

Programme Specification



1. Programme title	<i>BSc (Hons) in Reflective Therapeutic Practice (Top Up)</i>
2. Awarding institution	Middlesex University
3a Teaching institution	<i>Metanoia Institute</i>
3b Language of study	<i>English</i>
4a Valid intake dates	<i>September 2023</i>
4b Mode of study	<i>FT</i>
4c Delivery method	☐ On-campus/Blended ☒ Distance Education
5. Professional/Statutory/Regulatory body	
6. Apprenticeship Standard	
7. Final qualification(s) available	<i>BSc (Hons) in Reflective Therapeutic Practice</i>
8. Academic year effective from	2023-4

9. Criteria for admission to the programme

Prospective students will already be qualified, experienced and practicing counsellors, psychotherapists, coaches or allied health and social care professionals who wish to enhance their qualification and clinical practice by undertaking a BSc (Hons) degree. The course is non-modality specific and is therefore open to practitioners of all orientations.

Applicants may bring Diploma Level 4 and 5 Credits as a certificated route onto the programme. It will also be possible to enter the programme via an assessed APL/APEL process, which consists of an initial interview, followed by the compilation and satisfactory passing of a portfolio, in which candidates reflect on their previous experience. The interview is designed to assess the potential candidate's suitability to undertake the particular form of reflective study that typifies the course, and to ensure that they meet the entry requirements –namely that they have already qualified from a recognised

professional training of at least two years duration, that they have at least 100 hours of clinical practice and that they are registered with the appropriate professional accrediting body.

10. Aims of the programme

The overall aims of the programme are to enable students to:

- Critically evaluate the effectiveness of their own practice
- Integrate their learning reflexively in terms of both theory and practice.
- Develop a coherent and ethical base as an on-going support to practice.
- Develop a capacity to use action research principles to deepen their practice.
- Develop and foster a commitment to in-depth personal and professional growth
- Develop and foster an understanding of the process of therapy from the clients' point of view
- Encourage and support academic underpinning of psychotherapy practice.
- Develop a critical understanding of the application of reflective inquiry to practice.
- Think flexibly and critically in making therapeutic choices.
- Develop a sound appreciation of broad social cultural and political domains as they impinge on both thinking and practice.

11. Programme outcomes*

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of:

1. How to operate reflexively in both personal and professional arenas
2. The theory of critical inquiry to support ethical and effective practice.
3. How to locate professional clinical practice in the broader domains of social, cultural, and political dynamics in a way, which fosters anti-oppressive practice and inclusion.
4. The importance of personal development and ongoing support

Teaching/learning methods

Students gain knowledge and understanding through participation in a culture which values the educative process and in particular reflexivity as a part of that process. Teaching covers a range of activities including didactic teaching, handouts, videos, experiential exercises, discussions, private study and reading. Also use of videos, audio and video taped practice etc.

Assessment methods

Students' knowledge and understanding is assessed by portfolio's, presentations,

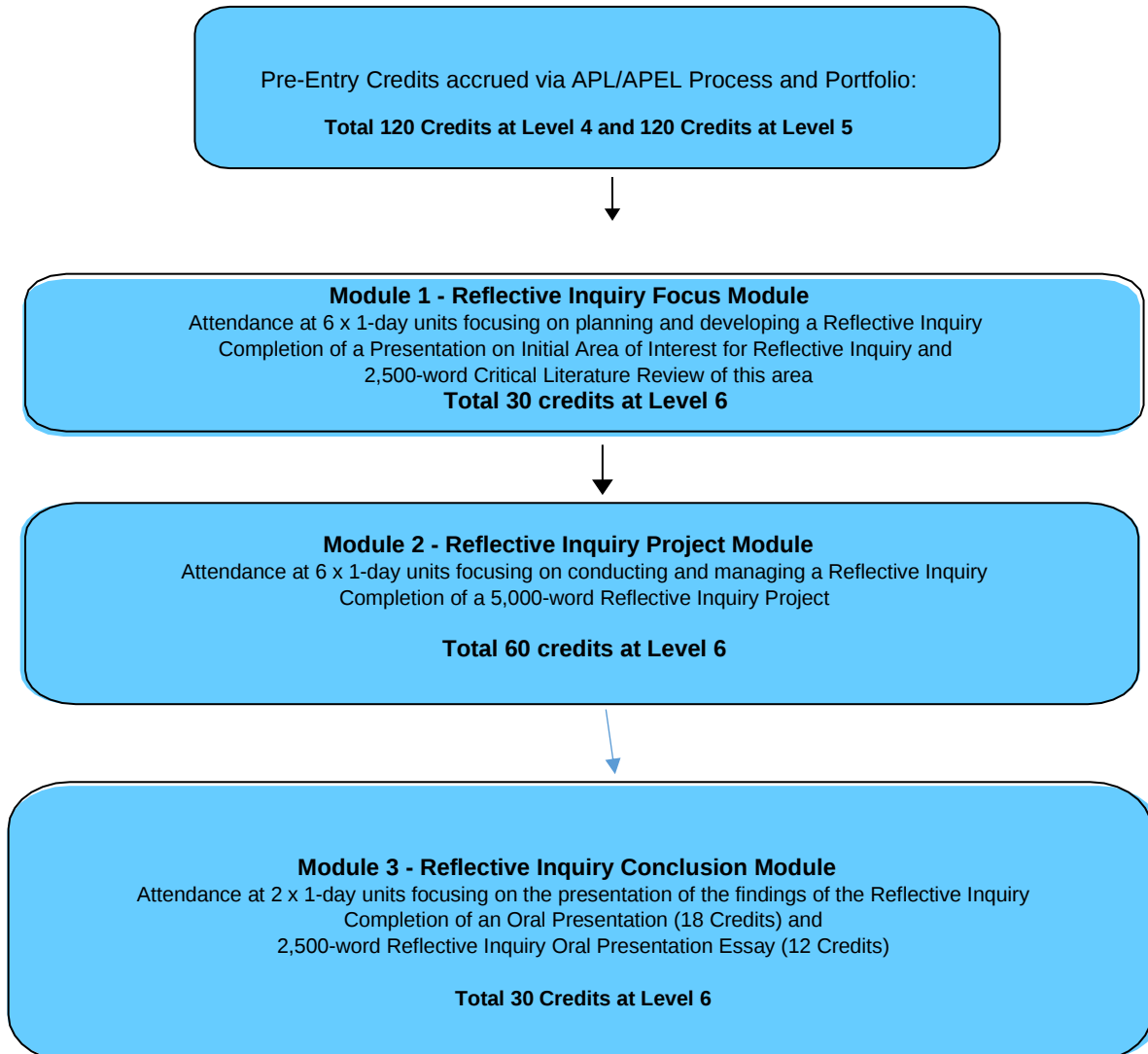
in the context of professional practice.	essays and participation in training group activities.
B. Skills On completion of this programme the successful student will be able to: 1. Conduct independent inquiries into their clinical work, which lead to enhanced clinical practice. 2. Demonstrate the application of inquiry into ethical, effective practice. 3. Demonstrate the application of anti-oppressive practice and inclusion within clinical practice. 4. Identify and conduct future reflective inquiry projects that have the potential to enhance practice.	Teaching/learning methods Students learn skills through large group discussion and small group exercises, the oral presentation and participation in the reflective practice project. Assessment methods Students' skills are assessed by oral presentation and submission of the reflective inquiry essay. In addition, participation in the training group activities, demonstrating increasing levels of 'personal readiness' qualities are formatively assessed as described in the handbook.

12. Programme Structure

12.1 Structure of the Programme

1 Programme structure diagram

The programme is full-time over one academic year with each of the three modules being three months in length:



12.2 Levels and modules		
Level 4		
Compulsory	Optional	Progression requirements
Students must take all of the following: N/A	Students must also choose at least XX from the following:	
Level 5		
Compulsory	Optional	Progression requirements
Students must take all of the following: N/A	Students must also choose at least XX from the following:	
Level 6		
Compulsory	Optional	Progression requirements
Students must take all of the following: Module 1 Reflective Inquiry Focus Module <i>Module 2</i> <i>Reflective Inquiry Project Module</i> <i>Module 3</i> <i>Reflective Inquiry Conclusion Module</i>	N/A	Participation in M1 is required to progress into M2 Participation in M2 is required to progress into M3

*Please refer to your programme page on the website re availability of option modules

12.3 Non-compensatable modules	
Module level	Module code
N/A	N/A

13. Information about assessment regulations

This programme will run in line with general Middlesex University Regulations.

14. Placement opportunities, requirements and support (if applicable)

Dedicated Placement Co-ordinator who is updating and extending all placement information and opportunities.

In house clinical placements at the Metanoia Counselling and Psychotherapy Service (MCPS)

Specialist 'Assessment Placements' for senior students who wish to develop their assessment skills – leads to Metanoia certificate.

Dedicated database of placement agencies throughout the country.

Senior staff and primary tutors support students through the provision of references

15. Future careers / progression

Most of the candidates on this course will already be practicing psychotherapists, Counsellors, coaches or allied health and social care professionals and the course is designed in the first instance as a professional development course. The BSc (Hons) in Reflective Therapeutic Practice will however make them more marketable as clinicians in their field. Additionally, it is hoped that the course will stimulate some of the clinicians to go on to influence and inform the wider field and be a gateway to further study at Masters Level.

16. Particular support for learning

Dedicated Academic Co-ordinator

Strong teaching team

A specialist reference library both on site and via remote access to 'Psych info' and 'Psych articles' as well as learning aid packages and eBooks.

PowerPoint facilities in all training rooms and one room has an interactive whiteboard 'Webcams' available in many teaching rooms.

Bursary Support

Computer facilities for the analysis of qualitative and quantitative research data.

17. HECOS code (s)	100495
---------------------------	--------

18. Relevant QAA subject benchmark(s)	Counselling and Psychotherapy
--	-------------------------------

19. Reference points

SCoPEd Framework: A Shared Framework for the scope of practice and education for counselling and psychotherapy with adults

Framework for Higher Education Qualifications

QAA Code of Practice for the assurance of academic quality and standards in higher education: Collaborative Provision

University Learning and Teaching policy and strategy

Student Feedback

External Examiner Feedback

20. Other information

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

21. Curriculum map for *BSc (Hons) in Reflective Therapeutic Practice (Top Up)*

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding	
A1	How to operate reflexively in both personal and professional arenas
A2	The theory of critical inquiry to support ethical and effective practice.
A3	How to locate professional clinical practice in the broader domains of social, cultural, and political dynamics in a way, which fosters anti-oppressive practice and inclusion.
A4	The importance of personal development and ongoing support in the context of professional
Skills	
B1	Conduct independent enquiries into their clinical work, which lead to enhanced clinical practice.
B2	Demonstrate the application of theory and inquiry into ethical, effective practice.
B3	Demonstrate the application of anti-oppressive practice and inclusion within clinical practice.
B4	Identify and conduct future reflective inquiry projects that have the potential to enhance practice.

A1	A2	A3	A4	B1	B2	B3	B4
6	6	6	6	6	6	6	6

Module Title	A1	A2	A3	A4	B1	B2	B3	B4
Reflective Inquiry Focus Module 1	x	x	x					
Reflective Inquiry Project Module 2				x	x	x	x	
Reflective Inquiry Conclusion Module 3							x	x