

REGENT'S SCHOOL OF PSYCHOTHERAPY AND PSYCHOLOGY

DPsych Counselling Psychology

2019/2020

PROGRAMME HANDBOOK

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WELCOME FROM THE PROGRAMME TEAM

Dear trainees

We extend you a very warm welcome to the DPsych Counselling Psychology at Regent's University London. This three-year full-time professional doctoral training on our beautiful campus in the middle of Regent's Park, is run by a staff team who are all passionately committed to providing an ethical and high-quality training in counselling psychology.

Our aim is to help you to become a skilled and reflexive counselling psychologist who will be a credit to our field and of great help to many. We see you as our current and future potential colleagues, and we look forward to collaborating with you on your journey of personal and professional learning and development.

Although our programme takes place at Regent's, we are validated by The Open University. This *Programme Handbook* overlaps with the *Regulations for validated awards of The Open University*, gives you the broad overview of the programme, and signposts you to other important documents.

We are pleased to inform you that the DPsych underwent a successful revalidation with The Open University during 2018-19 and has been revalidated for full-term period of five years with effect from 1st September 2019.

Section 1 of this handbook introduces the programme and its staff.

Section 2 outlines the programme specification.

Section 3 offers a brief overview of and signposting to some key regulations and documentation relevant to the programme.

Finally, in the Appendix, you will find your *Professional & Ethical Contract*.

As a counselling psychologist in training, you will be interacting with others in the community who may be vulnerable, about areas of their lives that may be sensitive. It is important that you understand and agree to standards of professional and ethical conduct while participating in the training. We will ask you to sign this contract at induction.

You will need to use this handbook in conjunction with our other handbooks relevant to our programme. These include the *Regent's Student Handbook* and the *Regent's University London Academic Regulations*, as well as the *DPsych Assessment Handbook*, the *DPsych Research Handbook*, the *DPsych Placements Handbook*, and the *Regulations for validated awards of The Open University*.

All handbooks are available on the Programme Handbooks tab of Blackboard. They should tell you nearly everything you need to know; if not, however, please do not hesitate to ask. We are here to support (and to challenge) you, and we are looking forward to working with you.

With best wishes

Dr Isabel Henton
Head of Programme
DPsych Counselling Psychology
Regent's University London

SECTION I: INTRODUCTION¹

I.1 Regent's mission statement

Regent's mission is to develop tomorrow's global leaders. In delivering our mission, we aim always to act with integrity and in a respectful, collaborative and caring manner towards all in the Regent's family, with a focus on excellence in all we do. Regent's purpose is to provide a high quality, research-informed, teaching environment which develops internationally aware, cultured, entrepreneurial and highly employable graduates equipped for an ever-changing jobs market.

I.2 Awarding institution: The Open University

Regent's University London is approved by The Open University as an appropriate organisation to offer higher education programmes leading to The Open University's validated awards.

The DPsych Counselling Psychology has been developed by and is delivered by Regent's. It has been validated through a process of external peer review by The Open University as being of an appropriate standard and quality to lead to The Open University validated award of DPsych Counselling Psychology.

It is important for you to familiarise yourself with the *Regulations for validated awards of The Open University*. These regulations will supersede those of Regent's University London, except where it is noted that local Regent's processes, procedures, and regulations apply.

For further information about institutional approval and validation by The Open University, visit <http://www.open.ac.uk/cicp/main/>.

I.3 How to use this handbook

This handbook begins with an introduction, followed by the Programme Specification for the DPsych Counselling Psychology (DPsych) degree. This public and official document is a formal and detailed guide to your degree and should be read in conjunction with the other DPsych handbooks - i.e., the *DPsych Research Handbook*, the *DPsych Assessment Handbook*, the *DPsych Placement Handbook*, and the *Regulations for validated awards of The Open University*.

You should also consult the *Regent's University Academic Regulations*, which are available through the University Intranet (Blackboard), and in hard copy (for consultation only) in the Student Registry (the Student Hub), on the ground floor of the Acland Building. In that handbook you will find further information about the policies and regulations of Regent's.

Individual programmes have programme-specific regulations approved by validating bodies or agencies, which may, in some circumstances, differ from University regulations. These regulations are usually set due to professional or statutory requirements. In these cases, programme-specific regulations may take precedence over regulations in the *Regent's University Academic Regulations*.

This document is prepared ahead of the academic period to which it relates, in order that potential applicants can have an overview of the programme. As a result, some changes may occur, and these will be communicated by e-mail in advance of the publication of a new handbook.

¹ The information here is correct in so far as possible at the time of distribution. Omissions and errors may occur. Comments, corrections, feedback and suggestions for additions should be sent in writing to the Head of Programme.

The University reserves the right to make such alterations or amendments as necessary and as approved by The Open University. Any offer of a place is made based on current terms and conditions, and it is important that you are aware of these terms before accepting your offer.

If you are unclear about any of the terms or conditions, you should ask the Admissions Office before you confirm your acceptance. By accepting a place at Regent's, you are agreeing to abide by its rules and regulations.

1.4 Glossary

Lecturer, tutor: A member of the academic staff who teaches on our programme.

Personal tutor: A member of staff who acts as a personal and professional mentor and is available for pastoral support.

Placement supervisor: An appropriately qualified psychologist or psychotherapeutic practitioner approved to supervise your placement activity.

Faculty: A large academic unit, led by a Dean who oversees Heads of School, Heads of Programmes, Course Leaders and Lecturers. There are two faculties in Regent's: the Faculty of Business and Management (BaM) and the Faculty of Humanities, Arts and Social Sciences (HASS).

Timetable: A schedule of the days, times and classrooms for each module for which a trainee is registered.

Time: The 24-hour clock, as used by many tutors and Schools: e.g., 1.00pm = 13.00.

Degree programme: A group of modules that enable a trainee to fulfil the requirements for a specific degree (e.g., DPsych).

Module: A credit-bearing programme of academic work focused on a particular area.

Module outline: the specification of a module, including the intended learning outcomes, aims, rationale, indicative content, provisional reading lists, and assessment strategy.

Module learning outcomes: "What a post-graduate trainee will know and be able to do during and on completion of the programme." We define learning outcomes as concepts, skills or applications you would be expected to know, understand, or be able to do now or in the future as a result of a specific learning experience. They are written in general and specific terms and focus on five categories.

Assessment: A piece of academic work that is assessed on a summative basis, that is it counts towards the final mark or grade awarded for a module.

Credit value: Each module has a credit value, showing the number of credits the module holds. Module credit values are expressed in units of 5 (e.g., 10 credits, 15 credits, 20 credits, etc.). The credit values correspond to the number of formal student hours, including both direct contact hours (on campus or in placements) and self-directed learning hours). Trainees need a certain number of credits to complete their degree programme.

Formal trainee hours: each module has a specified number of study hours. These reflect the amount of class contact time and out-of-class preparation and self-directed learning. 10 credits equate to 100 formal trainee learning hours.

1.5 The Faculty of Humanities, Arts & Social Sciences (HASS)

The Faculty of HASS is part of Regent's University London, which is a private company limited by guarantee registered in England and Wales, with charitable status. It is governed by a Board of Trustees. The Trustees are the directors of this company and have ultimate responsibility for the

University. They delegate its day-to-day management to the Chief Executive and the senior management team, including the Dean of the Faculty. The Dean is not a member of the Board of Trustees. The Trustees work with the Chief Executive and the senior management team at Regent's to ensure the smooth running of programmes. The University Senate is ultimately responsible for academic matters.

1.6 Equal opportunities statement

You should be aware that Regent's has the following statement on student equality and diversity and recognises the importance of affording equal opportunity and fair treatment to existing students and prospective students. In addition, Regent's expects students to respect that staff members and visitors to the University should be treated likewise.

One of Regent's institutional strengths is its wide and diverse population of students and staff, which adds to the University's intellectual capital. In promoting diversity, Regent's commits to creating an inclusive environment in which personal uniqueness and differences are respected and valued. The University therefore, in accordance with equalities legislation and codes of practice, is committed to ensure that every student receives just and equitable treatment, regardless of age, cultural background, marital status, disability, ethnicity, gender, caring responsibilities, religion or sexual orientation.

To ensure that equality and diversity are respected, the University will not tolerate discrimination, harassment or bullying of any student or member of staff. The University will endeavour to provide appropriate support to any student who has been the subject of discrimination, harassment or bullying. Existing University procedures, policies and codes may be used to fully investigate the matter. This may include reference to one, or some of the following:

- Code of Conduct for Students
- Student Complaints Policy
- Disability policy

Discrimination: The unfavourable treatment of a person or group on the grounds of a personal trait rather than on the basis of individual merit.

Harassment: Any form of improper, offensive and unwanted conduct that can violate a person's dignity and can create an intimidating, hostile, degrading or humiliating environment.

1.7 Support for students with disabilities

The University is committed to developing an environment in which students are given the opportunity to demonstrate and realise their full potential. You are encouraged to disclose any disability on application, so that the Disability Officer can send you relevant information in advance. A condition is considered a disability if it meets the Equality Act's (2010) definition. If you have not disclosed on application, please contact the Disability Officer on arrival at the University: email: disability@regents.ac.uk. Please be aware that non-disclosure of a disability may affect the level of support that the University may be able to provide.

1.7.1 General information

The Student Disability Policy is on the University website's *Disability Information* pages. Additional information is on the Intranet's Disability Information pages. The University will ensure:

- That your requirements are assessed on an individual basis.
- That reasonable adjustments are provided to you, within the resources available.
- Unless there is a serious risk or major concern, that information regarding your disability is treated in a confidential manner, according to the University's confidential policy.

1.7.2 Student support agreements

Where possible, support should be agreed within three weeks of classes starting. Details of deadlines for confirmation of special examination requirements are in each module area on Blackboard. If you have specific needs, arrange to meet the Disability Officer to complete a Student Support Agreement (SSA). You will need to bring appropriate supporting documentation to the meeting. Once you have an SSA, it is your responsibility to send it to relevant staff each term, including your lecturers.

1.7.3 Supporting documentation

If you need an SSA you must provide up-to-date written evidence of your disability. This could be, for example, an educational psychologist's report or, in some cases, a doctor's letter.

Documentation must give enough detail to allow the Disability Officer to assess your needs. It should make clear that the condition may be considered a "disability" under UK law.

Documentation should be on letter headed paper, signed by an appropriate professional. It should clearly state diagnosis and any resulting recommendations for academic study at university level.

Documentation should be in English, or an authorised translation provided.

1.7.4 Funding

UK students, and those with "settled status," may be entitled to apply for *Disabled Students' Allowance*. You are advised to check course eligibility before applying: information is available on the website. You are responsible for providing any supporting documentation needed for your application. The Disability Officer can assist you with your application.

1.7.5 Free screening

If you suspect that you may have a specific learning difficulty, such as dyslexia, dyspraxia or ADHD, the Disability Officer provides a free screening service. Screening should give you an indication of whether it is worthwhile seeking a full diagnostic assessment. Details are on the intranet.

1.7.6 Emergency evacuation for students with a physical disability

If you may need some extra help evacuating a University building in an emergency, let the Disability Officer know. She will put you in touch with the Fire Officer so that a Personal Emergency Evacuation Plan can be drawn up.

1.8 Staff contact details

To contact members of staff you may use the telephone voicemail system or email. Contact details can be found on the intranet along with room numbers. In either case you should ask staff to arrange a time when they can see you. Please be aware that in the case of fractional (i.e., not full-time) staff, email may be a more effective means of reaching staff members. If telephoning from outside the University call the Regent's Main Switchboard at 0207 487 7700 and ask them to connect you with the extension number you require.

1.9 Learning and teaching on the DPsych

The DPsych programme adheres to the Regent's Learning, Teaching and Assessment Strategy (LTAS, 2015 – 2020 [2016]).

Teaching primarily involves seminars and tutorials and aims to promote a maximally collegial and collaborative atmosphere among trainees and staff. Cohorts are small – generally no more than 16 individuals in any given year. We aim to offer each trainee a bespoke system of individual support through our teaching ethos, research tutoring (five hours in Year 1), research supervision (75 hours over Years 2 and 3) and personal tutoring.

Trainees are continuously supported in their personal and professional development throughout the training via a personal tutor system. Trainees are allocated a personal tutor from the beginning of their training and will have contact with their tutor through regular timetabled individual and group tutorials, as well as one-off meetings as required. Personal tutors fulfil the role of “Coordinating Supervisor,” a role required by the British Psychological Society (BPS). For more information about the role of the Personal Tutor, see the *DPsych Placement Handbook*.

1.10 Support for learning at Regent's

1.10.1 Blackboard, the Virtual Learning Environment (VLE)

Every module on the DPsych is housed on Blackboard, through which modular materials are delivered, assessments are submitted, and feedback is returned. Module leaders and lecturers place a variety of different kinds of learning materials on Blackboard, including multi-media resources, making it a rich learning resource with which students can engage whether on or off campus.

1.10.2 Academic skills

Regent's has a central Academic Skills department, which offers a variety of workshops and opportunities for one-to-one support. Please see Blackboard for the Academic Skills portal. In recognition of the DPsych requiring specialised academic skills, a separate mailbox exists specifically for the programme (doctoralskills@regents.ac.uk) for trainees to contact the academic support officers for help with assignments.

1.10.3 The Tate library

The Tate Library provides support for our trainees in their learning. All trainees have access to the Library's resources, which include public access computers, printing facilities, specialist software for supporting students with learning difficulties, laptop computers which can be borrowed by students, and a bookable group study area.

The Library has an extensive collection (over 6,000 volumes) of books in the fields of Psychology, Psychoanalysis and Psychotherapy, as well as hard copy subscriptions to journals in these fields. There are, however, an increasing number of e-resources, to include full-text books. RUL Discovery is a one-stop portal for searching the library's resources (see below).

The Library's online resources are particularly rich: with subscriptions to the Psychological and Behavioural Sciences database, the PsycINFO suite of journal databases published by the American Psychological Association, PEP web, which provides online access to books and journal articles in

the field of psychoanalysis, and PsycTherapy (an APA database containing more than 300 therapy demonstration videos).

Our postgraduate students make use of the Citrix portal, an online gateway giving full access to all the Library resources from students' home computers. Inter-library loans are also available; in recognition of the specialised nature of postgraduate study, and the esoteric nature of some of the sources students may need to consult, our postgraduate students are entitled to ten inter-library loans per annum at no charge.

All Regent's students are introduced to these resources during their induction.

1.10.4 The RSPP Subject Librarian

The Library supports student learning via physical and online resources, and via the RSPP Subject Librarian, who is responsible for liaising with academic staff on book purchases and subscriptions to academic journals. The Subject Librarian is also responsible for liaising with students, both formally through course committees, and on an ad-hoc basis, as their first port of call for queries about books, online resources and journal articles. Database search sessions are offered to all postgraduate students by their Subject Librarian. Students are also encouraged to contact their Librarian with individual queries about accessing online resources.

1.10.5 Senate House Library and the British Library

In-training members of the Division of Counselling Psychology are also entitled to the ample resources of Senate House Library in London, and trainees can request letters from the Head of Programme if needed to gain Reading Room privileges at the British Library.

1.11 Introduction to the programme specification

The key elements of the doctoral programme that trainees will pursue over three years are set out in the programme specification in Section 2 below. This section gives specific details about the training's (i) qualification and title; (ii) structure, purposes, distinctive features, and subjects; (iii) learning outcomes and level descriptors; and (iv) the Regent's learning environment. The programme specification outlines the key areas of learning that are expected to take place at each stage of the programme.

The DPsych, and the learning outcomes that trainees will achieve over the course of their training, have been designed to meet requirements set by both the BPS and the Health and Care Professions Council (HCPC) for counselling psychology training programmes.

The programme is accredited by the BPS, the professional body and learned society for psychologists. This means it meets the standards the BPS sets for counselling psychology training in the UK, and on completion of their training, graduates are eligible to apply for chartered membership of the Society (enabling them to use the designation *CPsychol*), and for full membership of the Society's Division of Counselling Psychology. See the *BPS Standards for the Accreditation of Doctoral Programmes in Counselling Psychology* for further information.

The programme is also approved by the HCPC, the statutory regulator for practitioner psychologists in the UK. This means that it meets the HCPC's *Standards of Education and Training (SETs)*, and therefore, on completion of their training graduates of the programme will have met the *Standards of Proficiency (SoPs)* that counselling psychologists need to demonstrate and retain. Therefore, on successful completion of the programme, graduates will be eligible to apply to register

with the HCPC, and upon registration, will be able to practise using the legally protected title “Registered Counselling Psychologist.”

1.11.1 Level descriptors

During the first year of training, most coursework (120 credits) is set and evaluated at Master’s (M) level (or Level 7). The critical literature review and research proposal (60 credits) is assessed at Doctoral (D) level (or Level 8).

During the second two years of training, all coursework is set and evaluated at Doctoral (D) level (Level 8). More information on these level descriptors can be found elsewhere in the *Programme Handbook* and in the *DPsych Assessment Handbook*.

1.11.2 Learning outcomes

These can be defined as “What a trainee should know and be able to do during and on completion of the programme.” Programme learning outcomes cover five domains of learning:

- A. Knowledge and understanding
- B. Cognitive and intellectual capabilities
- C. Transferable and practical skills
- D. Subject domain or subject specific skills
- E. Personal and interpersonal skills

Knowledge and Understanding learning outcomes reflect conceptual understanding of the subject matter and are acquired through lectures, seminars, presentations and tutorials, as well as through trainees’ own reading and experiential learning. These learning experiences are supplemented by central University training in library, IT and study skills.

Cognitive and Intellectual Capabilities learning outcomes such as critical thinking or evaluation, problem solving, research, analysis, and creativity are acquired through engagement with group discussions, seminars, and lectures, both individually and in small groups. These learning experiences are supplemented by central University training in library, IT and study skills.

Transferable and Practical Skills learning outcomes reflect trainees’ professional growth and are acquired through therapeutic training modules, practice supervision, practice at clinical placements, group discussions and therapeutic skills assessment exercises in clinical seminars, group tutorials, and elsewhere.

Subject Domain or Specific Skills learning outcomes reflect competence within specific requirements, such as research projects and group facilitation, and are acquired through lectures, workshops, continuous professional development activities, and in hands-on project work both individually and in small groups.

Personal and Interpersonal Skills learning outcomes describe trainees’ abilities to reflect upon themselves as well as interaction with others, as well as personal evaluation and development. Such skills are acquired across a range of learning experiences, to include all interactions within the cohort; within clinical seminars and group tutorials; and in one-to-one personal tutorials. Personal development also occurs in the 120 hours of personal therapy required while on the programme, approximating to 40 hours of personal therapy required per training year. These experiences are designed to equip trainees with relational skills, the ability to engage in self-reflection, autonomy, and awareness of workplace issues.

SECTION 2: PROGRAMME SPECIFICATION

2.1 Qualification

DPsych

2.2 Programme title

Counselling Psychology

2.3 Programme type

Modular

2.4 Programme management

The Head of Programme, in consultation with the Head of School, is responsible for overseeing the academic delivery of the programme and ensuring that there is compliance with the regulations of The Open University and with the University's *Learning, Teaching & Assessment Strategy*. In these tasks, they are supported by the Registry Department.

2.5 Programme admissions

In accordance with the BPS and HCPC standards and criteria for entry, applicants are required to meet the following entry requirements, which are assessed during the interview and selection procedure.

2.5.1 Specific admissions criteria

- A minimum of 2:1 psychology degree or above (in exceptional circumstances, such as for individuals who hold a Master's or PhD degree, we will consider a 2:2 award). **Evaluated via transcripts or certificates.**
- Reasonably substantive experience with face-to-face counselling work or other formal helping roles (e.g., one year's full-time equivalent). **Evaluated through CV and letters of reference, one of which should preferably be from someone familiar with applicant's counselling work.**
- OR In cases where the applicant has less clinical experience and/or does not have a letter of reference speaking directly to the applicant's clinical skills, the applicant must have successfully completed a Certificate or Foundation course in counselling skills, or an alternative introduction to psychotherapy and counselling. **Evaluated through transcripts or certificates.**
- Capacity to undertake doctoral-level research, as demonstrated through research experience and/or knowledge and/or previously completed work. **Evaluated through personal statement, and submission of research work or academic essay. One letter of reference should be from someone familiar with applicant's academic work.**
- High level of interpersonal skills and self-reflective capacities. **Evaluated through interaction in individual interview and group exercise.**

- References. **References should, between them, speak to academic abilities; clinical experience; and personal or professional skills and qualities.**
- Graduate basis for chartered membership (GBC) with the British Psychological Society. [The GBC was previously referred to as GBR (graduate basis for registration). Both will be accepted as proof of appropriate prior training.] **Evaluated through submitted evidence of GBC/GBR, such as an email from BPS, copy of GBC letter, or copy of membership card.**
- Clear understanding/expression of why training in counselling psychology is being sought. **Evaluated through personal statement and interview.**

2.5.2 Level of English

We are keen on welcoming trainees from a variety of backgrounds and cultures; for those applicants for whom English is not a first language, we require a minimum IELTS score of 7.0, with a minimum of 7.0 scored in each sub-category for EU/EEA and overseas trainees. Applicants whose first language is English are required to show evidence of a minimum grade C in GCSE English or equivalent.

2.5.3 Declaration of criminal convictions

In line with the HCPC requirements with regards to safe practice, all applicants are asked to declare “any criminal convictions, excluding spent sentences (as defined by the *Rehabilitation of Offenders Act 1974*) or motoring offences for which a fine and/or three penalty points were imposed” on the application form. Such declaration will be discussed in detail at interview, in consideration of the potential ethical and professional issues relating to the nature of the clinical aspect of the training.

In the event of such declaration by the applicant, the team will discuss the potential difficulties in securing a practice placement and advise the applicant to read the HCPC and BPS guidelines and registration procedures to understand information with regards to eligibility of future registration. In such cases, any decisions about these applicants will be taken following discussion with the HCPC and BPS.

2.5.4 Recognition of Prior Learning (RPL)

The DPpsych programme does not currently accept applications involving Recognised Prior Learning (RPL) and this is the RPL policy for the programme.

This is because, although there are many similarities between counselling psychology programmes, there are also significant differences. While all counselling psychology programmes must confirm to subject benchmarks set out by the BPS and the HCPC, the way that programmes interpret those subject benchmarks in order to formulate their programme learning outcomes are different.

One key area of difference is in the therapeutic modalities that are offered by different programmes. The BPS requires that all programmes offer one primary modality and one working modality but does not specify what these modalities are. This means that, for example, a trainee wishing to join our Year 2 of the Regent’s DPpsych programme, having successfully completed Year 1 of another programme, might have received training in (e.g.), person-centred and psychodynamic modalities in their first year of training at the other programme. However, this would not match with the outcomes of Year 1 of the Regent’s DPpsych programme, which include reference to learning about existential and phenomenological and CBT approaches.

Another area of difference is that some trainings involve different proportions of “levels” of credits (that is M level and D level credits). This also create some complexities in terms of compatibility with the Regent’s programme, which is subject to The Open University’s regulations around credits within professional doctorates.

For these reasons, the Regent’s DPsych does not currently allow RPL, although this may be subject to change in the future. This regulation supersedes the generic regulations in the *Regulations for validated awards of The Open University*.

2.6 Academic standards and assessment for the award of DPsych

To meet the requirements of a doctoral degree, the programme must meet nationally agreed standards. The Quality Assurance Agency for Higher Education (QAA) outlines the Framework for *Higher Education Qualifications* (FHEQ). A summary of those standards has been reproduced here; you are also advised to visit the QAA website on qaa.ac.uk.

2.6.1 QAA standards: Doctoral level

Institutions award doctoral degrees to trainees who have demonstrated the following:

- The creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication;
- A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;
- The general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems;
- A detailed understanding of applicable techniques for research and advanced academic enquiry.

Typically, holders of the qualification will be able to:

- Make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences;
- Continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas, or approaches.

and will have:

- The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

2.6.2 QAA standards: Master’s level

Work at this level needs to show originality in the application of existing knowledge around the chosen topic or area, as well as a critical understanding of how this knowledge has been generated.

The work should also demonstrate critical and systematic understanding of theoretical and methodological approaches and how these affect the interpretation of knowledge, as well as critical responses to existing theoretical discourses and practices.

Trainees need to be able to write in a coherent, structured, and clear manner with well-referenced argumentation, as well as to show awareness of how the boundaries of knowledge can be advanced through future research.

Their work needs to show capacity for tackling complex ideas both systematically and creatively and should show the qualities needed for employment in academic and professional disciplines (e.g., demonstration of personal judgement, responsibility and initiative).

2.6.3 Practitioner doctorates and PhD degrees

Both PhDs and professional or practitioner doctorates such as the DPsych necessitate advanced research training, which culminates in the submission of a research thesis that generates new knowledge in the field. Such a project should warrant wider dissemination of research of a publishable standard.

However, unlike PhD degrees, DPsychs are likely to be modular, taught degrees with credit-rated levels. They are also designed with cohorts rather than individual trainees in mind, and they have a multi-dimensional spectrum that includes theory, practice, research, and personal and professional development.

Although both degrees require originality and innovation, professional doctorates are practice-orientated and require demonstration of close links between theory, research and practice.

The findings of the research project should not only generate “new” knowledge but also knowledge that is relevant to the profession and necessary to address a relevant real-world problem. This knowledge needs to contribute to the field of counselling psychology practice, to the candidate’s own practice, and potentially beyond (QAA, 2014).

The same integration of theory, research and practice should be reflected across the entire doctoral portfolios and final *viva voce* examination, which are designed to assess doctoral-level standards across all aspects of the training.

2.7 The programme’s professional, statutory and regulatory bodies (PSRBs)

Regulation of practitioner psychologists by the HCPC was established in July 2009 and sets the standards that ensure the protection of the public. The DPsych abides by the standards set by both the HCPC and by the BPS and aims to facilitate dialogue between different disciplines whilst preserving its counselling psychology identity and philosophy.

2.7.1 Roles of the BPS and the HCPC

Accreditation, validation and approval procedures involving both the BPS and the HCPC occur on a regular basis. The partnership approach to accreditation promoted by the BPS aims to ensure that a collaborative approach is taken to working with education providers to ensure that the required standards are achieved. This includes BPS and HCPC visiting panels working alongside each other at concurrent accreditation and approval events. The outcome of a concurrent accreditation visit is reflected in two separate reports, which comment on all aspects of the course and make recommendations about areas requiring improvement or amendment.

2.7.2 Legally protected titles

The HCPC regulates the use of the title “Counselling Psychologist” and “Psychologist.” This means that the use of this title in the UK is legally restricted to individuals who are on the HCPC register of practitioner psychologists. Any practitioner who wishes to use the title “Counselling Psychologist” needs to be registered with the HCPC.

Prior to registration, trainees should use the title “Counselling Psychologist in Training” or “Trainee Counselling Psychologist.”

2.7.3 Key HCPC documents

Trainees need to know and understand HCPC procedures with regards to registration, regulation and standards, and are encouraged to familiarise themselves with the HCPC website (<http://www.hcpc-uk.co.uk>), which contains up-to-date information. The following documents are relevant across the training and will need to be consulted for many of the training’s assessments.

Standards of Conduct, Performance and Ethics

Standards of Proficiency

Guidance on Conduct and Ethics for Students

Guidance on Health and Character

On qualification trainees are eligible to apply for registration with the HCPC. In doing so, they are required to provide evidence of good health and character and, if accepted, to abide by the HCPC’s *Standards of Conduct, Performance and Ethics*.

2.7.4 Key BPS documents

The BPS regularly produces and updates a range of guidelines for practitioner psychologists, which can be accessed by following this link: <https://www.bps.org.uk/psychologists/standards-and-guidelines>.

Since completion of the programme grants eligibility to apply for chartered status with the British Psychological Society, trainees should review and strive to abide by the following:

BPS Code of Ethics and Conduct

BPS Practice Guidelines

2.8 The philosophy and aims of the programme

The Regent’s DPsych programme promotes a relational and pluralistic stance to therapeutic work, supporting the embracing of difference and diversity between people, and anti-discriminatory practice. Trainees gain theory and practice understandings from counselling psychology and a number of allied fields, including existentialism and phenomenology (the programme’s core theoretical models), second-wave and third-wave cognitive-behavioural therapies (the programme’s secondary theoretical models), psychoanalysis and psychodynamic therapy (the programme’s

tertiary theoretical models), together with for example, critical psychology, art and literature, postmodernism, and philosophy.

We promote informed and critical understandings of relationships between theory, practice and research, inclusive of critical consideration of concepts such as evidence-based practice, the scientist-practitioner, and practice-based research. We encourage the development of critical, reflexive practitioners who are informed by theory, research, experience and reflective practice, and able to work with relational and intersubjective processes arising within the therapeutic relationship with clients and within other professional relationships. The nuances of “between spaces” in encounters with others, and between fields of knowledge and ontology, and the ethics of intersubjectivity are primary concerns on the programme.

An important dialectic within the wider field of counselling psychology is that of « being » and « doing. » It has been argued that if alienated from the being qualities of the counselling psychologist, the doing of counselling psychology becomes “technologised” to such an extent that it distorts the therapeutic encounter, not least with regard to the power relationship between the counselling psychologist and his or her client. Instead, doing is viewed as an extension of, and not a substitute for ‘being-in-relation. What counselling psychologists do, needs always to be understood within, and as an expression of, their attempts to acknowledge and to enter into the client’s world-view, to the extent that this is possible, and not aimed at directing the therapeutic encounter.

While these ideas are central to the profession, it is important to attend to split understandings of these positions, given that being and doing may not be entirely separable in practice, in the same way as process and content, support and challenge, or relationship and intervention may not be separable. The grounding of therapeutic work in the client’s experiences, language and understandings, and how the therapist hears and responds to these with what they have to offer, means that every piece of work will inevitably be idiographically co-constructed or generated between those involved, and may involve uniquely integrated working.

Through our training, we aim to develop counselling psychologists who will be:

- Able to reflect the programme’s core philosophy and theoretical working models and use these to guide and influence their practice.
- Committed to professional practice in accordance with the HCPC and BPS professional and ethical codes.
- Both informed and critically questioning of theories of psychopathology and diagnostic categories.
- Able to work with assessment, formulation, and diagnosis in ways that are appropriate to the practice of counselling psychology.
- Able to understand and effectively communicate the role of counselling psychology in a variety of social, cultural, and organisational settings.
- Able to effectively communicate psychological knowledge to peers and professionals in various contexts.
- Able to integrate a reflective practitioner approach into their practice.
- Able to conduct and critically evaluate research to inform their practice and in the context of services in which they may work.
- Able to manage professional relationships and power dynamics effectively and appropriately.
- Demonstrate creativity, sensitivity, and responsiveness to clients’ needs, while taking into account organisational parameters and contextual demands.
- Able to show awareness and understanding of cultural differences and diversity in client needs across the lifespan.

- Able to show commitment to personal and professional development, self-care, and reflective and ethical practice.

2.9 Programme details

2.9.1 Rationale for the programme

Counselling psychology is a discipline with “a pluralistic and interdisciplinary attitude [that] overlaps with other applied psychologies, counselling, psychotherapy, psychiatry, and the political and economic systems that sustain them” (BPS, 2017). It is unique among the applied psychologies in that counselling psychologists are defined by neither their work setting nor their specific roles; counselling psychologists can be found in the NHS, private practice, schools, prisons, organisations, and multiple other contexts. While all counselling psychologists acquire core competencies, the nature of an individual counselling psychologist’s training programme and their practice placements means that each practitioner brings different strengths and specialisms.

The DPsych at Regent’s prepares trainees for their working life through a combination of academic, research, practical, and personal and professional development components. In line with the philosophy of counselling psychology, we believe that these aspects are always interconnected and cannot be taught in isolation.

Upon successful graduation, trainees will have acquired in-depth knowledge of counselling psychology and its application to therapeutic practice; clinical and practical skills informed by a number of psychotherapeutic approaches; a thorough understanding of doctoral research processes and a variety of research paradigms; and a firm commitment to ethical practice, which will enable them to work within a wide variety of settings.

2.9.2 Design of the programme

The DPsych is divided into three terms per year. The direct teaching components run over two days a week during Year 1. During Years 2 and 3, when placement activities increase, and the doctoral research project formally begins, the direct teaching occurs one day per week. In the Summer term of Year 3, there is no formal teaching.

During the days trainees are not on campus, they undertake placement(s) and external placement supervision; attend personal therapy; pursue self-directed learning; undertake research; and involve themselves in the field of counselling psychology through conference attendance and other development activities.

Each year aims to achieve balance and integration of all aspects of the programme as well as achievement of key learning outcomes for each year. The programme team recognises the demands of this training; therefore, a reading week is included during each term to support trainees in their independent learning and give the opportunity to reflect upon their development and learning needs.

2.9.2.1 DPsych Year 1

The first year provides trainees with a solid foundation in theory, practice and research. Trainees will learn how different perspectives conceptualise the nature of distress, the role of assessment and formulation, and different ways of working in different settings with different difficulties or client groups.

The year is also dedicated to the development of core ethical, professional and therapeutic skills. Each term features a combination of theoretical input, experiential work, reflection on client material, and modules to help trainees develop as safe and ethical practitioners. Group and individual tutorials provide close mentorship of personal and professional development.

Theory and practice: Existential and phenomenological theories and ways of practicing form the core modality on the programme. A day-long module devoted to this area is offered, and a pervasive sensibility towards these areas features across the programme, for example in research modules and modules such as Working with Distress, Difference and Discrimination. To facilitate early competence in cognitive-behavioural therapy (CBT), the programme's secondary working modality that helps trainees acquire NHS and/or CBT placements, the first (second-wave) CBT module also takes place in the first year.

Doctoral research: The Year 1 counselling psychology research module is the foundation for the development of critical and doctoral level research skills, understanding of quantitative and qualitative methods, and knowledge of counselling psychology research concepts and values. During the first year, trainees are assigned individual research tutors who help them develop their research ideas. doctoral research proposal. Year 1 culminates in the submission of an extended critical literature review and doctoral research proposal, which is assessed at D level.

Personal and professional development: The Year 1 professional practice module consists of regular group and individual tutorials with personal tutors to support trainees' progress on placements and develop their practice skills. Trainees are required to undertake 100 client hours, at a supervision ratio of 1:6. Trainees are also required to complete a minimum of 30 and a maximum of 40 hours of personal therapy in Year 1 and are encouraged to keep an ongoing reflective journal. An end of year collaborative evaluation of progress (CEP) is used to evaluate and reflect on all aspects of development and formally identify that requirements have been met. Personal tutors are the first point of contact for placement supervisors and trainees are expected to introduce their tutors to their supervisors. Trainees will need to arrange to meet with their placement supervisors in good time before their end of year CEPs, to complete supervisory evaluations, and to ensure that all logs and forms are completed and signed.

2.9.2.2 DPsych Year 2

Year 2 formally begins the doctoral stage of training, and expectations of academic assessments are heightened accordingly. Consistent with the expectations of a practitioner doctorate, a greater proportion of the learning moves outside of the classroom and into placements, external supervision, research activity, and self-directed learning; hence, trainees attend for one day per week during this training year.

Theory and practice: Third-wave approaches to cognitive-behavioural therapy are introduced this year. The approaches focus on acceptance, mindfulness, compassion, patterns of relating, values, and the role of context in behaviour, which may resonate with existentially-minded practitioners. The programme's third working model, based on psychoanalytic and psychodynamic theories and practices, is introduced in a further module. Finally, there is a further module developing advanced existential understandings of human development and phenomenological working further. Practice skills are assessed through placement supervisors' reports; personal tutor and programme team feedback; a process report and practice-based coursework.

Doctoral research: At the beginning of Year 2, trainees are allocated a Director of Studies and second research supervisor to support them throughout their doctoral research. Following the incorporation of feedback from their proposal and supervisory advice, they submit their proposals

for ethical clearance and, subject to ethical clearance, ideally begin collecting research data during the second year.

Personal and professional development: The Year 2 professional practice module continues, with regular group and individual tutorials with personal tutors to support trainees' progress on placements and develop their practice skills. Trainees are required to undertake 150 client hours, at a supervision ratio of 1:6. Trainees are also required to complete a minimum of 40 hours of personal therapy in Year 2 and are encouraged to continue to keep an ongoing reflective journal.

An end of year collaborative evaluation of progress (CEP) is used to evaluate and reflect on all aspects of development and formally identify that requirements have been met. Personal tutors continue to be the first point of contact for placement supervisors and trainees are expected to introduce their tutors to their supervisors. Trainees will need to arrange to meet with their placement supervisors in good time before their end of year CEPs, to complete supervisory evaluations, and to ensure that all logs and forms are completed and signed.

2.9.2.3 DPsych Year 3

Year 3 trainees have gained significantly in experience and ability and have been exposed to multiple approaches to theory, practice, and research. Year 3 continues the emphasis on learning acquired in the real world of placements and supervision; trainees also continue their doctoral research projects towards completion. A significant focus throughout the year is on engagement in the wider field. Year 3 trainees undertake this through, for example, publication and conferencing, and design and implementation of an externally or internally facing workshop or activity.

Theory, practice, research and employability: Year 3 modules focus on preparing trainees to enter the workplace as qualified counselling psychologists. An advanced counselling psychology module explores leadership, outcome measurement and psychometrics, service evaluation and audit, practice-based research, employability, and avenues of specialisation. This module culminates in the development of a formative professional plan and the design and delivery of a workshop based on trainees' professional experiences or interests. Practice skills are assessed through placement supervisors' reports; personal tutor and programme team feedback; in-class skills exercises; formative review of client material; and practice-based coursework. A clinical seminar generates a pluralistic or integrative client study, process report, and reflective statement, which is included as part of the doctoral portfolio.

Doctoral research: Trainees aim to complete their doctoral research by the end of Year 3. There is a Doctoral Research Clinic module during the year, which entails group research supervision and support around doctoral research skills. In the Summer term, there is additional time allocated for meetings with research supervisors, the receiving of feedback from supervisors, independent writing and study, and preparation for the viva examination.

Personal and professional development: The Year 3 professional practice module continues, with regular group and individual tutorials with personal tutors to support trainees' progress on placements and develop their practice skills. Having undertaken 250 hours over Years 1 and 2, trainees must complete the remaining 200 hours during Year 3, again at a supervision ratio of 1:6. Trainees are also required to complete a minimum of 40 hours of personal therapy in Year 3 and are encouraged to continue to keep an ongoing reflective journal. Personal tutors continue to be the first point of contact for placement supervisors and trainees are expected to introduce their tutors to their supervisors. Trainees will need to arrange to meet with their placement supervisors in good time before their end of year CEPs, to complete supervisory evaluations, and

to ensure that all logs and forms are completed and signed. The final year end of year CEP is an opportunity for trainees to reflect on their achievements on the programme and their hopes for their future careers. The HCPC Standards of Proficiency log, which has been kept throughout the course of the programme, is signed off. Personal tutors and programme team feed back to the trainee on their development and achievements, as well as ideas for continued professional development.

2.9.2.4 DPsych doctoral portfolio

The culmination of the programme is the submission of the doctoral portfolio and the viva examination. For full details, consult the *DPsych Research Handbook*.

The doctoral portfolio demonstrates trainees' abilities and competence on practice, academic, research and professional development levels. The portfolio consists of three parts: (i) Introduction to the Portfolio, (ii) Clinical Practice Dossier, and (iii) Research Dossier (commonly referred to as the "thesis").

Upon submission the doctoral portfolio is formally assessed by an internal and an external examiner and subsequently examined orally by viva voce in accordance with academic regulations. A successful doctoral portfolio and viva voce examination demonstrates that the trainee has met all the required BPS learning outcomes and HCPC standards of proficiency.

2.9.2.5 Doctoral research supervision

Undertaking a research project is an intensive and time-consuming task, which requires commitment, knowledge and skill. Research supervision is integral to the support and guidance needed for this process.

Trainees are formally assigned supervisory teams at the beginning of Year 2 when the research proposal is passed. Each team consists of a Director of Studies (DoS) and a supervisor.

Each trainee is offered 30 teaching hours (i.e., 30 direct-contact hours with additional time allowed for reading of drafts equating to a total of 75 actual hours) towards completion of their doctoral thesis.

Annual monitoring of trainees' research programme takes place in Year 3 and subsequent years of the programme. Annual monitoring is undertaken collaboratively between the DoS and trainee.

Doctoral level research must be at a high or publishable standard. It should also be noted that the final piece of work must be the trainees' own achievement and responsibility.

2.9.2.6 Research streaming

Research streams are one means of creating a focus for research activity amongst a community of staff and trainees. Active research streams enhance the publication profile of staff and trainees and create greater integration and coherence of research activity on the programme. When deciding on the focus of their research, trainees review the research interests of staff members to see if there is a fit and potential for collaborating with staff in an area of their research interest.

2.10 Programme learning outcomes and assessment

2.10.1 BPS learning outcomes and HCPC standards of proficiency

The DPsych programme has relationships with two Professional Statutory and Regulatory Bodies (PSRBs). It is accredited by the BPS and it is regulated by the HCPC. The standards and guidelines from these professional bodies represent the subject benchmarks for the programme.

The three key relevant documents are:

HCPC Standards of Proficiency for Practitioner Psychologists (SoPs) (2015) <https://www.hcpc-uk.org/standards/standards-of-proficiency/practitioner-psychologists/>. This document sets out the main professional standards all registrants must meet in order to become registered with the HCPC and to remain on the Register. This document includes generic standards of proficiency applicable to a range of psychology professions, together with standards of proficiency that are specific to counselling psychology.

HCPC Standards of Education and Training (SETs) (2014, revised 2017, effective from September 2018) www.hcpc-uk.org/education/providers/setsresources/. This document outlines the revised standards against which the HCPC assesses all its education and training programmes. These standards relate to what programmes must do to prepare trainees for professional practice. It is assumed that a programme that meets the SETs, enables a trainee who successfully completes that programme to meet the HCPC's SoPs, and subsequently to be eligible to apply to the HCPC register.

BPS Standards for the Accreditation of Doctoral programmes in Counselling Psychology (2014, revised 2017, update January 2019) <https://www.bps.org.uk/psychologists/accreditation/education-providers>. This document sets out the BPS standards for the accreditation of programmes in counselling psychology. Accredited doctoral programmes meet the requirements for successful applicants to be eligible to apply to gain chartered membership of the Society (CPsychol) and likewise to be eligible to apply to gain full membership of the BPS Division of Counselling Psychology. The BPS standards include general standards for the running of BPS approved programmes in counselling psychology. The Standards also include key educational aims for all counselling psychology programmes, and a list of specific learning outcomes for all programmes that relate to these aims. These learning outcomes are listed in the BPS's Programme Standard 2.

The DPsych's programme learning outcomes represent the programme's interpretation of these subject benchmarks within the *HCPC Standards of Proficiency* and the *BPS Standards for the accreditation of Doctoral programmes in counselling psychology*. Programme learning outcomes are distributed across individual DPsych modules. Each module is also mapped onto HCPC Standards of Proficiency and BPS learning outcomes. The programme learning outcomes also address Master's level (level 7) and doctoral level (level 8) descriptors, as outlined by the Quality Assurance Agency (QAA).

2.10.2 Key aims of doctoral programmes in counselling psychology (BPS, 2019)

The key aims of an accredited programme in counselling psychology (BPS, 2019) and hence of the DPsych are to produce graduates who will:

1.	Be competent, reflective, ethically sound, resourceful and informed practitioners of counselling psychology able to work in therapeutic and non-therapeutic contexts
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2.	Value the imaginative, interpretative, personal and collaborative aspects of the practice of counselling psychology
3.	Commit themselves to on-going personal and professional development and inquiry;
4.	Understand, develop and apply models of psychological inquiry for the creation of new knowledge which is appropriate to the multi-dimensional nature of relationships between people;
5.	Appreciate the significance of wider social, cultural, spiritual, 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; and
7.	Be able to develop and demonstrate communication, influencing, teaching and leadership skills by applying psychological knowledge and skills in a range of professional, clinical, organisational, and research contexts.

2.10.3 Programme learning outcomes for assessment at Master's level (Level 7)

A Knowledge and understanding

- A1 Ability to understand the importance of philosophical pluralism to the theory and practice of counselling psychology.
- A2 A systematic understanding of the theory and practice of counselling psychology.
- A3 Understanding of different models of psychopathology and the purpose of psychological assessment and formulation.
- A4 Sound understanding of the ethical and professional codes of practice as set by the BPS and HCPC.
- A5 Ability to critically understand and evaluate (a) existential phenomenological and (b) cognitive behavioural theories and their relation to therapeutic practice.
- A8 Ability to critically evaluate the political and socio-economic parameters upon which counselling psychology practice rests and explore alternative forms of knowledge and practice.

B Cognitive and intellectual capabilities

- B1 Thorough understanding of research epistemologies relevant to counselling psychology and psychotherapy research.
- B2 Ability to understand ethical issues relating to research.
- B3 Ability to understand a variety of research designs.

C Transferable and practical skills

- C1 Ability to understand the relevance of assessment and formulation to the theory and practice of counselling psychology.
- C2 Ability to form, maintain and end a purposeful therapeutic alliance.
- C3 Ability to maintain professional and therapeutic boundaries.
- C4 Ability to practice ethically and safely with regards to self and clients.
- C5 Ability to provide counselling based on psychological concepts.

D Subject domain or subject specific skills

- D1 Ability to present and communicate professional knowledge and information.
- D2 Understanding and management of professional relationships.
- D3 Commitment to best practice in the interests of their clients.

- D4 Knowledge and understanding of organisational settings and their contextual and legal frameworks.

E Personal and interpersonal skills

- E1 Capacity for self-reflection, understanding, and use of personal therapy in one's own development as a counselling psychologist.
- E2 Ability to reflect upon one's understanding of self and life experiences through therapy and training.
- E3 Ability to understand and evaluate the formation and impact of interpersonal dynamics in the therapeutic relationship and group settings.

2.10.4 Programme learning outcomes for assessment at doctoral level (Level 8)

A Knowledge and understanding

- A6 Critical understanding and evaluation of philosophical pluralism and nature of professional knowledge.
- A7 Ability to critically evaluate different theories of lifespan development (including cognitive, emotional, and behavioural development).
- A9 Ability to generate new knowledge relevant to the theory and practice of counselling psychology.

B Cognitive and intellectual capabilities

- B4 Ability to critically reflect upon and apply ethical principles in reasoning and decision-making.
- B5 Ability to devise and evaluate research questions, select appropriate methodologies, and critically evaluate published research.
- B6 Ability to use creativity and flexibility in argumentation.
- B7 Ability to make informed decisions and independent judgements about pressing issues.

C Transferable and practical skills

- C6 Ability to conduct psychological (risk) assessments and formulations within the training's therapeutic modalities and to implement these into psychological practice.
- C7 Ability to work with content and process issues within the therapeutic relationship.
- C8 Ability to critically reflect upon alternative ways of working to respond to the complex demands of clients.
- C9 Ability to draw upon (a) existential phenomenological and (b) cognitive behaviour theoretical knowledge base and to apply this in clinical practice.
- C10 Ability to use supervision as a means of monitoring and evaluating therapeutic practice and use of self in a clinical context.

D Subject domain or subject specific skills

- D5 Ability to critically communicate and evaluate professional knowledge in ways that furthers the interest of clients and the profession.
- D6 Capacity to create and maintain professional relationships as part of managing complex situations, systems, and organisations.
- D7 Ability to work confidently with power dynamics and processes at individual, group, and systemic levels.
- D8 Promotion of ethical principle and best practice.

E Personal and interpersonal skills

- E4 Critical and deliberate use of self in therapeutic and group settings.
- E5 Ability to constructively work with conflict and power dynamics.

- E6 Demonstration of a counselling psychology identity including responsibility and accountability in relation to others.

2.10.5 The function of assessment

Assessment is the means by which trainees' learning and progress is measured against the programme learning outcomes within each module.

Assessments provide an opportunity for trainees to demonstrate their learning and development across these academic and professional criteria and to receive feedback on their strengths and areas for further learning or development.

For a detailed description of module assessments, please refer to the *DPsych Assessment Handbook*.

2.10.6 Generic marking scheme for level 7 assessments

Grade	Theoretical work	Practice-based work	Research work
70% to 100% (Distinction)	Clear and logically developed structure and argumentation; originality on the application of existing knowledge around the chosen topic area; reference to and in depth understanding of ontological and epistemological issues; evidence of independent study on the topic; properly referenced in APA style.	As for theoretical work plus in depth understanding and formulation of client's psychological difficulties with reference to existential/phenomenological theory (and/or other psychological model); evidence of high level of skills and theory/practice links and clinical interventions; awareness of ethical issues and evidence of professional standards; v. good ability to reflect upon process issues, use of self, and therapeutic relationship; and v. good use of supervision.	As for theoretical work plus a thorough understanding of epistemological and methodological issues; originality in the application of research methods and design to your own research or existing literature; in depth understanding of statistical and analytical procedures; and evidence of awareness of ethical issues in relation to research.
60% to 69% (Merit)	Clear and logically developed structure; good standards of understanding ontological and epistemological issues; sound argumentation; some evidence of independent work; properly referenced in APA style.	As for theoretical work plus, comprehensive understanding and well-structured formulation of client's psychological difficulties with appropriate use of theoretical and clinical interventions; evidence of reflective practice and attention to the therapeutic relationship; awareness of ethical issues and good use of supervision.	As for theoretical work plus, standard understanding of statistical and analytical procedures; good epistemological awareness; evidence of good understanding of analysis; good reflection upon ethical issues.

Grade	Theoretical work	Practice-based work	Research work
55% to 59% (Pass)	Coherent structure and development of arguments; attempt (with errors and omissions) to critically analyse epistemological issues; clear arguments but with little critical analysis; little evidence of independent work; some incomplete referencing or inconsistent adherence to APA style.	As for theoretical work plus, sufficient presentation of client's issues and formulation of psychological difficulties; adequate theory/practice links/interventions; awareness of process issues and relationship dynamics; some evidence of self-reflection and use of supervision.	As for theoretical work plus, sufficient understanding of statistical and analytical procedures; acceptable understanding of epistemological issues and analytical procedures; some reflection upon ethical issues.
50% to 54% (Borderline Pass)	Coherent structure and development of arguments; attempt (with some errors and omissions) to critically analyse epistemological issues; arguments but with critical analysis barely evident; little evidence of independent work; incomplete referencing or referencing that does not conform to APA style.	As for theoretical work plus some presentation of client's issues and formulation of psychological difficulties; theory/practice links/interventions but not as clear as they should be; some awareness of process issues and relationship dynamics; some evidence of self-reflection and use of supervision.	As for theoretical work plus understanding of statistical and analytical procedures; some understanding of epistemological issues and analytical procedures; some reflection upon ethical issues.
0% to 49% (Fail)	Lack of or unclear structure and development of arguments; poor understanding of epistemological issues and lack of critical analysis of arguments; no evidence of independent work and very poor referencing/complete lack of attention to APA style.	As for theoretical work plus, poor presentation of client's issues and no evidence of psychological formulation and/or theory/practice interventions; poor use of theory; little evidence of self-reflection and poor use of supervision.	As for theoretical work plus very poor understanding of epistemological issues; methodological awareness, and analytic procedures; over-reliance in supervisor's help; poor awareness of research process and ethical issues.

2.10.7 Generic marking scheme for level 8 assessments

At level 8, all work is marked on a Pass/Fail basis.

	Theoretical Work	Practice-based work	Research work
PASS	Coherent structure and development of arguments; understanding and critical analysis of epistemological and ontological issues; evidence of independent work; clear referencing and citation, in accordance with APA style	As for theoretical work, plus: sufficient presentation of client's issues and formulation of psychological difficulties; adequate theory/practice links/interventions; awareness of process issues and relationship dynamics; ethical and professional practice; good reflexivity; evidence of good use of supervision.	As for theoretical work plus: understanding of research design and processes; understanding of epistemology and methodology, and method, and links among these; ethical and professional conduct; good use of reflexivity/ability to critically appraise research.
FAIL	Lack of, or unclear, structure and development of arguments; poor understanding of epistemological issues; lack of critical analysis of arguments; insufficient evidence of independent work; poor referencing.	As for theoretical work, plus: poor presentation of client's issues; no evidence of psychological formulation and/or theory/practice interventions; poor use of theory; little evidence of reflexivity; and poor/absent use of supervision.	As for theoretical work plus: poor understanding of epistemology, methodology, and method and/or links among these; unethical/unprofessional conduct; over-reliance in supervisor's help; poor awareness of research process and ethical issues; inability to critically appraise research.

2.10.8 Marking schemes, (re)submissions, and retention of assessments

Assessments are submitted via Blackboard either via Turnitin or if assessments contain clinically sensitive information via Blackboard's own submission mechanism. Audio and video recordings are submitted via Medial through Blackboard.

Late submissions result in a mark of NS (non-submission), which constitutes a fail if there has not been a successful application for extenuating circumstances.

Submission timings and further details are outlined in the *DPsych Assessment Handbook*. Exact submission dates will be reflected within each module area on Blackboard.

Marks are returned via Blackboard, and the post date for feedback is indicated on Blackboard.

Most assessments in Year 1 are marked at Level 7 and most are given a percentage mark and a grade descriptor (Distinction, Merit, Pass, Borderline Pass, and Fail). The pass mark for Level 7 work is 50%. However, Year 1 Professional Practice (Level 7) is marked as pass/fail due to the nature of the assessment. Year 1 Counselling Psychology Research is marked as pass/fail because it is assessed at D level.

During Year 2 and Year 3 of the programme, all assessments are assessed at Level 8 and marked on a pass/fail basis.

If the module has been failed, that is, the total module mark (TMM) or any component of this is below 50% or below the passing standard, the trainee will be required to resubmit (re-sit) the failed component(s), so long as this is permitted under the maximum allowable number of resits for the module – see the *Regulations for validated awards of the Open University* 17.3 and 17.5. See also Section 2.11 below.

In the case of re-sits, the maximum mark obtainable, if passed, is the pass mark for that module, that is, 50% for modules with percentage grades.

It is the responsibility of each trainee to retain – until award of the appropriate degree – copies of all submitted written work, all returned evaluations, and all submitted forms, as they may need these when compiling their portfolio and for reference when applying for jobs or applying for professional registration in the future. Note also that if moving to a new country, these documents may be exceptionally important towards registration abroad.

2.10.9 Extenuating circumstances

We are well aware of the demands of a full-time training; the deadlines have been set after careful consideration of this, together with institutional parameters. Meeting deadlines requires discipline and good time management. Submission dates are final, as they feed into marking schedules, the Subject Boards and progression schedules. Trainees are strongly advised not to leave coursework until the last minute.

Please note that Regent's has no system for authorising "extensions" for assignments. Instead, in exceptional circumstances, a trainee may apply for *extenuating circumstances* in relation to assessment(s). The kinds of extenuating circumstances that may be accepted are listed in the *Regent's University London Academic Regulations*. Trainees may also contact the Student Hub for more information and guidance.

To apply for extenuating circumstances, trainees should complete the relevant form from the Student Hub, attach the required supporting documentation, and submit these by the stipulated deadlines. Please note that the academic regulations state that in certain situations (i.e., significant illness or incapacity), students have up to 10 working days after the deadline to submit an extenuating circumstances claim.

However, the programme's validating body, The Open University, specifies that "If a student cannot submit evidence by published deadlines, they must submit details of the extenuating circumstances with an indication that evidence will be submitted within 7 calendar days." These regulations supersede Regent's regulations for students on the DPpsych programme.

Note: If trainees have a long-standing medical condition or learning difficulty such as dyslexia that is likely to impair their performance and submission of coursework, they are strongly advised to inform their module leaders and personal tutor, and to contact the Disability Officer (disability@regents.ac.uk) for additional support (See Section 1.7 of this *Programme Handbook*).

Students will be informed by Registry of the ratification of their Extenuating Circumstances, and a deadline appropriate to the circumstances and the assessment will be agreed. See the *Regent's University London Academic Regulations* for more information.

2.10.10 The marking and moderation process

All staff members are required to use set marking criteria for feedback (see *DPsych Assessment Handbook* for details) to trainees on their submitted work. The feedback will refer to key strengths and weaknesses, with reference to learning outcomes.

Staff members aim to mark all submitted work within four working weeks of the original submission deadline. During the late December and early January period, when the University is closed for two weeks, and over the Easter period, when staff may be taking annual leave, there may be an extension to the time for turning around marking. Where exceptions to the four working week marking period occur due to the above, or due to any other circumstance, you will be informed by the relevant module leader.

Feedback will consist of qualitative feedback and provisional marks or grades, but marks or grades must not be considered final until agreed by the Subject Board, which meets on a termly basis. The marking for each assessment is displayed on a marksheet, where a linear scale from “weak” to “excellent” is used to assess each marking criterion. Markers use these criteria to make an overall assessment of the work in line with the module learning outcomes and with the relevant quality standards (either level 7 or level 8).

However, please note that these scales are not used in a purely quantitative fashion, that is, it is not always the case that “weak” criteria necessarily equate to a fail or vice versa, as the quantitative scores intersect with qualitative feedback, and different criteria may be differently “weighted” within an assessment.

All failed work (i.e., below the pass grade of 50% for level 7, and a fail at level 8) is double blind marked. On rare occasions where the two markers disagree on whether the work passes or fails, a third internal marker will be assigned.

Moderation is a different process to double marking and involves another staff member acting as a moderator and reviewing the work together with the first marker's comments. Where work has been moderated, the moderator will usually add comments on the marksheet. Work that is considered a borderline pass (50-54%), that has just reached the “pass” standard for pass/fail work, or that is the lowest pass of the sample will typically be moderated, as a means of agreeing the pass boundary. Work marked by guest or visiting lecturers will also be moderated, generally by the module leader. Other moderation is discretionary.

The Programme External Examiners monitor the quality, fairness and consistency of marking in line with academic regulations and standards. They review a sample of work from each module prior to the Subject Board and they review all work that has been double or triple blind marked.

Please note that markers and moderators provide a large quantity of qualitative feedback on written assessments and for assessments that have passed, this constitutes the feedback process. If your

assessment has passed, you are encouraged to assimilate the feedback you have been given and potentially use reflective spaces available to you to continue to reflect on the points raised. Staff do not offer individual meetings to explore feedback further if work has passed.

2.10.11 Credits and notional learning time

The following definitions are used within the University Academic Framework:

Credit: is the means by which learning outcomes achievable in a given number of notional learning hours and at a particular level are quantified. Credits are not graded.

DPsych credits are distributed as follows:

- Year 1: 180 credits
- Year 2: 90 credits
- Year 3: 90 credits
- Total academic and professional practice module credits: 360 credits
- Doctoral portfolio: 180 credits
- Total DPsych degree credits: 540 credits

Notional learning time: is the estimated time a trainee will typically spend on acquiring specific learning outcomes. Unless programme specific regulations use a different credit system, if a full-time postgraduate workload is 110 credits per year, and 1 credit is equivalent to 10 notional learning hours, that postgraduate workload would be equivalent to 1100 notional learning hours per academic year.

For further details of module credits and notional learning times, see the module outlines in the *DPsych Assessment Handbook*, and the table below.

2.10.12 Schedule of modules, assessments and credits

The following table summarises the programme's modules and credits gained. The precise timings of modules will be published at the start of each term and may vary from the below.

DPSYCH COUNSELLING PSYCHOLOGY								
YEAR 1 (LEVEL 7 AND 8)			YEAR 2 (LEVEL 8)			YEAR 3 (LEVEL 8)		
11 Autumn	12 Spring	13 Summer	21 Autumn	22 Spring	23 Summer	31 Autumn	32 Spring	33 Summer
EPC710 Counselling Psychology Theory and Practice [20]	EPC722 Existential Phenomenological Approaches in Counselling Psychology [20]	EPC717 Cognitive Behavioural Approaches in Counselling Psychology [20]	EPC853 Advanced existential approaches to human development and practice [20]	EPC835 Cognitive Behavioural Approaches 2: Third Wave [20]	EPC837 Psycho-dynamic approaches in counselling psychology [20]	EPC854 Advanced Counselling Psychology Practice, Research and Employability [20]		
EPC721 Year 1 Professional Practice [20]			EPC851 Year 2 Professional Practice [30]			EPC843 Doctoral Research Clinic [10]	EPC845 Clinical Seminar: Pluralistic and Integrative Working [20]	
EPC723 Ethics, Settings and Professional Issues (TIMETABLE FOR 11 AND 13 ONLY) [20]						EPC852 Year 3 Professional Practice [40]		
	EPC724 Working with Distress, Difference and Discrimination [20]							EPC850 Doctoral Portfolio (NOT TIMETABLED) [180]
EPC725 Year 1 Counselling Psychology Research [60]								
180 credits			90 credits			90 credits + 180 credits		
Total						540 credits		

2.11 Progression and awards

2.11.1 Overview of progression

All modules on the DPsych programme are core modules and prerequisites for progression to the next year of study. All modules, therefore, must be passed in order to progress with the programme.

Assessments given a failing mark are to be resubmitted within a maximum of four weeks of notification from Registry of the ratification at the Subject Board. Module leaders will set the resubmission date as agreed and as appropriate to the nature of the assessment.

To aid progression and because Subject Boards occur only three times per year, it may be possible to repair and resubmit work for marking after notification of the provisional mark/prior to the next Subject Board. This should be discussed with the relevant module leader, who will discuss it with the Head of Programme. In such circumstances, the module leader will let the trainee know about the options for resubmission and whether repair before the Subject Board is possible. If so, the module leader will then set an appropriate deadline for the resubmission so that academic progression is not impeded.

In some cases, immediate revision and resubmission of the work may not be possible (e.g., for research if participant recruitment is an issue; in client work if organisational restructuring delays access to clients, etc.). In those cases, the Research Degrees Committee and/or Subject Board will consider the issues and suggest a different resubmission date.

If a trainee subsequently fails the re-sit, the trainee *may*, in exceptional circumstances, be permitted to resit or retake the assignment or module, at the discretion of the Subject Board. Please see Regulation 17.5 of the *Regulations for Validated Awards of The Open University*, “Options for the retake of study.”

The decision to resit or retake failed modules on the DPsych programme, especially where there have been multiple failures, may be discussed with the Head of Programme, and a trainee may be counselled against resit or retake, if there have been multiple failures. Relevant progression regulations may apply, and decisions are at the discretion of the Subject Board, which may take multiple factors into account when reaching a decision.

On rare occasions, there may be serious and extraordinary circumstances that occur that may impact a trainee's progression and trainees must speak to their personal tutor and the Head of Programme as soon as this becomes evident. In such cases, trainees will be asked to supply the following:

- a) written evidence of a serious and extraordinary circumstance such as bereavement of a close family member, severe and life changing illness or accident or another serious event:
- b) a letter of support from their personal tutor signed by the Head of Programme. The Head of Programmes and personal tutor will consider performance across the programme and feedback from the staff team when deciding whether to write the letter of support.

These requirements must be met in addition to those set out in 17.5.3. of the *Regulations for Validated Awards of The Open University*. The trainee's case will then be reviewed by the Subject Board. It is imperative to note that conditions a) and b) are not the same as applying for extenuating circumstances via the usual Regent's procedure. A trainee may be successful in their application for

extenuating circumstances in respect of a particular module, but this will not grant progression on its own.

2.11.2 Progression regulations

Progression regulations are set to satisfy the Subject Board that trainees have achieved the relevant level before progression is possible.

2.11.2.1 Year 1

To progress to Year 2 of the training, trainees need to have achieved the following:

- A minimum of 50% (i.e., passing mark) or Pass for all modules
- A pass for Year 1 Professional Practice as assessed by the end-of-year Collaborative Evaluation of Progress, the criteria for which include a minimum of 100 hours of supervised clinical practice, a minimum of 30 up to a maximum of 40 personal therapy hours, supervision at a ratio of 1:6, and maintenance of professional conduct – please see the *DPsych Assessment Handbook* for all pass criteria for Year 1 Professional Practice.

2.11.2.2 Year 2

To progress to Year 3 of the training, trainees need to have achieved the following:

- A pass for all modules
- Secured ethical approval for their research proposal (please see the *DPsych Research Handbook* for further details)
- A pass for Year 2 Professional Practice as assessed by the end-of-year Collaborative Evaluation of Progress, the criteria for which include a minimum of 250 hours aggregate of supervised clinical practice across years 1 and 2, 70 to 80 aggregate hours of personal therapy across years 1 and 2, continued supervision at a ratio of 1:6, and maintenance of professional conduct – please see *DPsych Assessment Handbook* for all pass criteria for Year 2 Professional Practice.

2.11.3 Award criteria for the DPsych Counselling Psychology

For the DPsych award, trainees will be required to have passed all programme modules, inclusive of placement hours as part of the Professional Practice programme; to have submitted a doctoral portfolio; and to have passed a final oral examination (viva voce).

Successful passing of Year 3 Professional Practice will entail, in part, the completion of a minimum of an aggregate of 450 hours of supervised clinical practice in approved placements with qualified supervisors, having maintained a supervision ratio of 1:6 continuously throughout; at least 25 hours of your supervision from an HCPC registered Counselling Psychologist; and at least 120 hours of personal therapy. Please see *DPsych Assessment Handbook* for all pass criteria for Year 3 Professional Practice.

Trainees generally continue working in placements, using the appropriate title to reflect their trainee status, until they have submitted and passed their doctoral portfolio. They may elect to cease formal placements after their portfolio submission, or they may carry on until their formal award. Trainees must carry on using the trainee designation in their titles until they have received the DPsych award. Please see HCPC guidance on protected titles and Section 2.7.2 above.

All components of the degree will be submitted to and confirmed by the Subject Board or the Research Degrees Committee, both of which entail the review of Programme External Examiners. Annual Monitoring forms used to monitor research progress are reviewed and approved by the Research Degrees Committee.

2.11.4 Aegrotat awards

In highly exceptional circumstances, a final board of examiners decides that there is insufficient evidence of a trainee's performance to award a degree but is satisfied that the trainee would have achieved the required standard but for certified and permanent illness/absence/other valid reason, then an aegrotat award may be awarded. Please see regulation 21.0 of *Regulations for validated awards of The Open University*, Appendix B.

2.11.5 Level 7 exit awards

In some circumstances, a trainee may choose or need to exit the DPsych programme before fulfilling all requirements for the doctoral degree. Because "psychologist" and "counselling psychologist" are protected titles, for clarity with the HCPC, the programme prefers not to award sub-doctoral exit awards in "counselling psychology."

Level 7 exit awards do not provide eligibility to apply for Chartered Membership of the British Psychological Society (BPS) nor to apply for full membership of its Division of Counselling Psychology and will not provide eligibility to apply to register with the HCPC as a Practitioner Psychologist. Graduates will therefore not be able to practice using the title "counselling psychologist."

Application to exit with these awards must be made prior to the end of the current year of registration but can only be made once the requisite credits have been achieved (i.e., the requisite modules have been passed).

All level 7 awards successfully gained will be recorded as a Pass. A transcript will be issued demonstrating grades on individual modules.

If Level 7 exit awards include the passing of the 60 credit Critical Literature Review and Research Proposal, which is assessed at doctoral level (D level), these 60 doctoral credits will be "counted down" in order to make up the credits required for the Level 7 exit award. Any trainee that passes this module at D level, will receive an equivalent Master's level grade of 70% on this module in recognition of their D level pass.

2.11.5.1 Postgraduate Certificate in Psychological Counselling (PGCert)

An award for the gaining of any 60 credits within Year 1 of the programme, although these credits must include Year 1 Professional Practice (20 credits).

2.11.5.2 Postgraduate Diploma in Psychological Counselling (PGDip)

An award for the gaining of any 120 credits within Year 1 of the programme, although these credits must include Year 1 Professional Practice (20 credits).

2.11.5.3 Master's in Psychological Counselling (MSc)

An award for the gaining of all 180 credits from the Year 1 of the programme. All modules must be passed.

The MSc in Psychological Counselling will also be available to trainees who start but do not complete Year 2 or Year 3 of the training. It will also be available as a fall-back award in the event of Option (d) following the viva voce examination.

2.11.6 Breaks in study

Trainees may apply for a break in studies under certain exceptional circumstances. Trainees wishing to apply for a break in studies should discuss with the Head of Programme in the first instance; support may be sought from the Student Hub.

Please note, trainees will be asked to supply supporting documentation (e.g., medical certificates) to substantiate their request. A break in studies will not be granted beyond the normal period of registration for the degree.

Trainees who have requested a break in studies from the programme and whose break is coming to an end are expected to initiate a review procedure with the Head of Programme before re-commencing the course.

Please refer to Sections 7 and 8 of the *Regulations for validated awards of The Open University* and the *Regent's University London Academic Regulations*.

SECTION 3: RELEVANT REGULATIONS

In addition to being designed in accordance with professional, statutory, and regulating bodies and QAA standards (already reviewed), the DPpsych also conforms to the regulations of our validating body, The Open University. Please also refer to the *Regulations for Validated Awards of The Open University* for further details.

3.1 Good academic practice and academic misconduct

Regent's promotes an academic environment of integrity in the quest for knowledge. This is achieved through a clear value system of honesty, fairness, mutual trust and respect, and personal responsibility. The participatory nature of learning is a central part of the learning process. Assessment is the means by which the University tests whether trainees have achieved the learning outcomes of the programme and assures the standard of an award.

The *Regent's University London Academic Regulations* defines academic misconduct as follows:

“Any act whereby a person may obtain an un-permitted advantage for himself/herself or for another. This shall apply whether the candidate acts alone or in collusion with another/others. Any action or actions shall be deemed to fall within this definition whether occurring during, or in relation to, a formal examination, a piece of coursework, or any form of assessment undertaken in pursuit of a qualification. These include (but are not limited to) plagiarism, collusion, falsification, and cheating”

The *Regent's University London Academic Regulations* also outlines the procedures for academic misconduct investigations at Regent's. The burden of proof is based on the maxim “beyond reasonable doubt.”

In the event of academic misconduct occurring, your work will be given an automatic fail and will not be marked. You will not receive any feedback on your work.

3.1.1 Referencing and plagiarism

All written assessments require a “reference section.” This is not a bibliography, it is a list of all the sources quoted or otherwise referred to and any other material consulted. It is very important to treat this section with care, accuracy, and consistency. You will need to follow the American Psychological Association (APA, 2010, 6th edition) referencing system, which the programme has adopted due to its popular use in academic and psychology journals.

All the sources you use in assessments must be cited. Any material you quote, summarise, or paraphrase from another source (including written text and verbal communication) should be appropriately cited. Failure to do so is plagiarism and grounds for failure and academic misconduct procedures.

Module leaders take a proactive and developmental view to the discourage plagiarism by teaching you the appropriate academic skills of writing and referencing within the modules. We also have an academic skills team (doctoralskills@regents.ac.uk) to assist us. Please note that “plagiarism” refers to your own previous work as well as the work or words of others. Copying the feedback from the markers of your coursework in any resubmission is also treated as plagiarism.

3.1.2 Cheating

It is important that you understand that any attempt to gain unfair advantage over another trainee in the completion of assessments, or to assist someone else to gain an unfair advantage, is considered to be cheating. The intention to cheat is treated in the same way as cheating's having occurred. Whether or not unfair advantage has actually been gained is viewed as irrelevant. The DPpsych takes cheating seriously and we ensure that the rules are applied fairly and consistently by having a process of impartial investigation as outlined in the *Regent's University London Academic Regulations*.

3.2 Code of conduct for students and student disciplinary policy

As postgraduate trainees on a counselling psychology course, trainees are expected to abide by the HCPC and the BPS codes of conduct. In addition, they are expected to behave appropriately, professionally and respectfully in their dealings with all the members of the academic community, to include faculty, administrative staff, and fellow trainees. The *Code of Conduct for Students* outlines expectations of students, which include the following:

1. Students must abide by regulations as set by the University
2. Students must behave in a responsible manner that fosters mutual respect and understanding among all members of the University community
3. Students must register and pay their fees on time
4. Students must check their University email address regularly
5. Students must attend classes on time and be mentally and physically prepared to learn
6. Students must comply with all Home Office requirements with respect to student visas
7. Students must respect others regarding mobile phone and electronic equipment usage during class time
8. Student should complete assignments on time and deliver them where and how instructed

Ultimately, trainees must accept responsibility for their behaviour and its consequences. Please see the *Student Disciplinary Policy* and the *Student Handbook* for further guidance; these are available via the University's Intranet.

When the course team has concerns about a trainee's behaviour and/or sees clear contraventions of the HCPC, BPS or Regent's codes of conduct, this will be addressed by the Head of Programme and/or the personal tutor, either within or outside of regularly scheduled personal tutorial time. The University has a duty of care to all students and to vulnerable clients, and the needs and protection of these various stakeholders are considered when addressing individual trainees' issues.

3.3 Fitness to study

On occasion a trainee may be experiencing physical or psychological issues that interfere with their fitness to study. Please see Regent's *Fitness to Study* documentation for further guidance, which is available via the Student Hub, and seek further support from Student Support, personal tutors, and/or the Head of Programme where necessary. The Fitness to Study procedures may be initiated by a trainee, or any member of the programme team, in consultation with the Head of Programme.

3.4 Attendances, absences, and lateness to classes

This is a taught doctoral training, and attendance is taken very seriously. The DPpsych, like any other doctoral training, requires commitment, responsibility, psychological maturity, and full involvement with all aspects of the programme. However, occasionally we are confronted with events outside our control. Trainees are therefore allowed to miss a maximum of 25% of classes (per module) each

term without being penalised. As modules meet for nine weeks per trimester (excluding reading week), this means that you may miss no more than two days per module, although any absence is of course to be avoided. Please discuss anticipated absences in excess of this with the relevant module leader(s). For the avoidance of doubt, trainees are expected to attend *all* classes, and a pattern of routinely missing two days per term will be considered a professional issue.

In the event of missing more than 25% of a module, trainees may be expected to repeat the module. The DPsych is a cohort-based programme and has only one intake a year, so for many modules the chance to repeat will only be available during the following academic year: this has significant consequences. Therefore, where attendance in a module is anticipated to fall below the required level and no creative solutions have been identified for the trainee to demonstrate learning outcomes (e.g., viewing a digital lecture capture and writing a reflective piece; participating remotely using Skype or FaceTime; writing an essay), the trainee must meet with the module leader (as applicable) as soon as possible to discuss. Further discussions may involve the Head of Programme if necessary.

As this is a professional training, trainees are also required to adhere to the attendance policies of their placements (see the relevant section in the *DPsych Placement Handbook*) and to participate fully in research supervision. Your research supervisors will work with you, and your personal tutor will work with you to identify and address any problems. Further discussions may involve the Head of Programme if necessary.

3.5 Nomination and appointment of external examiners

3.5.1 Programme external examiners

Programme external examiners oversee and monitor the quality of the programme. These examiners are appointed for a four-year period. They are nominated by Regent's and approved by The Open University.

Programme External Examiners are responsible for the external examining of both the taught component of the award and the overall confirmation of the final degree result. They are also involved in the approval of the portfolio external examiner.

Programme External Examiners are responsible for the following key areas:

- Reviewing a sample of work from the taught component of the degree prior to the scheduled Subject Board to ensure the quality, objective, fairness and consistency of marking;
- Approving the appointment of the portfolio examiners;
- Reviewing the trainee's report from the internal and external portfolio examiners after completion of the viva voce;
- Confirming the decision of the RDC to award the doctoral degree to a trainee.

Programme External Examiners are appointed to ensure that the University's standards and quality processes are appropriate and of a standard comparable to those of other higher education institutions in the UK. Programme External Examiners will not alter individual trainees' marks. Trainees are not permitted to independently contact Programme External Examiners under any circumstances.

3.5.2 Portfolio external examiners

Each trainee's doctoral portfolio will be evaluated by an external examiner and an internal examiner; they are referred to as portfolio external examiners or doctoral external examiners. The portfolio external examiners are nominated by the trainee's supervisory team and are approved by the Research Degrees Committee (RDC), on which the Programme External Examiners sit.

All nominations for portfolio external examiners must meet the criteria specified in the Research Handbook.

To make award decisions, the Research Degrees Committee receive reports from both the portfolio examiners (in writing) and the Programme External Examiners (in person). Trainees are not permitted to independently contact portfolio external examiners under any circumstances.

The duties of the portfolio external examiner include the following:

- Assessing the trainee's portfolio;
- Conducting a viva voce with the internal examiner;
- Together with the internal examiner, deciding upon the outcome of the viva from a set list of options;
- Upon resubmission, confirming that any corrections to the portfolio have been made as appropriate;
- Signing the relevant form to confirm that the doctoral portfolio component of the programme has been met.

For further information regarding the portfolio external examiner please refer to the *DPsych Research Handbook*.

3.6 Trainee representation and feedback

The programme prides itself on its small class sizes, its creative, experiential, dialogical and collaborative approach to learning and teaching. Trainees play a key role in the quality monitoring systems of the University and the programme; they nominate representatives, who can canvas opinion among their groups and feedback questions, problems and suggestions to relevant University and programme bodies.

There are several processes through which trainees contribute to the assessment and enhancement of quality. As different committees focus on different aspects, the Head of Programme is available to orientate trainees to the different format and function of each committee:

- Trainee feedback at the module level;
- Trainee representation on the Programme Committee Meetings;
- Trainee representation on other University Committees such as Faculty Research Committees, Student Union/Council Meetings, Senate and Senate sub-committees.

Termly Programme Committee Meetings (PCMs) are held over lunch time during the middle of each term and attended by the Head of School and the programme team, together with trainee representatives from each year group. Trainee representatives are contacted by the PCM secretary at the beginning of term and given a proforma to outline the perceived strengths of the programme and areas for development. This may include feedback about any aspect of the

programme, the University's services or resources, individual modules, and/or quality and standards of teaching. Trainees submit this proforma to the PCM secretary one week prior to the PCM, who submits this to the team for their consideration of responses for the meeting. Meetings are minuted and action plans drawn up, which are reviewed at the following meeting.

Informal feedback can be sought by or provided to module leaders at different times within a module and responded to flexibly. Additionally, module evaluation forms are generated by the Registry and distributed to module leaders for distribution to trainees during approximately Week 7 of every term. These forms contain qualitative and quantitative feedback questions and are completed anonymously by trainees and delivered back to the Student Hub by student representatives.

The collated results are reviewed by module leaders, the Head of Programme, and where appropriate the Head of School and the Associate Dean (Academic). Module leaders respond to results both in class (if possible) and via Response to Student Evaluation forms, which are posted on Blackboard. These data, together with student outcomes on the module, also feed into Module Monitoring forms, which are accessed by Programme External Examiners, and include action plans for the following year.

3.7 Quality assurance procedures

Academic Governance of the University is entrusted to the Senate and its committees, including the Senate Quality Assurance and Enhancement Committee, which is the guardian of standards.

The functions of the Senate Quality Assurance and Enhancement Committee cover the application of the University academic framework, the monitoring of academic standards for all programmes, the promotion and improvement of the student learning experience, including in the key University areas of internationalism and professionalism, and the provision of an effective and consistent audit trail of all academic activity, as defined by the QAA UK Quality Code for Higher Education.

External Referents:

- QAA FHEQ Framework
- QAA Code of Practice
- Specialist external advisers Internal Review Panel
- OUCICP Validation Panel
- *BPS Standards for the Accreditation of Doctoral Programmes in Counselling Psychology*
- *HCPC Standards of Education (SETs) and Standards of Proficiency (SoPs)*

3.8 Academic appeals and complaints

Complaints related to the academic programme are governed by the Regent's Student Complaint Policy. Academic appeals are governed by the conditions and regulations laid down by both Regent's and The Open University.

Registered trainees may appeal to the Regent's University Appeals Board in relation to the taught component of the degree. The only acceptable grounds for appealing the outcome of an assessment are as follows:

- i. The candidate's performance in the assessment was adversely affected by illness or other factors which the candidate was unable, or for valid reason, unwilling to divulge before the

Subject Board or Research Degrees Committee reached its decision. The candidate's request must be supported by medical certificates or other documentary evidence acceptable to the Appeals Board;

- ii. Satisfactory evidence has been produced by the candidate or any other person that there has been a material administrative error, or that the assessments were not conducted in accordance with current regulations for the programme or special arrangements formally agreed, or that some material irregularity relevant to the procedures of the assessment has occurred.

Note: Disagreement with the academic judgement of the Subject Board or Research Degrees Committee in assessing the merits of an individual element or component of assessment cannot constitute grounds for an appeal, nor complaints about the delivery of management of a programme expressed only after assessment.

Registered Level 8 trainees on Open University validated programmes may also appeal to the Regent's University Appeals Board against the following academic decisions:

- i. The termination of registration due to failure to make academic progress;
- ii. Refusal of permission to submit a portfolio for examination;
- iii. The result of the oral examination.

No other appeals against academic decisions will be considered by the University.

Trainees who are dissatisfied with the outcome of their formal academic appeal or complaint, having exhausted the appropriate internal procedures, may further appeal to The Open University against a decision. Note that in relation to complaints, for further appeal to The Open University, the complaint must relate to academic matters and not to service-related matters, for example, catering.

The right of appeal is set out in the *Regulations for validated awards of The Open University*, Section H. Trainees may write to the Director of The Open University Validation Partnerships ouvp-director@open.ac.uk. Such a request should be submitted within 10 working days of the notification of the outcome of the decision of the Appeals Panel.

The Open University will review the case and decide upon it. The decision of the Validating University or awarding organisation will be final. The outcome of the review stage will be communicated to the student in writing via Completion of Procedures letter within 28 days.

Once the review stage has been completed, if the complaint or appeal has not been upheld by The Open University, the trainee is entitled to ask the Officer of Independent Adjudicator to review their complaint against the outcome of the provider's complaints or academic appeals process. The complaint should be submitted within 12 months of the date of the Completion of Procedures letter.

APPENDIX A: PROFESSIONAL AND ETHICAL CONTRACT

During induction week, trainees will be asked to review and sign the following Professional & Ethical Contract, returning it to their personal tutor for placement on their trainee file.

Regent's University London

DPsych Counselling Psychology

PROFESSIONAL AND ETHICAL CONTRACT

The DPsych Counselling Psychology training programme at Regent's places great emphasis on reflexivity, ethical conduct, and interpersonal and dialogical skills. As a counselling psychology trainee, you will continuously and systematically engage in personal development work so that a greater understanding of your personal issues is developed.

In addition, the HCPC's *Guidance on Conduct and Ethics for Students* (2016) requires that you:

- act in the best interests of your service users [and colleagues];
- respect the confidentiality of your service users [and colleagues];
- keep high standards of personal conduct;
- provide any important information about your conduct, competence or health to your education provider;
- limit your study or stop studying if your performance or judgment is affected by your health;
- keep your professional knowledge and skills up to date;
- act within the limits of your knowledge and skills;
- communicate effectively with service users, your education provider and placement providers;
- get informed consent to provide care or services;
- keep accurate records on service users;
- behave honestly; and
- make sure that your behaviour does not damage public confidence in your profession.

In line with the above, throughout your training, you will be required to be in personal therapy; to participate in group tutorials and experiential exercises; to attend clinical supervision and clinical placements; and to engage with basic and advanced therapeutic skills training. With informed consent, you will be expected to record clinical sessions. In certain modules, you may disclose to and receive disclosures from fellow trainees. All these activities require high levels of respectful and professional behaviour; general openness; reflexivity; transparency; and capacity to adhere to ethical and professional codes of practice and conduct as outlined by the BPS, HCPC, and by Regent's University London.

Trainees should be aware that the HCPC's *Guidance on Conduct and Ethics for Students* code refers to personal conduct outside of work as well as conduct at work.

DECLARATION

I have read and agree with the information provided to me and understand the relevance of such requirements to the field of counselling psychology and the DPsych training. I agree to participate in all activities mentioned, and I understand that my tutors will provide me with feedback on my personal and professional behaviour and development.

Trainee's name (*please print*)

Trainee's signature:

Please forward this signed declaration to your personal tutor for inclusion in your trainee file.