



School of Health and Life Sciences
Department of Psychology

DPsych in Counselling Psychology

Programme Approval Submission Document

**APPENDIX 1:
PROGRAMME SPECIFICATION**

November 2018

Programme Specification**1. GENERAL INFORMATION**

1. Programme Title:	Professional Doctorate in Counselling Psychology
2. Final Awards:	DPsych. in Counselling Psychology
3. Exit Awards:	MSc in Psychological Counselling PGDip in Psychological Counselling PgCert in Psychological Counselling Studies
4. Awarding Body:	Glasgow Caledonian University
5. Approval Date:	8 th June 2007
6. Re-Approval Dates:	24 th May 2013; 22 nd -23 rd November 2018
7. School:	School of Health and Life Sciences
8. Host Department:	Psychology
9. UCAS Code:	Not applicable
10. PSB Involvement:	HCPC/BPS
11. Place of Delivery:	Glasgow Caledonian University
12. Subject Benchmark Statement:	HCPC/BPS (Practitioner Psychologist standards of both bodies are benchmarked at Doctoral level)
13. Dates of PS Preparation:	October 2018

2. EDUCATIONAL AIMS OF THE PROGRAMME

The programme is a DPsych in Counselling Psychology offered by Glasgow Caledonian University. Its aim is to provide students with a comprehensive theoretical and professional training in Counselling Psychology. The DPsych is designed to enable students to meet HCPC Standards of Proficiency in Counselling Psychology and meet the BPS Programme Standards (Learning Outcomes) in Counselling Psychology. The Programme aims to:

- Critically explore of the development and philosophical underpinnings of counselling psychology;
- Critically examine the theoretical frameworks within which counselling psychology practice is located;
- Deliver a comprehensive understanding of the ethical and professional issues pertinent to competent practice as a Counselling Psychologist;
- Provide advanced professional training counselling psychology practice with a focus on Humanistic practice, supplemented by detailed exploration of Cognitive-Behavioural approaches;
- Develop an advanced capability to establish, conceptualise and employ effective professional relationships with clients utilising a range of psychological models and approaches;

- Offer highly innovative and specialist training in the conduct and analysis of counselling psychology research, together with an advanced understanding of its implications for professional practice;
- Enable an original contribution to knowledge through the conduct of research relevant to the profession of Counselling Psychology;
- Provide a psychologically safe and creative environment for personal development and self-reflection;
- Develop and maintain a critically aware and sophisticated personal stance in relation to the socio-political dimensions of counselling psychology theory and practice.

At the end of their doctoral training, students should be:

- Highly competent, reflexive, ethically sound, resourceful, creative and informed counselling psychology practitioners who offer highly specialised skills for work in a range of practice settings;
- Valuing and leading in the imaginative, interpretive, personal and collaborative aspects of the practice of counselling psychology;
- Autonomous, committed and accountable for their ongoing personal and professional development and enquiry;
- Highly competent in understanding, developing and applying models of psychological inquiry for the creation of new knowledge which is appropriate to the multidimensional nature of relationships between people;
- Appreciate the significance of wider social, cultural, spiritual and political and economic domains within which counselling psychology operates;
- Adopt a questioning and evaluative approach to the philosophy, practice, research and theory which constitutes counselling psychology practice;
- Highly competent in skills of communication, influencing, teaching and leadership through applying psychological knowledge in a range of professional, clinical, organizational and research contexts.

3. INTENDED LEARNING OUTCOMES – *the programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:*

3A Knowledge and understanding

- A1 Demonstrate a critical understanding of the philosophical paradigms and contexts which inform the theory, research and practice in counselling psychology and of the ontological and epistemological foundations underpinning a range of models of therapy;
- A2 Demonstrate advanced knowledge and valuing of human diversity and difference, equality of opportunity and social inclusion together with an understanding and ability to work with issues of power, discrimination, oppression and disadvantage, the social construction of disability and the dynamics of power in the therapeutic relationship;
- A3 Demonstrate understanding of humanistic and relational value systems that engage with meaning, co-construction and interpretation, including subjectivity and inter-subjectivity;
- A4 Demonstrate knowledge of theories of human development across the lifespan and understanding of issues of discrimination and disadvantage that can arise;
- A5 Critically evaluate of theories of mind and personality;
- A6 Understand the organisational policies, legal frameworks and contextual and ethical issues

relevant to counselling psychology practice, being able to apply these in complex healthcare, therapeutic and research contexts, ensuring that informed consent underpins all contact with clients and research participants;

A7 Demonstrate and apply knowledge of the research evidence on process and outcomes of psychological therapy relevant to counselling psychology;

A8 Demonstrate advanced knowledge of the models of science that underpin research and enquiry, of quantitative, qualitative and mixed-methods approaches and the ability to critically analyse and evaluate published research relevant to the practice of counselling psychology;

A9 Demonstrate knowledge and critical understanding of a range of research designs, devise and evaluate research questions, select appropriate and ethically-sound methodologies, and design, conduct, critically evaluate and report on an innovative and advanced applied research project, critically reflecting on the experience of being a researcher.

3B Practice: Applied Knowledge, Skills and Understanding

B1 Demonstrate in-depth knowledge and supervised practice of Humanistic theory and therapy and detailed working knowledge and supervised practice of Cognitive-Behavioural Therapy approaches, including knowledge of theories of human, cognitive, emotional, behavioural, social and physiological functioning relevant to counselling psychology;

B2 Demonstrate knowledge of psychological, social and relational distress and critical evaluation of a range of explanatory frameworks, including diagnosis, used to understand these presentations;

B3 Demonstrate advanced specialist skills in initiating, maintaining and ending purposeful therapeutic relationships, working with relational depth using different therapeutic models and interventions with adult and other populations as applicable, in a range of professional contexts and utilising varied time frames for practice;

B4 Have the knowledge and ability to conduct interventions, including secondary interventions, which promote wellbeing, personal and social function, informed by client values and goals;

B5 Understand social approaches to intervention, such as those informed by community, critical and social constructionist perspectives;

B6 Understand therapeutic process across a range of client presentations and, including appreciation of explicit and implicit (verbal and non-verbal) communications in a therapeutic relationship;

B7 Conduct appropriate psychological assessments and risk assessments from which to guide practice through developing shared understanding and expectations, and understand the principles and requirements of safeguarding of children and vulnerable adults;

B8 Conduct, reflect on and revise collaborative and culturally-sensitive formulations in the light of intervention and feedback, utilising theoretical frameworks and clients' subjective experience to develop empathic and accessible understanding of their circumstances to inform decision-making and therapeutic planning;

B9 Demonstrate knowledge and critical understanding of psychopharmacology and the ability to evaluate its effects in the light of research and relational practice;

3C Generic Cognitive Skills

C1 Demonstrate critical analysis and advanced problem-solving skills to evaluate and synthesise new and complex ideas, information and issues;

C2 Demonstrate critical, detailed and potentially leading edge knowledge which has the potential to make a significant contribution to the discipline;

- C3 Demonstrate originality and creativity in the development and application of new knowledge, understanding and practices.
- C4 Apply a range of standard and specialised techniques of enquiry in a critical and reflective manner;
- C5 Manage complex and/or new issues and make informed professional judgements in the absence of complete or consistent data, information or guidance;
- C6 Develop strategies to build resilience to handle the emotional and physical impact of practice, seek appropriate support where necessary and have the capacity to recognise when one's own fitness to practice is compromised and ability to appropriately manage this risk.

3D *Communication, Numeracy and ICT Skills*

- D1 Demonstrate the capacity to communicate at the standard of published academic and/or professional work;
- D2 Demonstrate appropriate record keeping and report writing to enhance communication with other practitioners from the same and related fields;
- D3 Effectively communicate clinical and non-clinical information from a psychological perspective as appropriate to a range of different audiences and demonstrate creativity and artistry in the use of language appropriate to the therapeutic contexts.
- D4 Lead in imparting psychological knowledge with a view to influencing the psychological mindedness of teams and organisations, for example in utilising formulation to enhance team working and multi-professional communication;
- D5 Demonstrate professional qualities including proactivity, awareness and capacity to work with interpersonal processes and manage professional relationships, contributing to collaborative working practices within teams;
- D6 Understand the process of communicating effectively through interpreters and have an awareness of the limitations of the medium;
- D7 Demonstrate competence in using appropriate software and research tools and conduct data analysis.
- D8 Demonstrate critical understanding of psychometric theory, including reliability and validity, and the ability to evaluate, select, use and interpret performance-based psychometric tests in collaboration with clients.

3E *Autonomy, accountability and working with others.*

- E1 Demonstrate a high level of autonomy and initiative including the capacity to hold oneself accountable to the public and the profession for their personal integrity;
- E2 Demonstrate a willingness and ability to manage complex ethical and professional issues and a capacity to monitor, obtain feedback from different sources, critically evaluate and reflect on practice, considering alternative ways of working and recognising personal limitations and needs for further development or training.
- E3 Work with a knowledge and awareness of the dynamics, use and misuse of process and power, and be able to recognise malpractice or unethical practice and the appropriate organisational policies and procedures to respond;
- E4 Understand ways to contribute to the development and leadership of the counselling psychology profession.
- E5 Demonstrate a commitment to the development of ethical, personal and professional knowledge in the best interests of clients, including through external consultation, continuing

professional development, personal therapy and adherence to the BPS ethical framework, professional codes of conduct and practice guidelines and those of the HCPC;

E6 Critically understand theory, purpose and process of service audit, evaluation and outcome monitoring and be able to evaluate both individual practice and contribute to organisational management and audit processes;

E7 As a Reflective Practitioner, demonstrate an ability to draw on personal insight and life experience to critically reflect on the use of self and facilitate therapeutic working through deep engagement with the relationship between personal functioning and professional practice;

E8 Demonstrate a personal, coherent and ethical way of working with clients that takes account of a critical knowledge of evidence-based practice, practice-based evidence and reflective practice;

E9 Understand the main principles and approaches to supervision and how to apply these at an appropriate level within their own sphere of competence.

Strategy for Learning

All of the principles noted below are developed and demonstrated via a combination of face-to-face tuition, blended learning and independent study. Assessment will offer the opportunity for students to display knowledge, understanding, application, critical reflection, analysis, synthesis and evaluation. Key transferrable skills include: assessment, formulation, intervention, evaluation and research, communication and consultancy and self-management skills. Please refer to the curriculum map below for details on which modules the learning outcomes above are integrated and assessed within on the programme. These learning outcomes will be demonstrated through critical review assignments, oral presentation, case studies and process reports, reflective reports, practice and final portfolios, literature reviews and research dissertations.

Engaged Learning Through the curriculum, students will be encouraged to become independent, autonomous learners. Students experience a range of learning environments within GCU and off-campus within professional contexts. The pedagogical environment shapes student learning and experience within a range of shared inter-disciplinary professional environments. The programme facilitates independent and peer-led learning through the learning environment, where they participate in extensive group-work and experiential learning in addition to work-based learning. There is an emphasis on supported independent study, both in the development of clinical practice and in the undertaking of independent research.

Divergent Thinking Doctoral level study requires divergent thinking as a prerequisite in both the academic and practice elements of counselling psychology. Students' written assignments and work-based learning experiences demand reflective and creative thinking. Through critical analysis, synthesis and evaluation of real-world psychological issues, students generate creative solutions and apply them within complex inter-disciplinary environments. A wide range of placement opportunities promote the application of psychological knowledge within relevant professional domains and real-world learning and teaching opportunities further develop the capacity to problem-solve and think creatively. Examples include delivering a presentation, poster or workshop at an annual GCU or national conference; teaching and training in placement settings; delivery of CBT teaching to fourth year physiotherapy students.

Flexible, Inclusive and Accessible Learning The programme strives to offer inclusive,

accessible learning in terms of enabling a broad range of students from a range of backgrounds to to enter education, embrace learning and transfer to the workplace. The programme offers full- and part-time routes of study and specific processes have been developed to allow students to move between routes in a coherent way where the need arises. The programme has a specialist part-time route coordinator to facilitate learning by those on these flexible routes. In addition, throughout, appropriate learning methods and technologies are exploited to maximise flexibility, inclusivity and accessibility. The programme adheres to professional body regulations (BPS, HCPC).

Broad and Deep Learning The programme is a doctoral level programme subject to a curriculum as set by professional and regulatory bodies. By default the learning is broad and deep. It is also unique in that the student is encouraged towards enlightened self-interest for care of the self and others. Self-awareness and self-reflection underpins all student learning and this is supported by a stand of learning in professional development that spans the full programme. The doctoral programme offers both a holistic, shared psychological perspective while at the same time affords the student depth of domain-specific knowledge and skills. The programme is designed to facilitate deep learning, reasoning and critical reflection, and a staged and supported learning strategy is embedded in programme modules.

Global Learning The programme provides students with substantial opportunities for the development of intercultural and inclusivity awareness and competencies and there is a deep and explicit focus on diversity and difference. Students are introduced to the implementation of policy, strategy and legislation in a variety of contexts and draws upon applied research evidence and interventions from the across the globe. Students are trained to demonstrate and practice sensitivity and respect within multi-cultural domains and contexts at all times, in all modules. A large number of students attend the programme from European and other international destinations.

Real World Problem-Solving Professional practice supervision sessions are central to student learning, taking place regularly throughout the programme. Students are embedded within external placements where they gain supervised experience and training in a variety of healthcare contexts. A professional knowledge of consultancy is a key element of students' development as competent and highly skilled Practitioner Psychologists.

Entrepreneurship Students are recruited onto the programme with a clear vision of their own career as a future Counselling Psychologist. They are encouraged to take an engaged, pro-active approach to their learning. The programme has developed specific workshops on entrepreneurship/independent practice, leadership and management skills in the real world. All intervention, consultancy and professional practice adheres to guidelines of professional bodies (BPS, HCPC).

Responsible Leadership and Professionalism Students will gain professional experience in practicing as a supervised but autonomous practitioner in counselling psychology and will exemplify professional skills in the engagement and applied practice of communication and relationship building during clinical and consultancy work. They will exert the capacity to hold themselves accountable for their own professional identity and personal professional development. Professionalism and professional expectations are something addressed from initial interview onwards in the programme. The demands of placement work, and need to apply

competitively for placements means that students are quick to appreciate professional behaviour and the demands that attend this. At the same time as supporting students to assimilate new learning, there is an expectation that students will draw heavily on their previous academic experiences. The learning which occurs is a professional one where practice is defined as a proactive activity rather than a reactive process to a given set of professional problems. This is promoted through emphasis on an evidence-based approach to professional problem-solving that aims to promote GCU's Common Good Attributes¹.

Common Good Attributes

The common good attributes are embedded throughout the programme as follows:

Active and global citizenship A humanistic principle is at the centre of the programme which focuses on the care of the person and the professional. This is achieved predominantly through the professional development modules: Professional Development in Applied Psychology 1, 2 and 3.

Entrepreneurial mind-set Students will be encouraged, across the programme, to flexibly work with, and learn from, others and to think critically about ideas and application in an uncertain world: Professional Development in Applied Psychology 1, 2 and 3; Critical Enquiry in Applied Psychology 1, 2 and 3;

Responsible leadership At the heart of the programme is a focus on empathy, genuineness and unconditional positive regard for the student both personally and professionally: Professional Development in Applied Psychology 1, 2 and 3;

Confidence Students will develop assertiveness skills to challenge themselves and others in a respectful professional manner. The ethos is to develop a passion for learning across the lifespan and to facilitate personal growth in all modules.

The Counselling Psychologist graduating from this programme intends to work for the psychological wellbeing of the self and others. The programme, at each level, develops these twin strands through ongoing critical self-awareness and self-reflection in a constructive, supportive and caring learning environment.

4. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

A Professional Doctorate (DPsych) is awarded for a minimum of 540 credits with a minimum of 420 at Doctoral Level. A Masters in Psychological Counselling is awarded for a minimum of 180 Credits at M level. A Postgraduate Diploma in Psychological Counselling is awarded for 120 credits at M level: all modules in Stage One except Advanced Research in Applied Psychology 1 (M/D). A Postgraduate Certificate in Psychological Counselling Studies is awarded for a minimum of 60 credits at M level, in any combination. The DPsych programme will be delivered over 36 calendar months full-time and up to 84 months if on a part-time basis. The MSc will be delivered over 12 months full-time or 24 months part-time. The PG. Dip will be delivered over 12 months full-time or

¹ <http://www.gcu.ac.uk/theuniversity/commongood/commongoodcurriculum/>

24 months part-time. The PG. Cert is delivered over 9 months full-time.

For the award of MSc in Psychological Counselling: 180 credits (at M Level), including the following modules:

Module Code	Module Title	Credit
MMC 825597	Applied Psychology Practice 1S (skills)	30
MMC 825598	Applied Psychology Practice 1T (theory)	15
MMC 825596	Professional Development in Applied Psychology 1	15
MMC 825594	Critical Enquiry in Counselling Psychology	45
MMC825486	Analytical Methods	15
MMC 825509	Advanced Research in Applied Psychology 1 (M)	60
<i>Exit Award – MSc in Psychological Counselling</i>		180

For the award of Doctorate In Counselling Psychology: 540 credits with 420 at Doctorate level, including the following modules:

Module Code	Module Title	Credits
MMC 825597	Applied Psychology Practice 1S (skills)	30
MMC 825598	Applied Psychology Practice 1T (theory)	15
MMC 825596	Professional Development in Applied Psychology 1	15
MMC 825594	Critical Enquiry in Counselling Psychology	45
MMC825486	Analytical Methods	15
MDC825506	Advanced Research in Applied Psychology 1 (D)	60
MDC825600	Applied Psychology Practice 2 (Counselling Psychology)	60
MDC825599	Professional Development in Applied Psychology 2	30
MDC825601	Critical Enquiry in Applied Psychology – Stage 2	30
MDC825508	Advanced Research in Applied Psychology 2	60
MDC825610	Applied Psychology Practice 3 (Counselling Psychology)	45
MDC825611	Professional Development in Applied Psychology 3A	30
MDC825612	Professional Development in Applied Psychology 3B	15
MDC825609	Critical Enquiry in Applied Psychology – Stage 3	30
MDC825507	Advanced Research in Applied Psychology 3	60
<i>Exit Award – Doctorate in Counselling Psychology</i>		540

5. SUPPORT FOR STUDENTS AND THEIR LEARNING

The Programme Team view the delivery of a personalised, high quality, responsive and distinctive student experience as a responsibility that is shared by all members of staff. Our definition of the student experience embraces all aspects of student life and includes what happens both inside and outside of the classroom. The Programme Team understand how important high quality facilities, learning resources, catering, residential accommodation and professional support services are to our students and the role that social and cultural activities play in promoting student retention and success. This 'co-curricular' approach is reflected in our commitment to the quality of the GCU student experience; promoting student belonging, engagement, self-confidence, and ultimately retention and completion. A commitment to enhancing the student experience is in a significant part of enhancing the learning and teaching experience.

Within the programme, students are supported in a variety of ways. All students are allocated a named Personal Tutor (formerly Academic Advisor) who is a member of academic staff. They will provide pastoral and educational support, developing personal, academic and professional skills. Tutoring meetings are intended to develop skills that can improve academic performance and increase awareness of areas for professional and personal growth and development. Personal Tutors assist in navigating assessment feedback and can help to create academic development plans to enhance academic attainment. Students are expected to meet with their Personal Tutor two to three times a year to discuss your academic studies, co-curricular activities that enhance your profile and reflect on any issues that may impact on your overall performance at university. Where appropriate, personal tutors may refer students to the Learning Development Centre or to the Student Counselling Service.

As a postgraduate course, it is the responsibility of students to utilise, in the way that they feel is most helpful to them, the personal tutoring process. For instance, personal tutors will normally not have a set agenda for meetings with students, and it is the responsibility of students to plan for, and use these meetings, in the way that they feel will be most helpful. It is also the responsibility of students to arrange the meetings with their tutors. Further information is available at <https://www.gcu.ac.uk/academicqualityanddevelopment/academicquality/studentengagementandpartnershipworking/personaltutoring/>

Students also have a Professional Development Tutor, a Counselling Psychologist on the Programme Team, who offers one-to-one guidance on the professional skills dimensions of their programme, including securing and undertaking placement work and addressing both routine or unusual circumstances in relation to students' professional practice learning. This support is in addition to the Placement Educator and Practice Supervisor, who are external to the programme and offer management and practice supervision respectively for the student on placement.

Programme academic learning is managed by Module Leaders, Year Co-ordinators and the Programme Leader, with whom the students have regular contact. All students are allocated a research supervisor who has expertise in their chosen area of research; Normally the supervisor is allocated in Stage One and continues to work with the student through to the completion of the research project in Stage Three. Students on the programme are integrated within a broader Applied Psychology Doctoral Framework and will be encouraged to provide peer support wherever possible to other students.

Within GCU more broadly, additional academic support is provided by the Learning Development Centre (LDC). The LDC's Academic Development Tutors (ADTs) provide confidential, tailored student learning support, with referral to appropriate services as required. The ADTs adopt a flexible and shared approach that allows students to identify the skills that they would like to develop (e.g., essay-planning, note-taking, interpreting coursework feedback, balancing university with work and other commitments and revising effectively for exams). This is facilitated through embedded tutorials, lectures and seminars alongside a weekly workshops and drop-in sessions. The ADTs have also developed blended learning materials and web resources, including access to 'webinars' to support students in their development of Common Good Attributes. A mix of delivery methods ensures sufficient accommodation for students who have competing demands on their time and differing preferences in terms of mode of engagement and learning.

The ADTs adopt an academic literacy approach, making explicit to students the expectations that staff have of their work and providing progressive support as students develop the skills necessary to meet those expectations. The ADTs work closely with colleagues in academic roles throughout the School to develop a schedule of activities that are both incremental in complexity, and delivered at a time when students need particular input. Key areas within the Strategy for Learning Framework, such as problem-based learning and reflection, have also been incorporated as core themes. The sessions also have a strong focus on the applicability of developing sound academic skills for clinical practice and lifelong learning as an evidence-based practitioner. The team also notes the strong role of emotion in learning and the impact this can have on student confidence and participation. Therefore there are aspiration and confidence raising elements to all activities. All students have access to the Graduate School programme of seminars and workshops.

6. CRITERIA FOR ADMISSION

Candidates must be able to satisfy the general admissions requirements of Glasgow Caledonian University.

Programme Admissions Requirements

Entry requirements:

Candidates must hold a good undergraduate honours degree in Psychology (e.g., normally a 2:1 or above) granting them Graduate Basis for Chartership (GBC) with the British Psychological Society. They must also demonstrate a level of maturity and experience commensurate with the personal and professional requirements of the programme (e.g., relevant voluntary or paid work experience within a relevant field).

English Language:

For the Doctorate, Masters Degree, Postgraduate Diploma, and Postgraduate Certificate, candidates whose normal medium of education and/or work has not been English, will normally be required to present evidence of competence in English as demonstrated by a pass at IELTS level 7, with no element below 7.

Flexible Entry – Credit Transfer and RPL:

Students applying for admission may be eligible for specific module exemption, based on previous qualifications or experience. The University's Recognition of Prior Learning Framework is used to confirm any exemptions. RPL gives you the opportunity to gain recognition for all of the learning you gained prior to your studies at GCU. This can include learning which has already been assessed and credit rated at a university or college, or other learning and training provider (credit transfer). It also includes learning gained through life or work experiences (Recognition of Prior informal Learning/RPiL) such as: work (paid or unpaid employment, job training, workshops); community, voluntary or leisure activities; family life (caring, domestic organisation); and, key life experiences and events. This recognition could form part of the credit for your programme. For further information on RPL, please follow the link below:

<https://www.gcu.ac.uk/study/postgraduate/rpl/>

Entry with Advanced Standing:

Students who have attained an MSc in Counselling Psychology (BPS accredited), may be considered for direct entry to Doctoral level study (at Stage 2 of the programme). The University's Recognition of Prior Learning Framework is used to confirm any exemptions by mapping the student's prior learning to the learning outcomes of the current programme. This mapping will take into consideration both relevant placement learning required for direct entry to Stage Two of the programme as well as the research dissertation. In such circumstances, in order to satisfy doctoral level requirements for the research dissertation, an additional piece of work will be required, which is normally submitted as part of the RPL claim. Further information can be found in the Programme guidance on RPL.

7. METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:

- Programme Board, the operation of which conforms to University guidelines
- Module review (including module evaluation reports – standardised programme for measuring against University Performance Indicators)
- Annual module monitoring
- Staff development events
- Annual Programme Analysis report
- External Examiner reports
- Associate Dean Learning, Teaching and Quality
- Approval events
- Close links to statutory and voluntary sector mental health service providers

Committees with responsibility for monitoring and evaluating quality and standards:

- Student/Staff Consultative Group
- Programme Board
- School of Health and Life Sciences Learning and Teaching Quality Committee
- University Academic Policy Committee
- Assessment Board (Department of Psychology, Social Work & Allied Health Sciences)
- Academic Policy and Practice Committee
- School Board

Mechanisms for gaining student feedback on the quality of teaching and their learning experience:

- Module Evaluation Questionnaire and programme-specific trimester evaluation questionnaire
- Student/Staff Consultative Group
- Student Representation on the Programme Board
- Access to Module Leaders/Programme Leader and Associate Programme Leader/ Academic Adviser

Staff development priorities include:

- Postgraduate Certificate in Learning and Teaching
- Continuous professional development (CPD)
- Performance and Development Annual Review (PDAR)
- Mentoring scheme for new teaching staff
- Research and scholarly activity through collaboration with a range of GCU research groups
- Developing the links between clinical practice and academic input into the programme
- Membership of Higher Education Academy (HEA)
- Membership of and involvement with Professional bodies
- Research Excellence Framework submission
- Conference and seminar attendance and presentations
- Book and Journal articles relevant to Counselling Psychology
- Peer support for teaching
- Regular module team and Programme Board meetings
- Encouraging participation in relevant institutional learning and teaching workshops

8. ASSESSMENT REGULATIONS

Students should expect to complete their programme of study under the Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students. The Glasgow Caledonian University Taught Postgraduate Assessment Regulations which apply to this programme, dependent on year of entry can be found at:

<https://www.gcu.ac.uk/gaq/regulationsandpolicies/assessmentregulationsandassociatedpolicies/>

With the following approved exceptions:

1. A minimum pass mark of 50% for each module, with a minimum threshold for each submission of 50% to accord with professional body requirements
2. Students may be permitted to carry up to 60 credits into a following Stage, at the discretion of the Assessment Board.
3. The maximum period of study for the Doctorate is seven years (84 months).
4. To be eligible to register on the Doctoral route (Dissertation 1D) students must normally achieve a score of at least 60% in all coursework submissions made during Trimesters A and B of year one of the programme. Any student may also provide additional evidence of a capacity to work at Doctoral-level which the Programme Board, at its discretion, may accept as a legitimate basis for registration on the Doctoral route.
5. If a student undertaking the Dissertation 1M (*now superseded by Advanced Research Methods in Applied Psychology 1 (M)*) module performs at an exceptional level, and commensurate with Doctoral-level study, the Programme Board may, at its discretion, permit the student to submit an additional piece of work in addition to dissertation 1M to be considered for the Doctoral-level module Dissertation 1D, hence transferring from the Masters to Doctorate route of the Programme.
6. Satisfactory clinical practice - the module may be carried if students complete a minimum of 75% of the required clinical hours and have agreement of Special Factors (now Mitigating Circumstances) from the Special Factors Board.

Regulations for Merit/Distinction:

For candidates undertaking the MSc in Counselling Psychology, and when the Assessment Board is satisfied that a candidate has shown special merit in the final level assessment at the first diet, it may recommend that the MSc award be granted 'with Merit' or 'with Distinction'. The Assessment Board will normally recommend that an award be granted 'with Merit' to a candidate who has achieved an overall credit-weighted average of modules of 65-69% and passes all modules. An award 'with Distinction' will be recommended for a candidate who has passed all elements and achieved an overall average of 70% or more and no mark below 55% in any of the

programme modules. A minimum mark of 70% will also be required in the dissertation for the award 'with Distinction'. Glasgow Caledonian University's Qualification Framework contains the mechanism for the awarding of the 'with distinction' classification.

Distinction will only be considered on the basis of a candidate's performance in their first diet of assessments in all modules.

14. Role of External Examiners:

External Examiners are appointed to the Assessment Board after being approved by Glasgow Caledonian University Academic Policy and Practice Committee (through the submission of an EXT1 form).

External examiner duties include the following:

- Moderating the work of the Internal Assessors in respect of the assessments under his/her jurisdiction.
- Attending Assessment Boards at which the results of a final stage assessment will be determined.
- Satisfying themselves that the work and decisions of the Assessment Board(s) are consistent with the policies and regulations of the University and best practice in higher education.
- Ensuring that students are assessed within the regulations approved by the University for the programme and to inform the University on any matter which, in his/her view, militates against the maintenance of proper academic standards.
- Reporting annually to the Academic Policy and Practice Committee on the standards attained by students on the programme and on any other matters which may seem appropriate to report.

9. INDICATORS OF QUALITY AND STANDARDS

- Details of approval/re-approval events and professional accreditation events as organised by the School of Health and Life Sciences
- Programme Board statements on modules
- Annual Programme Analysis
- Professional Body accreditation visits and reports
- Enhancement-led internal subject reviews
- External Examiner Reports
- Student Feedback
- Progression and completion rates
- Graduate Employment

10. INFORMATION ABOUT THE PROGRAMME

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate. More detailed information on the learning outcomes, content and teaching, learning assessment methods of each module can be found in the sources listed below. The accuracy of the information in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Key information about the programme can be found in:

- Definitive Programme Document
- Programme Handbook
- Module Descriptors and Handbooks
- Placement Handbooks
- University Website <http://www.gcu.ac.uk>
- School Website
- GCULearn
- My Caledonian
- University Postgraduate Prospectus
- DPsych/MSc/PgDip/PgCert Review Documentation

A curriculum map is attached showing how learning outcomes are developed and assessed within the programme.

DATE: November 2018

1 Curriculum Map for DPsych Counselling Psychology

The curriculum map links the modules (Section 4) to the Outcomes listed in Section 3

This map provides both a design aid to help academic staff identify where the programme outcomes are being developed and assessed within the course. It also provides a checklist for quality assurance purposes and could be used in approval, accreditation and external examining processes. This also helps students monitor their own learning, and their personal and professional development as the course progresses. The map shows only the main measurable learning outcomes which are assessed. There are additional learning outcomes (e.g. attitudes and behaviour) detailed in the module specifications which are developed but do not lend themselves to direct measurement

Modules

Programme outcomes

	Code	Title	A									B									C						D								E																									
			1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	7	8	9	1	2	3	4	5	6	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	9																	
SCQF 11	MMC 825597	APP1(S)	x		x		x				x	x			x					x			x	x	x		x	x																x				x		x	x									
	MMC 825598	APP1(T)	x		x		x				x			x	x					x								x																																
	MMC 825594	CE1	x	x	x	x	x	x				x				x				x		x						x					x																											
	MMC 825596	PD1		x	x			x	x		x	x	x	x		x	x	x		x		x	x		x	x	x	x					x	x						x		x	x	x	x															
	MMC825486	AM								x	x									x			x										x																											
	MMC 825509	ARAP1(M)					x		x	x										x	x	x	x					x					x																											
SCQF 12	MDC825506	ARAP1(D)					x		x	x									x	x	x	x					x					x																												
	MDC825600	APP2	x	x	x		x		x		x		x	x	x	x			x			x	x	x	x	x	x	x															x					x		x	x									
	MDC825601	CE2	x	x	x	x	x	x				x			x				x	x	x		x		x		x	x		x		x																												
	MDC825599	PD2		x	x			x	x		x	x	x	x		x	x	x	x			x	x	x	x	x	x	x				x	x	x	x	x	x						x	x	x	x														
	MDC825508	ARAP2					x		x	x															x	x	x	x				x																												
	MDC825609	CE3	x	x		x	x	x	x		x	x		x	x	x	x		x	x		x	x	x	x	x	x	x															x	x	x															
	MDC825610	APP3	x	x	x		x		x				x	x		x	x	x				x	x		x		x	x																																
	MDC825507	ARAP3					x		x	x															x	x	x	x				x																												
	MDC825611	PD3A		x	x			x	x		x	x	x	x		x	x	x	x	x		x	x	x	x	x	x	x				x	x	x	x	x	x						x	x	x	x														
	MDC825612	PD3B	x	x	x			x			x	x													x	x	x	x				x											x	x																

APP1(S): Applied Psychology Practice 1 (Skills); APP1(T): Applied Psychology Practice 1 (Theory); APP2/3: Applied Psychology Practice 2/3; CE1: Critical Enquiry in Counselling Psychology; CE2/3: Critical Enquiry in Applied Psychology Stage 2/3; PD1/2/3: Professional Development in Applied Psychology 1/2/3; AM: Analytical Methods; ARAP: Advanced Research in Applied Psychology.

ASSESSMENT LOADING MATRIX

SCQF Level 11						
Module Code	Module Title	Trimester	Credits	Assessment Weighting & Assignment		
				Cw1	Cw2	Cw3
MMC825597	Applied Psychology Practice 1S (Skills)	ABC	30	10 Readiness-to-practice assessment	40 Process 1s report (3000 word)	50 Client study (4000 word)
MMC825598	Applied Psychology Practice 1T (Theory)	AB	15	100 Critical Review (3000 words)		
MMC825596	Professional Development in Applied Psychology 1	ABC	15	50 Reflective Review (4000 word)	50 Professional Practice Logbook	
MMC825594	Critical Enquiry in Counselling Psychology	AB	45	50 Critical Review (4000 word)	50 Critical Review (4000 words)	
MMC825486	Analytical Methods	A	15	30 Analytic Workbook	70 Research Protocol Portfolio (3000 words)	
MMC825509	Advanced Research in Applied Psychology 1 (M)	ABC	60	100	Dissertation (10000 words)	
EXIT AWARD: MSc Psychological Counselling (180 credits)						

SCQF Level 12					
Module Code	Module Title	Trimester	Credits	Assessment Weighting	
				Cw1	Cw2
MDC825506	Advanced Research in Applied Psychology 1 (D)	ABC	60	100 Dissertation (10000)	
MDC825600	Applied Psychology Practice 2 (Counselling Psychology)	ABC	60	50 Process Report (5000 word)	50 Client Study (5000 word)
MDC825599	Professional Development in Applied Psychology 2	ABC	30	50 Reflective Review (5000 word)	50 Professional Practice Logbook
MDC825601	Critical Enquiry in Applied Psychology - Stage 2	A	30	30 Psychometrics Review (3000 word)	70 Critical Review (5000 word)
MDC825508	Advanced Research in Applied Psychology 2	AB	60	60 Research Review (5000 word)	40 Research grant application (5000 word)
MDC825610	Applied Psychology Practice 3 (Counselling Psychology)	AB	45	30 Critical Review (3000 word)	70 Client Study (incorporating Process Report) (7000 words)
MDC825611	Professional Development in Applied Psychology 3A	ABC	30	100 Professional Practice Logbook	
MDC825609	Critical Enquiry in Applied Psychology - Stage 3		30	50 Oral presentation & submission	50 Client Report (5000 word)
MDC825507	Advanced Research in Applied Psychology 3	AB	60	100 Dissertation: Research Report	
MDC825612	Professional Development in Applied Psychology 3B	BC	15	100 Reflective Review (5000 word), portfolio of programme coursework and viva voce examination	
EXIT AWARD: DPsych Counselling Psychology (540 credits, 420 at D level)					