

## Course Specification

<b>Published Date:</b>	24-Jun-2021
<b>Produced By:</b>	Oliver Jones
<b>Status:</b>	Validated

## Core Information

<b>Awarding Body / Institution:</b>	University of Wolverhampton		
<b>School / Institute:</b>	Institute of Human Sciences		
<b>Course Code(s):</b>	PS029V01UV PS029V31UV	Full-time Part-time	3 Years 4 Years
<b>Course Title:</b>	Professional Doctorate in Counselling Psychology		
<b>Hierarchy of Awards:</b>	Professional Doctorate in Counselling Psychology Professional Doctorate in Counselling Psychology Master of Science Applied Psychology (Counselling) Postgraduate Diploma Applied Psychology (Counselling) Postgraduate Certificate Applied Psychology (Counselling) University Statement of Credit University Statement of Credit		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	18/May/2021		
<b>Last Review:</b>			
<b>Course Specification valid from:</b>	2020/1		
<b>Course Specification valid to:</b>	2026/7		

## Academic Staff

<b>Course Leader:</b>	Dr Abigail Taiwo
<b>Head of Department:</b>	Mr Garrett Kennedy

# Course Information

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

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## Entry Requirements:

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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)

## Distinctive Features of the Course:

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Our Professional Doctorate is a fully accredited professional training route toward recognition as a qualified Counselling Psychologist, with expertise in applied psychotherapy and research. It is a programme of personal and professional development designed to develop competencies in the assessment and psychotherapeutic treatment of complex mental health issues. The programme is approved by the Health and Care Professions Council (HCPC) and accredited by the British Psychological Society (BPS), enabling graduates to have recognised professional expertise. Counselling Psychology brings a unique fusion of the science of Psychology with the traditions of Psychotherapy, enabling trainees to work in a variety of challenging professional practice settings.

### Practice & Skills Training

Building on a programme history spanning two decades, the programme is committed to the development of ethical and reflective practitioners who work collaboratively with clients, as co-creators of the therapeutic experience. A foundation in humanist values, with emphasis on an empathic therapist-client relationship as central to mental health work, allows an integrative framework for the development of a range of clinical, research, and reflective skills. It offers an applied working knowledge of humanistic, cognitive behavioural, psychodynamic and systemic approaches. It supports the development of formulation-driven, integrated, and evidence-based ways of working, where trainees respond to the unique needs of each client they see. Trainees will draw upon core models in developing a personal philosophy and coherent approach to integration in practice. Our dedicated resources include counselling skills practice rooms, and two academic classrooms. Our electronic learning environment integrates a friendly course guide and support forum allowing responsive communication and documentation.

### Philosophy

The teaching philosophy of the programme is to facilitate a community approach to learning, encouraging shared personal and professional development. We achieve this through opportunities for peer supervision, practice learning and working across year groups, thus promoting collegiality. All students are encouraged and supported in attending departmental activities, including research events, and doctoral college seminars with a view to fostering research skills and identity. Emphasis on small group teaching provides opportunities for experiential learning, with trainees working in sessions critically reflecting upon the application of theory in practice.

### Research

Our research supervisors are committed to high quality and impactful research 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, Mental Health issues, Social and Community Psychology. The allocation of research supervision will vary year-to-year depending upon goodness-of-fit between the project and staff expertise.

The friendly and motivated research supervisor's team consist of Counselling Psychologists and a wide range of Applied Psychologists experienced in researching clinical issues.

## Support

We offer many levels of support, such as academic, placement, research, and cohort tutors who provide personal support and professional mentoring in relation to many aspects of the training. While in training you will have access to our professional practice resources, teaching materials, CPD activities and regular tutorials with members of the team. We also support graduates as they enter the workplace, as alumni and members of the professional community.

## Placements

The team has longstanding relationships with experienced placement supervisors in the NHS, education sector and surrounding services. We work closely to ensure that course content and clinical placement experiences remain at the forefront of modern mental health practice, with supervision normally provided by a Counselling or Clinical Psychologist.

Within the department of Psychology we also provide opportunities for clinical placements and in-house supervision as part of our Psychology Clinic, with routes toward placement pathways with several NHS partners.

## Ongoing Professional Development

CPD opportunities that are included within the course fees are:

- 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 trainees submitting presentations and/or academic posters. Trainees are eligible once in year 2, and once in year 3.

Other CPD opportunities will be available through the Doctoral College and the Centre for Psychological Research.

## The Team

Our course team are registered with HCPC (the regulator for Psychologists in the UK), and are active members of professional bodies, such as the BPS and BACP. You will also be learning from experienced practitioners in Forensic, Clinical, Occupational, Cyber, Health, and Cognitive Psychology. We are committed to furthering the profession of Counselling Psychology, and the improvement of mental health provision. We are a diverse group of people, welcoming people of any ethnicity, culture, religion or sexual orientation to join our community and contribute to our mission

## Educational Aims of the Course:

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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 a Counselling Psychologist. 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:

- Develop 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 ethics in 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:

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September

#### Major Source of Funding:

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Office for Students (OFS)

#### Tuition Fees:

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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
2021/2	H	Full Time	£9050.00
2021/2	Overseas	Full Time	£13950.00
2021/2	H	31	£4525.00

#### PSRB:

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None

#### Course Structure:

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## September (Full-time)

Year 1

Module	Title	Credits	Period	Type
7PS023	Systemic and Contextual Issues in Counselling Psychology	20	YEAR	Core
7PS005	Psychological Theory and Therapy: Humanistic Approach	20	YEAR	Core
7PS009	Psychological Theory and Therapy: CBT	20	YEAR	Core
7PS022	Clinical Practice, Workshops, and Development: Critical Psychopathology	20	YEAR	Core
7PS003	Conducting and Interpreting Research	40	YEAR	Core
7PS021	Research Project (Counselling)	60	YEAR	Core

## September (Full-time)

### Year 2

Module	Title	Credits	Period	Type
8PS001	Psychological Theory and Therapy: Human development and Psychodynamic Approaches	20	YEAR	Core
8PS012	Advanced Practice and Development 1: Integration and Critical Application in Counselling Psychology	20	YEAR	Core
8PS014	Thesis	300	CRYRA	Core

## September (Full-time)

### Year 3

Module	Title	Credits	Period	Type
8PS013	Advanced Practice and Development 2: Professional Issues in Counselling Psychology	20	YEAR	Core

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 5.18 (Regulations for the Degree Award of: Professional Doctorate) – Exemption in accordance with the Professional Body to amend the maximum registration period to five years for full time students and ten years for part time students.

Qualification	Mode	Normal	Maximum
Professional Doctorate Award	FT	3	5
Professional Doctorate Award	FT	6	10

Section 6.13 (Regulations for the Degree Award of: Professional Doctorate) – Exemption in accordance with the Professional Body There will be no automatic right to a second attempt for any failed practice components. The opportunity to resit clinical practice placements will be at the discretion of the Professional Doctorate Board and Practice Learning Unit. Placement resubmissions will include 150 hours supervised clinical practice with students being offered only one resubmission opportunity for the duration of the programme. Where problems at placement are recurrent or not in accordance with expected standards of conduct, students will be referred to the FEHW Suitability Panel.

Section 6.15 Regulations for the Degree Award of: Professional Doctorate) – Exemption in accordance with the Professional Body. There will be no right to repeat any Level 7 practice module. The current Level 7 practice module is 7PS022. Repeats will be allowed for Level 7 theory modules.

Section 6.22 Regulations for the Degree Award of: Professional Doctorate) – Students must submit all assignments by the published deadline. Late submissions will be awarded a fail grade.

Section 6.24 Regulations for the Degree Award of: Professional Doctorate) – Students must submit all assignments by the published deadline. Late submissions will be awarded a fail grade.

Effective Date: September 2021

APPROVED by Chair's action on 6th May 2021

#### Reference Points:

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QAA (2020) Doctoral Degree Characteristics Statement

QAA (2018) UK Quality Code, Advice and Guidance: Research Degrees

British Psychological Society Standards of Accreditation for Doctoral Programmes in Counselling Psychology (January 2019)

British Psychological Society (2019) Standards for the accreditation of Doctoral programmes in Counselling Psychology.

Health and Care professions Council (Psychology Standards of Proficiency (SOPs) and Standards of Education and Training (SETs).

Equality Act 2010

#### Learning Outcomes:

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PGCert Course Learning Outcome 1 (PGCCLO1)

Demonstrate a systematic understanding and a working knowledge of psychological models at the forefront of Counselling Psychology research and practice, to include a conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline.

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PGCert Course Learning Outcome 2 (PGCCLO2)

Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, work in accordance with the BPS Code of Conduct and Ethical Practice and the HCPC code of ethics for students, demonstrating a personal, coherent, and ethical way of working with clients.

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PGCert Course Learning Outcome 3 (PGCCL03)

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

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PGCert Course Learning Outcome 4 (PGCCL04)

Demonstrate the qualities and transferable skills necessary for employment to include, the exercise of initiative and personal responsibility, decision-making in complex and unpredictable situations, and the independent learning ability required for continuing professional development.

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PGCert Course Learning Outcome 5 (PGCCL05)

Demonstrate a detailed understanding of research techniques using a full range of tools and methods to conceptualise and design a research project commensurate with the standards of applied research in Counselling Psychology

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PGDip Course Learning Outcome 1 (PGDCL01)

Demonstrate a systematic understanding and a working knowledge of psychological models at the forefront of Counselling Psychology research and practice, to include a conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline.

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PGDip Course Learning Outcome 2 (PGDCL02)

Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, work in accordance with the BPS Code of Conduct and Ethical Practice and the HCPC code of ethics for students, demonstrating a personal, coherent, and ethical way of working with clients.

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PGDip Course Learning Outcome 3 (PGDCL03)

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

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PGDip Course Learning Outcome 4 (PGDCL04)

Demonstrate the qualities and transferable skills necessary for employment to include, the exercise of initiative and personal responsibility, decision-making in complex and unpredictable situations, and the independent learning ability required for continuing professional development.

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PGDip Course Learning Outcome 5 (PGDCL05)

Demonstrate a detailed understanding of research techniques using a full range of tools and methods to conceptualise and design a research project commensurate with the standards of applied research in Counselling Psychology

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Masters Course Learning Outcome 1 (MACLO1)

Demonstrate a systematic understanding and a working knowledge of psychological models at the forefront of Counselling Psychology research and practice, to include a conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline.

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Masters Course Learning Outcome 2 (MACLO2)

Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, work in accordance with the BPS Code of Conduct and Ethical Practice and the HCPC code of

ethics for students, demonstrating a personal, coherent, and ethical way of working with clients.

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Masters Course Learning Outcome 3 (MACLO3)

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

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Masters Course Learning Outcome 4 (MACLO4)

Demonstrate the qualities and transferable skills necessary for employment to include, the exercise of initiative and personal responsibility, decision-making in complex and unpredictable situations, and the independent learning ability required for continuing professional development.

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Masters Course Learning Outcome 5 (MACLO5)

Demonstrate a detailed understanding of research techniques using a full range of tools and methods to conceptualise and design a research project commensurate with the standards of applied research in Counselling Psychology.

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Masters Course Learning Outcome 6 (MACLO6)

Demonstrate competence in executing a program of independent research, produce a coherently argued and critical report and compose a plan for dissemination of your research in your specialist area.

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Doctorate Course Learning Outcome 1 (DOCCL01)

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).

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Doctorate Course Learning Outcome 2 (DOCCL02)

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..

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Doctorate Course Learning Outcome 3 (DOCCL03)

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 intersubjective, 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.

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Doctorate Course Learning Outcome 4 (DOCCL04)

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.

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## Doctorate Course Learning Outcome 5 (DOCCL05)

Demonstrate engagement in non-discriminatory reflexive practice, working safely and ethically within the 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 (DOCCL06)

Making an original contribution to knowledge, 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	MACLO1, MACLO3, MACLO5, PGCCLO1, PGCCLO3, PGCCLO5, PGDCLO1, PGDCLO3, PGDCLO5
7PS005	Psychological Theory and Therapy: Humanistic Approach	MACLO1, MACLO2, MACLO3, MACLO4, PGCCLO1, PGCCLO2, PGCCLO3, PGCCLO4, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4
7PS009	Psychological Theory and Therapy: CBT	MACLO1, MACLO2, MACLO3, MACLO4, PGCCLO1, PGCCLO2, PGCCLO3, PGCCLO4, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4
7PS021	Research Project (Counselling)	MACLO1, MACLO2, MACLO3, MACLO4, MACLO5, MACLO6, PGCCLO1, PGCCLO2, PGCCLO3, PGCCLO4, PGCCLO5, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4, PGDCLO5
7PS022	Clinical Practice, Workshops, and Development: Critical Psychopathology	MACLO1, MACLO2, MACLO3, MACLO4, PGCCLO1, PGCCLO2, PGCCLO3, PGCCLO4, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4
7PS023	Systemic and Contextual Issues in Counselling Psychology	MACLO1, MACLO2, MACLO3, MACLO4, PGCCLO1, PGCCLO2, PGCCLO3, PGCCLO4, PGDCLO1, PGDCLO2, PGDCLO3, PGDCLO4
8PS001	Psychological Theory and Therapy: Human development and Psychodynamic Approaches	DOCCL01, DOCCL02, DOCCL03, DOCCL04, DOCCL05, DOCCL06
8PS009	Psychological Theory and Therapy: Lifespan, Developmental Psychology and Contexts	DOCCL01, DOCCL02, DOCCL03, DOCCL04, DOCCL05
8PS012	Advanced Practice and Development 1: Integration and Critical Application in Counselling Psychology	DOCCL01, DOCCL02, DOCCL03, DOCCL04, DOCCL05
8PS013	Advanced Practice and Development 2: Professional Issues in Counselling Psychology	DOCCL01, DOCCL02, DOCCL03, DOCCL04, DOCCL05, DOCCL06
8PS014	Thesis	DOCCL01, DOCCL02, DOCCL03, DOCCL04, DOCCL05, DOCCL06

## 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. The programme adopts a blended learning approach by engaging students in experiential learning, case-based activities, and live clinical work.

Collaboration with information technology and CANVAS will foster digital literacy. 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 a heavy emphasis on experiential learning within the programme; within the first semester skills practice workshops and 'readiness 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.

Trainees are required to become self-aware through engaging with their own personal therapy and to gain an understanding of how they, as individuals, contribute to the therapeutic process. In order to facilitate this continuous reflection, trainees keep a reflective journal, which is supplemented with engagement with online weblogs. Further digital literacy is 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 Qualtrics, Statistical Packages for the Social Sciences (SPSS) and NVivo. Trainees should 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, as well as 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. Trainees will engage with academic articles and discussions with academic staff in order to nurture their intellectual curiosities before arriving at a research question that is of interest to them. 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 to 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 of the programme to the 'Advanced Practice and Development: Professional Issues in Counselling Psychology' module in their final year. Trainee's 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. At the students' completion of formative assessment which will include oral presentations, Weblog contributions and written reports, written and oral feedback will be offered to develop their thinking and prepare them for their summative assessments. We have considered quality benchmarks (QAA, 2018), characteristics for doctoral programmes (QAA, 2020), 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, a blend of face to face and online 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 (experienced counselling psychologists)
- Directed study
- Tutorials.

Formative Assessments and Learning Activities:-

Formative Weblog 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.

Feedback received on these formative assessments will support students in preparing for summative assessments.

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.

Independent supervised research

## Assessment Methods:

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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:

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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 an induction event enabling trainees the opportunity to get to know the course team and the cohort. 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.

All cohorts have a 'Cohort Tutor' who acts as a personal tutor for trainees within that cohort and liaises with clinical supervisors to support trainees' 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 Library is a key source of academic information for students. The library provides physical library resources (books, journal, DVDs etc.) and offers a range of study areas to allow students to study in the environment that suit them best: Social areas, quiet and silent areas. The library also provides access to wide range of online information sources, including eBooks, e-Journals and subject databases.

The library also provides 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](http://www.wlv.ac.uk/lib)

The University has 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 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 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.

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 on City Campus, offering communal prayer and also provides space for prayer at Telford and Walsall campuses. 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 of Wolverhampton Students' Union is an independent charity that is run by students for students. They can be found by clicking on the following link: <http://www.wlv.ac.uk/default.aspx?page=20719>

## Employability in the Curriculum:

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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.

Applying theory and research in helping to resolve clients with a range of life issues such as relationship difficulties, bereavement, sexual abuse and trauma, Counselling Psychologists bring extensive training in psychotherapy, and a grounding in evidence-based research, to alleviate distress and improve personal functioning. Counselling psychologists work in the NHS, prisons, trauma services, private practice, and as expert witnesses.

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.



THE UNIVERSITY OF OPPORTUNITY