



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

PROGRAMME OF STUDY HANDBOOK

ACADEMIC DISCIPLINE OF PSYCHOLOGY AND COUNSELLING

LEVEL 6

**Yr Athrofa: Institute of Education and
Humanities**

2019-2020

The Honours degrees set out below, awarded by University of Wales Trinity Saint David, are accredited by the British Psychological Society (BPS). These degrees confer eligibility for the Graduate Basis for Chartered Membership for all students completing them with a minimum Lower Second (2:2) honours degree and passing the empirical project (dissertation). Because this is an award recognised by a professional body (BPS), overall classification marks for these degrees will be calculated from Levels Five and Six of your studies. This classification will be calculated as 33% at Level Five and 67% at Level Six.

The degree programmes covered by BPS accreditation in 2019/20 academic year are:

BSc (Hons) Psychology

BSc (Hons) Applied Psychology

BA (Hons) Counselling Studies and Psychology

BSc (Hons) Psychology and Counselling

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INTRODUCTION

This handbook provides you with information about your Programme of Study for the academic year 2019-2020. Module descriptors are presented in the accompanying Module Directory document.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

FEEDBACK

Feedback on your programme of study and modules is welcome and important and will help us to improve and enhance your learning experience. You can give feedback in a number of ways: through the student representative for your programme of study, through module evaluation questionnaires, through informal meetings with your personal tutor, teaching staff, or Programme Director, through focus groups to gain feedback from students on particular issues, or through the Students' Union. If there are issues, then it is important that you share these with us so that we can address them. Your opinion is valued.

WELCOME MESSAGE FROM THE HEAD OF ACADEMIC DISCIPLINE

Welcome to level six of your programme of study within the Academic Discipline of Psychology and Counselling.

I encourage you all to engage fully with your academic studies over this year of your degree so that you can walk across the graduation stage next July knowing you have achieved the best possible degree that you were capable of.

This will be a challenging year for all of you, but with hard work, good organisation and time management you should also ultimately find it a rewarding year. I am confident that you will continue to receive excellent standards of teaching and support over the next academic year, but ultimately you must remember that this is YOUR degree - and it is your responsibility to make the most of the opportunities and support available to you. We will also continue to support you as you consider the opportunities available to you after graduation and for life beyond university.

The information contained in this handbook should provide you with the key course information for your specific programme that you will be studying with us over the 2019-20 academic year. Please ensure that you read the relevant information carefully, and if you have any further questions then please contact your Programme Director using the details below.

Good luck with your studies!



PROGRAMMES OF STUDY AND PROGRAMME DIRECTORS

This handbook covers the following Programmes of Study. The name and contact details of the Programme Directors are also listed below.

Programme of Study	Programme Director	Tel. No.	E-mail
BSc(Hons) Psychology	Dr. Paul Hutchings	(01792) 482080	Paul.hutchings@uwtsd.ac.uk
BA(Hons) Counselling Studies and Psychology	Ruth Groff	(01792) 482160	Ruth.groff@uwtsd.ac.uk
BSc (Hons) Mental Health	Karen Eaton-Thomas	(01267) 225147	k.eatonthomas@uwtsd.ac.uk
BSc (Hons) Applied Psychology	Dr Charlotte Greenway	(01267) 676923	c.greenway@uwtsd.ac.uk
BA/MArts Humanistic Counselling Practice	Andrea Williams	01792 482057	andrea.williams@uwtsd.ac.uk

PASTORAL SUPPORT

A member of academic staff will be identified at the beginning of the academic year to act as a point of first contact for all pastoral support issues. Details of the arrangements for Pastoral Support are contained in the *University Regulations – Undergraduate Student Guide* which is published on the Academic Office section on the University's website:

<http://www.uwtsd.ac.uk/academic-office/university-regulations-student-guide/>

EXTERNAL EXAMINERS

All taught Programmes of Study which lead to an award of the University have at least one External Examiner. The principal purposes of the University's external examiner system are to ensure that:

- the standard of each award is maintained at the appropriate level;
- the standards of student performance are comparable with standards on similar programmes or subjects in other UK institutions with which they are familiar;
- the processes for assessment and the determination of awards are sound and fairly conducted.

Students may request a copy of the previous year's External Examiner's Report for their programme of study by contacting the Programme Director.

The current External Examiners for the Programmes of Study are:

Programme of Study	External Examiner for 2019/20 (forename/surname)	External Examiner for 2018/19 (if different to current)
BSc (Hons) Psychology	Dr Peter Hills Dr Jagjeet Jutley-Neilson	Dr Peter Hills Dr Daragh McDermott
BA (Hons) Counselling Studies and Psychology	Dr Peter Hills Dr Jagjeet Jutley-Neilson	Dr Peter Hills Dr Daragh McDermott Azora Hurd
BSc (Hons) Mental Health	Dr Jagjeet Jutley-Neilson	Dr Jagjeet Jutley-Neilson
BSc (Hons) Applied Psychology	Dr Freya O'Brien Dr Fatima Felisberti	Dr Freya O'Brien Dr Fatima Felisberti
BA/MArts Humanistic Counselling Practice	Dr Netalie Shloim	Dr Netalie Shloim

Please note that students are not permitted to make direct contact with the External Examiners.

ACADEMIC YEAR 2019/2020

The academic year 2019/20 will be divided up as follows:

Induction	23/09/19 - 27/09/19
Semester 1:	23/09/19 - 24/01/20
Exam Period 1:	08/01/20 - 17/01/20
Mid-sessional Boards:	03/02/20 - 14/02/20
Semester 2:	27/01/20 - 10/07/20
Exam Period 2:	06/05/20 - 20/05/20
Examining Boards:	01/06/20 - 18/06/20
Re-sit Period:	20/07/20 - 24/07/20

INFORMATION ABOUT YOU AND YOUR PROGRAMME OF STUDY

Information about you and your programme of study is held by the University on a central Student Record System managed by the University Registry. It is essential that the University Registry has an accurate record of your personal details at all times. It is equally important to ensure that you are enrolled on the correct Programme of Study and on the correct modules. Failure to inform the Registry of any changes in this respect can result in a range of problems including:

- delays in obtaining your student loan;
- failure to contact you in an emergency;
- clashes on your examination timetable;
- not being able to borrow materials from the Library and Learning Resources; and
- not being able to use the Information Technology services.

Please take time to check the enrolment information provided by the University Registry and be sure to notify the Registry of any errors or changes.

DISCLOSURE AND BARRING SERVICE (DBS) – ENHANCED

As/If your programme involves you coming into contact with children or vulnerable adults, you will be required to undertake a DBS check (Enhanced). Further details will be provided by the University Registry or Head of Academic Discipline.

As part of each programme's procedures relating to DBS, continuing students will normally be required to inform their Programme Director immediately of any change to their criminal convictions status.

You will also be asked to complete a formal self-declaration during the enrolment period at the beginning of the academic year, which confirms your criminal conviction status. This declaration will be kept within Registry.

MODULAR TERMINOLOGY

Level (of Study):

A level is assigned to each module to define the standard of its academic demand in line with the National Qualifications Framework which incorporates both Further Education and Higher Education.

The level is not necessarily synonymous with a year, though very often Level 4 will be the first year of a Programme of Study, Level 5 will be the second year, and Level 6 will be the third year. The basic characteristics of the relevant levels of study are outlined by the Welsh Assembly government and available on their website:

<https://gov.wales/sites/default/files/publications/2018-02/level-descriptors.pdf>

ASSESSMENT

At the start of each module, tutors will provide on Moodle full details of the means by which you will be assessed in that module. This will include a full assessment brief and guidelines on the criteria that will be used for marking your work as well as clear information about when the assessments are due and the turn-around feedback time for the assessments. It will also detail how you will be able to discuss the feedback on your work and your performance and what to do if you have any questions.

All assessed written coursework needs to be submitted in electronic copy via Turnitin; alternative instructions will be provided by the Programme Director for any forms of coursework that cannot be submitted via Turnitin.

The University offers programmes in both English and Welsh. The normal expectation is that you will be assessed in the same language in which the programme or modules are delivered. If you have been taught in English and wish to be assessed in Welsh, or vice versa, you should consult your Programme Director about the options available to you.

You will receive confirmation of your assessment marks at the end of each year. Any marks released prior to formal approval by the Progression / Award Examining Board are provisional.

Extenuating Circumstances

If you believe that there are extenuating circumstances which may have adversely affected your ability to complete coursework or examinations, you should follow the University's procedures for Extenuating Circumstances for Taught Provision, which can be found on the Academic Office section on the University's website:

<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>

Additional needs in terms of assessment

If you have any additional needs in terms of assessment, it is your responsibility to liaise with Student Services regarding those needs at the start of the academic year, so that a Statement of Compensatory Measures can be drafted in line with the University's procedures for assessment of students with additional needs.

<http://www.uwtsd.ac.uk/services-for-disabled-students/>

Note that the period between the end of the summer examinations and the end of the summer term is an independent study period, which should be used to prepare for your next year of study. Further details will be provided by your Programme Director.

Academic Appeals

Information about how to appeal is provided in the 'Academic Appeal Procedure' in Chapter 13 of the Academic Quality Handbook, and in supporting documentation published on the Academic Office section on the University's website:

<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>

Additional advice is available from the Students' Union. It is very important that you note carefully the grounds on which appeals may be made and submit your appeal on the appropriate form because incomplete or ineligible appeals cannot be processed.

Assessment Regulations

The rules and regulations that govern the assessment of your Programme of Study are available in Chapters 6 and 7 of the University's Academic Quality Handbook, a copy of which is available on the Academic Office section of the website:

<http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>

Responsibilities of students in relation to the assessment process

As noted in Chapter 7 of the Academic Quality Handbook, you are responsible for ensuring that:

- i) You are correctly enrolled on your programme of study (including re-enrolment for each academic year after initial enrolment).
- ii) You read and understand the information provided about how you will be assessed, how your final award will be determined, and the action to take in the event that you experience difficulties relating to assessment.
- iii) You attempt every assessment component of a module.
- iv) You attend examinations and other assessment events, including re-examination and re-assessment events, as required; and that you are available to attend oral examinations if required to do so within the published dates of terms or semesters, or other date notified to you in advance.
- v) You submit work for assessment as required and in accordance with the required format and deadline.
- vi) You inform your Programme Director or Student Services of any disability or long-term impairment which might require special provisions for assessment.
- vii) You familiarise yourself with the University's definition of unfair practice and undertake assessments in a manner that does not attempt to gain unfair advantage.
- viii) You follow the prescribed procedures in the event that you experience extenuating circumstances or wish to appeal against the decision of an Examining Board.
- ix) You keep a copy of work presented for assessment wherever feasible.
- x) You make your work available for sampling for external examining purposes and for archiving.

VIRTUAL LEARNING ENVIRONMENT (VLE)

Moodle is the University's Virtual Learning Environment (VLE). The VLE is used to support learning and teaching. It can be accessed by **enrolled** students from anywhere in the world using the internet and a web browser.

Some of Moodle's features allow students to:

- Access course materials
- Facilitate communication between students and tutors
- Support group tasks
- Take online assessments with automatic marking and feedback facilities

Moodle can be used for administration tasks such as:

- Displaying announcements e.g. lecture venue changed
- Submission of assignments electronically
- Administration of online surveys, such as module questionnaires

How to Access:

You can access Moodle in 3 different ways:

1. From MyDay

Access your MyDay dashboard either by logging into a campus PC and opening Internet Explorer, or accessing <http://myday.uwtsd.ac.uk> from any browser on an internet-connected device. Click on the Moodle tile.

2. From the University Website

Navigate to <http://uwtsd.ac.uk> and select Quick Links (top left side of screen) and then Moodle.

3. URL Input
_Open any browser on an internet-connected device and navigate to <http://moodle.uwtsd.ac.uk>

Log in using your Network username and password which are the same used to access campus PC.

If you are missing courses/modules in the **My Courses** block please contact your **lecturers** to ask if they use Moodle. Please note it can take 24hrs for enrolment data to feed into Moodle. If you have problems finding resources (timetables, lecture notes, assignment briefs etc.) please contact the **lecturer** that delivers the course/module.

For any technical issues or error messages contact the **IT Service Desk** via:

Web: <https://webhelp.uwtsd.ac.uk>

Tel: 0300 500 5055

Or email: ITServiceDesk@uwtsd.ac.uk

In any correspondence please include your name and username (your student number) together with details of your issue.

ASSESSMENT FEEDBACK VIA TURNITIN

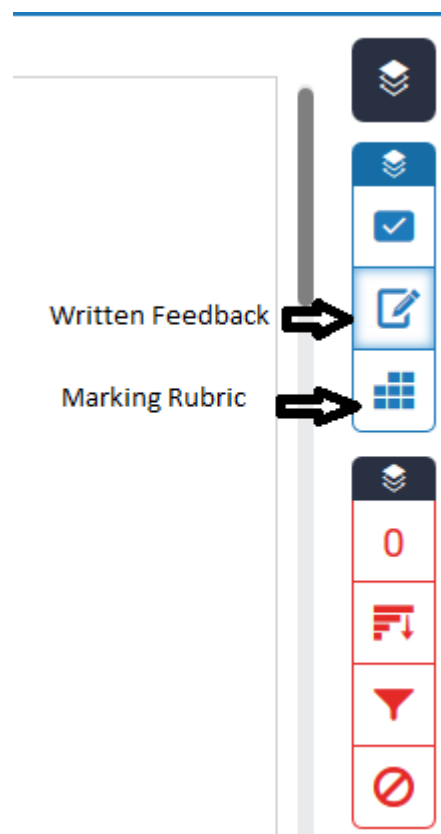
For feedback provided through Turnitin, there are two areas to get your feedback: written feedback, and the marking rubric.

Written feedback will comment on the overall work.

The marking rubric will focus on how the piece of work meets the criteria listed in the relevant rubric.

The marking rubric does not give a mathematically calculated result based on the sum of individual components, but is used holistically to help determine the mark.

Written Feedback and the Marking Rubric can be found by clicking the buttons as shown when you view your submitted assignment in Turnitin.



PROGRAMMES OF STUDY

(1) BSc (Hons) Psychology

Programme Learning Outcomes

Knowledge and Understanding	PLO
The ability to apply multiple psychological perspectives to specific patterns of behaviour, psychological functioning and experience, recognising that psychology involves a range of research methods, theories, evidence and applications	6.1
The ability to critically discuss the relative importance of brain function in specific human behaviours and experience.	6.2
The ability to understand and make appropriate choices in relation to research design and analysis for an independent empirical project	6.3
Cognitive (thinking) Skills	
The ability to synthesise and critically evaluate psychological evidence in relation to specific behaviours, psychological functioning and experience.	6.4
The ability to employ evidence-based reasoning and examine practical, theoretical and ethical issues associated with the use of different methodologies, paradigms and methods of analysis in psychology	6.5
The ability to critically evaluate the extent to which psychological theories and research contribute to our understanding of real-world issues	6.6
The ability to generate empirically-based hypotheses and critically evaluate research findings from an empirical project	6.7
Practical Skills	
The ability to carry out and present an extensive piece of independent empirical research involving appropriate primary data collection	6.8
The ability to analyse data using appropriate data analysis methods	6.9
The ability to use specialist psychological tools, including specialist software, laboratory equipment and psychometric instruments	6.10

The ability to present work to a professional standard suitable for an academic audience through appropriate media	6.11
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Level 6

All Level 6 students must normally pursue 120 credits at Level 6. The credit rating of each module is specified in the module details.

PROGRAMME STRUCTURE

Structure: Full-time Students

Semester 1 & 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
M6X00917	Psychology Dissertation	Compulsory	40

Semester 1

Module Code	Title	Module type (core, compulsory or optional)	Credits
M6X00915	Human Performance	Compulsory	20
M6X00916	Prejudice and Discrimination	Optional	20
ECGE6001R	Skills for life: employability and future pathways	Optional	20

Semester 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
M6X00914	Abnormal & Clinical Psychology	Compulsory	20
M6X00918	Social Knowledge and Identity	Optional	20

(2) BA(Hons) Counselling Studies and Psychology

Programme Learning Outcomes

The programme learning outcomes have been developed with reference to the Subject Benchmark Statement for Psychology (QAA, 2007) along with the Subject Benchmark Statement for Health Studies (2008). Those marked with * reflect those specifically required for BPS accreditation, although many of these also encompass the learning outcomes across this joint honours programme as a whole.

Knowledge and Understanding	PLO
The ability to apply multiple psychological perspectives to specific patterns of behaviour, psychological functioning and experience, recognising that psychology involves a range of research methods, theories, evidence and applications	6.1
The ability to understand and make appropriate choices in relation to research design and analysis for an independent empirical project	6.2
The ability to apply a critical enquiry to contemporary issues at the forefront of the subject of Care and wellbeing	6.3
The ability to demonstrate a critical evaluation of the diversity of values associated with Care and well-being.	6.4
Cognitive Skills	
The ability to synthesise and critically evaluate psychological evidence in relation to specific behaviours, psychological functioning and experience.	6.5
The ability to employ evidence-based reasoning and examine practical, theoretical and ethical issues associated with the use of different methodologies, paradigms and methods of analysis in psychology	6.6
The ability to critically evaluate the extent to which psychological theories and research contribute to our understanding of real-world issues	6.7
The ability to generate empirically-based hypotheses and critically evaluate research findings from an empirical project	6.8
The ability to critically evaluate the diversity of values associated with Care and well-being.	6.9
The ability to identify a coherent synthesis of arguments from a range of contesting theories relating to Care and well-being issues.	6.10
Practical Skills	
The ability to carry out and present an extensive piece of independent empirical research involving appropriate primary data collection	6.11
The ability to analyse data using appropriate data analysis methods	6.12
The ability to use specialist psychological tools, including specialist software, laboratory equipment and psychometric instruments	6.13
The ability to present work to a professional standard suitable for an academic audience through appropriate media	6.14

The ability to apply a critical use of research and research methodologies to locate, review and evaluate research findings relevant to Care and well-being issues, across a range of disciplines.	6.15
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Level 6

All Level 6 students must normally pursue 120 credits at Level 6. The credit rating of each module is specified in the module details.

Modules

PROGRAMME STRUCTURE

Structure: Full-time Students

Semester 1 & 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
M6X00917	Psychology Dissertation	Compulsory	40
M6X00965	Independent Project	Compulsory	20
M6X00964	Postmodern Counselling Theories	Compulsory	20
M6X00963	Current Debates in Counselling	Compulsory	20

Semester 1

Module Code	Title	Module type (core, compulsory or optional)	Credits
M6X00916	Prejudice and Discrimination	Optional	20
ECGE6001R	Skills for life: employability and future pathways	Optional	20

Semester 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
M6X00918	Social Knowledge and Identity	Optional	20

(3) BSc (Hons) Mental Health

Programme Learning Outcomes

The aims and programme outcomes which follow have been derived from the Psychology Benchmarking statements (QAA, 2010).

Knowledge and understanding	PLO
The ability to apply multiple perspectives to critically evaluating and identifying solutions for contemporary issues of relevance to mental health and wellbeing at an individual, organisational and societal level	6.1
The ability to synthesise and critically evaluate a range of empirical evidence in relation to understanding, treating, and communicating information about, specific mental health issues	6.2
The ability to understand and make appropriate choices in relation to research design and analysis for an independent research project	6.3
The ability to contextualize mental health in relation to the current local and global legal, political and social climate	6.4
Application	
The ability to synthesise relevant empirical evidence in order to provide an evidence-based solution to tackling specific mental health issues	6.5
The ability to design and evaluate effective communication strategies for raising awareness about mental health across different contexts	6.6
The ability to generate and explore scientifically and ethically appropriate research questions and intervention strategies in the field of mental health	6.7
The ability to accurately report and critically evaluate research findings from an independent research project	6.8
Transferable Skills	
The ability to carry out an extensive piece of independent research involving appropriate data collection and analysis	6.9
The ability to engage in strong critical reflection in relation to one's own practice within the field of mental health	6.10
The ability to communicate effectively and succinctly both orally and in writing and to tailor communication strategies to specific audiences	6.11
The ability to demonstrate a strong set of ethical and professional skills	6.12
The ability to produce a range of high quality work to required conventions in a timely and professional manner	6.13

Modules

PROGRAMME STRUCTURE

Structure: Full-time Students

Semester 1

Module Code	Title	Module type (core, compulsory or optional)	Credits
M6X02255	Mental Health and the Ageing Population	compulsory	20

Semester 1 & 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
M6X02257	Work-based Learning Project	compulsory	30
M6X02256	Independent Research Project	compulsory	30

Semester 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
ECGE6001R	Skills for life: employability and future pathways	compulsory	20
M6X02254	Mental Health Education	compulsory	20

(4) BSc (Hons) Applied Psychology

Programme Learning Outcomes

The aims and programme outcomes which follow have been derived from the Psychology Benchmarking statements (QAA, 2010).

The Learning Outcomes of the modules in the programme will enable students to:

(i) *Subject knowledge and understanding*

- understand the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations;
- recognise the inherent variability and diversity of psychological functioning and its significance;
- demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across modules;

- demonstrate detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the discipline;
- demonstrate a systematic knowledge of a range of research paradigms, research methods and measurement techniques, including statistical analysis, and be aware of their limitations.

(ii) Application

- reason scientifically, understand the role of evidence and make critical judgements about arguments in psychology;
- adopt multiple perspectives and systematically analyse the relationships between them;
- detect meaningful patterns in behaviour and experience and evaluate their significance;
- pose, operationalize and critique research questions;
- demonstrate substantial competence in research skills through practical activities.

(iii) Reflection

- reason statistically and use a range of statistical methods with confidence;
- competently initiate, design, conduct and report an empirically-based research project under appropriate supervision, and recognise its theoretical, practical and methodological implications and limitations;
- be aware of ethical principles and approval procedures and demonstrate these in relation to personal study, particularly with regard to the research project, and be aware of the ethical context of psychology as a discipline.

(iv) Transferable Skills

- communicate ideas and research findings, both effectively and fluently, by written, oral and visual means;
- comprehend and use numerical, statistical and other forms of data, particularly in the context of presenting and analysing complex data sets;
- be computer literate and confident in using word processing, database and statistical software;
- solve problems by clarifying questions, considering alternative solutions and evaluating outcomes;
- be sensitive to, and react appropriately to, contextual and interpersonal factors in groups and teams;
- undertake self-directed study and project management, in order to meet desired objectives and take charge of their own learning; reflect and evaluate personal strengths and weaknesses for the purposes of future learning;
- take charge of their own learning, and reflect and evaluate personal strengths and weaknesses for the purposes of future learning.

All Level 6 students must normally pursue 120 credits at Level 6. The credit rating of each module is specified in the module details.

PROGRAMME STRUCTURE

Structure: Full-time Students

Semester 1

Module Code	Title	Module type (core, compulsory or optional)	Credits
SSAP6005	Criminology and Forensic Psychology	Optional	20
ECGE6001R	Skills for life: employability and future pathways	Optional	20
SSAP6010	Challenges in Old Age: Social and Developmental Transitions	Compulsory	20

Semesters 1 and 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
SSAP6004	Dissertation	Compulsory	40

Semester 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
SSAP6009	The Application of Biological and Cognitive Neuroscience	Compulsory	20
SSAP6001	Psychopathology	Compulsory	20

(5) BSc Mental Health

The programme has the following general educational and specific aims:

1. To develop knowledge, leading to an ability to critically evaluate how theory and research can be applied to understanding and improving mental health and wellbeing at an individual, organisational and societal level;
2. To produce a critical understanding of the role of biological, psychological and social factors in the development and treatment of mental health problems;
3. To present multiple perspectives of mental health in a way that fosters critical evaluation of the challenges and solutions faced in the 21st century;
4. To develop a strong set of vocational and interpersonal skills of direct relevance to working in the field of mental health;
5. To develop a range of research and evaluation competencies required for investigating mental health, culminating in an ability to conduct research independently.

Level Six Programme Learning Outcomes

Knowledge and understanding	PLO
The ability to apply multiple perspectives to critically evaluating and identifying solutions for contemporary issues of relevance to mental health and wellbeing at an individual, organisational and societal level	6.1
The ability to synthesise and critically evaluate a range of empirical evidence in relation to understanding, treating, and communicating information about, specific mental health issues	6.2
The ability to understand and make appropriate choices in relation to research design and analysis for an independent research project	6.3
The ability to contextualize mental health in relation to the current local and global legal, political and social climate	6.4
Application	
The ability to synthesise relevant empirical evidence in order to provide an evidence-based solution to tackling specific mental health issues	6.5
The ability to design and evaluate effective communication strategies for raising awareness about mental health across different contexts	6.6
The ability to generate and explore scientifically and ethically appropriate research questions and intervention strategies in the field of mental health	6.7

The ability to accurately report and critically evaluate research findings from an independent research project	6.8
Transferable Skills	
The ability to carry out an extensive piece of independent research involving appropriate data collection and analysis	6.9
The ability to engage in strong critical reflection in relation to one's own practice within the field of mental health	6.10
The ability to communicate effectively and succinctly both orally and in writing and to tailor communication strategies to specific audiences	6.11
The ability to demonstrate a strong set of ethical and professional skills	6.12
The ability to produce a range of high quality work to required conventions in a timely and professional manner	6.13

LEVEL 6

Semester 1

Module Code	Title	Module type (core, compulsory or optional)	Credits
M6X02253	Contemporary issues in Mental Health	compulsory	20
M6X02254	Mental Health Education	compulsory	20

Semester 1& 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
M6X02257	Work-based learning project	compulsory	30
M6X02256	Independent Research Project	compulsory	30

Semester 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
M6X02255	Mental health and the ageing population	compulsory	20

BA/MArts Humanistic Counselling Practice

Programme Structure

The programme offers a professional Counselling training at undergraduate level: for the BA award, the programme is delivered full-time over three years and supports student learning from level four to level six. The MArts award is delivered fulltime over four years. Modules have been designed to meet the requirements for current professional Counselling training and are informed by the QAA Subject Benchmark Statement for Counselling and Psychotherapy (2013), QAA Education for Sustainable Development: Guidance for UK Higher Education Providers (2014) and the Professional Standards set out by the British Association for Counselling and Psychotherapy (BACP, 2016)

The programme has the following general educational and specific aims:

To equip students to become effective professional Counselling practitioners

- Recognise the impact different theoretical positions and political discourses has on counselling and psychotherapy.
- Recognise the impact different theoretical positions has on our understanding of human nature.
- Engage with a range of therapeutic theories that underpin a body of knowledge which is complex and diverse.
- Support the development of specific therapeutic skills, strategies and interventions
- Recognise the context of Counselling within contemporary society, and the construct of mental health within political and social discourse, including the discourse of sustainability
- Understand the nature of professionalism within the current context of Counselling
- Engage with a broad and balanced knowledge and understanding of the principal features of equality, diversity as they affect people's relationship to mental health

1. Professional Profile of Counsellors and Psychotherapists

Professional Autonomy and Accountability

The award holder will have the relevant professional knowledge and skill to:

- 1.1. Maintain the ethical principles that underpin counselling and psychotherapy
- 1.2. Integrate into practice legal, professional and organisational requirements pertaining to equal opportunities, diversity and anti-discrimination
- 1.3. Recognise the social and cultural context of their practice
- 1.4. Recognise potential limitations of their preferred theoretical model or models in work with specific clients
- 1.5. Ensure a consistent commitment to continuing professional and personal development, including self-awareness and fitness to practice
- 1.6. Recognise their own professional strengths and limitations that may affect therapeutic practice, and develop appropriate self-support and self-care strategies
- 1.7. Recognise the need for, and engage with, their own personal support and/or therapy as appropriate

- 1.8. Recognise and cope with uncertainty, responding therapeutically while maintaining firm boundaries
- 1.9. Recognise responsibilities to the client, employers, the counselling and psychotherapy professions and to society at large

Professional Relationships

The award holder will have the relevant professional knowledge and skill to:

- 1.10 Recognise and respect inter-professional and multi-agency approaches to mental health
- 1.11 Recognise their own professional limitations, making referrals where appropriate
- 1.12 Respect the role of supervision as an essential aspect of clinical practice
- 1.13 Analyse ethical dilemmas and work with others as necessary, to formulate appropriate responses
- 1.14 Take account of diversity issues and the rights and responsibilities of all clients, regardless of gender, age, ethnicity, national or ethnic origin, culture, class, ability, sexual orientation, religion and beliefs
- 1.15 Respond appropriately to the effect of their own values, beliefs, attitudes and behaviours when working as a counsellor/psychotherapist
- 1.16 Work with managers and clients in the delivery, monitoring and evaluation of services
- 1.17 Build and sustain professional relationships and work collaboratively, as appropriate to the work context
- 1.18 Critically appraise a range of theoretical approaches to practice
- 1.19 Make use of supervision to develop their understanding about clinical work and to enhance and protect their well-being.

Maintaining a framework for practice

The award holder will have the relevant professional knowledge and skill to:

- 1.20 Establish and maintain a secure frame for therapeutic work
- 1.21 Maintain clear professional boundaries in all relationships with clients
- 1.22 Summarise the client's difficulties, as perceived by the therapist, and articulate the ways in which counselling/psychotherapy can address them
- 1.23 Implement an appropriate strategy for assessing potential clients using appropriate consultation where necessary, which may include risk assessment
- 1.24 Make informed decisions about referral to appropriate agencies
- 1.25 Negotiate an appropriate therapeutic contract using all available information
- 1.26 Recognise the implicit power imbalance in the counselling/psychotherapy relationship
- 1.27 Utilise research evidence or organisational guidance to ensure an appropriate therapeutic response for specific clients
- 1.28 Openly and freely discuss sexual matters when appropriate, whatever the client's sexual orientation or the nature of the client's problem
- 1.29 Be aware of psychopharmacological interventions commonly used in the treatment of mental health problems and be sensitive to the impact that prescribed medication may have on the therapeutic relationship and process of counselling/psychotherapy
- 1.30 Recognise signs and symptoms associated with mental distress and regularly update knowledge about mental health and well-being
- 1.31 Recognise and make appropriate decisions in response to ethical dilemmas and legal responsibilities when assessing potential risk to the client or others
- 1.32 Recognise the potential for physical signs and symptoms to accompany, mimic or be indicative of severe forms of psychological distress and respond appropriately

- 1.33 Apply consistently a comprehensive, in-depth and research-informed body of knowledge in their practice
- 1.34 Recognise that specific knowledge and skills are required to work with particular client groups, for example children and young people.

2. The Therapeutic Process

The award holder will have the relevant professional knowledge and skill to:

- 2.1 Demonstrate familiarity with a model of assessment compatible with their core theoretical model in order to determine the client's therapeutic needs, while maintaining an awareness of other assessment strategies
- 2.2 Determine whether the type of counselling and psychotherapy that can be offered is suitable for particular clients
- 2.3 Assess the components which underpin therapeutic alliances, which may include client motivation, commitment to the therapeutic process and contractual arrangements
- 2.4 Be able to communicate the scope and limits of confidentiality clearly and ethically to clients
- 2.5 Set and maintain appropriate professional boundaries
- 2.6 Establish and sustain a therapeutic alliance
- 2.7 Understand and manage the impact of diversity and difference on the therapeutic relationship
- 2.8 Use research literature on the impact of the therapeutic alliance to enhance relationships with clients
- 2.9 Recognise ways in which the relationship is conceptualised in a range of different theoretical models
- 2.10 Recognise and manage difficulties and ruptures in the therapeutic alliance
- 2.11 Recognise and manage distortions in the client's perception of the therapist and of their experience of therapy
- 2.12 Draw on a range of therapeutic responses, strategies and interventions to inform practice
- 2.13 Manage problematic situations, including violation of the therapeutic contract
- 2.14 Adapt responses and strategies to open-ended or time-limited contracts
- 2.15 Apply appropriate strategies and interventions in work with specific client populations and client issues
- 2.16 Work with the constraints of the therapeutic contract
- 2.17 Recognise the importance of preparing clients for endings
- 2.18 Be able to comply with professional requirements for record-keeping
- 2.19 Manage contact with external agencies and professionals, as appropriate to the interest of the client
- 2.20 Regularly review client progress.

3. The Social, Professional and Organisational Context for Therapy

The award holder will have the relevant professional knowledge and skill to:

- 3.1 Identify some of the philosophical assumptions underpinning the practice of counselling and psychotherapy
- 3.2 Appraise the interrelatedness of truth claims, belief and ideology, and their influence on professional practice
- 3.3 Interpret and apply relevant policies and codes of the employing organisation, including equal opportunities statements, disability statements and widening participation strategies
- 3.4 Appraise the range of psychological services and interventions available to clients

- 3.5 Recognise the potential importance of diversity in the therapeutic relationship
- 3.6 Reflect on the role and function of counselling and psychotherapy in society
- 3.7 Recognise ways in which government policies and recommendations such as those in the National Institute for Health and Clinical Excellence (N.I.C.E.) guidelines may impact on mental health service provision and client well-being
- 3.8 Recognise that power relationships and dynamics within groups and organisations have the potential to impact on therapy
- 3.9 Critically appraise published research on counselling and psychotherapy and integrate relevant research findings into practice
- 3.10 Regularly review client progress.
- 3.11 Be familiar with the legal and ethical framework in which the therapy takes place
- 3.12 Deliver the counselling/psychotherapy services with due regard to the practice setting

Level Six Modules Aim to:

- Extend understanding of the professional and personal role of a counsellor
- Engage with counselling specialisms and specific populations
- Enable students to engage in a research project
- Further develop the therapeutic skills of students

These four themes will be addressed through the following modules:

Personal Development and Professional Profile

This third-year module will build on the work undertaken in the previous level to support students in their development of robust professional identities. This will include building and sustaining professional relationships; working within organisational structures; awareness of organisational policies and procedures, including equal opportunities, disability, widening participation, health and safety; safeguarding and information sharing. Students will be encouraged to critically reflect on their position within the organisational structure and the impact of institutionalisation, social justice and inclusion and the politics of counselling and psychotherapeutic practice.

Counselling Specialisms and Populations

This module builds on the Therapeutic Theory modules at level four and five and offers students the opportunity to develop special interests with regards to client populations and specific areas of work. Central to the module learning is the current research and growing understanding of neuroscience and impact of the brain on emotion, cognition and psychological health. This area has been particularly influential in the understanding of trauma and work within the therapeutic context. This in turn, further underpins the research foundations of the Humanistic paradigm. This module prepares students for the Masters dissertation at level seven by extending the students' practice, knowledge and understanding of specific themes and client populations. This process will enable students to further develop this interest in the Master dissertation, strengthening knowledge and its application to practice and development as research-based practitioners.

Counselling Major Project

The module will assist learners with the process of identifying, researching and proposing a subject for investigation and support students in their independent learning. The module is aligned with other level six modules and will support the themes of research-based evidence which will have been a key theme throughout level four and five modules. Students will collect and evaluate relevant information from a wide variety of sources using appropriate manual and electronic systems; carry out

work independently; reflect on and review own progress and seek assistance or guidance as appropriate in order to enhance their own personal development planning. Students will analyse arguments from a range of contesting theories relating to Counselling practice. The project will be based on a 'desk-top' methodology, such as a literature review.

Practicum 3

The third practicum builds on the clinical experience already gained in practicum one and two. It is expected that students will further develop their competency and prepare themselves as professionals within the field. Students are expected to achieve a further fifty hours of clinical practice (a total minimum hundred clinical hours are required to graduate) Clinical practice supervision is required, normally 1.5 hours per month.

To be eligible to apply for individual professional accreditation, students must complete a minimum hundred hours of clinical practice in a suitable clinical placement. Students will be supported to find a placement approved by the programme team. There will be a named placement tutor as point of contact and support for students. The placement tutor will ensure that all placement providers are given an introduction to the programme and understand the responsibilities they undertake with offering a placement. The placement tutor will be responsible for carrying out all duties and responsibilities in accordance with the UWTSD Academic Quality Handbook. In addition, the placement tutor will ensure that all clinical supervisors meet the standards set by the BACP and are aware of their clinical responsibilities. The placement tutor will liaise closely with students regarding their experience of the placement and will be the person to contact if there are difficulties. Placement provider and student experience will be monitored through evaluation and feedback opportunities.

LEVEL 6

Semester 1 and 2

Module Code	Title	Module type (core, compulsory or optional)	Credits
ECHC6001	Personal Development and Professional Profile	Compulsory	20
ECHC6002	Counselling Specialisms and Populations	Compulsory	30
ECHC6003	Counselling Major Project	Compulsory	30
ECHC6004	Practicum 3	Core	40

Where appropriate, the University may allow students to study modules in addition to the 120 credits studied for the level of study e.g. Welsh medium or IT modules. Students would need to discuss this with their Programme Director.

Note that on Programmes of Study offering a large number of options, timetable constraints will inevitably mean that not all combinations of options will be possible.

Module details are correct on 1 September 2018, and will not normally be changed during the year. In the unlikely event of the School having to make changes to these details during the year, you will be notified in writing. Module descriptors are presented in the accompanying Module Directory document.

UNIVERSITY ATTENDANCE POLICY

Attendance is an important indicator of your engagement with and success in your studies. All students are therefore required to attend all scheduled classes and tutorials and Institutes will record individual academic attendance. It is important that:

- you familiarise yourself with the attendance policy relevant to you (see <https://www.uwtsd.ac.uk/academic-office/other-forms-and-policies/>);
- you are fully aware of procedures to follow in case of unexpected absences.
- you are aware that disciplinary action will be taken for any sustained periods of unauthorised absence.

This is particularly important for **international students with a UKVI Tier 4 Visa**. Failure to adhere to the requirements and conditions of the Attendance Policy will lead to withdrawal from your programme and the University will also inform the UKVI to withdraw your Tier 4 visa sponsorship.

Appeal against withdrawal due to poor attendance – Information on how to appeal against withdrawal due to poor attendance is provided on the University's website (<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>).

CODES OF CONDUCT

The University is committed to providing all students with a safe and inclusive learning environment where all students have the potential to succeed to the best of their ability.

The University expects all students to abide by the Student Code of Conduct (see <https://www.uwtsd.ac.uk/studentcharter/>).

The University also has Fitness to Study and Fitness to Practise Policies (see <https://uowtsd.sharepoint.com/student-info/SitePages/Regulations.aspx>).

In addition, many programmes have a professional code of conduct that you are expected to adhere to. Your Programme Director will provide you with appropriate details.

ABOUT UNFAIR PRACTICE AND PLAGIARISM

The University defines unfair practice as ‘any act, intentional or otherwise, whereby a person may obtain for himself/herself or for another, an unpermitted advantage...’. Committing unfair practice in assessment is one of the most serious offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process.

It is very important to understand that it is no defence to claim that unfair practice has been committed unintentionally, accidentally, due to extenuating circumstances or a long-term impairment (irrespective of whether or not these circumstances or long-term impairment have been acknowledged by the University).

Plagiarism is one type of unfair practice. Plagiarism is passing off, or attempting to pass off, another’s work as your own. It includes copying the words, ideas, images or research results of another **without acknowledgement**, whether those words etc. are published or unpublished. It is plagiarism, for example, to copy the work of another student, of a member of staff or a published article without crediting the author. Persons who allow their work to be plagiarised are also guilty.

It should be noted that re-submitting work that has already been submitted for a different assessment task without noting that this is the case is also regarded as plagiarism (and is called self-plagiarism) and will be treated as such.

Plagiarism is one of the worst offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process. The guidance that follows explains what is meant by plagiarism, describes the University’s regulations for dealing with it, and provides help in avoiding it.

When enrolling as a student at the University of Wales Trinity Saint David you have consented to your work being scrutinised both electronically and in person to check for cases of plagiarism. In many Schools your work will be submitted electronically via Moodle.

For submissions outside of the Moodle platform, it is equally important that you reference your sources accurately. In some cases you will be expected to submit both

hard and electronic copies, which can be checked against the database of the UK Higher Education Plagiarism Detection Service. For handwritten, portfolio and process workbook submissions check with your module tutor if you are in any doubt about whether you have infringed the regulations. They are here to assist you; ensure that you take advantage of their expertise.

Plagiarism: Regulations, Procedure and Penalties

Full details of the University's procedures and penalties for dealing with issues of plagiarism can be found in Chapter 13 of the *Academic Quality Handbook*, which can be seen on the University website or obtained from the Institute Offices. These details are also summarised in the *University Regulations – Undergraduate Student Guide* which is published on the Academic Office section on the University's website:

<http://www.uwtsd.ac.uk/academic-office/university-regulations-student-guide/>

Avoiding Plagiarism

Coursework, dissertations, or creative work are meant to be your own original work. Obviously you will use the work of others. Not only is this inevitable, it is expected.

All scholarship builds on the work of others. The important thing to remember is always to **acknowledge your sources**. The University recognises four referencing styles: APA, Harvard, IEEE and MHRA and provides a handbook for each of these styles. For your programme of study, you should be using APA. The handbooks can be found online: <https://www.uwtsd.ac.uk/library/infoskills/referencing-handbooks/> or in print from the Library and Learning Resources. A Referencing Essentials session will be provided during the first term of your first year but as a general rule of thumb observe the following:

- *Anything that is copied or quoted from another source, including electronic sources such as the internet, must be in quotation marks and attributed to the original author. This may be in the body of the text or as a footnote, depending on which Referencing style you are asked to use.*
- *Paraphrasing or summarising the work of others involves putting their ideas into your words. This is fine, but again, acknowledge your source.*
- *Where you are generally indebted for your ideas to one or two main sources, this can be a bit trickier. If the ideas or the way they are presented come from one or two sources, make this clear. Do the same if they come from lectures. It is important not to claim originality where it does not exist but to indicate in general where the information comes from.*
- *Full citations in timed unseen examinations are obviously not expected, but you should indicate general indebtedness and always credit any quotations you have managed to remember.*

The golden rule is; **'if in doubt, provide references'** and your Referencing Handbook will provide you with specific guidance to help you to do this correctly. For support, contact your tutor or Academic Liaison Librarian. There are no penalties for asking for advice and guidance; there are severe penalties for plagiarism and failure to reference means your work could be considered to be plagiarised.

Other types of Unfair Practice

There are other types of unfair practice, including, but not limited to producing work as a group where it is an individual task (called collusion), fabricating data or making false claims to have carried out research, using the service of an essay bank/essay mill, having an unauthorised source of information in an examination, prohibited communication during an examination. The same regulations, procedures and penalties apply to all types of unfair practice.

LIBRARY AND LEARNING RESOURCES

Library and Learning Resources (LLR) supports the learning, teaching and research activities of staff and students across the University with libraries at Carmarthen, Lampeter, London and Swansea and includes online resources, social learning spaces, special collections and archives.

The library prioritises the purchase of e-books over print wherever possible and loan periods are regularly reviewed by the library to ensure that they are appropriate and provide equitable access to resources. It is expected that at least all Essential reading list items are available from the library. The LLR follows a Fairer Fines policy which means students are only fined on items if they are in heavy demand or requested by another library user.

The LLR provides a *Need More?* service which aims to provide a one stop shop for all learning resource needs, for example, if a book, journal or thesis is needed which is not in the library stock then it may be purchased or borrowed from another library. Further information can be found here: <http://www.uwtsd.ac.uk/library/library-guide/need-more/>.

Learning Spaces

There are six libraries across the Carmarthen, Lampeter, London and Swansea campuses. As well as collections, the library provides a variety of modern and flexible learning spaces, reflecting different styles of working e.g. group study spaces and quiet areas, as well as IT facilities, wireless internet, photocopying and printing facilities and excellent customer service.

Online Library

The LLR offers a wide range of printed and electronic resources including an extensive collection of online e-journals and e-books that are available 24/7. Users may access an extensive collection of online e-journals and e-books that are available 24/7 including scholarly journals, newspapers, company reports and reference material. The library catalogue searches the whole range of print and online library materials and gives access to your library account from anywhere.

InfoSkills

All students are provided with a library tour, a Basic Skills session and a Referencing Essentials session in the first few weeks at the University. Academic Liaison Librarians will help students to develop the skills required to find, use and evaluate information sources within their subject areas. Numerous sessions are offered throughout the year to help students develop their Information Skills further to support their academic success and employability. These include sessions on identifying fake news, using statistics, commercial awareness, managing the information about them that is available online and accessing information sources in accessible formats. The LLR operates an open door policy which enables students to ask for help and advice on the information resources available throughout the academic year. Academic Liaison

Librarians are welcomed to Staff / Student Committees, School Board meetings and also attend other relevant Faculty meetings where invited, including Faculty Board. For further information on InfoSkills provision go to: <https://www.uwtsd.ac.uk/library/infoskills/>

Special Collections and Archives

The Library is also home to the Special Collections of UWTSD, including the University's oldest printed books, manuscripts and archives. The Special Collections include over 35,000 printed works, 8 medieval manuscripts, around 100 post medieval manuscripts, and 69 incunables. Material from the Archives includes the institutional archive of St David's College, later The University of Wales, Lampeter, and Trinity College Carmarthen, both constituent members of the University of Wales Trinity Saint David. Students are encouraged to use these wonderful resources as part of their studies, regardless of discipline. Visits and workshops are often arranged within the purpose-built reading rooms in the Lampeter campus library and there is a regular programme of exhibitions across the campuses and online.

For recent service developments, updates and contact information please visit the University Library website at <http://www.uwtsd.ac.uk/library/>. Please also follow the Library and Learning Resources on Facebook, Instagram or Twitter for up-to-date news, service developments and information on new services and resources: @UWTSDLib

STUDENT SERVICES

A professional support service providing high quality information, advice, guidance, practical and emotional support to enable all students to reach their full potential. Support available includes the Careers Service, Financial Support, Learning Support, Counselling Service and support for students from a care background. For further details see <http://www.uwtsd.ac.uk/student-services/>.

STUDY SKILLS

All students have access to study skills support to assist them in their studies. Details of provision are available from the Student Services offices on each campus and at <http://www.uwtsd.ac.uk/study-skills/>.

Topics covered include:

- Developing effective study strategies
- Planning and writing assignments
- Preparing presentations
- Planning for seminars
- Preparing for exams

Drop-in study skills sessions and 1:1 appointments are available on the Carmarthen, Lampeter and Swansea campuses during term time – no appointment necessary. Distance learning students are also able to access the Study Skills Distance service using e-mail, telephone or Skype. Please see the Student Services study skills webpages for further details: <http://www.uwtsd.ac.uk/study-skills/>.

GRADUATE SKILLS FOR EMPLOYMENT

Students are encouraged to use the Careers Service from the first year so that they can begin to plan their professional development in preparation for future employment.

Time at University should be seen as preparing for the world of work, which is increasingly a world that lays a premium on flexibility and ability to adapt to changing situations. Within this context Personal Transferable Skills (PTS) and Professional Development Planning (PDP) have come to feature very prominently as important graduate attributes. PTS are skills acquired in the course of academic study which might be independent of the discipline in question and, therefore, transferable and usable in other contexts, including the world of work. PDP is the planning process through which one is able to reflect upon and analyse, personal strengths and identify areas for future development. Four main categories of such skills have been identified: problem solving, managing/organising, team work and communication. Each Programme of Study has been designed to include opportunities to acquire and develop personal skills and plan professional development in readiness for graduation. Further details are available from your Programme Director.

COMPLAINTS

You have a right to make a complaint about any specific concern about the provision of your Programme of Study or a related academic service. Full details of the complaints process can be found in the 'Procedure for Student Complaints' in Chapter 13 of the Academic Quality Handbook and in supporting documentation published on the Academic Office section on the University's website:

<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>