessment Map for MSc Solution Focused Therapy

		Unseen Written Exam	Essay	Portfolio	Logbook	Case report	Oral examination	Dissertation
Compulsory Modules	Module No1 USPJUF-30-M	A (50)	B (50)					
	Module No2			A	A	B		

## Part 5: Assessment

MSc	USPJUH-30-M					(100)		
	Module No3 USPJUG-30-M		B (50)				A (50)	
	Module No4 USPJUJ-30-M			A	A	B (100)		
	Module No5 USPJUK-15-M			A	A	B 100		
	Module No6 USPJTB-60-M						A (100)	

\*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

## Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**, including:  
 level and credit requirements  
 interim award requirements  
 module diet, including compulsory and optional modules

ENTRY				
	Block 1, 18 months	<b>Compulsory Modules</b> Module number: 1 USPJUF-30-M 30 credits Module name: Solution Focused Theory 1.	<b>Optional Modules</b> None	<b>Interim Awards</b> PGCert Solution Focused Studies.  60 credits at level M  Other requirements:
		<b>Compulsory Modules</b> Module number: 2 USPJUH-30-M  Module name: Solution Focused Therapy in Practice 1.		
	Block 2, 18 months	<b>Compulsory Modules</b> Module number:3 USPJUG-30-M 30 credits Module name: Solution Focused Theory 2.	<b>Optional Modules</b> None	<b>Interim Awards</b>  PGDip in Solution Focused Therapy.  135 credits at level M  Other requirements: The extra 15 credits is to ensure that family and group skills are covered for professional purposes.
		<b>Compulsory Modules</b> Module number:4 USPJUU-30-M 30 credits Module name: Solution Focused Therapy in Practice 2.		
		<b>Compulsory Modules</b> Module number: 5 USPJUK-15-M 15 credits Module name: Specialist Practice in Working with Families.		
		<b>Compulsory Modules</b>	<b>Optional Modules</b>	<b>Interim Awards</b>



		Module number:6 USPJTB-30-M 60 credits Module name: Dissertation		195 Credits at level M
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## GRADUATION

### Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions:

Entrants must have successfully completed a period of prior training in psychology and psychotherapy of at least 30 credits (ECTS), unless they are trained in mental health nursing or psychiatry.

Entrants must have a degree in an area relevant to psychotherapy.

Entrants must have two years previous work experience in a relevant work setting.

Entrants must have an ability to engage with literature in English.

Students will need to demonstrate that they will have access to clients that they can work with as part of the programme.

### Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

QAA UK Quality Code for HE

QAA Framework for Higher Education Qualifications:

The QAA Framework provides the points of reference for setting standards across various levels of education. UWE has incorporated these into its assessment and grading profiles, and this programme will adopt the Health and Life Sciences standard marking and assessment criteria for level M. Some of the framework aspects are more closely tied to some modules than others: these are detailed below.

Master's degrees criteria (QAA framework)

\* A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice

Dissertation module particularly, but all modules.

\* A comprehensive understanding of techniques applicable to their own research or advanced scholarship

Solution Focused Theory 1 and 2.

\* Originality in the application of knowledge, together with a practical understanding of how



## Part 8: Reference Points and Benchmarks

established techniques of research and enquiry are used to create and interpret knowledge in the discipline

Solution Focussed Theory 1 and 2 and the dissertation

\* Conceptual understanding that enables the student:

to evaluate critically current research and advanced scholarship in the discipline to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

All modules

Typically, holders of the qualification will be able to:

\* Deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences

All modules

\* Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level

Dissertation in Psychology Solution Focused Practice 1 and 2..

\* Continue to advance their knowledge and understanding, and to develop new skills to a high level.

All modules, but particularly Solution Focused Practice 1 and 2.

And holders will have:

\* the qualities and transferable skills necessary for employment requiring:

\* the exercise of initiative and personal responsibility

\* decision-making in complex and unpredictable situations

\* the independent learning ability required for continuing professional development.

Dissertation module particularly, but all modules.

There are no QAA subject specific benchmarks for Solution Focused Therapy at M level. There are however QAA benchmarks for counselling and psychotherapy which can be applied across undergraduate and Masters level provision. These can be found at:

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-counselling-psychotherapy.aspx>

These QAA benchmarks envisage graduates having knowledge and skills under a number of key themes which are:

- relationship building

Students are observed developing this skill during in class skills sessions, and provide evidence of effective client work through the provision of a logbook detailing 300 hours or work, as part of the Practice in Solution Focused Modules 1 and 2.

- communication

Effective communication skills are developed throughout all modules in the degree, in terms of oral, written and non verbal communication.

## Part 8: Reference Points and Benchmarks

- **assessment**  
Students are taught the principles of effective assessment in the two Solution Focused Theory modules, and put this into practice in the two Practice in Solution Focused Therapy modules. Skills in relation to families and groups and developed in the working with families and groups module.
- **formulation**  
Students are taught the principles of effective formulation in the two Solution Focused Theory modules, and put this into practice in the two Practice in Solution Focused Therapy modules. Skills in relation to families and groups and developed in the working with families and groups module.
- **psychotherapeutic strategies and interventions**  
Students are taught about a wide range of strategies and interventions as part of the two theory modules, but the primary emphasis is on solution focussed theory and techniques. Students are taught a comprehensive range of interventions from this perspective, including tools to deal with a range of problem complexities.
- **reflective practice**  
Students reflect on their practice in clinical supervision sessions as part of the practice modules, and also engage in personal reflection exercises. This allows students to consider how different perspectives and strategies relate to their own histories, and how this impacts upon their practice.
- **monitoring, evaluation and research.**  
This is covered in the second theory module, and the dissertation.

In developing this programme the QAA Code of Practice has been consulted. Most issues highlighted in the Code of Practice are covered by general faculty or University systems, but specific attention has been paid to Career Education Information and Guidance.

Career education, information and guidance is embedded within the curriculum within the two theory modules, as part of the emphasis within the programme on ensuring that students not only develop skills to enhance their employability, but also are able to articulate these and know where to best utilise them. The QAA code of practice states that where career education is embedded in the curriculum, awarding institutions ensure that intended learning outcomes contribute to the aims and objectives of the programme, clearly identify knowledge, understanding and skills, are assessed appropriately. This is clearly the case through the practice modules assessment and teaching, in particular through the work supporting students develop their ongoing professional development reflections within these modules.

### **University strategies and policies**

Given the intention to deliver this programme as part of an international partnership, specifically relevant strategic partnership themes include "Being globally connected" though strengthening internationalisation at M level. Furthermore, it is also part of "Providing clear progression opportunities", as it would provide a route for relevant health professions into a psychotherapy career.

A second aspect to the strategic partnership themes is around "Making Knowledge Exchange and Public Engagement thrive throughout UWE" by ensuring external facing provision is accessible, visible, and engages with interested users. As an applied discipline, psychotherapy modules are very attractive to potential students in the health workplace wishing to study them as CPD. This programme gives a route to not only attract such students in, but retain them with the potential of a full MSc award.

In terms of international delivery, this program has been designed to meet the needs of prospective psychotherapy trainees in Finland. It could also be accredited in the UK as a

## Part 8: Reference Points and Benchmarks

counseling provision by the BACP, which would be unique within the UK at this time.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

The Helsinki Psychotherapy Institute has consulted with its current students about the desirability of a programme such as this, and what they would like to see in its makeup. The Institute staff have reflected carefully on their past experience of delivering the skills based programme, and considered carefully how to introduce formal academic assessment points.

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, available on the [University's website](#).