

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	Faculty of Health and life Sciences
Programme accredited by	British Psychological Society
Approved by	Health Professions Council
Modular Scheme title	Professional Doctorate
Highest award title	Doctor of Counselling Psychology
Default award title	<i>n/a</i>
Interim award title	Postgraduate Certificate Psychotherapeutic Studies Postgraduate Diploma Psychotherapeutic Studies
UCAS code (or other coding system if relevant)	
Relevant QAA subject benchmarking group(s)	HPC Standards of Proficiency HPC Standards of Education and Training BPS Subject Benchmarks for Applied Psychology, March 2005 QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education: - Placement Learning - Postgraduate Research programmes UK Council for Graduate Education Report on Professional Doctorates
On-going/valid until	On-going
Valid from (insert date if appropriate)	September 2012
Authorised by: Version Code: 5	Date:

Section 2: Educational aims of the programme

The aims of the programme are:

- 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 professional and ethical practice of counselling psychology using a relational model and other approaches to therapy;
- To develop a critical understanding of the current state of knowledge in counselling psychology theory and practice;
- To prepare students to work as counselling psychologists in a variety of settings and to develop transferable skills;
- 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, depth of understanding and critical self reflection;
- To enable students to conduct enquiry leading to the creation and interpretation of new knowledge through original research and to satisfy peer review by accomplished and recognised scholars in the field;
- To enable students to conceptualise, design, implement and review an original research project;
- To enable students to achieve a high level of presentation and dissemination of ideas in the academic world and wider community;
- To enable students to achieve a high level of clarity in their oral and written communications as counselling psychologists, including their communication with other professions;
- To enable students to achieve a high level of critical reflection on their own work;
- To stimulate a commitment from students to ongoing personal and professional development and inquiry and to lifelong learning as reflective practitioners;
- To foster an awareness and appreciation of the significance of wider social, cultural and political domains within which counselling psychology operates;
- 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 and relevance of Culture, Diversity and Political considerations, including anti-discriminatory practice, 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.
5. Theories of Psychopathology and systems of diagnosis.
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, neurological and physiological functioning relating to counselling psychology.
9. The contribution of psychopharmacology to counselling psychology.
10. Philosophical bases of psychological theory and knowledge.
11. Ethical frameworks & codes of conduct in relation to client work and research including the philosophical basis of ethical codes.
12. The nature of development and transition through the lifespan and within the context of interpersonal and family relationships.
13. The dynamics and meanings of relationship including therapeutic relationship and relationships in the wider context
14. Organisational policies, contextual and legal frameworks relating to practice.
15. Child protection issues
16. Common presenting problems and more complex psychological presentations
17. Ethical decision making and relevant

Teaching/learning methods and strategies:

Acquisition of 1-21 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 knowledge and understanding.

Assessment:

Testing of the knowledge base is through assessed coursework through oral presentation and through tasks undertaken under examination conditions, e.g. timed assignments, viva.

1, 2, 4, 5, 6, 8, 9, 10, 11, 12, 13 14, 15, 16, 17, 18,19, 21 will be assessed by timed assignments, examinations, essays, student presentations, process reports and case studies.

3, 6, 7, 11, 20 will be assessed through the research proposal, research project and thesis and viva examination.

<p>professional body Codes of Practice (HPC and BPS) and HPC Complaints Procedures</p> <p>18. The Mental Health Act and its historical context; other legislation relevant to the practice of Counselling Psychology; personal and professional responsibilities of counselling psychologists; the legal context;</p> <p>19. Theories of group process and organisational theory.</p> <p>20. Advanced independent research skills.</p> <p>21. Scientist Practitioner model and Reflective Practitioner model; models of evidence based practice and practice based evidence; applying scientific enquiry to evaluating efficacy of psychological approaches and treatment</p>	
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B Intellectual Skills

<p>B Intellectual Skills</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. 6. Formulation of client issues 7. Metacognition. 8. Metacommunication. 9. Create new knowledge and insights of an original and significant nature through research 	<p>Teaching/learning methods and strategies</p> <p><i>Acquisition of 1-9 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.</i></p> <p><i>1-8 are assessed by supervision/case discussion group and personal development reviews. 9 assessed by doctoral thesis</i></p>
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C Subject, Professional and Practical Skills

<p>C Subject/Professional/Practical Skills</p> <p>Students will be able to demonstrate competence in: ...</p> <ol style="list-style-type: none"> 1. Assessment, formulation and evaluation of client issues. 2. Working with developmental stages, processes and deficits. 3. The intentional use of self in the therapeutic relationship. 4. Management of reviews, endings and referrals. 5. Working ethically with clients; understanding a range of ethical issues in therapeutic work and the therapeutic relationship; understanding the broader context of ethical decision making in relation to clinical issues. 6. Working collaboratively with clients and carers in their best interests in diagnostic and treatment decision making 7. Judgment and decision making. 8. Carrying out independent research 9. Using supervision appropriately 10. Practising competently, knowing own level of competency and maintaining fitness to practice. 11. Working with diverse groups of individuals across different domains. 11. Conduct risk assessments. 12. Refer and consult within the resources of a multi-disciplinary team and to non 	<p>Teaching/learning methods and strategies</p> <p>Acquisition of 1 – 10 is through personal therapy, professional development groups, skills practice, role-play small group work and live supervision/case discussion.</p> <p>Assessment</p> <p>Personal and professional development appraisal based on portfolio of evidence, including case study, process report, video tape and viva, supervision group assessment and personal development review.</p> <p>1- 7, 9-14 are assessed by supervision/case discussion, process report, case study and personal development reviews</p> <p>8 is assessed by research proposal, thesis and viva</p>
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<p>governmental agencies in the wider community where appropriate</p> <p>13. Interviewing and assessment methods including diagnosis of clients with complex needs</p> <p>14. Planning, running and evaluating psychological groups.</p>	
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D Transferable Skills and other attributes

<p>D Transferable skills and other attributes</p> <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, carry out, report and defend research 4. Work as part of a team and independently 5. Work self-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 both ideas and practice 10. Practise and promote anti-discrimination 11. Use self and life experience 12. Work co-operatively with other professional groups and agencies 13. Demonstrate creativity and innovation in their work. 14. Enhanced ability to identify personal goals and draw on available resources 	<p>Teaching/learning methods and strategies</p> <p>Acquisition of 1-14 is through lectures, experiential exercises, small group work, oral presentation, personal therapy, independent research, professional development groups, skills practice and role play, live supervision.</p> <p>Assessment</p> <p>1, 2, 3, 8, 9, 10, 13 will be assessed by research proposal, research project, thesis and viva.</p> <p>4, 5, 6, 7, 8, 10, 11, 12, 13 will be assessed by supervision group, process report, case study and personal development reviews</p> <p>1, 2, 3, 5, 8, 9, 10, 13 will be assessed by essays, critical review and presentations.</p> <p>14 will be assessed by a portfolio of evidence.</p>
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Section 4: Programme structure

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


ENTRY	Year 1	Compulsory Modules	Interim Awards	
		USPJG3-20-M Theory and Practice in Counselling 1	Postgraduate Certificate Psychotherapeutic Studies	
		USPJLM-20-M Personal and Professional Development 1		
		USPJLP-10-M Research Methods in Counselling Psychology		
		USPJME-20-M Qualitative and Quantitative Methods in Psychology		
		USPJLQ-20-M Research Project in Counselling Psychology		Other requirements:
	Year 2	Compulsory Modules	Interim Awards	
		USPJG4-20-M Theory and Practice in Counselling 2	Postgraduate Diploma Psychotherapeutic Studies	
		USPJG6-20-M Personal and Professional Development 2		
		USPJK3-15-M Working with Diversity in Counselling Psychology		
		USPJK4-15-M Professional and Ethical Issues in Counselling Psychology		
		USPJK5-15-M Working with Mental Health Issues in Counselling Psychology		Other requirements:
		USPJK6-15-M Working with Common Presenting Problems in Counselling Psychology		
	Year 3	Compulsory Modules	Target Awards	
		USPKJ7-30-M Personal and Professional Development 3	Doctor of Counselling Psychology	
USPJK8-15-M Working with Groups and Organisations in Counselling Psychology				

	USPJK9-15-M Working with Couples and Families in Counselling Psychology	Other requirements:
	USPJK8-15-M Advanced Independent Development in Counselling Psychology	

GRADUATION

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

ENTRY		Compulsory Modules	Interim Awards
Year 1.1		USPJK3-15-M Theory and Practice in Counselling 1	Postgraduate Certificate Psychotherapeutic Studies
		USPJK4-15-M Personal and Professional Development 1	
		USPJK5-15-M Research Methods in Counselling Psychology	
		USPJK6-15-M Qualitative and Quantitative Methods in Psychology	
		Other requirements:	
Year 2.1		USPJK4-20-M Theory and Practice in Counselling 2	Postgraduate Diploma Psychotherapeutic Studies
		USPJK6-20-M Personal and Professional Development 2 USPJK7-20-M Research Project in Counselling Psychology	
		USPJK3-15-M Working with Diversity in Counselling Psychology	
		USPJK4-15-M Professional and Ethical Issues in Counselling Psychology	
		USPJK5-15-M Working with Mental Health Issues in Counselling Psychology	
		USPJK6-15-M Working with Common Presenting Problems in Counselling Psychology	
		Other requirements:	
Year 3		USPJK7-30-M Personal and Professional Development 3	
		USPJK8-15-M Working with Groups and Organisations in Counselling Psychology	
		Other requirements:	

		USPJK9-15-M Working with Couples and Families in Counselling Psychology	
	Years 4 and 5	Compulsory Modules	Target Awards
		USPKJ7-30-M Personal and Professional Development 3	Doctor of Counselling Psychology Other requirements:
		USPJK8-15-M Working with Groups and Organisations in Counselling Psychology	
		USPJK9-15-M Working with Couples and Families in Counselling Psychology	
		USPJK A-30-M Advanced Independent Development in Counselling Psychology	
		USPJK A-30-M Advanced Independent Development in Counselling Psychology	

GRADUATION**Section 5: Entry requirements**

Graduate basis for chartership with the British Psychological Society

Upper second class or first class degree

Certificate in Counselling Skills

Section 6: Assessment Regulations

Academic Regulations and Procedures

Section 7: Student Learning : Distinctive Features and Support

- Personal & Professional Development** -Students are required to be in personal therapy with a registered counsellor/psychotherapist/counselling psychologist during the first two years of the course. They will be required to maintain a journal in which they monitor their personal development. A critical reflection on this journal 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 and is an integral part of their development as reflective practitioners. Professional ethics and standards applied to counselling psychology are considered in all years. As a part of the PPD modules, students will submit a personal and professional development portfolio of evidence which will include a case study, video/audiotapes of client work, supervision and peer assessments and a personal development review. The portfolio will form the basis for appraisal interviews with counselling psychology tutors, in which students will be required to reflect critically on the evidence of their development as practitioners.
- Theory & Practice**-Students will engage in theory-based workshops and skills practise throughout 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 with personal awareness and development. Supervision groups at UWE and on placement will provide additional support in helping students to this integration.

- **Research**- Students will be required to carry out their own empirically based research in Counselling Psychology. In their first year of study, students will be introduced to a range of quantitative and qualitative approaches to counselling psychology and to experts in different fields of psychological research within the School of Psychology. Supervisory teams will be formed for each student. There will normally be two research supervisors for each student project with a counselling psychologist as Director of Studies. 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 and the Centre for Psychosocial Studies. Students will be encouraged to attend and present posters and papers at research seminars, postgraduate research conferences and workshops.
- **Advanced Independent Study** – As students progress through the programme, it is expected that their interests and experiences will diversify and that the common taught sessions at UWE will increasingly be augmented by diverse learning experiences in their practice and in specific developmental experiences available to them in the broader world of counselling psychology. The Advanced Independent Development in Counselling Psychology module has been designed to allow students in the later stages of their studies to negotiate their own learning goals and plans and to provide students with credit for a broad range of activities subject to the approval of their tutor and the programme leader. Students will be supported in this independent study by individual and group tutorials and will be required to provide a portfolio of evidence of their achievements and to present a seminar to share their learning with other students. This approach to learning is consistent both with the developing maturity of the students as counselling psychologists and with the programme aim of developing reflective practitioners who can critically evaluate the evidence for their own training needs and also the quality of learning experiences available to them.
- **Placement Learning** – The placement co-ordinator monitors and visits student placements to ensure that learning outcomes are consistent with those of the programme. The placement co-ordinator works closely with placement providers to ensure that the quality of the student experience meets the requirements of the programme and those of the regulatory bodies, HPC and BPS. There is an explicit process of collaboration and communication between the course and placement providers. As students progress through the programme, they are required to undertake placements which provide opportunities to practice in a range of models, modalities, contexts and time-frames of therapeutic practice and opportunities for wider professional commitments such as consultancy and service audit etc.
- **E-Learning** – Classroom and placement learning will be supplemented by the use of online computer-mediated technology. Students will be offered additional resources, via Blackboard, by which to extend their contact with the tutor and student groups 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 related websites, students will be encouraged to extend their opportunities to practise skills and develop critical thinking.
- **Teaching and Learning Accommodation** – Following the move of psychology to the main site of the university in 2004, the counselling and counselling psychology

programmes have access to specialist teaching and learning accommodation. This consists of a main counselling training room, an adjacent resources room and six specialist training rooms with fitted audio-visual recording equipment. All rooms are decorated and equipped to provide an environment conducive to the needs of counselling psychology training. In addition to this accommodation, all students on the programme are members of the faculty graduate school and have full access to the postgraduate resources room and to the support of the Graduate School Office.

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 position statement on postgraduate qualifications and its descriptors for Masters and Doctoral level work;
- * the QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education: Postgraduate Research Programmes and Placement Learning. 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 Chartership (GBC). 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 HPC Standards of Proficiency and Standards of Education and Training as well as other codes of practice. In addition the programme meets requirements 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) and the BPS statements for Subject Benchmarks for Applied Psychology (March 2005).
- * The Policy Statement on Qualifications in Counselling Psychology published by the Executive Committee of the Division of Counselling Psychology (BPS) on 24th November 2004 and printed in Counselling Psychology Review, vol. 20, No. 1, February 2005, p. 39.
- * 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.
- * The UK Council for Graduate Education paper on Professional Doctorates (2002)
- * The UWE Doctoral Framework (2003) and Guidelines on the Use of the Professional Doctorate Framework (2005)

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 Academic Registrar.

