



Programme Specification Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	MSc
1.5 FHEQ Level:	7
1.6 Programme Title:	Advanced Psychotherapy and Counselling Studies
1.7 Mode and Duration of Study:	Full Time – 1 year Part Time – 2 years
1.8 School:	Sport, Health & Wellbeing
1.9 HECoS Code:	100254
1.10 Collaborative Provision Arrangement:	N/A
1.11 Admission Criteria:	For the full details on entrance criteria, please refer to the course webpage. https://www.marjon.ac.uk/courses/msc-advanced-psychotherapy-counselling-studies/
1.12 Accrediting Professional Body/ PSRB:	N/A
1.13 QAA Subject Benchmarking Group(s):	Counselling and Psychotherapy (2013)
1.14 Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework; QAA Characteristics Statement: Master's Degree (2020).
1.15 Language of Study (for learning, teaching and assessment):	English
1.16 Work-Based Learning Arrangements:	N/A
1.17 Arrangements for Distance Learning:	N/A
1.18 Original Date of Production:	June 2021
1.19 Date of Commencement:	September 2022
1.20 Review Date:	By September 2028

2. Programme Outline

The MSc Advanced Psychotherapy and Counselling Studies offers psychotherapists and counsellors the opportunity to advance their knowledge, understanding, and skill in the theory, research, and practice of psychotherapy and counselling by engaging with the “cutting edge” of the discipline. Students engage with advanced philosophical, psychological, and psychotherapy and counselling theory underpinning practice, and they engage with contemporary research to support evidence-based practice. They also engage with advanced skills practice relating to relational depth, working with young people, and working with difference and diversity such as through engaging with gender, race, and sexual orientation considerations. As professional development, the programme aims to support students in ‘upskilling’ and advancing their knowledge, understanding, intellectual skills, and practical skills, and therefore improve the quality of their practice. Nevertheless, the research ‘spine’ also supports students in preparing for postgraduate research opportunities such as a PhD or MPhil, through engagement with both the processes and value of research.

The degree has a ‘spine’ of research and employability. We understand that employers are increasingly looking for ‘soft skills’: working in teams to achieve more together, respecting others, gender and equalities inclusivity, active listening, expressing empathy, demonstrating resilience, and self-reinvention. We also understand that employers also want evidence of ‘power skills’: critical thinking, openness to new ideas, complex problem solving, evidence-based reasoning, evaluating contradictory arguments, digital confidence and agility, operating without easy answers, writing and speaking in a clear and persuasive manner, decision-making grounded in carefully weighed options, and coming up with unexpected questions and innovative solutions (Marjon Growth Plan – Phase 2). Many of these skills are integral to the professions of psychotherapy and counselling (e.g., active listening, expressing empathy), and are therefore embedded through the programme. In addition, PSCM01 ‘Research in Psychotherapy: Consumption and Production’ engages students with the process of conducting research, using research within the profession, and developing transferable ‘power skills’ such as critical thinking and evidence-based reasoning. Students also complete an independent research project dissertation that could be a quantitative or qualitative project, including professionally relevant case studies or reflective studies, in PSCM04 ‘Research in Psychotherapy: Empirical Project’. The programme team embed research into the programme throughout, including some of their own research. All programme modules are underpinned by knowledge derived from current research and will support students in becoming researchers of their own practice and experience.

2.1 Integrating Sustainability into the Curriculum

Consistent with the UK Physical Sciences Centre Briefing Paper (<https://www.advance-he.ac.uk/knowledge-hub/education-sustainable-development>), the MSc in Advanced Psychotherapy and Counselling Studies degree aims to meet “the needs of the present without compromising the ability of future generations to meet their own needs”. The degree has been designed to meet the needs of psychotherapists and counsellors of the present, whilst also equipping them with transferable skills that would benefit them both in the foreseeable and unforeseeable future. These skills would include reflecting upon their core values (and the extent to which their behaviour is consistent with their values), critical thinking, the ability to evaluate and assess material, and problem-solving skills, and these skills would equip students to address demands encountered in psychotherapy and counselling, and broader society including pollution and green issues (e.g., forming own opinions based on evidence, interrogating evidence presented by others [e.g., politicians], weighing pros and cons of initiatives and solutions).

The Programme also reduces impact on the green environment, through the use of e-learning, e-submission of coursework, and subscription to e-books.

3. Distinctive Features

- Students engage with the “cutting edge” of psychotherapy research and practice.
- Students engage with professionally relevant and specialised areas of practice that include working with young people, difference and diversity, and relational depth.
- Students benefit from the University’s dovetailing specialisms in counseling and psychology.
- Students can ‘up skill’ their practice, while also taking an intermediary step towards pursuing a postgraduate research route such as a PhD.

4. Programme Aims

1. Provide continued training, education, and personal development opportunities within psychotherapy and counselling.
2. Take students to the “cutting edge” of psychotherapy, counselling, and psychology research, and engage them with how theory and research can improve practice in psychotherapy and counselling.
3. Develop graduates who have excellent psychotherapy and counselling knowledge, understanding, and skills that are underpinned by contemporary theory, contemporary research, and philosophical understanding.
4. Prepare graduates for being able to apply for a PhD opportunity in psychotherapy and counselling research through being capable researchers.
5. Develop graduates who are adaptable, life-long learners in our changing world.
6. Develop graduates who can use their knowledge, understanding, intellectual skills, and practical skills in their day-to-day lives.
7. Provide a stimulating, caring, and nurturing learning environment in which students feel secure and motivated to learn, and in which they develop and grow professionally and personally.

5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme, students should be able to demonstrate:

1. In-depth, systematic, critical, and specialist understanding of contemporary areas and considerations in psychotherapy and counselling that include understanding of philosophy, relational depth, psychology, research evidence, working with young people, and difference and diversity.
2. The professional ability to work with theoretical and research-based knowledge at the forefront of psychotherapy and counselling.
3. A comprehensive understanding of techniques and methodologies applicable to their own research and practice.

Intellectual skills:

By the end of this programme, students should be able to demonstrate:

4. A highly developed ability to locate, critically evaluate, and apply research, theoretical frameworks, and other sources of guidance (e.g., ethical guidelines, best-practice guidelines) relevant to psychotherapy and counselling practice, knowingly working with complex, incomplete, or contradictory information, data, or guidance.
5. The ability to synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of psychotherapy and counselling, and with critical awareness.
6. The ability to act autonomously and professionally when planning and implementing processes and interventions in research and practice contexts, and the ability to make decisions in contexts that could be complex and unpredictable.
7. Evolved levels of self-awareness necessary to accelerate the advanced levels of personal development intrinsic for counsellors and psychotherapists, involving knowledge of emotional responses to life events, theory, relationships, and practice.

Practical skills:

By the end of this programme, students should be able to demonstrate:

8. Highly developed and advanced counselling skills, relating to working at relational depth, working with young people, and working with difference and diversity, that can be applied in complex, unpredictable, and specialised real-life contexts.
9. The ability to communicate specialist and complex theories, research, ideas, problems, solutions, and contextual considerations to both specialist and non-specialist audiences, both orally and in writing.
10. The ability to professionally and competently collect, analyse, interpret, and report data through an advanced research process, while demonstrating independence and good use of supervision, in order to answer a clearly defined research question.

Transferable / key skills:

By the end of this programme, students should be able to demonstrate:

11. The ability to be an independent and self-critical learner who can manage their requirements for continuing professional development, making professional use of others where appropriate.
12. The ability to engage professionally, competently, and confidently in academic and professional communication with others, including in relation to complex issues.
13. The ability to locate, critique, extract, use, and evaluate the full range of psychotherapy and counselling resources and information to suit specific contexts.

6. Learning and Teaching Methods

The Programme uses varied learning and teaching methods that reflect both the professional training (e.g., experiential exercises, modelling of therapist-client interactions, reflective diary, role play, triad work) and academic (e.g., computer practicals, lectures, seminars) aspects of the programme. We aim for a varied approach to our learning and teaching, to support interest and engagement. Our learning and teaching activities can be synchronous or asynchronous, face-to-face or online, and located or connected, although practical skills work reflective of professional training will usually be synchronous, face-to-face, and located where possible. Students are expected to complement timetabled teaching and learning activities with self-directed and independent study. Our key methods are defined below.

Method	Description
Case studies	Engagement in study or work that is based on a 'real life' situation.
Computer practicals	'Hands on' practical work completed using a computer (e.g., writing references, locating academic sources, data analysis).
Critical reflection	Students engage in critical reflective practice and activities to highlight areas of academic, personal, and professional strengths and areas for development.
Directed study	Study and reading that is directed by the teaching team.
Enquiry-based learning	Students investigate a presented question, problem, or scenario. The process is usually facilitated.
Experiential exercises	Student-focused activities encouraging active participation, role play, and group practice experience.
Flipped classroom	Reversal of traditional teaching and reading activities. Students prepare for the session from guidance, by watching a lecture online, completing a specified reading, and similar support. The face-to-face session is devoted to exercises, projects, or discussion.
Group activities	Educational activities (e.g., practical or intellectual tasks) that involve group collaboration.
Guest speakers	External specialists present on a topic of their expertise.

Lectures	Usually an oral presentation intended to present information or teach students about a particular subject. Lectures are used to convey critical information, history, background, theories, and equations.
Modelling of therapist-client interactions	The lecturer(s) practically demonstrates a skill or interaction to students that reflects the professional context.
Reflective diary	A personal record of experiences. A space in which the individual student can explore, critique, and develop an understanding of their own experiences, skills, and values.
Role play	Students act out or perform the part of a person or character, for an educational purpose (e.g., skills practice).
Self-directed study	Study and reading autonomously led by the student, in the context of module learning outcomes, topics, and recommended areas of study.
Seminars	<p>A form of academic instruction which has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to participate. This is often accomplished through an ongoing Socratic dialogue with a seminar leader or instructor, or through a more formal presentation of research. It is essentially a place where assigned readings are discussed, questions can be raised, and debates can be conducted.</p> <p>Group sizes are small (up to 12 students), as the nature of the training—which involves self-disclosure and exposure to sensitive and distressing material—lends itself to small class sizes in which there is room for everyone to have a voice.</p>
Supervised research project	A research project completed by the student, under the supervision of one or more lecturer.
Triad work	Working groups of three or four students, where they practise skills on one another with the roles of client, counsellor, and observer(s).
Tutorials	A small class of one, or only a few students, in which the tutor, a lecturer, or other academic staff member, gives additional individual attention to the students. More interactive and specific than a lecture, a tutorial seeks to teach by example and supply the information to complete a certain task.

6.1 Learning Enhancement

The nature of psychotherapy and counselling training, which involves self-disclosure and exposure to sensitive and distressing material, lends itself to small class sizes in which there is room for everyone to have a voice. A ratio of not more than 1:12 for aspects of training which involve small groups is followed as a guideline for good practice.

6.2 e-Learning

We recognise the increasing contribution that digital resources make to the learning experiences of students. Canvas (or equivalent) will be a key resource for students throughout the degree, allowing them to access audio recordings of lectures, lecture slides, written materials, videos, audio files, course information, and suggested reading.

Much of the timetabled teaching will be synchronous, face-to-face, and located (i.e., delivered 'live' on campus). Asynchronous lectures (i.e., pre-recorded lectures to watch self-paced, at flexible times and from flexible locations) may be used to enhance the teaching and learning experience (e.g., to support preparation for a synchronous, face-to-face, and located session).

7. Modes of Assessment

Our assessment strategy aims to be inclusive and professionally relevant, while dovetailing professional and academic aspects of the programme.

Learning outcomes and assessment methods reflect that psychotherapy and counselling require a combination of knowledge and understanding (e.g., understanding key theories and research areas), intellectual skills (e.g., ability to apply theories to real-life examples, critical thinking, use of literature, reflecting on experience), and practical counselling skills (e.g., counselling skills, building relational depth). We use assessments *of* learning, as well as assessments *for* learning, with the goal of supporting students in being skilled at counselling, whilst understanding the academic underpinnings (e.g., supporting evidence-based practice). We use a variety of assessments, so that students have different ways to do well; there are different ways for students' strengths to be recognised. Each assessment method is defined below.

Method	Description
Applied project	Project work that has a clear applied focus, such as designing an intervention or proposing how to improve a service offered by an organisation.
Case Study	An analysis of a real-life example.
Conference poster	An overview of research in poster format, reflective of poster presentations at academic conferences.
Counselling skills portfolio	A portfolio comprised of a series of counselling skills components that reflect important aspects of professional practice.
Critical review	A literature review that emphasises critical thinking skills.
Essay	An extended written assignment in response to a question set by a lecturer, or in negotiation between student and lecturer.
Group project	A negotiated project (e.g., artefact, report) collaboratively completed as part of a team of two or more. Preparation is team based, but assessment is individual and may be practical or written.
Journal article research report	A research report written to the requirements of a specified peer reviewed journal, which would include using the specified formatting and meeting the specified maximum word count.

Portfolio of critical reflections	A portfolio comprised of a series of critical reflection tasks.
Presentation	A verbally delivered talk (likely supported by visual resources) with a clearly defined purpose or aim. Can be delivered individually or as part of a group.
Research proposal	A written plan that indicates clearly and succinctly how the student wishes to proceed in a piece of research. May accompany an ethical approval application.
Written reflection	A reflective piece where the student reflects on: their strengths and areas for development in relation to psychotherapy and counselling literature; key issues; challenges; and/or learning that is the relevant to the student's experiences. It could relate to clinical practice, triad work practice, or both.

8. Exemptions to University Regulations

Marking will *not* be anonymous in the following circumstances:

- The assessment is a presentation (PACM03, PACM05)
- The assessment includes an observed practical, such as an observation of counselling skills, and/or a reflection upon an observed practical assessment where the assessor needs to understand the reflection in context (PSCM02)
- A supervised project is marked by the student's supervisor (PSCM04)

9. Work-Based Learning/Placement Learning

None.

10. Programme Structure

Full Time

Level 7

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PACM02	Philosophy and Practice in Psychotherapy and Counselling	20	60% practical 40% coursework	Semester X	Compulsory	Condonable
PACM03	Relational Depth in Psychotherapy and Counselling	20	100% Coursework	Semester A	Compulsory	Condonable
PSCM01	Research in Psychotherapy: Consumption and Production	20	100% Coursework	Semester A	Compulsory	Condonable
PSCM02	Psychotherapy and Counselling with Young People	20	100% Coursework	Semester X	Compulsory	Condonable
PACM05	Advanced Psychology and Counselling	20	60% practical 40% coursework	Semester B	Compulsory	Condonable
PSCM03	Working with Difference and Diversity in Psychotherapy and Counselling	20	100% Coursework	Semester B	Compulsory	Condonable
PSCM04	Research in Psychotherapy: Empirical Project	60	100% Coursework	Semester C	Compulsory	Condonable

Part Time

Level 7-Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PACM02	Philosophy and Practice in Psychotherapy and Counselling	20	60% practical 40% coursework	Semester X	Compulsory	Condonable
PACM03	Relational Depth in Psychotherapy and Counselling	20	100% Coursework	Semester A	Compulsory	Condonable
PSCM02	Psychotherapy and Counselling with Young People	20	100% Coursework	Semester X	Compulsory	Condonable
PSCM03	Working with Difference and Diversity in Psychotherapy and Counselling	20	100% Coursework	Semester B	Compulsory	Condonable

Level 7-Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PSCM01	Research in Psychotherapy: Consumption and Production	20	100% Coursework	Semester A	Compulsory	Condonable
PACM05	Advanced Psychology and Counselling	20	60% practical 40% coursework	Semester B	Compulsory	Condonable
PSCM04	Research in Psychotherapy: Empirical Project	60	100% Coursework	Semester C	Compulsory	Condonable

- A definitive module descriptor is required for each module

Delivery Pattern

Full-time (12 months)

Duration	Taught Input	Module
Semester A	<p>Taught input in September, October, November, December, and January.</p> <p>Indicative 1.5 days per week for synchronous and asynchronous lecturer-led teaching and learning.</p>	PACM02, PACM03, PSCM01, PSCM02
Semester B	<p>Taught input in January, February, March, April, and May.</p> <p>Indicative 1.5 days per week for synchronous and asynchronous lecturer-led teaching and learning.</p>	PACM02, PACM05, PSCM03, PSCM02
Semester C	<p>Research project supervision and tutorials in May, June, and July.</p>	<p>PSCM04 supervision only</p> <p>(PSCM04 preparation can commence in Semester B)</p>

Part-time (24 months)

Year 1

Duration	Taught Input	Module
Semester A	Taught input in September, October, November, December, and January. Indicative one day per week for synchronous and asynchronous lecturer-led teaching and learning.	PACM02, PACM03, PSCM02
Semester B	Taught input in January, February, March, April, and May. Indicative one day per week for synchronous and asynchronous lecturer-led teaching and learning.	PACM02, PSCM03, PSCM02

Year 2

Duration	Taught Input	Module
Semester A	Taught input in September, October, November, December, and January. Indicative .5 days per week for synchronous and asynchronous lecturer-led teaching and learning.	PSCM01
Semester B	Taught input in January, February, March, and April. Indicative .5 days per week for synchronous and asynchronous lecturer-led teaching and learning.	PACM05
Semester B & C	Research project supervision and tutorials from February to August.	PSCM04 supervision only

The table below shows the various ‘threads’ through the programme. These ‘threads’ provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The ‘threads’ act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

Level 7

Module Code	Module Title	Thread
PACM02	Philosophy and Practice in Psychotherapy and Counselling	1,3
PACM03	Relational Depth in Psychotherapy and Counselling	1,3,5
PSCM01	Research in Psychotherapy: Consumption and Production	2,4,5
PSCM02	Psychotherapy and Counselling with Young People	1,2,3,4,5
PACM05	Advanced Psychology and Counselling	1,2,3,4,5,6
PSCM03	Working with Difference and Diversity in Psychotherapy and Counselling	1,2,3,5,6
PSCM04	Research in Psychotherapy: Empirical Project	2,3,4,5

1: Counselling skills and practical application. These modules include substantial focus on the *doing* of psychotherapy and counselling, such as through focusing on counselling skills or application of advanced ideas and considerations.

2: Underpinning research findings. These modules engage with research-based knowledge within psychotherapy and counselling.

3. Underpinning theory. These modules engage with theory underpinning psychotherapy and counselling practice.

4: Research production and consumption. These modules engage with the research process, and how to use research within psychotherapy and counselling.

5. Employability and academic progression: These modules emphasise transferable knowledge and understanding, intellectual skills, and practical skills that will support employability and academic progression.

6. Leadership. These modules engage students with the theory on leadership or give students the opportunity to experience leadership in group work.

Structure and Points of Progression

Module Code	Module Title	Credits	Delivery Sequence	Assessment Point	Progression Point
PACM03	Relational Depth in Psychotherapy and Counselling	20	1	MAB – Feb PAB – March	
PSCM01	Research in Psychotherapy: Consumption and Production	20	2	MAB – Feb PAB – March	
PACM02	Philosophy and Practice in Psychotherapy and Counselling	20	3	MAB – June PAB – July	PGCert exit award available after completing <i>any</i> 60 credits.
PSCM02	Psychotherapy and Counselling with Young People	20	4	MAB – June PAB – July	
PACM05	Advanced Psychology and Counselling	20	5	MAB – June PAB – July	
PSCM03	Working with Difference and Diversity in Psychotherapy and Counselling	20	6	MAB – June PAB – July	PGDip exit award available after completing 120 credits.
PSCM04	Research in Psychotherapy: Empirical Project	60	7	MAB – September PAB – September	MSc after completing all 180 credits.

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

None.

12. Professional Advisory Group

The programme has a Professional Advisory Group of individuals who work in counselling and other helping professions. This group provides advice and suggestions relating to degree content and skills that would benefit student employability, based upon the group's experience of working in the 'real-world'.

13. Academic Progression Opportunities

Successful participants could be eligible to apply for an MPhil/PhD programme at Plymouth Marjon University, or other institutions. They could also be eligible to apply for a Professional Doctorate in Psychotherapy or Counselling.

14. Employability and Career Progression Opportunities

The MSc Advanced Psychotherapy and Counselling Studies aims to support counsellors and psychotherapists in developing their knowledge, understanding, intellectual skills (e.g., critical thinking), and practical counselling skills. As professional development, the degree aims to support their work in a range of counselling roles, such as in schools, colleges, universities, hospitals, prisons, church and faith communities, public and private organisations and companies, or private practice.

The programme will also develop a range of transferable, employable qualities and skills relating to being able to: actively listen; empathise; support the wellbeing of others; demonstrate emotional intelligence and support others emotionally; communicate effectively; think analytically and critically; and use a research process to answer questions and solve problems. These qualities and skills are well-suited for a range of careers that involve working with, caring for, and supporting other people. The programme engages with a range of core employability skills:

Analytical thinking and innovation	Students are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified.
Active learning and reflective practice	Students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.
Creativity, originality and initiative	Students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently.
Critical thinking and analysis -	Students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion.
Complex problem-solving	Students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.
Leadership and social influence	Students are able to motivate others to act towards achieving a common goal.
Emotional intelligence	Students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups.
Reasoning, problem-solving and ideation	Students are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions.
Systems analysis and evaluation	Students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way.

The programme also engages with a range of core digital skills needed for employability:

ICT Proficiency and Productivity	Students are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g., text editing, presentations, spreadsheets and basic screen recording software).
Digital Collaboration, Participation, Communication	Students are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g., using Google docs, group forums, social media, file sharing applications, Hub).
Finding Digital Information and Data Management	Students have an understanding of different data storage systems and file types (e.g., using network drives, cloud storage and external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g., using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g., folder and file organisation, use of analytical tools within Spreadsheets and Databases).
Digital Learning and Teaching	Students are able to identify and use digital learning resources, apps and services (e.g., Canvas, Panopto Replay, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback (e.g., Turnitin).
Digital Problem Solving, Creation & Development	Students are able to identify and use digital tools to solve problems and answer questions (e.g., Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).
Digital Security, Well-being and Identity	Students understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g., security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g., LinkedIn, Twitter).

Throughout the modules, students will engage with digital learning and teaching, such as through Canvas, Panopto Replay, and Microsoft Teams. They will also participate in digital assessment, through receiving and reflecting on digital feedback (e.g., Turnitin). Students will communicate using a variety of digital media (e.g., email, forums) and collaborate in digital spaces (e.g., shared live online documents). ICT proficiency and productivity support (e.g., support in constructing presentation slides) is available through our Digital Innovation team.

Career Progression: Professional Accreditations

Although there are many professional bodies within psychotherapy and counselling, often relating to different core theoretical models, four are prominent. These are specifically referred to in “person specification” documents for jobs in the NHS. They are the British Association of Counselling and Psychotherapy (BACP), the UK Council for Psychotherapy (UKCP), the British Psychoanalytic Council (BPC), and the National Counselling Society (NCS). Completing the MSc Advanced Psychotherapy and Counselling Studies is not sufficient for joining the protected registers of these professional bodies – Those interested in joining a professional body can seek advice directly from professional bodies or from the MSc Advanced Psychotherapy and Counselling Studies programme team, as advice needs to be personalised.

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University’s facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:

- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus nursery provision

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with students through ongoing and continuous dialogue and regular communication, especially through dedicated 'Student Reps' in each academic year. There will be a staff:student liaison committee meeting each semester that all Student Reps are invited to; the minutes and action points are shared with all students on the course.

In addition, feedback at programme level will be achieved through programme and module evaluation surveys. Mid-module evaluations and end-of-semester evaluations are conducted every semester.

Participants will be invited to participate in the Postgraduate Taught Experience Survey (PTES).

17. Other Stakeholder Feedback

Students, an External Examiner, placement providers, and professionals working in counselling contexts were consulted about the degree in the summer of 2021; this consultation influenced the design of the programme, including topics and skills covered within modules.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.