

Note: Please read Guidance 3 (xiii) on how to write the Programme Specification

[Title of Programme]

Programme Specification



1. Programme title	<i>P.G. Certificate in Person-Centred Experiential Psychotherapeutic Counselling Studies</i> <i>P.G. Diploma in Person-Centred Experiential Psychotherapeutic Counselling</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>Sept</i>
4b Mode of study	<i>PT</i>
4c Delivery method	☐ On-campus/Blended ☒ Distance Education
5. Professional/Statutory/Regulatory body	SCOPED Partnership UKCP
6. Apprenticeship Standard	n/a
7. Final qualification(s) available	<i>P.G. Certificate in Person-Centred Experiential Psychotherapeutic Counselling Studies</i> <i>P.G. Diploma in Person-Centred Experiential Psychotherapeutic Counselling</i>
8. Academic year effective from	2023

9. Criteria for admission to the programme

Please confirm if Recognition of Prior Learning (RPL) is permitted

All candidates entering the programme should hold evidence of academic credit or equivalence allowing entry to the Level 7 programme. A degree at 2:2 or above in any relevant subject, or equivalent, should be considered the minimum requirement for entry. Candidates should show proficiency in reading, writing and spoken English of a standard necessary to support academic study and professional practice at Level 7 - IELTS 6.5 overall with a minimum of 6.0 in each element.

All candidates should have completed a Level 2 Certificate in Counselling Skills, which ordinarily involves a minimum of 10 days or 60 hours of face-to-face tuition at level 2 or level 3.

Entrants do not need to possess previous clinical or professional expertise in mental health but should have demonstrable interpersonal skills and values consistent with providing hopeful, person-centred care within the IAPT stepped model of care and show a commitment to working with people with common mental health problems (see [IAPT Manual for conditions covered by IAPT](#)) and an understanding of and commitment to evidence based practice.

10. Aims of the programme

The programme aims to:

1. To develop autonomous, able, ethical, and research-informed, high intensity psychotherapeutic counsellors with the personal qualities, skills and competences to develop, engage in and sustain strong therapeutic relationships and work effectively with IAPT service users with depression, and their families where appropriate.
2. To develop advanced technical and professional psychotherapeutic counselling practitioner competency, including integration of practical competence in PCE-CfD, in line with the needs of service users, families and carers.
3. To ensure clinical practice in accordance with local and national IAPT Service policy, including working to create inclusive and effective services for all.
4. To promote the ongoing commitment to personal and professional development and self-awareness essential to successful psychotherapeutic counselling.

11. Programme outcomes*

1. Knowledge and understanding

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

Teaching/learning methods

The programme comprises a blend of:

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| <ol style="list-style-type: none"> 2. Articulate and critically evaluate the principles and practice of psychotherapeutic counselling 3. Systematically, critically and reflexively maintain an awareness of issues of difference and equality, and challenge and actively address, disparities in access, experience and outcome 4. Critically evaluate the contribution of the stepped model of care, as set out in the IAPT Manual, and how the IAPT service pathways interconnect with other service pathways in NHS commissioned physical and mental health services and the third sector 5. Autonomously and creatively evaluate, take, and reflect on, complex clinical decisions informed by research evidence and advanced technical and professional knowledge at the forefront of psychotherapeutic counselling 6. Make effective use of reflective inquiry and clinical supervision to support and maintain a monitoring stance to ensure competent and effective practice and further professional development 7. Evaluate systematically, autonomously and reflexively, current personal and professional development needs and demonstrate the critical self-awareness to reflect upon the impact of life experience and utilise this knowledge and competence within the therapeutic relationship 8. Critically reflect upon the purpose and practice of reflective practice and show a comprehensive understanding of how to use it effectively to enhance clinical practice and advance knowledge and professional practice 9. Develop a rigorous capacity for critical inquiry into professional and ethical practice. working effectively within teams and with colleagues from a range of related professions | <ul style="list-style-type: none"> • Live in-person on campus learning – This will focus on active and experiential sessions that are both: <ul style="list-style-type: none"> • Led by tutors, including seminars and workshops. • Student-led activity, like small group work and presentations. • Live online learning – This will include lectures, tutorials and small group practice development and supervision sessions. It also includes student-led group work within training days. • Tutor set learning activities – These cover activities which will be set for trainees by tutors, but which will be undertaken in trainees own time. Examples of this are watching online materials or reading specific texts. This may occur individually or as a peer group depending on the task. Outside of these hours, there will also be an expectation of further independent study to support learning preparation and reflection on the programme <p>Both in room in person and synchronous online input is supported with online material, articles, videos and readings curated on the Institute's VLE moodle to help</p> |
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10. Synthesise and critically evaluate the evidence base for the PCE-CFD and other modalities. Systematically evaluate the relational pitfalls and challenges that privilege and power pose within the therapeutic encounter.

students orientate, preparation and develop their learning at their own pace enabling the 'face to face' time to be used as experientially and discursively as possible. All essential texts are available as ebooks through the Metanoia library and many of the recommended and extended reading options. Each term begins and ends with intensive 'in room, in person' teaching weeks and is followed by weekly online live teaching days. Teaching days are supported by work-based learning from supervised clinical practice within the employing IAPT host service which, together, enables students to apply and integrate areas of subject and professional knowledge, skills and behaviours to enable them to meet course learning outcomes and professional body competences.

Assessment methods

Students' knowledge and understanding is assessed both formatively and summatively. Formative assessment will consist of experiential group exercises and discussion, summative assessment will include a variety of written assignments (case study, essays, reports, critiques of research papers)

	as well as individual and group presentations and recorded practice both from in room and online setting to ensure each student's development and competence across these differing settings for the delivery of psychotherapeutic counselling Students will receive regular formative feedback and guidance about their understanding of psychotherapeutic counselling theory. This guidance will inform students as they prepare for their assignments. Specific and developmental summative feedback will be provided for all assignments.
B. Skills On completion of this programme the successful student will be able to: 1. Comprehensively demonstrate a high level and consistent ability to develop, engage in and sustain therapeutic relationships with service users that offer safety and security, empathy, understanding and warmth to facilitate therapeutic change 2. Reflexively and collaboratively undertake comprehensive assessments of service users' needs, history, and risk, examining and accounting for complex factors at a range of levels (biology, psychology, family, mental health services context, societal values and beliefs, religious and spiritual beliefs and the cultural, economic and political context) that impact a person and their experiences	Teaching/learning methods Students learn skills through engaging experientially and reflexively with these concepts and models. Students will participate in group exercises, discussion, and practical application of theory. Teaching days are supported by work-based learning from supervised clinical practice within the employing IAPT host service which, together, enables students to apply and integrate areas of subject and professional knowledge, skills and behaviours to enable them to meet course learning outcomes and professional body competences.

3. Engage collaboratively with service users who present with high risk issues, including risk of suicide or self-harm, to systematically manage risk and safety in line with service protocols, involving others as required 4. Evidence mastery in each of the competences of the PCE-CfD modality 5. Develop sophisticated collaborative therapeutic strategies in line with the PCE-CfD modality 6. Practise the PCE-CfD modality systematically, autonomously, creatively and with ability to achieve high quality clinical outcomes in line with the IAPT Manual, both in person and through remote delivery 7. Consistently and autonomously work within clear boundaries of confidentiality relevant to IAPT setting 8. Collaboratively and reflexively select and utilise recommended patient-reported measures to assess outcomes and guide treatment in complex situations in line with the IAPT Manual, ensuring equitable access in use of measures, critically considering cultural and social differences and values	Throughout the training students will participate in group exercises, discussion, and practical application of theory, both in room and online live. Synchronous online teaching days will enable small group practice development and supervision groups, digital recording of each participant's developing therapy practice, sometimes recorded 'gallery view' as needed, to observe the nuancing of both client and therapist gesture, body language and responses. Assessment methods Students' skills are assessed both formatively and summatively. Formative assessment will consist of experiential group exercises and discussion. Summative assessment will include a variety of practice focused assignments (video recorded and live practice demonstration , recording and transcript of IAPT counselling practice both from in room and online settings to ensure each student's development and competence across these differing settings for the delivery of psychotherapeutic counselling. Culmination will be a clinical viva which will entail discussing a recording of practice, with the viva panel and providing examples from professional practice.)
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12. Programme structure (levels, modules, credits and progression requirements)

12.1 Structure of the programme

There are 76 full teaching days in each year of the programme. Each term of each year begins with 3 full days in person. Following this initial in person week, the programme continues as weekly 2 day synchronous teaching and each term ends with a further 3 day in person week. Terms 1 and 3 are 12 week terms and Term 2 is 11 weeks, so there are 18 in room teaching days and 58 synchronous online teaching days per year, roughly a third of the programme is in room each year. Online discussion boards and support materials will help replicate the campus experience for the synchronous online days. Students will each be allocated a personal tutor who will be contactable between teaching sessions and will provide an individual tutorial of 30 minutes in each of the three terms per year. Students will also take part in weekly practice development supervision term time in groups of three students plus a supervisor.

All years are P. T. study

Foundation Year (non academically credited professional preparation)

Structured as 4 year-long modules as follows:

1. Theory (foundations of person-centred theory)
2. Practice (foundations of person-centred practice)
3. Personal and Professional Development
4. Reflexivity



PG. Diploma Year 1 (60 credits at level 7)

Structured as 4 year-long modules of 15 credits each at Level 7 as follows:

1. Developing PCE Praxis 1 (Theory in Practice)
2. Assessment and Professional, Ethical and Legal Framework 1
3. Self-Awareness, Reflection and Reflexivity 1 (Developing Practitioner Research)
4. The Therapeutic Relationship in Context 1

Exit Qualification PG. Certificate in PCE Psychotherapeutic Counselling Studies



PG. Diploma Year 2 (60 credits at level 7)

Structured as 4 year-long modules of 15 credits each at Level 7 as follows:

1. Developing PCE Praxis 2 (Theory in Practice)
2. Assessment and Professional, Ethical and Legal Framework 2
3. Self-Awareness, Reflection and Reflexivity 1 (Advanced Practitioner Research)
4. The Therapeutic Relationship in Context 2

Exit Qualification : PG. Diploma in PCE Psychotherapeutic Counselling

Compulsory	Progression requirements
Students must take all of the following: PG. Diploma Year 1 (60 credits at level 7) 1. Developing PCE Praxis 1 (Theory in Practice) 2. Assessment and Professional, Ethical and Legal Framework 1 3. Self-Awareness, Reflection and Reflexivity 1 (Developing Practitioner Research) 4. The Therapeutic Relationship in Context 1	Successful completion of all clinical progression hurdles : 150 hours of supervised therapy practice 17 + hours of personal therapy Hours verified by clinical supervisor

Compulsory	Progression requirements
Students must take all of the following: PG. Diploma Year 2 (60 credits at level 7) 1. Developing PCE Praxis 2 (Theory in Practice) 2. Assessment and Professional, Ethical and Legal Framework 2 3. Self-Awareness, Reflection and Reflexivity 2 (Advanced Practitioner Research) 4. The Therapeutic Relationship in Context 2	Successful completion of clinical progression hurdles : Further 150 hours of supervised therapy practice (450 hours in total with 100 hours from Foundation Year) 50 + hours total of personal therapy by end of year PG Dip year 2 Successful sign off by clinical supervisor and successful viva outcome

13. Information about assessment regulations

This programme will run in line with general University Regulations:

MU regulations wholly adopted

For Validated partners, please insert the link to the regulations you follow

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

N/A

15. Future careers / progression

This is an NHS funded, salaried route into the NHS Talking Therapies workforce and confers professional registration as a psychotherapeutic counsellor with UKCP alongside NHS licensing as a PCE-CfD Practitioner at graduation. It has been developed by the NHS to support recruitment and retention of appropriately trained and qualified talking therapists in this evidence-based modality. It will be PSRB quality assured in line with the newly

developed SCOPED Framework as a training to qualify people in line with Category B competences. We are looking, with the PSRB at career progression pathways to SCOPED Category C competences and UKCP registration as a psychotherapist.

16. Particular support for learning

All trainees are both a trainee NHS Talking Therapies High Intensity PCE-CfD Therapist and a trainee on the P G Diploma in PCE-CfD NHS Psychotherapeutic Counselling at Metanoia Institute. They will therefore receive close support for the development of their aware PCE-CfD practice both from within their employing NHS Talking Therapies service as well as from the tutor team and peer group of the PG Diploma. Regular feedback and communication opportunities between these important parts of each trainee's development will be provided within the training. Weekly clinical supervision is provided from the employing service and weekly small group practice development supervision is provided within the programme which will be both in person and online live. Each trainee will have a Personal Tutor and Tutorial support will be provided throughout at a frequency of once per term for 30 minutes. Personal tutors will also be contactable between sessions for any query or support needs A guide to using zoom and initial practical, technical support will be available ahead of the first online teaching days.

17. HECos code(s)

100254

18. Relevant QAA subject benchmark(s)

Counselling and Psychotherapy 2022

19. Reference points

- National Curriculum for High Intensity Psychotherapeutic Counselling within IAPT
- Competence Framework for Humanistic Therapy
- SCoPEd Framework : A Shared Framework for the scope of practice and education for counselling and psychotherapy with adults

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 [title of Programme]

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	Articulate and critically evaluate the principles and practice of psychotherapeutic counselling
A2	Systematically, critically and reflexively maintain an awareness of issues of difference and equality, and challenge and actively address disparities in access, experience and outcome
A3	Critically evaluate the contribution of the stepped model of care, as set out in the IAPT Manual , and how the IAPT service pathways interconnect with other service pathways in NHS commissioned physical and mental health services and the third sector
A4	Autonomously and creatively evaluate, take, and reflect on, complex clinical decisions informed by research evidence and advanced technical and professional knowledge at the forefront of psychotherapeutic counselling
A5	Make effective use of reflective inquiry and clinical supervision to support and maintain a monitoring stance to ensure competent and effective practice and further professional development
A6	Evaluate systematically, autonomously and reflexively, current personal and professional development needs and demonstrate the critical self-awareness to reflect upon the impact of life experience and utilise this knowledge and competence within the therapeutic relationship
A7	Critically reflect upon the purpose and practice of reflective practice and show a comprehensive understanding of how to use it effectively to enhance clinical practice and advance knowledge and professional practice
A8	Develop a rigorous capacity for critical inquiry into professional and ethical practice, working effectively within teams and with colleagues from a range of related professions

A9	Synthesise and critically evaluate the evidence base for PCE therapy and other modalities
A10	Systematically evaluate the relational pitfalls and challenges that privilege and power pose within the therapeutic encounter
Skills	
B1	Comprehensively demonstrate a high level and consistent ability to develop, engage in and sustain a therapeutic relationship with service users that offers safety and security, empathy, understanding and warmth to facilitate therapeutic change
B2	Reflexively and collaboratively undertake comprehensive assessments of service users' needs, history, and risk, examining and accounting for complex factors at a range of levels (biology, psychology, family, mental health services context, societal values and beliefs, religious and spiritual beliefs and the cultural, economic and political context) that impact a person and their experiences
B3	Engage collaboratively with service users who present with high risk issues, including risk of suicide or self-harm, to systematically manage risk and safety in line with service protocols, involving others as required
B4	Evidence mastery in each of the competences of the PCE therapeutic modality
B5	Develop sophisticated collaborative therapeutic strategies in line with the PCET modality
B6	Practise the PCET modality systematically, autonomously, creatively and with ability to achieve high quality clinical outcomes in line with the IAPT Manual , both in person and through remote delivery
B7	Consistently and autonomously work within clear boundaries of confidentiality relevant to IAPT setting
B8	Collaboratively and reflexively select and utilise recommended patient-reported measures to assess outcomes and guide treatment in complex situations in line with the IAPT Manual , ensuring equitable access in use of measures, critically considering cultural and social differences and values

				Programme outcomes
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A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	B1	B2	B3	B4	B5	B6	B7	B8
				Highest level achieved by all graduates														
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7

Module Title	Module Code by Level																		
		A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5	B6	B7	B8
1. Developing PCE Praxis 1 (Theory in Practice)	All Modules are Level 7 CfD001	x		x								x				x			
2. Assessment and Professional, Ethical and Legal Framework 1	CfD002				x	x												x	
3. Self-Awareness, Reflection and Reflexivity 1 (Developing Practitioner Research)	CfD003						x	x											
4. The Therapeutic Relationship in Context 1	CfD004		x	x							x								x
		A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5	B6	B7	B8

[illegible]

