

## Course Specification

<b>Published Date:</b>	12-Sep-2023
<b>Produced By:</b>	Multi Type Usr Record For All Personnel
<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>	PS031P01UV	Full-time	1 Years
	PS031P31UV	Part-time	2 Years
<b>Course Title:</b>	MSc Integrative Counselling & Psychotherapy		
<b>Hierarchy of Awards:</b>	Master of Science Integrative Counselling & Psychotherapy Postgraduate Diploma Higher Education Postgraduate Certificate Higher Education University Statement of Credit University statement of credit		
<b>Language of Study:</b>	English		
<b>Date of DAG approval:</b>	25/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>	Mr Garrett Kennedy
<b>Head of Department:</b>	Mr Garrett Kennedy

# Course Information

---

<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.

---

## 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)

Applicants will normally be in possession of the following:

1) An upper second-class honours degree (2:1). Graduates of a BSc Psychology & Counselling degree are ideally placed for entry. Applicants who have not completed any counselling component, as part of their previous qualification, will need to demonstrate an understanding to the nature of the counselling profession (or some experience in a helping role) and an increased self-reflective attitude upon life experience and the emotional stability required for counselling practise.

2) Successful Interview Selection: Beyond the academic/ critical analytic skills (demonstrate the 2:1/2i degree) the interview process will assess potential participants through a holistic approach taking into the following attributes:

- Self-awareness, maturity and stability
- Ability to make use of and reflect upon life experience
- Capacity to cope with the emotional demands of the course
- Ability to cope with the intellectual and academic requirement
- Ability to form a helping relationship
- Ability to be self-critical and use both positive and negative feedback
- Awareness of the nature of prejudice and oppression
- Awareness of issues of difference and equality
- Ability to recognise the need for personal and professional support
- Competence in, or the aptitude to develop generic professional skills, including: literacy, numeracy, information technology, administrative skills, self- management skills, communication and interpersonal skills

3) English language certificate: IELTS of minimum 7.0 with a minimum of 6.5 in each component for international students

4) Provide/Complete a DBS check (CRB) shortly before formal enrolment.

5) Two references (one academic and one professional)

\*The above criteria align with the entry requirements outlined by BACP and those adopted by similar, to the present, courses.

## Distinctive Features of the Course:

---

The MSc Integrative Counselling and Psychotherapy with professional practice provides professional training in counselling and psychotherapeutic skills necessary to take on the professional role of a counsellor or psychotherapist. The programme is working toward accreditation with the British Association for Counselling and Psychotherapy and has been developed in alignment with the requirements of BACP. Graduates will be well-equipped with the necessary skills and knowledge to apply for the BACP Certificate of proficiency leading to professional registration as a counsellor or psychotherapist.

This course is part of the reputable professional and academic training portfolio of the Department of Psychology at Wolverhampton University, which has a long history supplying modern and comprehensive training in Applied Psychology and Counselling Psychology. This course is the latest addition to our portfolio and is specifically designed to meet the current ethical standards as well as market and quality requirements of the evolving counselling and psychotherapy workplace. As such, certain learning activities to this course are aimed at providing our trainees with multiple opportunities to enhance their career and create networks inside and outside of the department: including volunteering networks, peer mentoring, and the opportunity to engage in research and practise-based activities.

This programme adopts a multifaceted, yet student-centred, academic, and professional training diet which is oriented towards an integrative and reflective professional approach to therapy and grounded in a humanistic and relational theoretical framework of practice. This approach aligns with sizable research-based evidence pointing to the key relational, personal and professional qualities effective counselling professionals must possess. Our aim is to instil such qualities in our trainees facilitating their development into accountable and ethical counselling and psychotherapy practitioners. As a trainee on this programme, you will develop a solid skill-base through rigorous training in humanistic psychotherapeutic approaches, with a foundational focus on person-centred therapy. This foundation will then be infused with relational-integration skills and knowledge, enabling you to draw on a range of theoretical framework and interventions to meet the complex needs of unique individuals experiencing psychological distress. You will engage in an experiential process of learning throughout the entirety of the programme, and develop a robust skill set that can be applied in any work-situation as well as prepare you to enter further study in the field of Counselling and Psychotherapy.

In addition, you will spend time on supervised counselling placement, where you will learn how counselling skills are applied in live clinical settings and have the opportunity to showcase your skills, engage in critical reflective work, and make a novel contribution to the service in which you work. You may source your own placement, or we will put you in touch with one of our placement partners, in line with your career needs prior to starting the course, but please bear in mind that new placements will require formal approval. Our department is well networked with local and national healthcare service providers, with a wide-reaching placement partner's network, offering opportunities for counselling placement in a range of healthcare settings. This blend of theoretical, research, and practice-based knowledge will enable you to become a skilled professional seeking employment within the public, private and charitable sectors.

Students should be aware that counselling supervision may require additional self-funding, negotiated privately. Students are also required to engage in self-funded personal therapy, with a suitably qualified external therapist independent of the course team. Students are also required to self-fund their professional indemnity cover (while on placement) and student membership with BACP.

Our course team are accredited by, or members of, professional bodies – including Advance HE which assures the high quality of teaching in Higher Education, the British Associations for Counselling and Psychotherapy, British Psychological Society as Chartered Psychologists, and the Health & Care Professions Council (the government regulator for Applied Psychologists). You will also be learning from experienced practitioners in Forensic, and Clinical Psychology, as well as published experts in the fields of Cyber-psychology, Health, Occupational, and Cognitive Psychology.

We are a diverse group of people, welcoming people of any ethnicity, culture, religion or sexual orientation to join our community and contribute to the professions of Counselling and Psychology.

### Educational Aims of the Course:

---

Upon completion of this course students will have developed:

- A systematic understanding of knowledge, and a critical awareness of current problems and new insights

in the field of counselling and psychotherapy,

- An in-depth of the BACP Framework of ethical practice and a critical understanding as to its applications in resolving associated ethics dilemmas in practice
- A comprehensive understanding of therapeutic interventions and research-based knowledge, at basic and advanced levels, applicable to the field counselling and psychotherapy
- Originality in the application of theoretical knowledge, together with a practical understanding of how established interventions are applied in an ethically viable way within professional contexts
- A solid conceptual and theoretical understanding of key research methods leading to an ability to evaluate critically current research and advanced scholarship and critically appraise methodologies and develop, where appropriate, new hypotheses informed by the latest development in the field of counselling and psychotherapy.

Graduates from our training course will be equipped to practice as competent counselling and psychotherapy practitioners in various positions and sectors within mental health care being able to:

- Assess, evaluate and address complex issues both systematically and creatively, make sound judgements, implement formulated therapeutic plans and communicate their conclusions clearly to specialist and non-specialist audiences.
- Demonstrate self-direction and originality in the provision of counselling and psychotherapy services in the mental health sector while acting autonomously in advancing their knowledge, insight and skills basis at personal and professional levels.

A broad range of transferable skills will also be demonstrated, such as:

- Skills in working with others embodying values of respect, integrity accountability and collegiality,
- Skills and commitment in giving and receiving positive and negative feedback
- Skills and commitment in personal and professional development
- The exercise of initiative and personal responsibility
- Decision-making in complex and unpredictable situations
- Appropriate levels of written and spoken English
- Numerical skills,
- Information technology literacy,
- Problem management skills,
- Communication skills.

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
2022/3	H	Full Time	£11000.00
2022/3	Overseas	Full Time	£14450.00
2022/3	H	Part Time	£5500.00
2023/4	H	Full Time	£11550.00
2023/4	Overseas	Full Time	£15450.00
2023/4	H	Part Time	£5775.00

PSRB:

None

Course Structure:

## September (Full-time)

Part time students study alongside full time students. However, they do not study more than 80 credits in each academic calendar year.

Module	Title	Credits	Period	Type
7PS039	Humanistic Philosophies and Personality Theories	20	SEM1	Core
7PS040	Applications of Person- centred therapy	20	SEM1	Core
7PS041	Relational understanding and processes in counselling and psychotherapy	20	SEM2	Core
7PS042	Relational integrative theory and practice in counselling and psychotherapy	20	SEM2	Core
7PS043	Clinical practice and personal and professional development	20	YEAR	Core
7PS003	Conducting and Interpreting Research	40	YEAR	Core
7PS013	Research Project	60	CRYRA	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 1.2.4 - Exemption to exceed the standard credit requirements for a Master's Degree, increasing to 200 credits, in order to include a 20 credit placement module.

Section 2.3.2 and 2.3.5 – Exemption in accordance with the PSRB where RPL upon entry will not exceed 150 hours or 33% of the programme, whichever is the greater number of hours. Any components mapping on the requirements of 7PS043: Clinical Practice and Personal and Professional Development cannot be considered for RPL.

Section 3.2.1 - Exemption to exceed the standard credit requirements for a Master's Degree, increasing to 200 credits, in order to include a 20 credit placement module.

Section 4.3.5 – Exemption in accordance with the PSRB where students will have one resit opportunity for 7PS043 Clinical Practice and Personal and Professional Development.

Section 5.1.1 - Exemption to exceed the standard credit requirements for a Master's Degree, increasing to 200 credits, in order to include a 20 credit placement module.

Section 5.6.1 - Exemption to exclude placement modules from the criteria for classification of a Master's Degree.

Effective Date: September 2021

APPROVED by Chair's action on 12th May 2021

Reference Points:

---

[UK Quality Code for Higher Education](#)

[Qualifications and Credit Frameworks](#)

[Subject Benchmark Statements](#)

[University Policies and Regulations](#)

Equality Act (2010)

Overview of Assessment:

---

Learning Outcomes	Modules
<b>MA01</b> Demonstrate a critical understanding and in-depth knowledge of contemporary issues in the application of counselling and psychotherapy, which is underpinned by awareness of the latest developments and debates in the field and its professional practice applications	7PS003 Conducting and Interpreting Research 7PS013 Research Project 7PS039 Humanistic Philosophies and Personality Theories 7PS040 Applications of Person- centred therapy 7PS041 Relational understanding and processes in counselling and psychotherapy 7PS042 Relational integrative theory and practice in counselling and psychotherapy 7PS043 Clinical practice and personal and professional development 7PS039 Humanistic Philosophies and Personality Theories 7PS040 Applications of Person- centred therapy 7PS041 Relational understanding and processes in counselling and psychotherapy 7PS042 Relational integrative theory and practice in counselling and psychotherapy 7PS039 Humanistic Philosophies and Personality Theories 7PS040 Applications of Person- centred therapy 7PS041 Relational understanding and processes in counselling and psychotherapy 7PS042 Relational integrative theory and practice in

**Learning Outcomes****counselling and psychotherapy****Modules**  
7PS043 Clinical practice and personal and professional development

**MA02** Demonstrate professional knowledge in relation to key processes in counselling and psychotherapy: such as compliance with BACP ethical considerations and governance processes, as well as effective techniques in establishing, maintaining and ending a meaningful therapeutic relationship within clients in professional contexts

7PS003 Conducting and Interpreting Research  
7PS013 Research Project  
7PS039 Humanistic Philosophies and Personality Theories  
7PS040 Applications of Person- centred therapy  
7PS041 Relational understanding and processes in counselling and psychotherapy  
7PS042 Relational integrative theory and practice in counselling and psychotherapy  
7PS043 Clinical practice and personal and professional development  
7PS039 Humanistic Philosophies and Personality Theories  
7PS040 Applications of Person- centred therapy  
7PS041 Relational understanding and processes in counselling and psychotherapy  
7PS042 Relational integrative theory and practice in counselling and psychotherapy  
7PS039 Humanistic Philosophies and Personality Theories  
7PS040 Applications of Person- centred therapy  
7PS041 Relational understanding and processes in counselling and psychotherapy  
7PS042 Relational integrative theory and practice in counselling and psychotherapy  
7PS043 Clinical practice and personal and professional development

**MA03** Apply therapeutic principles in practice through critical reflection of the therapist's use of self in therapy by identifying their personal and professional strengths, limits of competence and opportunities for further learning.

7PS003 Conducting and Interpreting Research  
7PS013 Research Project  
7PS039 Humanistic Philosophies and Personality Theories  
7PS040 Applications of Person- centred therapy  
7PS041 Relational understanding and processes in counselling and psychotherapy  
7PS042 Relational integrative theory and practice in counselling and psychotherapy  
7PS043 Clinical practice and personal and professional development  
7PS039 Humanistic Philosophies and Personality Theories  
7PS040 Applications of Person- centred therapy  
7PS041 Relational understanding and processes in counselling and psychotherapy  
7PS042 Relational integrative theory and practice in counselling and psychotherapy  
7PS039 Humanistic Philosophies and Personality Theories  
7PS040 Applications of Person- centred therapy  
7PS041 Relational understanding and processes in counselling and psychotherapy  
7PS042 Relational integrative theory and practice in counselling and psychotherapy  
7PS043 Clinical practice and personal and professional development

**MA04** Demonstrate a well informed and conceptual understanding of research evidence and existing literature in the field which enables a critical understanding of contemporary issues and debates, interpret existing research, evaluate methodologies, current findings and scientific debates with the view to identified areas for useful to the profession future areas for research

7PS003 Conducting and Interpreting Research  
7PS013 Research Project  
7PS039 Humanistic Philosophies and Personality Theories  
7PS040 Applications of Person- centred therapy  
7PS041 Relational understanding and processes in counselling and psychotherapy  
7PS042 Relational integrative theory and practice in counselling and psychotherapy  
7PS043 Clinical practice and personal and professional development  
7PS039 Humanistic Philosophies and Personality Theories  
7PS040 Applications of Person- centred therapy

**Learning Outcomes****7PS041 Relational understanding and processes in counselling and psychotherapy**  
**Modules**

7PS042 Relational integrative theory and practice in counselling and psychotherapy  
7PS039 Humanistic Philosophies and Personality Theories  
7PS040 Applications of Person- centred therapy  
7PS041 Relational understanding and processes in counselling and psychotherapy  
7PS042 Relational integrative theory and practice in counselling and psychotherapy  
7PS043 Clinical practice and personal and professional development

**MA05** Construct their own unique person of the self as therapists understanding the value of a personal developmental journey and commitment to personal growth essential prerequisite of counselling and psychotherapeutic practices as governed by the BACP ethical framework of practice

7PS003 Conducting and Interpreting Research  
7PS013 Research Project  
7PS039 Humanistic Philosophies and Personality Theories  
7PS040 Applications of Person- centred therapy  
7PS041 Relational understanding and processes in counselling and psychotherapy  
7PS042 Relational integrative theory and practice in counselling and psychotherapy  
7PS043 Clinical practice and personal and professional development  
7PS039 Humanistic Philosophies and Personality Theories  
7PS040 Applications of Person- centred therapy  
7PS041 Relational understanding and processes in counselling and psychotherapy  
7PS042 Relational integrative theory and practice in counselling and psychotherapy  
7PS039 Humanistic Philosophies and Personality Theories  
7PS040 Applications of Person- centred therapy  
7PS041 Relational understanding and processes in counselling and psychotherapy  
7PS042 Relational integrative theory and practice in counselling and psychotherapy  
7PS043 Clinical practice and personal and professional development

**PGCERT01** Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: a) to evaluate critically current research and advanced scholarship in the discipline b) to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

**PGCERT02** Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.

**PGCERT03** Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

**PGCERT04** Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.

**PGCERT05** Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

**PGDIP01** Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the fore-front of your academic discipline, field of study or area of professional practice with a conceptual understanding that enables the student: a) to evaluate critically current research and advanced scholarship in the discipline b) to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

---

**PGDIP02** Demonstrate a comprehensive understanding of techniques applicable to your own research or advanced scholarship and ability to continue to advance your knowledge and understanding, and to develop new skills to a high level.

---

**PGDIP03** Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.

---

**PGDIP04** Ability to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate your conclusions clearly to specialist and non-specialist audiences.

---

**PGDIP05** Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

---

**PGDIP06** Demonstrate the qualities and transferable skills necessary for employment requiring: a) the exercise of initiative and personal responsibility b) decision-making in complex and unpredictable situations c) the independent learning ability required for continuing professional development

### Teaching, Learning and Assessment:

---

An integrated assessment strategy that incorporates a diverse range of scaffolding learning activities throughout the course, enhancing inclusivity and diversity of learning, mapping PSRB guidance and requirements has been adopted for this course. More specifically, students will be provided with regular systematic opportunities throughout the course to demonstrate their self-awareness. As such, students will benefit from a regular process of self-exploration, self-examination and reflection in a confidential and boundaried setting to develop an understanding of themselves. In addition, students will be provided with opportunities to develop their professional, critical evaluation thinking and learn to evaluate evidence in the pursuit of ethical decision making in line with the BACP ethical framework of practice. A series of formative video-based skills activities and feedback-giving tasks (formal and informal) will orient the students to build on their skills in line with BACP course-wide learning outcomes. These activities will be layered throughout the course delivery adopting a feed-forward and scaffolding approach to prepare the students best towards the middle and final and summative assignments. Students will be expected to achieve 80% attendance across all of their modules.

\*In line with BACP requirements for accredited courses students on this course will be required to engage with at least 400 hours of direct teaching time. As such a blend of the following teaching methods, in addition to lecture, workshop and seminar style activities, will be adopted in line with the above components of

learning:

- Personal and professional development groups
- Learning reflective journals
- Experiential exercises
- Assessed reflective essays/assignments,
- Peers-discussion groups and assignments (case studies/ process reports/ critical essays that discuss the link between theory and practice on a critical evaluation and critical self-reflection basis) of a research evidence,
- Blended Learning Activities in between teaching sessions to encourage self-directed reading and learning,
- Lecture and seminar-based discussions
- Workshops (skills- based and theory-based),
- Experiential skills groups,
- Visiting guest speaker
- Self-directed study
- Directed reading.

In addition, students will be required to attend the following integrated components of learning.

- One Intensive week of teaching and group-based activities to develop a meaningful learning environment governed by principles of reflective engagement. This will take place at the beginning of the course.
- Attend (or actively participate) the Student Annual Research Conference (event hosted on annual basis within the psychology department)
- Applications of therapy online (Bootcamp course of 18 hours delivered by the course team at the end of semester 2)
- Closing event: endings future directions (2 day event)

Assessment feedback provision:

Feedback will be provided to students on weekly basis through their engagement in formative and summative assignments and developmental teaching activities. Student will be provided with weekly opportunities for peer and personal tutor feedback. This is possible through engagement in peer-based skills practice (students practicing counselling skills in triads alternating through the roles of counsellor, client, and observer). At times, these activities will take a guided format where students are expected to practice specific skills (in line with weekly curriculum and PSRB requirements) while being supervised by a tutor. As part of their portfolio submissions students will also be expected to produce digital recordings of their skills practice (including tutor and peer-feedback) demonstrating independence of learning as they are expected to use part of their independent study time (not part of official teaching time) to engage with these developmental activities and material of their coursework. Selected clips will be presented by each student to the class providing additional opportunities feedback and reflection on skills development.

In addition, students will partake in regular in class activities (see list above) providing a learning context which is based on an active culture of learning through feedback. For this reason, students will be introduced to the value of feedback and will be provided relevant tools which they will use through the course to give and receive meaningful feedback. Supervision-like groups and tutor meetings will also be facilitated (both at individual and group level) where students will be able to bring aspects of, their written academic or skills-

based recorded, work to discuss and receive detailed feedback. Students will also be provided with similar opportunities while in supervised placement and the course team will monitor this process to ensure that student development is governed by regular feedback by qualified practitioners in the field.

Finally, students will be given opportunities to submit sample of their written work and received preliminary/ scaffolding feedback, especially the initial stages of the course to enable a smooth transition from UG to PG studies. Following submission of summative written work feedback will be provided in numerous ways. Rubrics will be used throughout all modules breaking down feedback in relation to specific components of each learning outcomes. Detailed annotations will also be used throughout each assignment pinpointing to specific areas of improvement within the work itself. Additional, generic comments will be provided enabling a feedforward direction of learning enabling students to build on their skills and knowledge with a degree of independence and self-initiative. The same techniques will be used to highlight what students have done well in their assignments. Student will have the opportunity to meet with the markers of each of their assignment to further discuss and assimilate the feedback. Throughout the above processes, additional learning needs will be considered, and the course team will ensure that each student are given sufficient feedback based on their own individual needs.

### 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:

---

An integrated assessment strategy that incorporates a diverse range of scaffolding learning activities throughout the course, enhancing inclusivity and diversity of learning, mapping PSRB guidance and requirements has been adopted for this course. More specifically, students will be provided with regular systematic opportunities throughout the course to demonstrate their self-awareness. As such, students will benefit from a regular process of self-exploration, self-examination and reflection in a confidential and boundaried setting to develop an understanding of themselves. In addition, students will be provided with opportunities to develop their professional, critical evaluation thinking and learn to evaluate evidence in the pursuit of ethical decision making in line with the BACP ethical framework of practice. A series of formative video-based skills activities and feedback-giving tasks (formal and informal) will orient the students to build on their skills in line with BACP course-wide learning outcomes. These activities will be layered throughout the course delivery adopting a feed-forward and scaffolding approach to prepare the students best towards the middle and final and summative assignments. Students will be expected to achieve 80% attendance across all of their modules.

\*In line with BACP requirements for accredited courses students on this course will be required to engage with at least 400 hours of direct teaching time. As such a blend of the following teaching methods, in addition to lecture, workshop and seminar style activities, will be adopted in line with the above components of learning:

- Personal and professional development groups
- Learning reflective journals

- Experiential exercises
- Assessed reflective essays/assignments,
- Peers-discussion groups and assignments (case studies/ process reports/ critical essays that discuss the link between theory and practice on a critical evaluation and critical self-reflection basis) of a research evidence,
- Blended Learning Activities in between teaching sessions to encourage self-directed reading and learning,
- Lecture and seminar-based discussions
- Workshops (skills- based and theory-based),
- Experiential skills groups,
- Visiting guest speaker
- Self-directed study
- Directed reading.

In addition, students will be required to attend the following integrated components of learning.

- One Intensive week of teaching and group-based activities to develop a meaningful learning environment governed by principles of reflective engagement. This will take place at the beginning of the course.
- Attend (or actively participate) the Student Annual Research Conference (event hosted on annual basis within the psychology department)
- Applications of therapy online (Bootcamp course of 18 hours delivered by the course team at the end of semester 2)

Assessment feedback provision:

Feedback will be provided to students on weekly basis through their engagement in formative and summative assignments and developmental teaching activities. Student will be provided with weekly opportunities for peer and personal tutor feedback. This is possible through engagement in peer-based skills practice (students practicing counselling skills in triads alternating through the roles of counsellor, client, and observer). At times, these activities will take a guided format where students are expected to practice specific skills (in line with weekly curriculum and PSRB requirements) while being supervised by a tutor. As part of their portfolio submissions students will also be expected to produce digital recordings of their skills practice (including tutor and peer-feedback). Selected clips will be presented by each student to the class providing additional opportunities feedback and reflection on skills development.

In addition, students will partake in regular in class activities (see list above) providing a learning context which is based on an active culture of learning through feedback. For this reason, students will be introduced to the value of feedback and will be provided relevant tools which they will use through the course to give and receive meaningful feedback. Supervision-like groups and tutor meetings will also be facilitated (both at individual and group level) where students will be able to bring aspects of, their written academic or skills-based recorded, work to discuss and receive detailed feedback. Students will also be provided with similar opportunities while in supervised placement and the course team will monitor this process to ensure that student development is governed by regular feedback by qualified practitioners in the field.

Finally, students will be given opportunities to submit sample of their written work and received preliminary/ scaffolding feedback, especially the initial stages of the course to enable a smooth transition from UG to PG studies. Following submission of summative written work feedback will be provided in numerous ways.

Rubrics will be used throughout all modules breaking down feedback in relation to specific components of each learning outcomes. Detailed annotations will also be used throughout each assignment pinpointing to specific areas of improvement within the work itself. Additional, generic comments will be provided enabling a feedforward direction of learning enabling students to build on their skills and knowledge with a degree of independence and self-initiative. The same techniques will be used to highlight what students have done well in their assignments. Student will have the opportunity to meet with the markers of each of their assignment to further discuss and assimilate the feedback. Throughout the above processes, additional learning needs will be considered, and the course team will ensure that each student are given sufficient feedback based on their own individual needs.

## Employability in the Curriculum:

---

The current course is built in line with the BACP curriculum and structure of teaching and training. The programme is working toward accreditation with the British Association for Counselling and Psychotherapy and has been developed in alignment with the requirements of BACP. Graduates will be positioned with the skills and knowledge to apply for the BACP certificate of proficiency. This means that they are recognised qualified counsellors/ psychotherapists ready to practice with the public. They could apply for employment at any counselling/ psychotherapy post advertised in the NHS, the private or charitable sectors across the UK or abroad. As BACP registrants they will also have access to the internal job vacancies section of the BACP to support their imitate access to the job market.

Below are some additional points outlining how the current course attends to key aspects of the [Wolverhampton Framework for Curriculum Design](#) with specific references to employability and enterprising and entrepreneurial aspects.

- Constructive alignment has been employed to ensure the learning outcomes for each module, learning activities and assignment as aligned to the best possible degree. This enabled this course to include assignments that have been proven to be particularly effective for training counsellors and psychotherapists. Such assignments are process reports, case studies, personal and reflective journals.
- On this basis, the course is also able to include several learning activates that create a realistic counselling environment of learning and training as well as a personal developmental context which prepares the students to develop group working and other transferable skills which will give them a competitive employability edge upon qualification. Please see learning activities in each MST.
- Also, our students' employability prospect increases because graduates from this course will meet the criteria to apply and register with BACP a leading professional body in the field of counselling and psychotherapy.
- This course considers recent development in the field and provides a dedicated boot-camp component in working therapeutically online to ensure that our graduates will be able to practice safely online should they choose to
- The course will use all process relating to hearing the student voice within the university ensuring that the course keep developing in a student-oriented way
- Graduates of this course will have completed a minimum of 100 hours of supervised practice during their clinical placement module 7PS043. During that time, they will take on the role of a trainee counsellor and they will be able to work with 'real' clients in various clinical settings. They will also be expected to take part in the overall running of the service pursuing opportunities for further professional development and professional networking.
- Student will be expected to participate in conference events organised within the department and when possible, be encouraged to present their own work. This will help students further build their professional network and exploit opportunities for future collaboration with experience researchers or practitioners.

The course incorporates a thorough research-based curriculum through which students will be prepared to carry out their own research exploring contemporary issues in counselling and psychotherapy and enhance

their knowledge and expertise in their area of interest.



THE UNIVERSITY OF OPPORTUNITY