Course Specification

Published Date:	15-Sep-2020
Produced By:	Laura Clode
Status:	Validated

Core Information

Awarding Body / Institution:	University of Wolverhampton
School / Institute:	Institute of Human Sciences
Course Code(s):	PS002V01UV Full-time 3 Years PS002V31UV Part-time 5 Years
Course Title:	Professional Doctorate in Counselling Psychology
Hierarchy of Awards:	Professional Doctorate in Counselling Psychology Higher Masters in Applied Psychology (Counselling) Master of Science Applied Psychology (Counselling) Postgraduate Diploma Applied Psychology (Counselling) University Statement of Credit University Statement of Credit
Language of Study:	English
Date of DAG approval:	
Last Review:	2018/9
Course Specification valid from:	2012/3
Course Specification valid to:	2024/5

Academic Staff

Course Leader:	Mrs Helen Hewson
Head of Department:	Alexandra Forsythe

Course Information

Location of Delivery:	University of Wolverhampton
Category of Partnership:	Not delivered in partnership
Teaching Institution:	University of Wolverhampton
Open / Closed Course:	This course is open to all suitably qualified candidates.

Entry Requirements:

Entry requirements are subject to regular review. The entry requirements applicable to a particular academic year will be published on the University website (and externally as appropriate e.g. UCAS

• Normally a minimum of a 2.1 Honours degree in Psychology or equivalent.
• Eligibility for Graduate Basis for Chartered status with the British Psychological Society (GBC).
• Possession of a qualification in counselling skills to Level 3 certificate standard.
• To have spent normally at least 6 months (Full time) or 12 months (Part time) in a paid or voluntary role, using counselling skills with clients on a face-to-face basis. Experience should normally have taken place within the last 5 years and would normally equate to 100 hours counselling work.
• Submission of a personal statement outlining the experience and skills you will bring, and your reasons for pursuing further study in Counselling Psychology.
• A good standard of written and spoken English (IELTS 7.0 or equivalent)
• 2 x Appropriate reference(s) – 1x academic & 1x clinical supervisory.
• Enhanced Disclosure and Barring Service (DBS check).

Personal Requirements
All of the following:
• Self-awareness and psychological stability.
• Ability to make use of and reflect on life experience.
• Capacity to cope with emotional demands of the course.
• Ability to cope with intellectual and academic requirements.
• Ability to form a helping relationship.
• Ability to critically reflect upon areas of bias and use both positive and negative feedback.
• Some awareness of the nature of prejudice and oppression of minority groups.

Note: Overseas applicants must provide confirmation from the BPS that their degree has been recognized as such, and must also possess a recognized qualification in counselling at least to certificate level accredited by a professional body. Please also note that to be eligible to apply for HCPC registration upon graduation candidates need a minimum of IELTS 7.0 or equivalent. Enhanced DBS clearance is needed prior to entry onto the course, which must be self-funded.

Interview Selection
Successful completion of the selection process to include:
1. Interview panels may include experts by experience, academic tutors, and practice supervisors. All students will be asked to summarize their contribution to research to date.
2. Interviewees will be presented with a client case study on the day of interview; following a peer supervision exercise, they will write a summary of their reflections upon the case.
3. All applicants will submit a brief statement of interest outlining a research proposal, or idea for further development. Applicants are advised to browse our departmental research profiles when developing a proposal.

Distinctive Features of the Course:

The programme is committed to the development of ethical and reflective practitioners, who work collaboratively with clients within a wide range of professional practice settings. Trainees are required to demonstrate an applied knowledge of humanistic, cognitive behavioural, psychodynamic and systemic

practice approaches following the completion of taught modules. The programme supports the development of formulation driven, integrated and evidence-based practice with students being asked to present casework and undertake supervised clinical practice using more than one psychological model. It is expected that trainees will draw upon the core models taught to develop a personal philosophy and coherent approach to integration in practice. The program requires a commitment to application and development through doctoral research, through their doctoral thesis, trainees will contribute to the development of the field of counselling psychology.

The following features summarise the unique culture of the programme at the University of Wolverhampton: Our Counselling Psychology programme team, benefit from professional training in Counselling Psychology, Clinical Psychology and Psychotherapy practice and research. Our core team members retain professional registration under the Health and Care Professions Council, as Registered Practitioner Psychologists. In addition to experience within clinical settings, module leaders and tutors are affiliated with the Higher Education Academy (HEA) under Associate Fellowship (AFHEA) and Fellowship (FHEA).

Our staff team are engaged with the BPS Division of Counselling Psychology and are committed to furthering the profession of Counselling Psychology. Strong links are maintained with experts in the profession who cover some specialist elements of the training.

Emphasis on small group teaching provides opportunities for experiential learning, with trainees working in sessions to critically reflect upon the application of theory in practice. A maximum number of 18 students per year is maintained across the programme.

A community approach to learning, encouraging shared personal & professional development is maintained throughout the programme. Opportunities for peer supervision, practice learning and working across year groups are provided each year. All students are welcomed to   attend departmental research events and doctoral college seminars with a view to fostering research skills and identity.

Cohort Tutors provide personal support and professional mentoring including the facilitation of a dialogue with clinical supervisors on placement.

Longstanding relationships with experienced placement supervisors, who work with us closely to ensure your training content and clinical placement experience remains cutting edge. In the first-year clinical supervision will normally be provided by a Clinical or Counselling Psychologist.

Our research supervisors are committed to the development of an impactful research community focusing on the application of psychological theory in practice. Supervisors draw upon experience in qualitative, quantitative and mixed research methods and bring expertise in a wide range of specialisms to include Clinical, Counselling, Health, Forensic, Occupational and Organisational, Disabilities, Cognitive Psychology, Developmental Psychology, Cyber Psychology, Eating Issues, Mental Health and Social and Community Psychology. The allocation of research supervision will vary year-to-year depending upon goodness-of-fit between the project, staff expertise..

The friendly and motivated department team consists of Counselling Psychologists and a wide range of Applied Psychologists experienced in researching clinical issues.

Our dedicated resources include counselling skills practice rooms, and 2 academic classrooms. Our electronic learning environment integrates a friendly course guide and support forum allowing responsive communication and documentation.

There are a number of additional CPD courses that we include within the course fees. These include:
• EMDR Stage-1 training, provided by accredited EMDR trainers.
• Registration fees and travel expenses for the annual Division of Counselling Psychology conference are reimbursed for Level 8 trainees submitting presentations and/or academic posters. Trainees are eligible once in Year 2 and once in Year 3.

Students who do not ptogress for any reason are entitled to exit the programme with an interim MSc Applied Psychology (Counselling) if they complete a research project at Level 7.

Educational Aims of the Course:

Following completion of the programme trainees will be eligible for chartered status with the BPS and are eligible for entry onto the Health and Care Professions Council register as Counselling Psychologists. As a professional applied psychology training route, the learning and assessment structure produces therapeutic practitioners who have acquired the core competencies required by the Health and Care Professions Council and BPS. The programme aims to:

• Produce Professional Counselling Psychologists who are well placed to work with clients in a broad range of

settings to include; the NHS, forensic settings, voluntary and third sector providers, industry, private practice, academic and research settings.

• Provide a grounding in the application of humanistic values in Counselling Psychology practice upon which other models can be developed and/or integrated;

• Instil core competencies in reflective practice, assessment, psychological formulation, criticality and evidence-based practice.

• Offer in depth understanding of theoretical models of practice relevant to professional practice in the public and private sectors focusing on the application and integration of person centred, cognitive behavioural, psychodynamic, and systemic models;

• Enable an appreciation for and commitment towards ethical considerations in Counselling Psychology practice and research,

• Provide opportunities to develop competence in systemic practice and organisational working to include involvement with audit, service evaluation, consultation, teaching and clinical leadership;

• Instil a commitment to and ongoing engagement with reflexive practice including both personal and professional development,

• Support anti-discriminatory practice attending critically to wider social, cultural and political contexts;

• Support a commitment to social justice aims and actions;

• Instil the research and development skills necessary to support graduates in making an impactful contribution to Counselling Psychology practice and research, and to evaluate the effectiveness of their interventions through systematic case study research.

Intakes:

September

Major Source of Funding:

Office for Students (OFS)

Tuition Fees:

Tuition fees are reviewed on an annual basis. The fees applicable to a particular academic year will be published on the University website.

Year	Status	Mode	Amount
2020/1	Overseas	Full Time	£13350.00
2020/1	H	Full Time	£8850.00
2020/1	H	Part Time	£4425.00

PSRB:

PS002V01UV (Full-time)

Professional Accreditation Body:
British Psychological Society (BPS)

Accrediting Body:
British Psychological Society (BPS)

Accreditation Statement:
Accredited against the requirements for the Graduate Basis for Chartered Membership (GBC) of the British Psychological Society (BPS).

Additional Notes:
"Graduates who complete an accredited undergraduate degree or postgraduate conversion programme having passed the empirical psychology project and gained a minimum of a 2:2 overall (or its equivalent) are eligible to apply for the Graduate Basis for Chartered Membership (GBC) of the British Psychological Society. GBC is set as a pre-requisite for entry to accredited postgraduate programmes by the majority of training providers. In order to practise as a psychologist offering services to the public, graduates will need to complete further training that is approved by the Health and Care Professions Council."

Approved	Start	Expected End	Renewal
15/Oct/2013	15/Oct/2013	31/Aug/2025	31/Aug/2025

PS002V31UV (Part-time)

Professional Accreditation Body:
British Psychological Society (BPS)

Accrediting Body:
British Psychological Society (BPS)

Accreditation Statement:
Accredited against the requirements for the Graduate Basis for Chartered Membership (GBC) of the British Psychological Society (BPS).

Additional Notes:
"Graduates who complete an accredited undergraduate degree or postgraduate conversion programme having passed the empirical psychology project and gained a minimum of a 2:2 overall (or its equivalent) are eligible to apply for the Graduate Basis for Chartered Membership (GBC) of the British Psychological Society. GBC is set as a pre-requisite for entry to accredited postgraduate programmes by the majority of training providers. In order to practise as a psychologist offering services to the public, graduates will need to complete further training that is approved by the Health and Care Professions Council."

Approved	Start	Expected End	Renewal
15/Oct/2013	15/Oct/2013	31/Aug/2025	31/Aug/2025

Course Structure:

September (Full-time)

Year 1

Module	Title	Credits	Period	Type
7PS003	Conducting and Interpreting Research	40	INYR	Core
7PS006	Personal and Professional Development 1	20	INYR	Core
7PS007	Placement Preparation	20	INYR	Core
7PS005	Psychological Theory and Therapy: Humanistic Approach	20	INYR	Core
7PS009	Psychological Theory and Therapy: CBT	20	INYR	Core
7PS008	Clinical Practice and Workshops 1: Critical Psychopathology Theory and Practice	40	INYR	Core

September (Part-time)

Year 1

Module	Title	Credits	Period	Type
7PS003	Conducting and Interpreting Research	40	INYR	Core
7PS007	Placement Preparation	20	INYR	Core
7PS005	Psychological Theory and Therapy: Humanistic Approach	20	INYR	Core

September (Full-time)

Year 2

Module	Title	Credits	Period	Type
8PS004	Counselling Psychology Doctorate Thesis	180	CRYRA	Core
8PS001	Psychological Theory and Therapy: Psychodynamic Approaches	20	INYR	Core
8PS009	Psychological Theory and Therapy: Lifespan, Developmental Psychology and Contexts	20	INYR	Core
8PS005	Personal and Professional Development 2	20	INYR	Core
8PS002	Clinical Practice and Workshops 2: Integration and Critical Application in Counselling Psychology	40	INYR	Core

September (Part-time)

Year 2

Module	Title	Credits	Period	Type

For this option group you must choose a minimum of 0 credits and a maximum of 20 credits

IMPORTANT: Students should ensure they have received counselling/advice from the course team in respect of which modules to select. Do not select a module you have already undertaken.

Module	Title	Credits	Period	Type
7PS006	Personal and Professional Development 1	20	INYR	

For this option group you must choose a minimum of 0 credits and a maximum of 20 credits

IMPORTANT: Students should ensure they have received counselling/advice from the course team in respect of which modules to select. Do not select a module you have already undertaken.

Module	Title	Credits	Period	Type
7PS009	Psychological Theory and Therapy: CBT	20	INYR	

For this option group you must choose a minimum of 0 credits and a maximum of 40 credits

IMPORTANT: Students should ensure they have received counselling/advice from the course team in respect of which modules to select. Do not select a module you have already undertaken.

Module	Title	Credits	Period	Type
7PS008	Clinical Practice and Workshops 1: Critical Psychopathology Theory and Practice	40	INYR	

Continuing students will follow the programme indicated below:

September (Full-time)

Year 3

Module	Title	Credits	Period	Type
8PS006	Personal and Professional Development 3	20	INYR	Core
8PS007	Psychological Theory and Therapy: Systemic Practice and Family Therapy	20	INYR	Core
8PS003	Clinical Practice and Workshops 3: Professional Issues	60	INYR	Core

September (Full-time)

Year 3

Module	Title	Credits	Period	Type
8PS006	Personal and Professional Development 3	20	INYR	Core
8PS004	Counselling Psychology Doctorate Thesis	180	CRYRA	Core
8PS010	Clinical Practice and Workshops: Systemic, Contextual and Professional Issues	80	INYR	Core

September (Part-time)

Year 3

Module	Title	Credits	Period	Type
8PS006	Personal and Professional Development 3	20	INYR	Core
8PS004	Counselling Psychology Doctorate Thesis	180	CRYRA	Core
8PS010	Clinical Practice and Workshops: Systemic, Contextual and Professional Issues	80	INYR	Core

Module	Title	Credits	Period	Type

For this option group you must choose a minimum of 0 credits and a maximum of 60 credits

IMPORTANT: Students should ensure they have received counselling/advice from the course team in respect of which modules to select. Do not select a module you have already undertaken.

Module	Title	Credits	Period	Type
8PS001	Psychological Theory and Therapy: Psychodynamic Approaches	20	INYR	
8PS007	Psychological Theory and Therapy: Systemic Practice and Family Therapy	20	INYR	
8PS009	Psychological Theory and Therapy: Lifespan, Developmental Psychology and Contexts	20	INYR	

For this option group you must choose a minimum of 0 credits and a maximum of 100 credits

IMPORTANT: Students should ensure they have received counselling/advice from the course team in respect of which modules to select. Do not select a module you have already undertaken.

Module	Title	Credits	Period	Type
8PS002	Clinical Practice and Workshops 2: Integration and Critical Application in Counselling Psychology	40	INYR	
8PS003	Clinical Practice and Workshops 3: Professional Issues	60	INYR	
			INYR	

For this option group you must choose a minimum of 0 credits and a maximum of 120 credits

IMPORTANT: Students should ensure they have received counselling/advice from the course team in respect of which modules to select. Do not select a module you have already undertaken.

Module	Title	Credits	Period	Type
8PS005	Personal and Professional Development 2	20	INYR	
8PS006	Personal and Professional Development 3	20	INYR	
8PS010	Clinical Practice and Workshops: Systemic, Contextual and Professional Issues	80	INYR	

For this option group you must choose a minimum of 0 credits and a maximum of 180 credits

IMPORTANT: Students should ensure they have received counselling/advice from the course team in respect of which modules to select. Do not select a module you have already undertaken.

Module	Title	Credits	Period	Type
8PS004	Counselling Psychology Doctorate Thesis	180	INYR	

September (Part-time)

Year 4

Module	Title	Credits	Period	Type

For this option group you must choose a minimum of 0 credits and a maximum of 60 credits

IMPORTANT: Students should ensure they have received counselling/advice from the course team in respect of which modules to select. Do not select a module you have already undertaken.

Module	Title	Credits	Period	Type
8PS001	Psychological Theory and Therapy: Psychodynamic Approaches	20	INYR	
8PS007	Psychological Theory and Therapy: Systemic Practice and Family Therapy	20	INYR	
8PS009	Psychological Theory and Therapy: Lifespan, Developmental Psychology and Contexts	20	INYR	

For this option group you must choose a minimum of 0 credits and a maximum of 100 credits

IMPORTANT: Students should ensure they have received counselling/advice from the course team in respect of which modules to select. Do not select a module you have already undertaken.

Module	Title	Credits	Period	Type
8PS002	Clinical Practice and Workshops 2: Integration and Critical Application in Counselling Psychology	40	INYR	
8PS003	Clinical Practice and Workshops 3: Professional Issues	60	INYR	
			INYR	

For this option group you must choose a minimum of 0 credits and a maximum of 120 credits

IMPORTANT: Students should ensure they have received counselling/advice from the course team in respect of which modules to select. Do not select a module you have already undertaken.

Module	Title	Credits	Period	Type
8PS005	Personal and Professional Development 2	20	INYR	
8PS006	Personal and Professional Development 3	20	INYR	
8PS010	Clinical Practice and Workshops: Systemic, Contextual and Professional Issues	80	INYR	

For this option group you must choose a minimum of 0 credits and a maximum of 180 credits

IMPORTANT: Students should ensure they have received counselling/advice from the course team in respect of which modules to select. Do not select a module you have already undertaken.

Module	Title	Credits	Period	Type
8PS004	Counselling Psychology Doctorate Thesis	180	INYR	

September (Part-time)

Year 5

Module	Title	Credits	Period	Type

For this option group you must choose a minimum of 0 credits and a maximum of 60 credits

IMPORTANT: Students should ensure they have received counselling/advice from the course team in respect of which modules to select. Do not select a module you have already undertaken.

Module	Title	Credits	Period	Type
8PS001	Psychological Theory and Therapy: Psychodynamic Approaches	20	INYR	
8PS007	Psychological Theory and Therapy: Systemic Practice and Family Therapy	20	INYR	
8PS009	Psychological Theory and Therapy: Lifespan, Developmental Psychology and Contexts	20	INYR	

For this option group you must choose a minimum of 0 credits and a maximum of 100 credits

IMPORTANT: Students should ensure they have received counselling/advice from the course team in respect of which modules to select. Do not select a module you have already undertaken.

Module	Title	Credits	Period	Type
8PS002	Clinical Practice and Workshops 2: Integration and Critical Application in Counselling Psychology	40	INYR	
8PS003	Clinical Practice and Workshops 3: Professional Issues	60	INYR	
			INYR	

For this option group you must choose a minimum of 0 credits and a maximum of 120 credits

IMPORTANT: Students should ensure they have received counselling/advice from the course team in respect of which modules to select. Do not select a module you have already undertaken.

Module	Title	Credits	Period	Type
8PS005	Personal and Professional Development 2	20	INYR	
8PS006	Personal and Professional Development 3	20	INYR	
8PS010	Clinical Practice and Workshops: Systemic, Contextual and Professional Issues	80	INYR	

For this option group you must choose a minimum of 0 credits and a maximum of 180 credits

IMPORTANT: Students should ensure they have received counselling/advice from the course team in respect of which modules to select. Do not select a module you have already undertaken.

Module	Title	Credits	Period	Type
8PS004	Counselling Psychology Doctorate Thesis	180	INYR	

Please note: Optional modules might not run every year, the course team will decide on an annual basis which options will be running, based on student demand and academic factors, to create the best learning experience.

Learning, Teaching and Assessment

Academic Regulations Exemption:

Section 2.1 - Exemption from the standard University Professional Doctorate Framework allowing for the use of 40 credit and 80 credit practice modules at Level 7 and Level 8.

Section 2.4 - Exemption to extend the maximum period of registration to five years, with a normal duration of three years, in full-time mode of study.

Section 2.4 - Exemption to extend the maximum period of registration to ten years, with a normal duration of five years, in part-time mode of study.

Section 6.13 - Exemption in accordance with standards of proficiency stipulated the Health and Care Professions Council (HCPC) with no automatic right to a second attempt for any failed clinical practice components at the discretion of the Assessment Board as follows (second attempts are permitted for theory components);

7PS008 Clinical Practice & Workshops 1 (40 credits)

8PS002 Clinical Practice & Workshops 2 (40 credits)

8PS010 Clinical Practice & Workshops 3 (80 credits).

Section 6.15 - Exemption in accordance with standards of proficiency stipulated the Health and Care Professions Council (HCPC) with no right to repeat any Level 7 practice modules as follows (repeats will be allowed for Level 7 theory modules and re-sits are normally permitted for all modules);

7PS008 Clinical Practice and Workshops 1 (40 credits).

Section 6.22 - Exemption in accordance with standards of proficiency stipulated the Health and Care Professions Council (HCPC) with no allowable late submission of summative assessment on any Level 7 or Level 8 modules (by ensuring that all modules are delivered separately from other cohorts).

APPROVED by AFRSC on 16/5/2019.

Reference Points:

QAA The UK QUALITY CODE FOR HIGHER EDUCATION (May, 2018) https://www.qaa.ac.uk/quality-code#
Assurance of Academic Quality and Standards in HE QAA Doctoral characteristics (September 2015)
British Psychological Society Standards of Accreditation for Doctoral Programmes in Counselling Psychology (January 2019)
Psychology Standards of Proficiency (SOPs) and Standards of Education and Training (SETs) of the Health and Care Professions Council
Equality Act 2010

Learning Outcomes:

Higher Masters Course Learning Outcome 1 (HMACLO1)

Demonstrate a detailed understanding of research techniques and advanced academic enquiry.

Higher Masters Course Learning Outcome 2 (HMACLO2)

Develop personal and professional skills, fostering reflective practice and the ability to manage complex problems in practice.

Higher Masters Course Learning Outcome 3 (HMACLO3)

Demonstrate robust and rigorous engagement with opportunities for inter-professional shared learning and a critical understanding of processes and theories to initiate and support change in professional practice.

Higher Masters Course Learning Outcome 4 (HMACLO4)

Search for, discover, access, retrieve, sift, interpret, analyse, evaluate, manage, conserve and communicate an ever-increasing volume of knowledge from a range of sources

Higher Masters Course Learning Outcome 5 (HMACLO5)

The systematic acquisition and understanding of a substantial body of knowledge at the forefront of an academic discipline and / or an area of professional practice.

Higher Masters Course Learning Outcome 6 (HMACLO6)

Develop increased capacity for originality, constructive critique and analysis and demonstrate, through advanced scholarship, an original contribution to practice and / or academic knowledge.

Doctorate Course Learning Outcome 1 (DOCCLO1)

Demonstrate a personal philosophy to include responsibility, initiative, autonomy and accountability in the practice of counselling psychology to support and further independent study and professional development (including consultative work and leadership) in line with the proficiency, competency and ethical standards of the Health and Care Professions Council (HCPC) and the British Psychological Society (BPS).

Doctorate Course Learning Outcome 2 (DOCCLO2)

Systematically and critically evaluate research literature, theoretical models and therapeutic skills in the assessment, formulation, identification, management and delivery of plans and strategies for meeting the health and social care needs of clients (e.g. be able to use psychological theory, research, reasoning and problem solving skills to determine and apply appropriate actions and interventions), indicating a breadth and depth of psycho-therapeutic skills required to practice counselling psychology with the ability to reflect, monitor, audit, review, modify approaches and respond creatively to meet the complex needs of individuals, groups or communities.

Doctorate Course Learning Outcome 3 (DOCCLO3)

Demonstrate a critical understanding of the philosophical bases which underpin the psychological theories that are of particular relevance to counselling psychology (i.e. that counselling psychology views human behaviour as fundamentally inter-subjective, embodied and relational with the co-construction of knowledge being fundamentally shaped by a variety of contextual factors) and the way in which this stance permeates all areas of professional activity in counselling psychology.

Doctorate Course Learning Outcome 4 (DOCCLO4)

Demonstrate critical self-reflection, self-awareness, self-appraisal and insight with an appreciation of the therapeutic process from the client perspective; and through reflective practice, recognise the contribution of interpersonal dynamics and the impact of therapist and client variables to the therapeutic relationship and process.

Doctorate Course Learning Outcome 5 (DOCCLO5)

Demonstrate engagement in non-discriminatory reflexive practice, working safely and ethically within limits of competence whilst demonstrating high standards of professional conduct; and a commitment to abide by the British Psychological Society's ethical framework and professional codes of conduct and the Health and Care Professions Council's guidance on conduct and ethics.

Doctorate Course Learning Outcome 6 (DOCCLO6)

Demonstrate critical evaluation of a range of research skills (including qualitative and quantitative methods; audit, service evaluation and quality management and control) commensurate with Doctoral level standards with an ability to understand, develop and apply models of psychological inquiry for the creation of new knowledge; making an original contribution to research literature and communicating the findings to audiences in order to contribute towards the development of the profession of counselling psychology.

Overview of Assessment:

Module	Title	Course Learning Outcomes
7PS003	Conducting and Interpreting Research	HMACLO1, HMACLO5, HMACLO6
7PS005	Psychological Theory and Therapy: Humanistic Approach	HMACLO1, HMACLO2, HMACLO3, HMACLO4, HMACLO5
7PS006	Personal and Professional Development 1	HMACLO1, HMACLO3, HMACLO4
7PS007	Placement Preparation	HMACLO1, HMACLO2, HMACLO3, HMACLO4, HMACLO5
7PS008	Clinical Practice and Workshops 1: Critical Psychopathology Theory and Practice	HMACLO1, HMACLO2, HMACLO3, HMACLO4, HMACLO5
7PS009	Psychological Theory and Therapy: CBT	HMACLO1, HMACLO2, HMACLO3, HMACLO4, HMACLO5
7PS021	Research Project (Counselling)	DOCCLO2, DOCCLO3, DOCCLO4, DOCCLO5, DOCCLO6, HMACLO1, HMACLO4, HMACLO6
8PS001	Psychological Theory and Therapy: Psychodynamic Approaches	DOCCLO1, DOCCLO2, DOCCLO4, DOCCLO5, DOCCLO6
8PS002	Clinical Practice and Workshops 2: Integration and Critical Application in Counselling Psychology	DOCCLO1, DOCCLO2, DOCCLO3, DOCCLO4, DOCCLO5, HMACLO1, HMACLO2, HMACLO3, HMACLO4, HMACLO5
8PS003	Clinical Practice and Workshops 3: Professional Issues	DOCCLO1, DOCCLO2, DOCCLO3, DOCCLO4, DOCCLO5, HMACLO1, HMACLO2, HMACLO3, HMACLO4, HMACLO5
8PS004	Counselling Psychology Doctorate Thesis	DOCCLO1, DOCCLO2, DOCCLO3, DOCCLO4, DOCCLO5, DOCCLO6
8PS005	Personal and Professional Development 2	DOCCLO1, DOCCLO3, DOCCLO4, HMACLO1, HMACLO3, HMACLO4
8PS006	Personal and Professional Development 3	DOCCLO1, DOCCLO3, DOCCLO4, HMACLO1, HMACLO3, HMACLO4
8PS007	Psychological Theory and Therapy: Systemic Practice and Family Therapy	DOCCLO1, DOCCLO2, DOCCLO3, DOCCLO4, DOCCLO5, HMACLO1, HMACLO2, HMACLO3, HMACLO4, HMACLO5
8PS009	Psychological Theory and Therapy: Lifespan, Developmental Psychology and Contexts	DOCCLO1, DOCCLO2, DOCCLO3, DOCCLO4, DOCCLO5, HMACLO1, HMACLO2, HMACLO3, HMACLO4, HMACLO5
8PS010	Clinical Practice and Workshops: Systemic, Contextual and Professional Issues	DOCCLO1, DOCCLO2, DOCCLO3, DOCCLO4, DOCCLO5, HMACLO1, HMACLO2, HMACLO3, HMACLO4, HMACLO5

Teaching, Learning and Assessment:

This programme constitutes a professional applied psychology training which produces therapeutic practitioners who are eligible for chartered status with the BPS and are eligible for entry onto the Health and Care Professions Council register as Counselling Psychologists. These skills extend both within and outside the therapeutic setting, with Counselling Psychologists managing and leading the field, as well as acting as consultants, and engaging in service evaluation and audit. There is therefore a heavy emphasis on experiential learning within the programme, within the first semester skills practice workshops and 'readiness to for placement assessments' will prepare trainees for practice learning in the field. Due to the professional nature of the programme, trainees will spend a great deal of their time in supervised clinical placements, accruing 450 client hours over the course of their three years of training, and engaging in other placement-related activities. In addition to the clinical and other professional work on placement, there will also be opportunities for case reflection within the programme, which will involve trainees discussing their own clinical work with tutors and with their peers. Trainees will be actively involved in the critical analysis of theoretical models as applied to practice, and will be encouraged to develop trans-theoretical formulations, to support the application of more than one model in practice. These sessions will utilise role play, case scenarios and 'real-life' clinical work on placement.

There is a requirement for counselling psychology training programmes to facilitate the development of reflective practitioners. Trainees are therefore required to become self-aware through engaging with their own personal therapy and also to gain an understanding of how they, as individuals, contribute to the therapeutic process. In order to facilitate this continuous reflection, trainees are required to keep a reflective journal, which will be supplemented with engagement with online weblogs. Further digital literacy will be addressed through continuous engagement with the University's CANVAS pages. All course documentation is exclusively available to students online (unless a student requests a hard copy) and they are required to engage with this on a regular basis. Furthermore, in order to fulfil assignment tasks at Doctoral level, trainees are required to engage with IT software, such as statistical packages and also to be able to identify and locate information through conducting internet searches (for example, for relevant academic articles) and to critically evaluate and effectively use that information in their academic writing and also in their clinical practice.

In order to fulfil the requirements of completing a piece of Doctoral research, trainees will be required to make an original contribution to knowledge. They are therefore encouraged to engage with academic articles in order to nurture their intellectual curiosities before arriving at a research question that is of interest to them. Then, through the support of their supervisory team, trainees embark on a novel piece of research. In considering their research question and the research process, trainees are required to continually think about the clinical implications of their work in order that they are in a position to contribute to the development of the field of counselling psychology. Research is conducted with the highest standards of rigour, with research knowledge being supported by regular supervision and routine engagement with the doctoral college. Reflexivity in research is supported within these sessions, but also through Personal and Professional Development sessions. Attention to areas of personal and professional bias supports honesty, rigour and open communication in the reporting of data. In the process of conducting this research, trainees will be required to submit their work, firstly as a poster and secondly as a presentation to the British Psychological Society's Division of Counselling Psychology conference, in order to aim for the wide dissemination of their research. The ethical responsibilities and obligations of Trainee Counselling Psychologists are present throughout their training, from the beginning 'placement preparation' module to the 'clinical practice workshops: systemic, contextual and professional issues' module in their final year. Their personal and professional values will be focused upon within lectures but also through consideration of various cases and different scenarios, in order that they have a critical understanding of the ethical requirements of the HCPC and BPS and so that they are able to practice safely and ethically.

Course Assessment Strategy

The assessment strategy has been shaped by our PSRB requirements, with both formative learning and summative assessments aimed at developing core competencies in Counselling Psychology trainees. We have considered quality benchmarks (QAA, 2018), standards for doctoral programmes (QAA, 2015), alongside the BPS standards of accreditation for Counselling Psychology Programmes (BPS, 2019) and, HCPC Standards of Proficiency (SOPs). At Level 7 the module learning outcomes focus upon the critical appraisal of model specific theory and practice, on progression to Level 8 the focus shifts to develop integration in practice, alongside reflexive and academic critique. Taking a course wide perspective, assessments have been designed to build upon each other, with both formative and summative assessments scaffolding student learning to support the integration of new competencies, and levels of critique. A variety of assessment types are used

across the programme, enabling trainees to demonstrate their competence in academic scholarship and professional practice. Students are not only required to write case studies and critical essays, but also to give oral presentations, defend their arguments and conclusions, and maintain thorough practice logs to evidence professional competence. Independent research is assessed within the thesis and Viva Voce.

In short, learning activities will include:

• Research-led lectures and podcasts
• Seminars
• Small group discussions
• Case discussions and peer supervision
• Skills workshops
• Clinical observations
• Supervised clinical practice on placement
• Engagement with personal therapy
• Practical workshop sessions (research-based computer sessions)
• Visiting speakers (eminent counselling psychologists)
• Directed study
• Tutorials.
Formative Assessments and Learning Activities:-
Formative Journalogue Contributions
Peer Supervision Presentations: Formative assessment, developing presentation, reflection, and formulation skills in line with professional competencies
Reflexive Case Notes: Formative Assessment, developing reflexive critique and critical self appraisal
Seminar presentations: Formative assessment, developing presentation/teaching skills in line with professional competencies.
Poster presentation: Formative assessment, submission of abstract to British Psychological Society's Division of Counselling Psychology conference
Oral presentation: Formative assessment, submission of abstract to British Psychological Society's Division of Counselling Psychology conference.

Summative Assessments:-

Minimum attendance requirement of 80% across all modules
Report of assessment, formulation and treatment plan: Trainees observe a role play session and write-up a clinical report. May also include progress and process notes and letter to referring agency.
Process reports: Critical case report of clinical work with a particular client with audio/visual recording of the session, providing justification for the choice of therapeutic model.
Client studies: Case study report based upon the trainee's clinical work. The application of theory to clinical practice over a period of time with a particular client.
Readiness for placement assessments
Record of Client Log: Completion of client log
Essays: Demonstrating appropriate doctoral level skills
Research reports: Demonstrating appropriate research skills at doctorate level
Weblog - Reflective journals: Demonstrating the development of self-awareness based upon the reflective practitioner model.
Clinical supervisors' reports: Assessment of practice.
Personal therapists letter: Indicating the required hours of personal therapy have been completed
Reflexive submissions demonstrating critical self-reflection upon therapist variables
Oral presentations and group supervision discussions developing presentation skills, reflexive engagement and ability to draw upon feedback.
Portfolio of theory, research, personal development and practice: Integrating the domains of training to develop a professional identity as a counselling psychologist able to demonstrate professional competence.
Doctoral research: examined by thesis and viva voce examination
Observations: critical evaluations of recorded sessions attending to accurate the appraisal of competence
Critical Review: Reviewing journal articles from a research and clinical perspective.

Assessment Methods:

At the University of Wolverhampton, a variety of modes of assessment will be used to support and test your learning and progress and to help you develop capabilities that are valued beyond your University studies and into your working life. Your course may include a variety of assessment activities:

Written examinations (including online examinations, open and closed book examinations and quizzes)
Coursework (for example, essays, reports, portfolios, project proposals and briefs, CVs, poster presentation)
Practical (for example, oral and video presentations, laboratory work, performances, practical skills assessment)

In the final year of your undergraduate degree, and at the end of your postgraduate degree, you are likely to be expected to write an extended piece of work or research, such as a dissertation or a practice-based piece of research.

Student Support:

There is considerable support available for students. A Course Handbook incorporating a course map is available on CANVAS (virtual learning environment) and a placement handbook is available and is updated annually.
There are further module guides available as well as a wealth of information about the course and the profession of counselling psychology made available on the course CANVAS pages, for example, the BPS Division of Counselling Psychology Professional Practice Guidelines for Counselling Psychologists and the HCPC Guidance on Conduct and Ethics for Students. A database of suitable placements and personal therapists used by other trainees is also available on CANVAS

All first year trainees attend a induction event enabling trainees the opportunity to get to know course team. Ice-breaking activities and introductory sessions enable the group to familiarise themselves with the programme structure and to the values and principles of Counselling Psychology. Both the second and third year groups attend the second day enabling the groups to develop mentoring relationships whilst setting the scene for a community of practice and research. We operate a buddy system so that trainees in Year 1 are able to pair up with more experienced trainees in Year 2 to gain appropriate support. There is also a discussion facility on CANVAS for trainees to share resources, engage with one another and their tutors when away from the University.

Over the years, we have built up a network of colleagues who are keen to provide suitable placement experiences for our trainees, many of whom are graduates of the programme. The course provides opportunities for trainees to gain a vast amount of experience in a range of placement settings and we operate a placement monitoring system whereby we assess the suitability of clinical placements and ensure that clinical supervisors are either Clinical or Counselling Psychologists. Our course placement management handbook is available on CANVAS providing detailed information and guidance regarding placement processes. In line with HCPC requirements, clinical placements need to provide trainees with Health and Safety training. Our approved placement opportunities are located within a 15 mile radius, trainees that seeking opportunities at a greater distance will be required to ensure that the placement approval criteria can be met. In the Faculty of Health and Wellbeing (FEHW), there is a Practice Learning Unit (PLU) and the management of placements will take place within this unit. The PLU will assist the course management team with the management and administration of placement allocations; administration related to fitness to practice (for example, monitoring attendance and training; statutory requirements (e.g. occupational health and DBS clearance); quality assurance (e.g. coordinate student placement evaluations); monitor progression on placement and provide administrative support for assessment processes; and the PLU will be the central point of contact for students and staff for issues related to practice learning.

There are various study skills sessions provided by the University. These 'skills for learning' sessions can be accessed by clicking on this link: http://www.wlv.ac.uk/lib/skills_for_learning.aspx

All cohorts have a 'cohort tutor' who acts as a personal tutor for trainees within that cohort and also liaises

with clinical supervisors to support trainee progress. Tutorial availability is bookable by the student using the online Student Appointment and Management System (SAMS). However, we also operate a 'coffee morning' or 'lunch meeting' opportunities, which enables cohorts of students to attend together.

Each cohort of students nominates a Student Representative to speak on their behalf at Course Committee Meetings, which are the formal meetings where course issues are discussed. Issues raised at this meeting are fed back into the programme as appropriate.

Research support begins in Year 1 with the year-long research module. The selection of research supervisors will be supported in the Year 1 Research Methods module with a series of seminars, presentations, and scheduled opportunities to meet with tutors from the programme. Students engage with our Doctoral College, and following the completion of Personal Development Plans attending to research skill; students have access to a range of research skills development workshops, seminars and events. Supportive workshops and seminars continue into Year 2 and by this stage, trainees will have been allocated a Director of Studies and an additional research supervisor for their Doctorate research. Timely completion of research is supported within supervision, with Annual Progress Reviews being utilised to set appropriate targets for review. Students are supported in years 2 and 3 to complete their doctoral research and are also encouraged and nurtured to submit their work for publication.

The University operates a 'Here to help' service which is open to all students. Students may access this service for information on the following:

• Evision and CANVAS
• Enrolment
• Taking a leave of absence, transferring or withdrawing from a course
• Applying for extenuating circumstances
• Extensions to work deadlines
• Module registration, amendments and timetabling
• Official letters or transcripts of study
• Academic awards, progression or regulations
• Tuition fees, invoicing, debt and sponsorship (Student Finance or private company)
• Exams and special arrangements
• Graduation

The Chaplaincy is available to all students and is a place whereby people of all faiths or none are welcome. The University has a prayer room in ML building on City Campus, offering communal Friday Moslem prayers and also provides space for prayer at Telford and Walsall campuses. a space away from the office. The following are on offer at the Chaplaincy:

• TV, radio and Wifi
• keyboard and piano
• meeting friends over a coffee
• rooms to book for your society or group
• kitchen facilities
• services on Sundays and weekdays

The Chaplains are experienced in offering guidance, support and spiritual direction and are available and ready to talk to students of any religion or none. Further information can be found by clicking on this link: http://www.wlv.ac.uk/default.aspx?page=20728

The University has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee.

The University has an inclusive and supportive environment for students with a wide range of sensory, physical or specific learning difficulties. Disability advisors and an enabling technology team are available. Further information can be found here: http://www.wlv.ac.uk/default.aspx?page=26365

The University of Wolverhampton Students' Union is an independent charity that is run by students for students. The can be found by clicking on the following link: http://www.wlv.ac.uk/default.aspx?page=20719

University Learning Centres are the key source of academic information for students. Learning Centres provide physical library resources (books, journal, DVDs etc.) and offer a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas. Learning Centres also provide access to wide range of online information sources, including eBooks, e-Journals and subject databases.

Learning Centres also provide students with academic skills support via the Skills for Learning programme. Students on campus can attend workshops or ask for one-to-one help on a range of skills such as academic writing and referencing. Students can access a range of online skills material at: www.wlv.ac.uk/lib/skills
The University Student Support website offers advice on a variety of matters (careers, counselling, student union advice, etc.) Students can also access these services by booking appointment with the SU, careers, counselling services, etc.

Employability in the Curriculum:

Counselling Psychologists work psycho-therapeutically with clients with a variety of problems (for example the effects of childhood abuse, relationship breakdown, domestic violence and major trauma) and/or symptoms of psychological disorder (such as anxiety, depression, eating disorders, post-traumatic stress disorder, and psychosis).
They offer an active collaborative relationship that can both facilitate the exploration of underlying issues and empower people to confront change.
Some examples of work settings are:
• NHS services, including primary care; secondary care; community mental health teams; tertiary settings for psychiatric in-patients; specialist services for older adults; child and family services; eating disorders services; services for those with learning disabilities; physical health settings, such as oncology and burns; and in general healthcare settings where psychological services are offered.
• Other services may include prison and probationary services; social services; voluntary organisations; employee assistance programmes; occupational health departments; student counselling services; private sector; independent practice; and various other settings.
• Counselling Psychologists also work in academic environments as researchers and also lecturers and trainers of other health professionals, such as trainee psychologists and other applied psychologists, medical staff, dentists, nurses, and other disciplines with an interest in mental health (e.g. armed services and emergency services).
• Counselling Psychologists are in a position to develop a portfolio career whereby a variety of part-time jobs, often including private practice, can shape the working week rather than the traditional full-time position.
• Counselling Psychologists' competencies also include leadership, supervision, consultancy, service evaluation and audit, which enables graduates to use these skills in a variety of ways.
Further training, experience and continuing professional development (CPD) opportunities can lead to the management of services.