Glasgow Caledonian University

University for the Common Good

School of Health and Life Sciences
Department of Psychology

D.Psych Health Psychology
D.Psych Sport & Exercise Psychology
D.Psych Counselling Psychology

Programme Approval Submission

APPENDIX 2:
PROGRAMME SPECIFICATIONS

April 2024

Postgraduate Programme Specification
D.Psych Health Psychology

This specification provides a summary of the main features of the programme and learning outcomes that a student might reasonably be expected to achieve and demonstrate where full advantage is taken of all learning opportunities offered. Further details on the learning, teaching and assessment approach for the programme and modules can be accessed on the University website and Virtual Learning Environment, GCU Learn. All programmes of the University are subject to the University's Quality Assurance processes.

GENERAL INFORMATION				
Programme Title	DPsych Health Psychology			
Final Award	Doctorate in Health Psychology			
Awarding Body	Glasgow Caledonian University			
School	Health and Life Sciences			
Department	Psychology			
Mode of Study	Full-time Part-time			
Location of Delivery	Glasgow Campus			
UCAS Code	N/A			
Accreditations (PSRB)	Health and Care Professions Council (HCPC)/British Psychological Society (BPS)			
Period of Approval	From:	September 2024	To:	August 2029

EDUCATIONAL AIMS OF PROGRAMME
Background Applied psychology, or Practitioner Psychologists, became a Health and Care Professions Council (HCPC) regulated profession in 2009. The regulatory framework encompasses seven domains of applied psychology practice, each with protected title status. These include: Health, Sport and Exercise, Counselling, Forensic, Clinical, Occupational and Educational Psychology. HCPC Standards of Proficiency (SOPS) for applied psychology are organised into two components: 1) generic standards spanning all domains of applied psychology practice (known as profession-specific standards); and 2) standards specific to each domain (known as domain-specific standards). Profession-specific standards comprise over 80% of all SOPS. With such a significant proportion of shared standards and competencies, postgraduate programmes have the opportunity to move away from historically entrenched, domain-specific training structures, which typically emphasise the differences between applied psychology practice. Instead, we offer a broad, Applied Psychology Doctoral Framework (APDF) which promotes the sharing of profession-specific resources, utilising inter-professional collaborations while still retaining a specific professional domain identity. Currently at GCU, psychology is strongly focussed on the application of psychological knowledge and research for the common good. Existing programmes, accredited by appropriate professional bodies (e.g., British Psychological Society [BPS] and HCPC) include: a BSc (Hons) in Applied Psychology with domain-specific bracketed titles; an MSc in Forensic Psychology; and three HCPC/BPS approved Professional Doctorate Programmes: DPsych Counselling Psychology; DPsych Health Psychology and DPsych Sport and Exercise Psychology, all with multiple exit points. All three of these Professional Doctorate programmes sit within our APDF.

The APDF model is highly flexible, utilising a small 'core' team of expert staff supplemented by wider departmental expertise and external support. It is inherently expandable and responsive to scale. The APDF offers shared profession-specific teaching and resources while also delivering domain-specific training. Students benefit from shared teaching and learning on 'core' topics, while the programme team draw on existing, efficient systems of administration, research supervision and placement management.

Health psychology as a discipline is the fastest growing field of psychology within the UK and yet only three Universities in Scotland (University of Stirling, University of Aberdeen and St Andrews University) currently offer British Psychological Society (BPS) accredited MSc programmes. At present, there is only one other health psychology doctorate programme offered in Scotland (University of Stirling). Given an ageing and obesogenic population (and the associated increased prevalence of chronic and long-term health conditions), the demand for behavioural health and wellbeing interventions (and, therefore, Health Psychologists), is only set to increase.

The doctoral programme is designed to meet the BPS's accreditation standards for Stage 1 and 2 training in health psychology, thus meeting the requirements for eligibility to apply for Chartered Psychologist status. In addition, approval has been gained from the HCPC for eligibility to apply for registration as a Health Psychologist. It is noteworthy that aegrotat awards do not provide eligibility for admission to the HCPC Register.

Programme Aims
The overall aim of the Doctorate in Health Psychology is to provide the knowledge and skills required to develop a career as a practitioner Health Psychologist. The programme, therefore, aims to prepare students for accreditation as a Health Psychologist by providing training and supervision in five key areas of competency, including: research, teaching and training, consultancy, behaviour change interventions, and professional skills. In doing so, the proposed programme aims to enable students to work as Health Psychologists within a broad range of inter-disciplinary environments, including third sector, health and social care (e.g., NHS), government, industry, private practice and academic/research settings.
More specifically, the programme aims to:

1. Critically explore the historical underpinnings and development of health psychology.

2. Critically examine the theoretical frameworks within which health psychology practice is located.

3. Deliver a comprehensive, critical understanding of the ethical and professional issues pertinent to practicing as a health psychologist.

4. Provide original, specialist professional training in a range of behaviour change approaches.

5. Develop an advanced capability to establish, conceptualise and employ effective professional relationships with clients utilising a range of psychological models and approaches.

6. Offer highly innovative, specialist training in the conduct and analysis of health psychology research, together with an advanced understanding of its implications for professional practice.

7. Provide a psychologically safe, creative environment for personal development and self-reflection.

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

1. Highly competent, reflexive, ethically sound, resourceful, creative and informed health psychology practitioners, who offer highly specialised skills to a range of practice settings.

2. Leading in their responsibility to the interpretive, personal, intimate and relational aspects of health psychology practice.

3. Autonomous, committed and accountable for ongoing personal and professional development training.

4. Critically aware of the significance of wider social, cultural and political domains within which health psychology operates.

5. Deeply critical and evaluative of the philosophy, theory, research and practice that constitutes health psychology.

LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

A: Knowledge and understanding;
A1   Understand, critically evaluate, select, appraise and deploy a range of research methods, techniques and approaches that are appropriate for particular research questions and contexts, and demonstrate a deep understanding of issues relating to their validity, reliability and rigour.
A2   Undertake highly innovative, cutting-edge, applied research at a highly advanced level which conform to ethical principles (including those of the British Psychological Society) and demonstrates a clear ability to communicate results in a manner which satisfies peer review and merits publication.
A3   Make informed, critical judgements on complex issues in professional, health related and other specialist fields, often in the absence of complete data and to be able to communicate ideas and conclusions clearly and effectively to specialist and non-specialist audiences.
A4   Be highly competent in comparing, contrasting and critically evaluating a range of health psychology models, frameworks and approaches to behaviour change intervention at both an individual and group/public level.
A5   Communicate an advanced knowledge of the organisational policies and contextual and legal frameworks within which Health Psychologists practice.
A6   Demonstrate advanced specialist skills in practicing, monitoring and evaluating professional practice.
A7   Mount a clear, critical defence of the work undertaken, clearly outlining its originality and contribution to the discipline.

B: Practice: Applied knowledge, skills and understanding;
B1   Enabled to work as highly skilled Health Psychologists within a broad range of inter-disciplinary environments, including third sector, health and social care (e.g., NHS), government, industry, private practice and academic/research settings.
B2   Clearly demonstrate professional standards in research and professional practice, including making informed professional judgements on complex issues and adhering to codes of ethical and legal conduct.
B3   Demonstrate a detailed, critical understanding of clients' needs, develop an appropriate working formulation model, design, plan and implement it and deliver psychological intentions and critically evaluate their outcomes.
B4   Critically reflect on and review professional practice in health psychology, including recognising needs for further development or training.
B5   Adopt a critical and evaluative approach to the philosophy, theory, research and practice that constitutes health psychology.

C: Generic cognitive skills;
C1   Conceptualise, design, plan, deliver, assess and critically evaluate a training programme of five teaching sessions for the development of new knowledge, applications and understanding of health psychology.

C2   Create and interpret new knowledge through original, innovative research to extend the forefront of their practice and merit publication.
C3   Critically apply techniques for research and advanced professional and academic enquiry.
C4   Deeply understand a broad range of applied health psychology skills that are required to plan, develop, deliver and critically evaluate experiences of delivering interventions in a range of healthcare contexts, utilising a range of modalities.
C5   Demonstrate critical analysis and advanced problem-solving skills.
C6   Exhibit deep, self-reflection.

D: Communication, numeracy and ICT skills
D1   Present highly complex and novel ideas critically and effectively.
D2   Use web based learning technologies to assist and fulfil teaching and learning requirements.
D3   Develop advanced competency in using statistical analytic packages such as SPSS.
D4   Plan, design, deliver and demonstrate advanced skills in teaching/training programmes relevant to small and large groups utilising a range of teaching approaches, materials, techniques and exercise autonomous initiative in unpredictable situations.
D5   Demonstrate specialist skills in the conduct and management of consultancy work from pitching, negotiation and client-relationship management through to the final report.
D6   Communicate and demonstrate autonomous management of the consultancy process and outcomes by fully engaging with and actively planning the client-consultancy relationship.
D7   Demonstrate highly efficient, advanced communication and interpersonal skills that facilitate highly efficient working with clients.

E: Autonomy, accountability and working with others.
E1   Demonstrate advanced professional experience to practice as an autonomous practitioner in health psychology, including the deep understanding and acquisition of professional practice and the transferrable skills required for exercising personal responsibility and autonomous initiative in complex and unpredictable situations in the professional environment.
E2   Independently plan, document, monitor, critically evaluate and adjust consultancy work drawing on theoretical frameworks/models and demonstrate a deep understanding of the barriers and enablers of effective intervention delivery based on clients' needs.
E3   Exemplify advanced professional skills in the engagement and applied practice of communication and relationship building with clients and delivering highly appropriate techniques to meet their individual needs in real life practice.
E4   Demonstrate the capacity to hold oneself accountable to the public and profession for one's own personal integrity.
E5   Communicate preparedness to accept responsibility for continuing professional development by developing greater powers of awareness and the courage to pursue deeper personal knowledge and critical understanding pertinent to effective working.
E6   Operate a deep understanding of anti-discriminatory practice and relevant ethical guidelines.
E7   Demonstrate an advanced ability to manage professional relationships including appropriate liaison and to work within inter-disciplinary contexts and teams.
E8   Demonstrate an advanced ability to practice, monitor and critically evaluate therapeutic practice.

LEARNING AND TEACHING METHODS

The programme provides a variety of learning and teaching methods. Programme and Module specific guidance will provide detail of the learning and teaching methods specific to each module.

Across the programme the learning and teaching methods and approaches may include the following:
- Lectures
- Seminars
- Practical classes
- Placements
- Simulation experiences
- Groupwork
- Flipped classroom approaches
- Online learning

The above approaches may be delivered either in person or online as appropriate, determined at module level by the Module Leader in accordance with university requirements.

ASSESSMENT METHODS

The programme provides a variety of formative and summative assessment methods. Programme and Module specific guidance will provide detail of the assessment methods specific to each module.

Across the programme the assessment methods may include the following:
- Written coursework (essays, reports, case studies, dissertation, literature review)
- Oral coursework (presentations, structured conversations)
- Practical Assessment (Placement, VIVA, Laboratory work)
- Group work
- Blogs and Wikis
- Presentations
- Formal Examinations and Class Tests

The above assessments may be delivered either in person and online as appropriate and determined at module level by the Module Leader.

ENTRY REQUIREMENTS

Specific entry requirements for this programme can be found on the prospectus and study pages on the GCU website at this location: www.gcu.ac.uk/study

All students entering the programme are required to adhere to the GCU Code of Student Conduct.

WORKING STATEMENT ON EDI

Across all programmes, the Department of Psychology (DoP) at GCU takes accountability for continuous monitoring and improvements in matters relating to Equality, Diversity and Inclusion (EDI), guided in our ethical practices by our links with professional and statutory bodies. We commit to representing historically-excluded groups and addressing inequalities in our recruitment

and retention processes, and across our research projects and learning and teaching practices. We are cognisant of, and deliberately embrace, the diversity of our staff, student body and the wider psychology community in terms of demographics and protected characteristics, and we seek to actively reflect that diversity throughout our work. Practically, we will transfer our EDI priorities into each module by regularly seeking perspectives from our diverse staff, student and client groups, and using these to inform the development of curricula, applied practice and engagement activities. This includes periodic auditing of our recruitment, progression and attrition rates with a focus on under-represented groups, ongoing evaluation of diversity among our invited speakers, and sharing of best practice in these areas across our programmes. In every module, we will ensure the resources and reading that we recommend come from increasingly diverse sources, and that the learning activities and applied examples provided in teaching materials and assessments explicitly reference a wide range of socio-cultural groups and perspectives.

PROGRAMME STRUCTURE AND AVAILABLE AND FINAL EXIT AWARDS[2]

The following modules are delivered as part of this programme:

Module Code	Module Title	Core or Optional	SCQF Level	Credit Size	Coursework %	Examination %	Practical %
For the award of MSc in Health Psychology: 180 credits (at M Level), including the following modules:							
MMC 825597	Applied Psychology Practice 1S (skills)	Core	11	30	10/40/50	0	
MMC 825598	Applied Psychology Practice 1T (theory)	Core	11	15	100	0	
	Professional Development in Applied Psychology 1 M	Core	11	15	50/50	0	
MMC826024	Consultancy and Training in Applied Psychology: Health	Core	11	15	100	0	
MMC824546	Interventions in Applied Psychology 1	Core	11	30	30/70	0	
MMC825486	Analytical Methods	Core	11	15	40/60	0	
MMC 825509	Advanced Research in Applied Psychology 1 (M)	Core	11	60	100	0	
Exit Award – Master of Science in Health Psychology				180			
For the award of Doctorate In Health Psychology: 540 credits with 420 at Doctorate level, including the following modules:							
MMC 825597	Applied Psychology Practice 1S (skills)	Core	11	30	10/40/50	0	
MMC 825598	Applied Psychology Practice 1T (theory)	Core	11	15	100	0	
MMC 825596	Professional Development in Applied Psychology 1	Core	11	15	50/50	0	
MMC826024	Consultancy and Training in Applied Psychology: Health	Core	11	15	100	0	
MMC824546	Interventions in Applied Psychology 1	Core	11	30	30/70	0	
MMC825486	Analytical Methods	Core	11	15	40/60	0	
MDC825506	Advanced Research in Applied Psychology 1 (D)	Core	12	60	100	0	
	Applied Psychology Practice 2A	Core	12	30	100	0	
	Interventions in Applied Psychology 2	Core	12	30	50/50	0	
MDC825599	Professional Development in Applied Psychology 2	Core	12	30	50/50	0	
MDC825601	Critical Enquiry in Applied Psychology 2	Core	12	30	40/60	0	
MDC825508	Advanced Research in Applied Psychology 2	Core	12	60	50/50	0	

MDC826023	Interventions in Applied Psychology 3	Core	12	45	100	0	
MDC825611	Professional Development in Applied Psychology 3A	Core	12	30	100	0	
MDC825612	Professional Development in Applied Psychology 3B	Core	12	15	Combined written and oral viva exam		
MDC825609	Critical Enquiry in Applied Psychology 3	Core	12	30	50/50	0	
MDC825507	Advanced Research in Applied Psychology 3	Core	12	60	100	0	
Exit Award – Doctorate in Health Psychology							

The following final and early Exit Awards are available from this programme[3]:

Postgraduate Certificate in Psychological Approaches to Health & Wellbeing - *achieved upon successful completion of 60 credits at M level.*

Postgraduate Diploma in Psychological Approaches to Health & Wellbeing - *achieved upon successful completion of 120 credits at M level.*

Master of Science in Health Psychology - *achieved upon successful completion of 180 credits at M level but may include ARAP1D (60 credits) in place of ARAP1M, where this has already been undertaken.*

Doctorate in Health Psychology – *achieved upon successful completion of 540 credits, which must include the modules indicated above 420 credits must be at Doctoral level.*

ASSESSMENT REGULATIONS

Students should expect to complete their programme of study under the GCU Assessment Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students. These can be found at: www.gcu.ac.uk/aboutgcu/supportservices/qualityassuranceandenhancement/regulationsandpolicies

In addition to the GCU Assessment Regulations noted above, this programme is subject to Programme Specific Regulations in line with the following approved Exceptions:

Case No's: 182, 202, 212

Details:

1. IELTS of 7 is required for programme entry (no element can be below 6.5). (Case 202)
2. The transition of students into the Doctoral programme is permitted using the GCU RPL process where they: (i) currently hold a Masters degree and have successfully completed a Dissertation at SCQF Level 11, AND (ii) successfully undertake an additional assessment through the RPiL process to show how they have demonstrated the doctoral level learning outcomes of Advanced Research in Applied Psychology 1D. (Case 202)
3. No compensation is permissible across any modules at SCQF level 11: all modules must be passed at 50%. (Case 182)
4. Students may be permitted to carry up to 60 credits into a following Stage, at the discretion of the Assessment Board. (Case 202)
5. Students undertaking D.Psych Framework programmes are expected to attend all classes, practical/workshop teachings and Practice Education placements. Where a student has attendance of less than 80% of any programme modules they will normally be required to retake the module prior to proceeding to the next level of the programme. (Case 212)

VERSION CONTROL (to be completed in line with AQPP processes)			
Any changes to the PSP must be recorded below by the programme team to ensure accuracy of the programme of study being offered.			
Version Number	*Changes/Updates*	*Date Changes/Updates made*	*Date Effective From*
1.0	Introduction of three new modules: Professional Development in Applied Psychology 1M, Applied Psychology Practice 2A (30 credits) and Interventions in Applied Psychology 2 (30 credits). These <u>replace</u> Interventions in Applied Psychology 2 (60 credit).	November 2023	September 2024

Postgraduate Programme Specification
D.Psych Sport & Exercise Psychology

This specification provides a summary of the main features of the programme and learning outcomes that a student might reasonably be expected to achieve and demonstrate where full advantage is taken of all learning opportunities offered. Further details on the learning, teaching and assessment approach for the programme and modules can be accessed on the University website and Virtual Learning Environment, GCU Learn. All programmes of the University are subject to the University's [Quality Assurance](#) processes.

GENERAL INFORMATION	
Programme Title	DPsych Sport and Exercise Psychology
Final Award	DPsych Sport and Exercise Psychology
Awarding Body	Glasgow Caledonian University
School	Health and Life Sciences
Department	Psychology
Mode of Study	Full-time Part-time
Location of Delivery	Glasgow Campus
UCAS Code	N/A
Accreditations (PSRB)	Health and Care Professions Council (HCPC)/British Psychological Society (BPS)
Period of Approval	From: September 2024 To: August 2029

EDUCATIONAL AIMS OF PROGRAMME

Background:
Applied psychology, or Practitioner Psychologists, became a Health and Care Professions Council (HCPC) regulated profession in 2009. The regulatory framework encompasses seven domains of applied psychology practice, each with a protected title status. These include: Health, Sport and Exercise, Counselling, Forensic, Clinical, Occupational and Educational Psychology. HCPC Standards of Proficiency (SOPS) for applied psychology are organised into two components: 1) generic standards spanning all domains of applied psychology practice (known as profession-specific standards); and 2) standards specific to each domain (known as domain-specific standards). Profession-specific standards comprise over 80% of all SOPS.

With such a significant proportion of shared standards and competencies, postgraduate programmes can move away from historically entrenched, domain-specific training structures, which typically emphasise the differences between applied psychology practice. Instead, we offer a broad, Applied Psychology Doctoral Framework (APDF) which promotes the sharing of profession-specific resources, using inter-professional collaborations while keeping a specific professional domain identity.

Currently at GCU, we strongly focus psychology on the application of psychological knowledge and research for the common good. Existing programmes, accredited by professional bodies (e.g., British Psychological Society [BPS] and HCPC) include a BSc (Hons) in Applied Psychology with domain-specific bracketed titles; a Graduate Diploma (conversion course) in Psychology; a MSc in Forensic Psychology; and three HCPC/BPS approved taught doctorate programmes:

DPsych Counselling Psychology; DPsych Health Psychology and DPsych Sport and Exercise Psychology, all with multiple exit points. All three taught doctorate programmes sit within our APDF. The APDF model is flexible, using a core team of expert staff supplemented by wider departmental expertise and external support. It is inherently expandable and responsive to scale. The APDF offers shared profession-specific teaching and resources while also delivering domain-specific training. Students benefit from shared teaching and learning on core topics, while the programme team draws on existing, efficient systems of administration, research supervision and placement management.

Sport and exercise psychology represents an increasingly popular area of applied psychology within the UK. From an initial offering of four MSc courses around the UK in 2000 to 22 MSc courses in 2023. Sport and exercise psychologists work in all areas of sport and exercise provision, especially professional and Olympic sports and increasing exercise participation amongst the general population. They represent a trusted service within sport science provision at local, national, and Olympic-level sport and across structures in professional football, rugby, golf, and the national sports institutes (Scotland, Northern Ireland, Wales, and England). Sport and exercise psychologists draw upon psychological theory and research, applying them to prevent illness and injury, to promote the highest standards of performance and wellbeing, and increase exercise participation and motivation for all. An emerging marketplace for sport and exercise psychologists is in coaching in business and education.

We present the doctoral programme to meet the BPS's accreditation standards for Stage 1 and 2 training in sport and exercise psychology, thus meeting the requirements for eligibility to apply for chartered psychologist status. In addition, the HCPC granted for eligibility to apply for graduate registration as a sport and exercise psychologist. Aegrotat awards do not provide eligibility for admission to the HCPC Register.

Programme Aims
The overall aim of the DPsych Sport and Exercise Psychology is to provide the knowledge and skills required to develop a career as a practitioner sport and exercise psychologist. The programme, therefore, aims to prepare students for accreditation as a sport and exercise psychologist by providing training and supervision in five key areas of competency, including: research, teaching and training, consultancy, behaviour change interventions, and professional skills. In doing so, the proposed programme aims to enable students to work as sport and exercise psychologists within a broad range of inter-disciplinary environments, including third sector, health and social care, government, industry, private practice, and academic/research settings. The programme aims to:

8. Critically explore the historical underpinnings and development of sport and exercise psychology.

9. Critically examine the theoretical frameworks within which sport and exercise psychology practice is located.

10. Deliver a comprehensive, critical understanding of the ethical and professional issues pertinent to practising as a sport and exercise psychologist.

11. Provide original, specialist professional training in a range of behaviour change approaches.

12. Develop an advanced capability to establish, conceptualise and employ effective professional relationships with clients utilising a range of psychological models and approaches.

13. Offer highly innovative, specialist training in the conduct and analysis of sport and exercise psychology research, together with an advanced understanding of its implications for professional practice.

14. Provide a psychologically safe, creative environment for personal development and self-reflection.

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

6. Highly competent, reflexive, ethically sound, resourceful, creative and informed sport and exercise psychology practitioners, who offer highly specialised skills to a range of practice settings.

7. Leading in their responsibility to the interpretive, personal, intimate and relational aspects of sport and exercise psychology practice.

8. Autonomous, committed, and accountable for ongoing personal and professional development training.

9. Critically aware of the significance of wider social, cultural and political domains within which sport and exercise psychology operates.

10. Deeply critical and evaluative of the philosophy, theory, research and practice that constitutes sport and exercise psychology.

LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities, and other attributes in the following areas:

A: Knowledge and understanding;
A1 Understand, critically evaluate, select, appraise and deploy a range of research methods, techniques and approaches that are appropriate for particular research questions and contexts, and demonstrate a deep understanding of issues relating to their validity, reliability and rigour.
A2 Undertake highly innovative, cutting-edge, applied research at a highly advanced level which conform to ethical principles (including those of the British Psychological Society) and demonstrates a clear ability to communicate results in a manner which satisfies peer review and merits publication.
A3 Make informed, critical judgements on complex issues in professional, sport and exercise related and other specialist fields, often in the absence of complete data and to communicate ideas and conclusions clearly and effectively to specialist and non-specialist audiences.
A4 Be highly competent in comparing, contrasting and critically evaluating a range of sport and exercise psychology models, frameworks and approaches to behaviour change intervention at both an individual and group/public level.
A5 Communicate an advanced knowledge of the organisational policies and contextual and legal frameworks within which sport and exercise psychologists practise.

A6 Demonstrate advanced specialist skills in practicing, monitoring and evaluating professional practice.
A7 Mount a clear, critical defence of the work undertaken, clearly outlining its originality and contribution to the discipline.

B: Practice: Applied knowledge, skills and understanding;
B1 Enabled to work as highly skilled sport and exercise psychologists within a broad range of inter-disciplinary environments, including third sector, health and social care, government, industry, private practice and academic/research settings.
B2 Clearly demonstrate professional standards in research and professional practice, including making informed professional judgements on complex issues and adhering to codes of ethical and legal conduct.
B3 Demonstrate a detailed, critical understanding of clients' needs, develop an appropriate working formulation model, design, plan and implement it, and deliver psychological intentions and critically evaluate their outcomes.
B4 Critically reflect on and review professional practice in sport and exercise psychology, including recognising needs for further development or training.
B5 Adopt a critical and evaluative approach to the philosophy, theory, research and practice that constitutes sport and exercise psychology.

C: Generic cognitive skills;
C1 Conceptualise, design, plan, deliver, assess and critically evaluate a training programme of five teaching sessions for the development of new knowledge, applications and understanding of sport and exercise psychology.
C2 Create and interpret new knowledge through original, innovative research to extend the forefront of their practice and merit publication.
C3 Critically apply techniques for research and advanced professional and academic enquiry.
C4 Deeply understand a broad range of applied sport and exercise psychology skills that are required to plan, develop, deliver and critically evaluate experiences of delivering interventions in a range of contexts, using a range of modalities.
C5 Demonstrate critical analysis and advanced problem-solving skills.
C6 Exhibit deep self-reflection.

D: Communication, numeracy and ICT skills
D1 Present highly complex and novel ideas critically and effectively.
D2 Use web-based learning technologies to assist and fulfil teaching and learning requirements.
D3 Develop advanced competency in using statistical analytic packages, such as SPSS.
D4 Plan, design, deliver and demonstrate advanced skills in teaching/training programmes relevant to small and large groups using a range of teaching approaches, materials, techniques and exercise autonomous initiative in unpredictable situations.
D5 Demonstrate specialist skills in the conduct and management of consultancy work from pitching, negotiation and client-relationship management through to the final report.
D6 Communicate and demonstrate autonomous management of the consultancy process and outcomes by fully engaging with and actively planning the client-consultancy relationship.
D7 Demonstrate highly efficient, advanced communication and interpersonal skills that facilitate highly efficient working with clients.

E: Autonomy, accountability and working with others.
E1 Demonstrate advanced professional experience to practise as an autonomous practitioner in sport and exercise psychology, including the deep understanding and acquisition of professional

practice and the transferrable skills required for exercising personal responsibility and autonomous initiative in complex and unpredictable situations in the professional environment.
E2 Independently plan, document, monitor, critically evaluate and adjust consultancy work drawing on theoretical frameworks/models and demonstrate a deep understanding of the barriers and enablers of effective intervention delivery based on clients' needs.
E3 Exemplify advanced professional skills in the engagement and applied practice of communication and relationship building with clients and delivering highly appropriate techniques to meet their individual needs in real life practice.
E4 Demonstrate the capacity to hold oneself accountable to the public and profession for one's own personal integrity.
E5 Communicate preparedness to accept responsibility for continuing professional development by developing greater powers of awareness and the courage to pursue deeper personal knowledge and critical understanding pertinent to effective working.
E6 Operate a deep understanding of anti-discriminatory practice and relevant ethical guidelines.
E7 Demonstrate an advanced ability to manage professional relationships, including appropriate liaison and to work within inter-disciplinary contexts and teams.
E8 Demonstrate an advanced ability to practise, monitor and critically evaluate therapeutic practice.

LEARNING AND TEACHING METHODS

The programme provides a variety of learning and teaching methods. Programme and Module specific guidance will provide detail of the learning and teaching methods specific to each module.

Across the programme the learning and teaching methods and approaches may include the following:
- Lectures
- Seminars
- Practical classes
- Placements
- Simulation experiences
- Groupwork
- Flipped classroom approaches
- Online learning

The above approaches may be delivered either in person or online as appropriate, determined at module level by the Module Leader in accordance with university requirements.

ASSESSMENT METHODS

The programme provides a variety of formative and summative assessment methods. Programme and Module specific guidance will provide detail of the assessment methods specific to each module.

Across the programme the assessment methods may include the following:
- Written coursework (essays, reports, case studies, dissertation, literature review)
- Oral coursework (presentations, structured conversations)

- Practical Assessment (Placement, VIVA, Laboratory work)
- Group work
- Blogs and Wikis
- Portfolio Presentations
- Formal Examinations and Class Tests

The above assessments may be delivered either in person and online as appropriate and determined at module level by the Module Leader.

ENTRY REQUIREMENTS

Specific entry requirements for this programme can be found on the prospectus and study pages on the GCU website at this location: www.gcu.ac.uk/study

All students entering the programme are required to adhere to the GCU Code of Student Conduct.

WORKING STATEMENT ON EDI

Across all programmes, the Department of Psychology (DoP) at GCU takes accountability for continuous monitoring and improvements in matters relating to Equality, Diversity and Inclusion (EDI), guided in our ethical practices by our links with professional and statutory bodies. We commit to representing historically-excluded groups and addressing inequalities in our recruitment and retention processes, and across our research projects and learning and teaching practices. We are cognisant of, and deliberately embrace, the diversity of our staff, student body and the wider psychology community in terms of demographics and protected characteristics, and we seek to actively reflect that diversity throughout our work. Practically, we will transfer our EDI priorities into each module by regularly seeking perspectives from our diverse staff, student and client groups, and using these to inform the development of curricula, applied practice and engagement activities. This includes periodic auditing of our recruitment, progression and attrition rates with a focus on under-represented groups, ongoing evaluation of diversity among our invited speakers, and sharing of best practice in these areas across our programmes. In every module, we will ensure the resources and reading that we recommend come from increasingly diverse sources, and that the learning activities and applied examples provided in teaching materials and assessments explicitly reference a wide range of socio-cultural groups and perspectives.

PROGRAMME STRUCTURE AND AVAILABLE AND FINAL EXIT AWARDS[2]

The following modules are delivered as part of this programme:

Module Code	Module Title	Core or Optional	SCQF Level	Credit Size	Coursework %	Examination %	Practical %
For the award of MSc in Sport and Exercise Psychology: 180 credits (at M Level), including the following modules:							
MMC 825597	Applied Psychology Practice 1S (skills)	Core	11	30	10/40/50	0	
MMC 825598	Applied Psychology Practice 1T (theory)	Core	11	15	100	0	
	Professional Development in Applied Psychology 1 M	Core	11	15	50/50	0	
MMC826024	Consultancy and Training in Applied Psychology: Sport and Exercise	Core	11	15	100	0	
MMC824546	Interventions in Applied Psychology 1	Core	11	30	30/70	0	
MMC825486	Analytical Methods	Core	11	15	40/60	0	
MMC 825509	Advanced Research in Applied Psychology 1 (M)	Core	11	60	100	0	
Exit Award – MSc in Sport and Exercise Psychology				180			
For the award of Doctorate In Sport and Exercise Psychology: 540 credits with 420 at Doctorate level, including the following modules:							
MMC 825597	Applied Psychology Practice 1S (skills)	Core	11	30	10/40/50	0	
MMC 825598	Applied Psychology Practice 1T (theory)	Core	11	15	100	0	
MMC 825596	Professional Development in Applied Psychology 1	Core	11	15	50/50	0	
MMC826024	Consultancy and Training in Applied Psychology: Sport and Exercise	Core	11	15	100	0	
MMC824546	Interventions in Applied Psychology 1	Core	11	30	30/70	0	
MMC825486	Analytical Methods	Core	11	15	40/60	0	
MDC825506	Advanced Research in Applied Psychology 1 (D)	Core	12	60	100	0	
	Applied Psychology Practice 2A	Core	12	30	100	0	
	Interventions in Applied Psychology 2	Core	12	30	50/50	0	
MDC825599	Professional Development in Applied Psychology 2	Core	12	30	50/50	0	

MDC825601	Critical Enquiry in Applied Psychology 2	Core	12	30	40/60	0	
MDC825508	Advanced Research in Applied Psychology 2	Core	12	60	50/50	0	
MDC826023	Interventions in Applied Psychology 3	Core	12	45	100	0	
MDC825611	Professional Development in Applied Psychology 3A	Core	12	30	100	0	
MDC825612	Professional Development in Applied Psychology 3B	Core	12	15	Combined written and oral viva exam		
MDC825609	Critical Enquiry in Applied Psychology 3	Core	12	30	50/50	0	
MDC825507	Advanced Research in Applied Psychology 3	Core	12	60	100	0	
Exit Award – Doctorate in Sport and Exercise Psychology							

The following final and early Exit Awards are available from this programme[3]:

Postgraduate Certificate in Psychological Approaches to Health & Wellbeing - *achieved upon successful completion of 60 credits at M level.*

Postgraduate Diploma in Psychological Approaches to Health & Wellbeing - *achieved upon successful completion of 120 credits at M level.*

Master of Science in Sport and Exercise Psychology - *achieved upon successful completion of 180 credits at M level but may include ARAP1D (60 credits) in place of ARAP1M, where this has already been undertaken.*

DPsych Sport and Exercise Psychology – *achieved upon successful completion of 540 credits, which must include the modules indicated above 420 credits must be at Doctoral level.*

ASSESSMENT REGULATIONS
Students should expect to complete their programme of study under the GCU Assessment Regulations that were in place at the commencement of their studies on that programme, unless proposed changes to University Regulations are advantageous to students. These can be found at: www.gcu.ac.uk/aboutgcu/supportservices/qualityassuranceandenhancement/regulationsandpolicies

In addition to the GCU Assessment Regulations noted above, this programme is subject to Programme Specific Regulations in line with the following approved Exceptions:

Case No's: 182, 202, 212 |

Details:

1. IELTS of 7 is required for programme entry (no element can be below 6.5). (Case 202)
2. The transition of students into the Doctoral programme is permitted using the GCU RPL process where they: (i) currently hold a Master's degree and have successfully completed a Dissertation at SCQF Level 11, AND (ii) successfully undertake an additional assessment through the RPiL process to show how they have demonstrated the <u>doctoral</u> level learning outcomes of Advanced Research in Applied Psychology 1D. (Case 202)
3. No compensation is permissible across any modules at SCQF level 11: all modules must be passed at 50%. (Case 182)
4. Students may be permitted to carry up to 60 credits into a following Stage, at the discretion of the Assessment Board. (Case 202)
5. Students undertaking D.Psych Framework programmes are expected to attend all classes, practical/workshop teachings and Practice Education placements. Where a student has attendance of less than 80% of any programme module, they will normally be required to retake the module prior to proceeding to the next level of the programme. (Case 212)

VERSION CONTROL (to be completed in line with AQPP processes) Any changes to the PSP must be recorded below by the programme team to ensure accuracy of the programme of study being offered.			
Version Number	*Changes/Updates*	*Date Changes/Updates made*	*Date Effective From*
1.0	Introduction of three new modules: Professional Development in Applied Psychology 1M, Applied Psychology Practice 2A (30 credits) and Interventions in Applied Psychology 2 (30 credits)	November 2023	September 2024

Postgraduate Programme Specification
D.Psych Counselling Psychology

This specification provides a summary of the main features of the programme and learning outcomes that a student might reasonably be expected to achieve and demonstrate where full advantage is taken of all learning opportunities offered. Further details on the learning, teaching and assessment approach for the programme and modules can be accessed on the University website and Virtual Learning Environment, GCU Learn. All programmes of the University are subject to the University's Quality Assurance processes.

GENERAL INFORMATION	
Programme Title	Professional Doctorate in Counselling Psychology
Final Award	Doctorate in Counselling Psychology
Awarding Body	Glasgow Caledonian University
School	Health & Life Sciences
Department	Psychology
Mode of Study	Full-time Part-time
Location of Delivery	Glasgow Campus
UCAS Code	N/A
Accreditations (PSRB)	Health & Care Professions Council (HCPC) / British Psychological Society (BPS)
Period of Approval	From: September 2024 — To: August 2029

EDUCATIONAL AIMS OF PROGRAMME

Background:
Applied psychology, or Practitioner Psychologists, became a Health and Care Professions Council (HCPC) regulated profession in 2009. The regulatory framework encompasses seven domains of applied psychology practice, each with a protected title status. These include: Health, Sport and Exercise, Counselling, Forensic, Clinical, Occupational and Educational Psychology. HCPC Standards of Proficiency (SOPS) for applied psychology are organised into two components: 1) generic standards spanning all domains of applied psychology practice (known as profession-specific standards); and 2) standards specific to each domain (known as domain-specific standards). Profession-specific standards comprise over 80% of all SOPS.

With such a significant proportion of shared standards and competencies, postgraduate programmes can move away from historically entrenched, domain-specific training structures, which typically emphasise the differences between applied psychology practice. Instead, we offer a broad, Applied Psychology Doctoral Framework (APDF) which promotes the sharing of profession-specific resources, using inter-professional collaborations while keeping a specific professional domain identity.

Currently at GCU, we strongly focus psychology on the application of psychological knowledge and research for the common good. Existing programmes, accredited by professional bodies (e.g., British Psychological Society [BPS] and HCPC) include a BSc (Hons) in Applied Psychology with domain-specific bracketed titles; a Graduate Diploma (conversion course) in Psychology; a MSc in Forensic Psychology; and three HCPC/BPS approved taught doctorate programmes:

DPsych Counselling Psychology; DPsych Health Psychology and DPsych Sport and Exercise Psychology, all with multiple exit points. All three taught doctorate programmes sit within our APDF. The APDF model is flexible, using a core team of expert staff supplemented by wider departmental expertise and external support. It is inherently expandable and responsive to scale. The APDF offers shared profession-specific teaching and resources while also delivering domain-specific training. Students benefit from shared teaching and learning on core topics, while the programme team draws on existing, efficient systems of administration, research supervision and placement management.

The GCU programme is the only doctoral counselling psychology programme in Scotland, with competitor programmes based in south or central England. Counselling Psychology is a well-established field of applied psychology. The British Psychological Society Division of Counselling Psychology was formally established in 1994 and provided definition and impetus to the growth of the discipline. The programme derives from the philosophy underpinning Counselling Psychology as a discipline, and assumes a particular stance within the Counselling Psychology domain which can be summarised as follows:

The programme assumes a pluralistic therapeutic stance underpinned by an emphasis on existential and humanistic values giving primacy to subjective meaning, personal autonomy, the therapeutic relationship in Counselling Psychology and a critical understanding of relevant empirical research and scholarship. This is augmented by critical, social-constructionist perspectives on psychological knowledge and power highlighting the socio-political, as well as psychological, dimensions of Counselling Psychology theory and practice.

Programme Aims:
The programme provides students with a comprehensive theoretical and professional training in Counselling Psychology. The programme is designed to enable students to meet HCPC Standards of Proficiency in Counselling Psychology and meet the BPS Programme Standards (Learning Outcomes) in Counselling Psychology.   The Programme aims to:

1. Critically explore of the development and philosophical underpinnings of counselling psychology;
2. Critically examine the theoretical frameworks within which counselling psychology practice is located;
3. Deliver a comprehensive understanding of the ethical and professional issues pertinent to competent practice as a Counselling Psychologist;
4. Provide advanced professional training counselling psychology practice with a focus on Humanistic practice, supplemented by detailed exploration of Cognitive-Behavioural approaches;
5. Develop an advanced capability to establish, conceptualise and employ effective professional relationships with clients utilising a range of psychological models and approaches;
6. Offer highly innovative and specialist training in the conduct and analysis of counselling psychology research, together with an advanced understanding of its implications for professional practice;
7. Enable an original contribution to knowledge through the conduct of research relevant to the profession of Counselling Psychology;
8. Provide a psychologically safe and creative environment for personal development and self-reflection;
9. Develop and maintain a critically aware and sophisticated personal stance in relation to the socio-political dimensions of counselling psychology theory and practice.

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

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

LEARNING OUTCOMES

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

A: Knowledge and understanding;
A1   Demonstrate a critical understanding of the philosophical paradigms and contexts which inform the theory, research and practice in counselling psychology and of the ontological and epistemological foundations underpinning a range of models of therapy;
A2   Demonstrate advanced knowledge and valuing of human diversity and difference, equality of opportunity and social inclusion together with an understanding and ability to work with issues of power, discrimination, oppression and disadvantage, the social construction of disability and the dynamics of power in the therapeutic relationship;
A3   Demonstrate understanding of humanistic and relational value systems that engage with meaning, co-construction and interpretation, including subjectivity and inter-subjectivity;
A4   Demonstrate knowledge of theories of human development across the lifespan and understanding of issues of discrimination and disadvantage that can arise;
A5   Critically evaluate of theories of mind and personality;
A6   Understand the organisational policies, legal frameworks and contextual and ethical issues relevant to counselling psychology practice, being able to apply these in complex healthcare, therapeutic and research contexts, ensuring that informed consent underpins all contact with clients and research participants;
A7   Demonstrate and apply knowledge of the research evidence on process and outcomes of psychological therapy relevant to counselling psychology;
A8   Demonstrate advanced knowledge of the models of science that underpin research and enquiry, of quantitative, qualitative and mixed-methods approaches and the ability to critically analyse and evaluate published research relevant to the practice of counselling psychology;
A9   Demonstrate knowledge and critical understanding of a range of research designs, devise and evaluate research questions, select appropriate and ethically-sound methodologies, and

design, conduct, critically evaluate and report on an innovative and advanced applied research project, critically reflecting on the experience of being a researcher.

B: Practice: Applied knowledge, skills and understanding;
B1   Demonstrate in-depth knowledge and supervised practice of Humanistic theory and therapy and detailed working knowledge and supervised practice of Cognitive-Behavioural Therapy approaches, including knowledge of theories of human, cognitive, emotional, behavioural, social and physiological functioning relevant to counselling psychology;
B2   Demonstrate knowledge of psychological, social and relational distress and critical evaluation of a range of explanatory frameworks, including diagnosis, used to understand these presentations;
B3   Demonstrate advanced specialist skills in initiating, maintaining and ending purposeful therapeutic relationships, working with relational depth using different therapeutic models and interventions with adult and other populations as applicable, in a range of professional contexts and utilising varied time frames for practice;
B4   Have the knowledge and ability to conduct interventions, including secondary interventions, which promote wellbeing, personal and social function, informed by client values and goals;
B5   Understand social approaches to intervention, such as those informed by community, critical and social constructionist perspectives;
B6   Understand therapeutic process across a range of client presentations and, including appreciation of explicit and implicit (verbal and non-verbal) communications in a therapeutic relationship;
B7   Conduct appropriate psychological assessments and risk assessments from which to guide practice through developing shared understanding and expectations, and understand the principles and requirements of safeguarding of children and vulnerable adults;
B8   Conduct, reflect on and revise collaborative and culturally-sensitive formulations in the light of intervention and feedback, utilising theoretical frameworks and clients' subjective experience to develop empathic and accessible understanding of their circumstances to inform decision-making and therapeutic planning;
B9   Demonstrate knowledge and critical understanding of psychopharmacology and the ability to evaluate its effects in the light of research and relational practice.

C: Generic cognitive skills;
C1   Demonstrate critical analysis and advanced problem-solving skills to evaluate and synthesise new and complex ideas, information and issues;
C2   Demonstrate critical, detailed and potentially leading edge knowledge which has the potential to make a significant contribution to the discipline;
C3   Demonstrate originality and creativity in the development and application of new knowledge, understanding and practices.
C4   Apply a range of standard and specialised techniques of enquiry in a critical and reflective manner;
C5   Manage complex and/or new issues and make informed professional judgements in the absence of complete or consistent data, information or guidance;
C6   Develop strategies to build resilience to handle the emotional and physical impact of practice, seek appropriate support where necessary and have the capacity to recognise when one's own fitness to practice is compromised and ability to appropriately manage this risk.

D: Communication, numeracy and ICT skills
D1   Demonstrate the capacity to communicate at the standard of published academic and/or professional work;

D2   Demonstrate appropriate record keeping and report writing to enhance communication with other practitioners from the same and related fields;

D3   Effectively communicate clinical and non-clinical information from a psychological perspective as appropriate to a range of different audiences and demonstrate creativity and artistry in the use of language appropriate to the therapeutic contexts.

D4   Lead in imparting psychological knowledge with a view to influencing the psychological mindedness of teams and organisations, for example in utilising formulation to enhance team working and multi-professional communication;

D5   Demonstrate professional qualities including proactivity, awareness and capacity to work with interpersonal processes and manage professional relationships, contributing to collaborative working practices within teams;

D6   Understand the process of communicating effectively through interpreters and have an awareness of the limitations of the medium;

D7   Demonstrate competence in using appropriate software and research tools and conduct data analysis.

D8   Demonstrate critical understanding of psychometric theory, including reliability and validity, and the ability to evaluate, select, use and interpret performance-based psychometric tests in collaboration with clients.

E: Autonomy, accountability and working with others.

E1   Demonstrate a high level of autonomy and initiative including the capacity to hold oneself accountable to the public and the profession for their personal integrity;

E2   Demonstrate a willingness and ability to manage complex ethical and professional issues and a capacity to monitor, obtain feedback from different sources, critically evaluate and reflect on practice, considering alternative ways of working and recognising personal limitations and needs for further development or training.

E3   Work with a knowledge and awareness of the dynamics, use and misuse of process and power, and be able to recognise malpractice or unethical practice and the appropriate organisational policies and procedures to respond;

E4   Understand ways to contribute to the development and leadership of the counselling psychology profession.

E5   Demonstrate a commitment to the development of ethical, personal and professional knowledge in the best interests of clients, including through external consultation, continuing professional development, personal therapy and adherence to the BPS ethical framework, professional codes of conduct and practice guidelines and those of the HCPC;

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

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

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

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

LEARNING AND TEACHING METHODS

The programme provides a variety of learning and teaching methods. Programme and Module specific guidance will provide detail of the learning and teaching methods specific to each module.

Across the programme the learning and teaching methods and approaches will include the following:
- Lectures
- Seminars
- Practical classes
- Placements
- Simulation experiences
- Groupwork
- Flipped classroom approaches
- Online learning

The above approaches may be delivered either in person or online as appropriate, determined at module level by the Module Leader in accordance with university requirements.

ASSESSMENT METHODS

The programme provides a variety of formative and summative assessment methods. Programme and Module specific guidance will provide detail of the assessment methods specific to each module.

Across the programme the assessment methods include the following:
- Written coursework (essays, reports, case studies, dissertation, literature review)
- Oral coursework (presentations)
- Practical Assessment (placement, laboratory work)
- Portfolio Presentations
- Oral examination

The above assessments may be delivered either in person and online as appropriate and determined at module level by the Module Leader.

ENTRY REQUIREMENTS

Specific entry requirements for this programme can be found on the prospectus and study pages on the GCU website at this location: www.gcu.ac.uk/study

All students entering the programme are required to adhere to the GCU Code of Student Conduct.

WORKING STATEMENT ON EDI

Across all programmes, the Department of Psychology (DoP) at GCU takes accountability for continuous monitoring and improvements in matters relating to Equality, Diversity and Inclusion

(EDI), guided in our ethical practices by our links with professional and statutory bodies. We commit to representing historically-excluded groups and addressing inequalities in our recruitment and retention processes, and across our research projects and learning and teaching practices. We are cognisant of, and deliberately embrace, the diversity of our staff, student body and the wider psychology community in terms of demographics and protected characteristics, and we seek to actively reflect that diversity throughout our work. Practically, we will transfer our EDI priorities into each module by regularly seeking perspectives from our diverse staff, student and client groups, and using these to inform the development of curricula, applied practice and engagement activities. This includes periodic auditing of our recruitment, progression and attrition rates with a focus on under-represented groups, ongoing evaluation of diversity among our invited speakers, and sharing of best practice in these areas across our programmes. In every module, we will ensure the resources and reading that we recommend come from increasingly diverse sources, and that the learning activities and applied examples provided in teaching materials and assessments explicitly reference a wide range of socio-cultural groups and perspectives.

PROGRAMME STRUCTURE AND AVAILABLE AND FINAL EXIT AWARDS:

The following modules are delivered as part of this programme:

Module Code	Module Title	Core or Optional	SCQF Level	Credit Size	Coursework (CW1, CW2, CW3)			Examination %	Practical %
MMC 825597	Applied Psychology Practice 1S (skills)	Core	11	30	10	40	50	0	
MMC 825598	Applied Psychology Practice 1T (theory)	Core	11	15				0	
MMC 825596	Professional Development in Applied Psychology 1	Core	11	15	50		50	0	
MMC 825594	Critical Enquiry in Counselling Psychology	Core	11	45	50		50	0	
MMC825486	Analytical Methods	Core	11	15	40		60	0	
MMC 825509	Advanced Research in Applied Psychology 1 (M)	Core	11	60				0	
	Exit Award – MSc in Psychological Counselling			180					
MMC 825597	Applied Psychology Practice 1S (skills)	Core	11	30	10	40	50	0	
MMC 825598	Applied Psychology Practice 1T (theory)	Core	11	15				0	
MMC 825596	Professional Development in Applied Psychology 1	Core	11	15	50		50	0	
MMC 825594	Critical Enquiry in Counselling Psychology	Core	11	45	50		50	0	
MMC825486	Analytical Methods	Core	11	15	40		60	0	
MDC825506	Advanced Research in Applied Psychology 1 (D)	Core	12	60				0	
New Module	Applied Psychology Practice 2A	Core	12	30				0	
New Module	Applied Psychology Practice 2B (Counselling Psychology)	Core	12	30				0	
MDC825599	Professional Development in Applied Psychology 2	Core	12	30				0	
MDC825601	Critical Enquiry in Applied Psychology – Stage 2	Core	12	30	40		60	0	
MDC825508	Advanced Research in Applied Psychology 2	Core	12	60	50		50	0	
MDC825610	Applied Psychology Practice 3 (Counselling Psychology)	Core	12	45	30		70	0	
MDC825611	Professional Development in Applied Psychology 3A	Core	12	30				0	
MDC825612	Professional Development in Applied Psychology 3B	Core	12	15	Combined written and oral viva exam (100%)				
MDC825609	Critical Enquiry in Applied Psychology – Stage 3	Core	12	30	50		50	0	
MDC825507	Advanced Research in Applied Psychology 3	Core	12	60				0	
	Exit Award – Doctorate in Counselling Psychology			540					

The following final and early Exit Awards are available from this programme:

Postgraduate Certificate in Psychological Counselling Studies - *achieved upon successful completion of 60 credits at M level*
Postgraduate Diploma in Psychological Counselling - *achieved upon successful completion of 120 credits at M level*
Master of Science in Psychological Counselling - *achieved upon successful completion of 180 credits at M level but may include ARAP1D (60 credits) in place of ARAP1M, where this has already been undertaken.*

Doctorate in Counselling Psychology – *achieved upon successful completion of 540 credits, which must include the modules indicated above. 420 credits must be at Doctoral level.*

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Case No's: 182, 202, 212

Details:

1. IELTS of 7 is required for programme entry (no element can be below 6.5). (Case 202)
2. The transition of students into the Doctoral programme is permitted using the GCU RPL process where they: (i) currently hold a Masters degree and have successfully completed a Dissertation at SCQF Level 11, AND (ii) successfully undertake an additional assessment through the RPiL process to show how they have demonstrated the <u>doctoral</u> level learning outcomes of Advanced Research in Applied Psychology 1D. (Case 202)
3. No compensation is permissible across any modules at SCQF level 11: all modules must be passed at 50%. (Case 182)
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VERSION CONTROL (to be completed in line with AQPP processes)			
Any changes to the PSP must be recorded below by the programme team to ensure accuracy of the programme of study being offered.			
Version Number	*Changes/Updates*	*Date Changes/Updates made*	*Date Effective From*
1.0	Introduction of two new modules: Applied Psychology Practice 2A (30 credit) and Applied Psychology Practice 2B (30 credit). These replace Applied Psychology Practice 2 (60 credit).	November 2023	September 2024