



Course Handbook

MSc Psychosexual Therapy

(4 year *COSRT Interim Accredited Course)

MSc Psychosexual Therapy

(2 year *COSRT Interim Accredited Course)

Postgraduate Diploma in Psychosexual Therapy (exit Award only)

(2 year *COSRT Interim Accredited Course)

Postgraduate Certificate in Psychosexual Therapy (exit Award only)

September 2019-20

Course Leader – Peter Cardew



Please read this Handbook in conjunction with the University's Student Handbook.

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1	Welcome to the Course	4
	1.1 Course Team	5
	1.2 Expertise	5
	1.3 Academic Adviser	6
	1.4 Admin Details	6
	1.5 Communication	6
	1.6 External Examiner	6
2	Structure of the Course	6
	2.1 Overall Structure	6
	2.2 Modules Available	8
	2.21 Programme Design, Organisation and Curriculum	10
	2.22 Postgraduate Certificate in Psychosexual Therapy	11
	2.23 Postgraduate Diploma in Psychosexual Therapy	11
	2.24 MSc Psychosexual Therapy	13
	2.3 Course Requirements	14
	2.31 Progression Information	15
	2.32 Course Placement	15
	2.4 Study Time	15
	2.4.1 Weekly timetable	15
	2.4.2 Expected Hours of Study	15
	2.4.3 Attendance Requirements	16
3	Approaches to teaching and learning	15
	3.1 Expertise of staff	16
	3.2 Learning and teaching methods	17
	3.3 Study skills	18
	3.4 Learning resources	18
	3.4.1 Learning Information Services (LIS)	19
	3.4.2 Electronic Resources	19
	3.5 Personal development planning	19
4	Student Support	20
	4.1 Academic Advisors	20
	4.2 Students with Disabilities	20
	4.3 Health & Safety	21
	4.4 Conduct	21
	4.5 Student's Union	21
5	Assessment	22
	5.1 Assessment Strategy	22
	5.2 Notification of Assignments	22
	5.3 Referencing	23
	5.4 Confidential Material	23
	5.5 Dealing with Difficulties in Meeting Assessment Deadlines	23
	5.5.1 Extenuating Circumstances	24
	5.5.2 Late Submissions	24
	5.6 Feedback Following Assessments	24
	5.7 Cheating, plagiarism, Collusion or Re-Presentation	25
	5.8 Appeals Against Assessment Board Decisions	26
6	Course Regulations	26
	6.1 Course Requirements	26

6.2	Classifications of Awards	27
7	Student Feedback	27
7.1	Staff:Student Liaison Committee Meetings	27
8	Appendices	28
8.1	Programme Specification	28

1. Welcome to the course

We would like to take this opportunity to welcome you as you begin your course with the School of Community Health and Midwifery at the University of Central Lancashire.

The staff team are looking forward to working with you. We hope that you will actively engage with us, each other, service users, carers and agency staff during your 'learning journey'. This student Course Handbook will provide you with valuable information to enable you to participate in the course. It should be read in conjunction with the following documents:

- Module Information Packs
- Placement handbook

This handbook contains important information for all students on the MSc Programmes in Psychosexual Therapy. Please read this carefully in conjunction with the University's Student Regulations for 2018/2019. You will also receive other written information throughout your period of study. Staff managing or teaching the course will give additional information to you.

If you are unsure about anything relating to your course, please consult your Course Leader or Module Tutors. Messages may be left in the Brook Hub (BB204), or by telephoning or e-mailing your Adviser (see Staff Details, other relevant contact details will be appended, or will be found on Blackboard).



Staff will be pleased to receive your comments on any aspect of the course. There will be regular formal opportunities for student feedback, but please do use the informal channels so that any problems can be dealt with promptly.

Sex and Sexuality are seen by most people as an essential part of the infrastructure of life. It pervades all areas of health and impinges on daily living tasks. Increasingly, clients/patients are expecting professionals to be knowledgeable and proficient in all areas of care including sexuality/sexual function. This course is designed to help professionals deal with patients/clients who present with sexual difficulties, whether they are psychological or organic in origin.

The course is multidisciplinary and is aimed at those working as GP's, hospital doctors and consultants, nurses, social workers, counsellors, psychotherapists and others with experience and an interest in sexual health issues. By building onto and extending existing skills and knowledge, professionals will be able to use the course to enhance their current practice or develop a new area of expertise in sexual dysfunction.

Psychosexual health and sexual medicine are developing specialties which encompass the clinical management of all forms of sexual problems in men and women. Management of these problems involves psychological and organic assessment, investigation and treatment by psychological, mechanical and pharmacological approaches. As many patients who present with sexual problems have conflict or other difficulties in their relationship with their sexual partner, psychosexual therapy includes couple and relationship therapy.

The numbers of men and women seeking treatment for sexual problems are increasing. It is estimated that the number of patients seeking treatment is only a small proportion of the number of people who are experiencing sexual problems. As new, more, user-friendly, effective pharmacological treatments become available, it is anticipated that the increase in numbers of patients presenting will be at a higher rate.

Specialist services for the management of sexual problems are generally inadequate, leading to long waiting lists and frequent non-access to help or treatment. This situation is far from ideal and contributes to deterioration of the patient's quality of life, increasing relationship conflict, often with ultimate relationship breakdown.

1.1 Course Team

Peter Cardew is your Course Leader and will be supported by a small number of Ad Hoc / Visiting Lecturers. Peter can be contacted via email on PJCardew@uclan.ac.uk; by telephone on 01772 893413. Peter is an Accredited Psychosexual Psychotherapist with COSRT and is a Senior Accredited Member of BACP. He currently works as a Psychosexual Psychotherapist as well as a Senior Lecturer in counselling and psychotherapy.

The course Team comprises Peter together with Dr Karl Hollows (Associate Clinical Specialist and Honorary Clinical Lecturer at University Hospital North Stafford, Stoke-on-Trent and member of BASSH) and Carole Roberts (Lead Psychosexual Therapist, Blackburn with Darwen Community NHS Trust).

1.2 Expertise of staff

Peter Cardew currently works as a Psychosexual Psychotherapist for Manchester Mental Health & Social Care Trust where he has worked for over 12 years. Peter initially trained as a State Registered Nurse/Registered Nurse and has been involved in the teaching and delivery of counselling & psychotherapy courses since 1984. He is currently involved in a Doctoral study to examine contemporaneous issues of Sensate Focus; as well as assisting a colleague in a longitudinal 10 year clinical audit to consider a number of issues relating to change and whether clients are presenting with different conditions than 10 years earlier; whether treatment durations are improving or not and to consider how different therapeutic approaches may be evolving. Peter has also been Chair of COSRT Membership Services Committee (from 2008-2011) and a member of the COSRT Management Board over the same period. In addition, he has worked for over 20 years, and until 2017 worked for BACP Professional Conduct Committee as Chair and Panel Member for Adjudications/Pre-Hearing Assessment Panels as well as to scrutinise applications.

Dr Karl Hollows is an Associate Specialist in Sexual Health Medicine and a Psychosexual Therapist for Staffordshire and Stoke on Trent Partnership NHS Trust where he has worked since 2003. He is also an Honorary Clinical Lecturer at the University of Keele Medical School since August 2013. His qualifications include FECSM (Fellowship of the European Committee of Sexual Medicine) in 2016; European Union of Medical Specialists; Postgraduate Diploma in Medical Education in 2014; He has Accredited membership of COSRT since 2011; He has MFSRH (Membership of the Faculty of Sexual and Reproductive Healthcare) since 2010; Postgraduate Diploma Psychosexual Therapy with Distinction in 2008; and DipGUM (Diploma in Genitourinary Medicine with Distinction) in 2005.

Carole Roberts currently works as a Senior Psychosexual Therapist with Blackburn with Darwen, Community NHS Trust. She qualified with the MSc in Psychosexual Therapy in 2002 and has since worked in East Lancashire to develop the Sexual Health and Psychosexual Therapy Service. Carole also teaches as an Ad Hoc Lecturer on the BA (Hons) Sexual Health Studies programme providing specialist input relating to her role.

Janice Lamb currently works 0.5 WTE as a COSRT Accredited Psychosexual Therapist and COSRT Accredited Supervisor with Lancashire Teaching Hospitals NHS Trust receiving referral from Gynaecology/Oncology consultants and Clinical Nurse Specialists. She is also accredited with BABCP and works 0.5 WTE providing psychological care. She qualified with an MSc Psychosexual Therapy in 1998 and has a Postgraduate Diploma in Forensic Sexology. Janice is also involved in the educational programme provided by the Department of Undergraduate Medical Education providing teaching sessions for the Families and Children module, delivering education regarding psychosexual therapy and sexual health. Janice is also responsible for offering psychosexual supervision for Psychosexual Therapists across several NHS Trusts as well as peer supervision for a psychosexual supervision group.

Dr Josie Butcher currently works in Crewe for the Delamere Resource Centre and is a retired GP. She previously worked as Course Director for the MSc in Psychosexual Therapy at the Universities of Manchester and Central Lancashire. She is a COSRT Accredited Psychosexual Therapist and UKCP Registered Psychotherapist. Her current area of interest is in working with sexual and relationship consequences of cancer.

1.3 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic advice and support during the year. They will be the first point of call for many of the questions that you might have during the year.

Your Academic Advisor will be able to help you with personal development, providing insight and direction to enable you to realise your potential.



1.4 Administration details

Campus Admin Services (CAS) provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

CAS Brook Hub

Telephone: 01772 891992 or 891993

email: MYProgrammeAdmin@uclan.ac.uk



1.5 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

We will normally communicate with students by post, email, Blackboard (UCLan's intranet and a medium for course materials), Starfish and notice-boards. (You will be introduced to both Blackboard and Starfish at the outset of your course). If you email the Course Team you can expect a prompt reply and certainly within 3 working days. The Email use policy requires staff to 'Reply promptly, even if it is just to explain that we are unable to respond in full at this point but will do so as soon as we are able'. Peter Cardew's office hours are from 8-4pm Monday-Wednesday and Friday, and appointments can be made via email or by putting your name down on the tutorial list on his office door (Harrington 253).

1.6 External Examiner

The External Examiner is Dr Agatha Benyera-Mararike who comes from the University of Canterbury, Christ Church. She is an existential psychotherapist, and who has a wealth of experience working with the Terence Higgins Trust.

You will be able read her Annual External Examiner's report via the Course handbook's site on Blackboard.



2. Structure of the course

2.1 Overall structure of the Award

Students take the **MSc in Psychosexual Therapy** as a target award however all students will need to progress onto the second/third and fourth years by successfully completing a Progression Interview as part of Module CG4016. Failure in the interview towards the end of year 1 will mean that students will exit with the **Postgraduate Certificate in Psychosexual Therapy**. For further details of the Progression Interview please refer to sections 2.3, 2.31 and 2.32. Students wishing to progress onto the third/fourth year will need to successfully complete a Progression Interview as part of Module CG4017. Failure in the interview towards the end of year 2 will mean that the student will exit with the **Postgraduate Diploma in Psychosexual Therapy**

Module 3007 or module 4018 may be taken as a CPD Module which can be Accredited (via APEL) should the student wish to progress onto the **MSc in Psychosexual Therapy** in the near future.

September/October

CG3007/CG4018

Basic Sexual and Relationship Therapy
(20 credits)

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Year 1 of the **Postgraduate Diploma in Psychosexual Theory** will be block delivered and will run over one week and, normally, would be completed within one academic year.

September/October

CG3007/CG4018
Basic Sexual and Relationship Therapy (20 credits)

November

CG4015
Relationships, Models and Interventions (20 credits)

March

CG4016
Diversity of Psychosexual Needs (20 credits)

The second year of the **MSc in Psychosexual Therapy** comprises the Introduction to Postgraduate Research (NU4025) to be taken in either semester 1 or semester 2. In addition the Psychosexual Practitioner Module (CG4017) will be taken over the course of one full academic year.

Year 2, Semester 1 or 2

NU4025
Introduction to Postgrad Research (20 credits)

Year-long (You should commit to at least one half day each week whilst on your placement).

CG4017
Psychosexual Practitioner (40 credits)

Years 3 & 4 (For COSRT 4 Year Course and UKCP Registration) Year 3 (for those wanting COSRT 2 Year Accreditation)

CG4026 (60 credits)	NU4053 (60 credits)
Dissertation to be taken over 2 years	Dissertation

With the exception of CG4017 (40 credits); CG4026 and NU4053 (60 credits) each module comprises 20 credits. The University Certificate comprises 1 module or 20 credits; The Postgraduate Certificate comprises 3 modules or 60 credits; whilst the Postgraduate Diploma Psychosexual Therapy. CG4017 will also contain a number of study days that students must attend. The Award of the MSc in Psychosexual Therapy comprises 180 credits.

CG3007/CG4018 is a student option and means that students can take this at either Academic Level 6 or 7 however all modules (CG3007 OR CG4018, CG4015, CG4016, CG4017 and NU4025) are mandatory for the award of the PGDip Psychosexual Psychotherapy.

Placements for Module CG4017 are generally arranged within the Northwest however, where appropriate, alternative placements may be considered in other part of the country.

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time

undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

CG3007/CG4018 Basic Sexual Relationship Therapy

Students will have the option of taking this module either at Academic Level 6 or Academic Level 7 depending on the recency of their previous academic experience.

During the course of this module typical contents include the following material:

Female and male anatomy and physiology and their embryological development;
The human sexual response cycle;
Female and male sexual dysfunction;
Marriage as a system and its dysfunction;
Non-marital relationships and their dysfunction;
Comparative analysis of work with individuals and couples;
The history of the development of sexology and psychosexual therapy;
Counselling and psychotherapeutic approaches used in psychosexual and relationship therapy;
Ethical issues in psychosexual and relationship therapy;
Cross cultural issues in psychosexual and relationship therapy.

CG4015 Relationships: Models and Interventions

During the course of this module typical contents include the following material:

Counselling perspectives and skills;
Understanding the role of cognitive behavioural therapy;
Psychodynamic/Humanistic/CBT issues in sex therapy;
Working with couples and systems;
Same sex relationships and therapy;
Forensic sexuality - Child sexual abuse; and Adult sexual assault;
Working with sex offenders;
The law and sexuality;
Ethics and sex therapy.

CG4016 Diversity of Psychosexual Needs

During the course of this module typical contents include the following material:

Intersex conditions;
Gender and gender disorders;
Homosexuality;
Polyamory;
Swinging;
BDSM;
Transcultural issues;
Alcoholism and sexual/marital pathology;
Psychiatric illness and sexual dysfunction;
Sexuality and ageing;
Sex education;
Sexual problems in people with disabilities.

CG4017 Psychosexual Practitioner Module (Double Module)

This module will involve a number of study days alongside the requirement to undertake a clinical placement and will normally last a full academic year. The requirements for completion of 120 hours clinical placement is normally achieved within a single half day/week over the academic year.

The study days will typically include the following material:

Gender and gender dysphoria;
LGBTGQ sexualities;
Transcultural issues;
Substance/Medication-Induced Sexual Dysfunction - Alcoholism and sexual/marital pathology;
Psychiatric illness and sexual dysfunction;
Sexuality and ageing;
Sex education;
Sexual problems in people with disabilities

NU4025 Introduction to Postgraduate Research

During the course of this module typical contents include the following material:

Research ethics: current guidance and underlying principles;
Choosing research methods: underlying epistemological issues;
Research and responsibility: conceptual frameworks, knowledge and power;
Searching the literature;
Designing a research question and selecting a research design;
Quantitative research: Critical appraisal, Experimental designs, randomised controlled trials, Quasi-experimental designs, cohort and case-control studies, Survey methods, Systematic review, Descriptive and inferential statistics;
Qualitative research, foundations of qualitative research, Critical appraisal;
The main methods of qualitative research (such as grounded theory, phenomenology and ethnography);
The principles of qualitative data analysis and potential usage of Computer Assisted Qualitative Data Analysing Software (CAQDAS).

CG4026 Psychosexual Dissertation

This is a student-driven 2 year module in which the student is guided to produce an independently conducted research dissertation, reflecting his/her own clinical, professional and/or philosophical focus. Under guidance from the supervisor – the student can elect to undertake primary research using quantitative, qualitative or mixed method approaches, or secondary research e.g. systematic review. Students will be guided as to the relevant process issues for their chosen approach through engagement with their supervisor and/or course leader. Master classes may also be available during the dissertation period within the School to support students in the evolution of their chosen approach.

NU4053 Dissertation

This is a student-driven module in which the student is guided to produce an independently conducted research dissertation, reflecting his/her own clinical, professional and/or philosophical focus. Under guidance from the supervisor – the student can elect to undertake primary research using quantitative, qualitative or mixed method approaches, or secondary research e.g. systematic review. Students will be guided as to the relevant process issues for their chosen approach through engagement with their supervisor and/or course leader. Master classes may also be available during the dissertation period within the School to support students in the evolution of their chosen approach.

2.21 Programme Design, Organisation and Curriculum (by individual Course)

The level of the programme within the national qualifications framework is Academic Level 6 and 7, Masters Level (M) or Postgraduate Diploma or Postgraduate Certificate or University Certificate. There is no subject benchmark at present for Psychosexual Therapy.

The contributors to this course are drawn from a wide range of backgrounds (medicine, nursing, counselling, psychotherapy, law and academia). The staff involved in the programme come with active knowledge of their fields and their broad experience in the topic areas will feed directly into the course modules. The members of staff by whom the students are supervised have expertise in the relevant topic, which will include the subject of the dissertation.

2.22 Postgraduate Certificate in Psychosexual Therapy (as an exit award only)

The Aims are:

- To provide students with a basic understanding of the multidisciplinary research bases which underpin psychosexual and relationship therapy.
- To introduce students to the anatomy and physiology of the human sexual response cycle.
- To introduce students to different counselling techniques and psychotherapeutic approaches used in the management of sexual and relationship dysfunction.
- To explore and analyse the various models of psychotherapeutic assessment and treatment of sexual and relationship dysfunction and their basis in empirical research, for example...
 - The study of dynamics which commonly operate in both partnership and wider familial relationships will be supported by the investigation of current research findings, supporting the student in the analysis of systems and structures;
 - Relationship theories will be considered in the context of the role of marriage in the western world;
 - Forensic sexuality will be considered, with specific reference to child sexual abuse and rape;
 - The therapeutic needs of both offenders and those offended against will be critically evaluated;
- To enable the student to reflect upon the relevance of available research to psychosexual practice.
- To explore the social context of an individual/couple can give rise to a particular need in relation to therapeutic practice.
- To challenge and enhance self-awareness and facilitate insight into the sexual and relationship needs of clients in different circumstances and to consider the implications for practice and will be supported by assessing the relationship between key social variables and the construction of sexuality in society.
- To evaluate current practice in relation to identified needs and to integrate this with knowledge gained from previous modules.
- On completion of module,CG4016 students will have the necessary theoretical and experiential base to undertake a year of clinical practice.

Assessment Strategy

Formative Assessment

As well as commencing entries in the structured reflection journal (Personal Learning Journal), formative use of theory will be made in role-play alongside consideration and critical analysis of video material. Continuous assessment is thus via applied theoretical work.

Summative Assessment

(CG4018) Summative assessment for this module will be by an analytical literature review of 4,000 words demonstrating critical evaluation of existing research and practice relating to sex and relationship therapy (100%).

(CG4015) Synoptic Assessment – Modified Essay Question paper – addressing all learning outcomes based around case material (100%).

(CG4016) Critical evaluation paper of 3000 words weighting (80%) and seminar presentation of the paper (20%).

2.23 Postgraduate Diploma in Psychosexual Therapy

The Postgraduate Diploma involves students undertaking and completing successfully the equivalent of 6 modules.

CG3007 OR CG4018 Basic Sexual & Relationship Therapy

CG4015 Relationships: Models and Interventions

CG4016 Diversity of Psychosexual Needs

CG4017 Psychosexual Practitioner Module (Double Module)

NU4025 Introduction to Postgraduate Research

The Postgraduate Diploma aims to:

Including the aims listed for the Postgraduate Certificate above, plus:

- To provide students with an understanding of the multidisciplinary research bases which underpin psychosexual and relationship therapy.
- To introduce students to different counselling techniques and psychotherapeutic approaches used in the management of sexual and relationship dysfunction.
- To explore and analyse the various models of psychotherapeutic assessment and treatment of sexual and relationship dysfunction and their basis in empirical research.
- To enable the student to be reflexive with regards to their learning and practice and to be able to challenge and enhance their self-awareness thus facilitating their insight into the sexual and relationship needs of clients in different circumstances.
- To explore the psycho-bio-medical contexts and implications of an individual/couple and which can give rise to a particular need in relation to therapeutic practice.
- To enable students to work effectively with clients/patients who have psychosexual problems within a clinic setting and to the standard set out by COSRT and UKCP.

On completion of the Postgraduate Diploma students will have completed training in a variety of approaches to sexual and couples therapy. **The Postgraduate Diploma allows students to begin working towards the required supervised client hours for COSRT accreditation (currently 450 hours).**

The structure of the course programme is designed to enable the student to develop clinical confidence, safe and ethical practice and the ability to discern, prioritize and organize psychotherapeutic interventions, both identifying and generating evidence-based practice. Clinical progress and skill acquisition will be monitored through the use of formative and summative assessment and the development of the student's case study portfolio.

Assessment Strategy

As described for the Postgraduate Certificate in Psychosexual Therapy (see 2.22) plus;

Summative Assessment

(CG4017) This has three summative and one formative components.

A 2,000 word formative tape assignment with 2,000 word Process summary is advised to be submitted 5 months into the placement.

A 4,000 word Case Study (50%) 7 months after commencing the placement;

A 3000 word Processed audio recording (50%) 9 months after commencing the placement;

Clinical Portfolio (Pass/Fail)

(NU4025) A 4,000 word assignment that presents a critical overview of the evidence relevant to their particular topic, exploring the philosophical (Epistemological and Ontological) underpinnings of this evidence, the impact of research design on knowledge generated and ethical issues raised in conducting research in their topic area. Alternative epistemological positions will also be explored.

2.24 MSc degree in Psychosexual Therapy

The Master of Science degree involves students undertaking and completing successfully the equivalent of 9 modules.

CG3007 OR CG4018	Basic Sexual & Relationship Therapy
CG4015	Relationships: Models and Interventions
CG4016	Diversity of Psychosexual Needs
CG4017	Psychosexual Practitioner Module (Double Module)
NU4025	Introduction to Postgraduate Research
CG4026	Psychosexual Dissertation (Triple 2 year Module)
NU4053	Dissertation (Triple One year Module)

The MSc aims to:

- Including the aims for the PGDip above, plus:
- To facilitate the student in the synthesis of prior knowledge and professional and clinical experience, which will be channelled into the production of a dissertation grounded in the student's professional and clinical context and academic needs.

On completion of the MSc students will have completed training in a variety of approaches to sexual and couples therapy. **The MSc does not constitute a license to practice in itself, but does allow students to begin to work towards COSRT and UKCP accreditation.**

The structure of the course programme is designed to enable the student to develop clinical confidence, safe and ethical practice and the ability to discern, prioritize and organize psychotherapeutic interventions, both identifying and generating evidence-based practice. Clinical progress and skill acquisition will be monitored through the use of formative and summative assessment and the development of the student's case study portfolio.

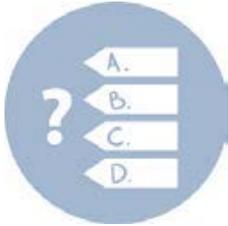
Assessment Strategy

As described for the PGDip in Psychosexual Therapy (see 2.23) plus:

Summative Assessment

The student can elect to undertake either a 15,000 word piece of primary research using quantitative, qualitative or mixed method approaches, or a 15,000 word piece of secondary research e.g. systematic review.

2.3 Course requirements



Students must be a Trainee General Member of COSRT from the first Day of the course. Students must complete and pass the assignments for each module taken.

Progression - There is a Progression point during Modules CG4016 to ensure students are suitable to progress into practice as well as during Module CG4017. The progression will firstly be based upon the student's ability to benefit academically from the

Postgraduate Diploma; the student's personal motivation; and professional good standing as well as to benefit from the MSc. This will be conducted through a 1:1 interview by a member of the course team with respect to their academic ability as well as the student's personal motivation.

Clinical Placement - The Postgraduate Diploma (module CG4017) will require students to undertake an agreed clinical placement and to complete a minimum of 120 completed therapeutic hours. Hours in excess of this can be counted towards future COSRT Accreditation. In addition students will be required to become General Members of [COSRT](#). Further details will be given out during the final module (i.e. CG4016).

2.31 Progression Information

Discussions about your progression through the course normally take place in March each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

It is the MSc (or Postgraduate Diploma) that will be approved by COSRT who have assessed the nature, breadth and depth of the taught content. Once you have completed the required 120 hours psychotherapy all additional hours will count towards the requirement for individual COSRT Accreditation.

“To achieve COSRT Accreditation all applicants need to have completed a minimum of 450 hours of clinical work supervised at a ratio of 1 hour of supervision per 6 hours of clinical work. Members who apply for accreditation after completing a two year course will have had 200 hours required by the course supervised at the required ratio of 1 hour of supervision per 6 hours of practice, and will therefore need to complete a further 250 hours at the same ratio within CG4026. At least one further year (i.e. a total of 5 years) must be allowed before you can apply to COSRT for Accreditation, as this pre-accreditation period is an important phase of growth and development and should not be rushed” (COSRT, 2019).

For students completing the MSc you can apply for COSRT accreditation as well as for UKCP Registration.

“UKCP registration as a psychotherapist is available to COSRT accredited members who have completed a minimum of four years training to Masters level or equivalent, and have met the requirement of 450 hours of clinical practice supervised at a ratio of 1:6 and have completed 80 hours of personal experiential work as outlined above.” (COSRT, 2016)

2.32 Clinical Placement

The Course Team will network and liaise with psychosexual clinics throughout the North West and other parts of the country where required. This will ensure that there are adequate placements deemed appropriate by the Course Team, and available to all students who wish to proceed with this module.

Students are normally attached to 1 clinic throughout the module. Students must complete a minimum of 200 hours in the clinical placement, which is usually fulfilled within 1 day per week on placement. The “200 hours of face-to-face clinical practice at the supervision ratio of 1:6. and must have completed a minimum of 10 cases, 5 of which must have been couples” (COSRT, 2019)

Students will be expected to observe and operate within procedures and protocols specific to their placement clinic. Management of cases and case load are an important aspect of this module, as is an understanding of the importance of good, effective liaison and communication with referral sources.

All students will have an allocated clinical supervisor who will provide guidance and monitoring to enable the student to provide an effective service and to maximise their own learning and development. Clinical supervisors will themselves be practitioners in psychosexual and couples therapy, and will hold an accreditation with the professional organisation, or be of an equivalent standard. The clinical environment will be subject to a process of annual audit (refer to Clinical Placement Handbook).

As the Course is COSRT Accredited (application pending) students will be given further information during CG4016 to explain to students that they will need to declare to the course leader any information that might influence the professional body's decision to enter them onto their professional register. Please refer to the [COSRT Code of Ethics and Practice for General and Accredited Members](#). As a student undertaking this course, you are bound by the Code of Ethics and Practice for General and Accredited Members as specified by COSRT and subject to the UCLan procedure for the consideration of Fitness to Practise.

For students wishing to take the 2 year Psychosexual Dissertation (i.e. the four year Masters course) you will **be required to undertake your dissertation alongside the completion of a further 250 hours of psychosexual client work (a total of 450 hours including year 2)**. This will mean that upon **completion of the MSc, and one year post graduation**, you are eligible to apply for COSRT Accreditation and UKCP Registration.

2.4 Study Time

2.4.1 Weekly timetable

The link to the 2018/19 online timetable will appear here to show students the days and times which lectures and seminars will be held

2.4.2 Expected hours of study

20 credits is a standard module size and equates to 200 notional learning hours. The Certificate and Postgraduate Certificate Modules (i.e. CG3007/CG4018, CG4015, CG4016) are delivered via direct contact over the course of one week/module, 9-5pm. Module NU4025 is delivered by weekly attendance, for one half day, during semester 1 or 2 (dependent on which suits the students best). Module CG4017 (Psychosexual Practitioner) will require students to attend regular therapy sessions/supervision to be negotiated with your placement and, in addition to 6 study days that will be organised during the course of the academic year.

During the course of each module you will be expected to include additional self-study time/reading/work towards assignment totalling 170 hours/module.

For students undertaking the dissertation (NU4053 – 60 credits and a notional 600 learning hours) there will be some Master Classes made available for students to attend as well as individual supervision session. You will be expected to complete a total of 18 hours supervision as well as a minimum of 582 additional hours of study.

2.4.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:



Peter Cardew (Course Leader) via email PJCardew@uclan.ac.uk or by calling 01772 893413.

You may wish to check your own attendance record through [MyUCLan](#).

3. Approaches to teaching and learning

3.1 Expertise of staff

All tutors are qualified to teach in Higher Education and hold teaching qualifications.

Peter Cardew has been involved in teaching a variety of psychosexual conditions to Specialist Training doctors studying for their MRCPsych for the past 5 years. He has an interest in Psychosexual issues for the disabled and has a research interest in ethical issues. He is also undertaking a Professional Doctorate in Sensate Focus.

Dr Karl Hollows works in Sexual Health Medicine and, as a Psychosexual Therapist, he treats a wide range of conditions from a range of contexts including Genitourinary Medicine.

Carole Roberts currently works as a Senior Psychosexual Therapist and Sexual Health Adviser with Blackburn with Darwen, Community NHS Trust. She qualified with an MSc in Psychosexual Therapy and teaches sex education as well as treating clients with a broad range of conditions.

Janice Lamb currently works as a COSRT Accredited Psychosexual Therapist and COSRT Accredited Supervisor with Lancashire Teaching Hospitals NHS Trust and specialises in gynaecological related psychosexual issues as well as with patients who have oncological issues as well as those with Forensic Sexology issues. She is also a trained Mental Health Nurse.

Dr Josie Butcher currently works in Crewe for the Delamere Resource Centre and is a retired GP. She previously worked as Course Director for the MSc in Psychosexual Therapy at the Universities of Manchester and Central Lancashire. She is a COSRT Accredited Psychosexual Therapist and UKCP Registered Psychotherapist. Her current area of interest is in working with sexual and relationship consequences of cancer. She is the programme's advisor as she has experience of being the Medical Director when the suite of Psychosexual Therapy programmes last ran at UCLan (having been withdrawn in 2006).

The course team have a wide range of expertise and skills within psychosexual therapy, sexual health and medicine. The team keep up to date with evidence-based practice and utilise research based evidence to inform teaching.

The School of Community Health and Midwifery Staff Profiles can be accessed via the following link <http://www.uclan.ac.uk/schools/community-health-midwifery/staff.php>

3.2 Learning and teaching methods

Students will be taught by lecturers who are also practicing psychosexual therapists and who are involved in the differing aspects of psychosexual medicine. The learning and teaching strategies within these courses will reflect and support the learning outcomes and assessment strategies in each of the modules. You will be taught using a wide range of different methodologies including lectures, seminars, practical sessions, experiential learning.

The QAA (2008) suggests that holders of a Master level qualification will be able to deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data... demonstrate

self-direction and originality in tackling and solving problems.....continue to advance their knowledge and understanding and make decision in complex and unpredictable situations. This means that you will be expected to tackle complex issues and discuss them with your fellow students, to take responsibility for your own learning and develop the independent learning ability required for continuing professional development. The QAA also requires that the student develops a comprehensive understanding of methods used in research and enquiry, and you will be expected to develop the skills needed to critically evaluate current research and advanced scholarship without bias.

The University has an established Learning and Teaching strategy that shapes the delivery of the programme which endeavours to develop your ability to learn and change as a person not just acquire new knowledge. We aim to foster a learning climate in which we will all develop as individuals and as part of a group. You will develop the ability to evaluate both the course material and your own evolving understanding. An essential part of this process is developing the ability to reflect on the meaning and implications of various theories and models proposed to further develop your knowledge with application to midwifery practice.

You will learn through interacting with lecturers and other course members, attending on-line tutorials and interactive sessions, but also through your own personal development. Bringing learning to the forefront of what we, the lecturers and you the students do facilitates a mutually supportive learning relationship.

Contact with other students on the course is valuable and you will be encouraged to share with other students a short resume of yourselves. This will be placed on Blackboard and will help students engage critically with each other. Students accessing Blackboard may also set up chat rooms and discussions boards. If available it would be good to incorporate a photograph on Blackboard but is not essential.

Learning will mainly be achieved by way of structured directed study and debate through discussion with other students using online discussion tools within the virtual 'managed on-line learning environment', Blackboard. The idea of an electronic tutorial in this context involves the undertaking of various learning activities, using the internet, over a period of time.

The course is designed for practitioners who have an interest in psychosexual areas and who bring a variety of expertise and life experiences and the emphasis of the learning and teaching strategy is to use your own experience to assist the learning process. The diversity of experience enables the use of a variety of approaches to learning and teaching, particularly the use of problem-based learning, experiential learning, web-based learning, seminars, debate and other informal, interactive methods. These approaches are further enhanced by the commitment to shared learning. Seeking information using information technology is a transferable skill and it is useful in many different professional and employment situations. You will develop further skills in searching and accessing databases on your course and this skill is an integral part of the course.

The overall aim is to encourage you to develop self-learning and self-assessment capabilities and take responsibility for your own commitment to ongoing learning.

Quality Assurance Agency for Higher Education (QAA) (2008) The framework for higher education qualifications in England, Wales and Northern Ireland (<http://www.qaa.ac.uk>)

3.3 Study skills

Students will start the course with a range of experience in study skills, in the use of academic sources online and in academic writing. Your academic advisor will evaluate this with you, and we provide extra learning materials using Blackboard on the skills needed to search for academic papers, for academic writing and for referencing.

There are a variety of services to support students and these include:

Study Skills - 'Ask Your Librarian'

https://www.uclan.ac.uk/students/support/study/it_library_trainer.php

You can book a one to one session with a subject Librarian via Starfish. These sessions will help with questions such as "My lecturer says I need a wider variety of sources in my references, what do I do?"
"I need to find research articles, where do I start?"
"How do I find the Journal of ...?"
"How do I use RefWorks?"

WISER - https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 33 1

LIS - https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id= 25 1

Students are expected to use good 'etiquette' at all times, this includes: checking the discussion frequently and responding appropriately and on subject; capitalising words rarely and only to highlight a point or for titles; being professional and careful with your online interaction; not forwarding someone else's message without their permission and taking care with humour which can be misunderstood without face-to-face cues.

Given these courses are essentially directed at mature students with academic and/or professional experience, the emphasis will be on a student-centred approach aimed at using and sharing students' experience to aid the learning process and encouraging independent learning. Students participating in these courses have a wide range of professional and life experience and have much to contribute to the learning process. It is believed that an interactive and creative experience, facilitated through team teaching, will enable students to develop conceptual understanding, engage in independent, critical thought, and reflect on application in clinical practice. Students will be given space and time within the timetable to reflect upon and informally discuss their expectations, views and experiences, as well as following a structured experiential programme.

A diverse range of learning and teaching strategies will be used, including seminars, group activities, case studies, practical exercises, discussion groups and lectures, independent study, course work, supervision and preparation of projects. The group work and supervisory aspects of the course maximise the potential for learning as well as providing opportunities to engage with experiential knowledge from the various experts participating in the modules.

The teaching and learning strategy focuses on combining the development of conceptual understanding and appropriate knowledge base, the application of understanding to experience and practice and the development of relevant skills.

Use will also be made of guest/Ad Hoc lecturers from relevant areas of practice to enhance the application of understanding. Guest speakers will contribute to the modules and will be chosen for their expertise in a specific topic area or with a particular client group. It is the nature of this subject area that there is a core of classic texts, largely produced in the mid - 1980's, which still provide a relevant focus for the study of therapeutic intervention in this field. Students are therefore expected to make extensive use of these, especially as there is a scarcity of more recent material with similar depth and breadth of coverage within single texts. Students will be individually directed towards recommended specific reading, which is journal-based and, for the most part, published in the last 5 years.

3.4 Learning resources



3.4.1 Learning and Information Services (LIS)

The best place to start when exploring the Library resources available to you is;

- Your 'Subject Guide' can be found in the [Library Resources](#)
- Your 'My Library' tab in the [Student Portal](#)
- [Library search](#)

One of the fundamental skills to master is using the library services. Your University library user name and identification number have been sent to you and you have already used them to log into Blackboard. LIS provide access to a huge range of electronic resources including e-journals, searchable databases, e-books, images and texts. The induction guide gives further information on how to access and search the library

online. Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

3.4.2 Electronic Resources

Library Information Services (LIS) provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. As the University is moving towards a paperless system ALL documentation for the Certificated Module, Postgraduate Certificate in Psychosexual Theory and the Postgraduate Diploma in Psychosexual Therapy will be available on-line (VLE), however it is up to the individual if they want to print the information. The School and Course Handbook will be discussed during the induction session in the first week and presented to you on-line. You will be given the appropriate training on accessing and using the Virtual Learning Environment (VLA) system at UCLan within your first week on the course as part of your study skills module. It is anticipated that all sessions will be recorded to allow you to have a resource which will support you throughout your course and beyond. These resources will also be used as part of your feedback for each assessment if you have an identified methodological issue within your knowledge acquisition process. The videos will be used to give you a resource to refer back to on how to enhance this particular process. You will see below a link to an interactive training video which will give you an overview of the Virtual Learning Environment and its range of functionality.

[Click here for interactive training video of, and overview of, Blackboard](#)

3.5 Personal development planning

Personal development planning (PDP) is a structured and supported process which will support your learning by helping you to reflect upon your learning, performance and achievement and to plan for your personal and professional development. It is a core lifelong learning process through all these courses offered and meets the National Standards and Competences within the National Health Service (NHS) Knowledge and Skills Framework (KSF). A development review is an ongoing cycle of review, planning, development and evaluation of staff in the NHS linked to organisational and individual development needs. The policy of the QAA (2009) is for universities to integrate PDP into courses to help students to develop the ability to reflect and thus to plan their learning.

All NHS workers are moving to a system that encompasses a KSF through Agenda for Change (AfC). This framework is a development tool which enables individuals to assess and review their own knowledge and skills and how to apply them to their job. The KSF will enable individuals to access appropriate learning and development for their work, see how their work relates to the work of others and identifies the knowledge and skills they need to learn and develop in order to progress in their careers.

The NHS KSF is made up of a number of dimensions, each of which is further elaborated by a series of level descriptors. Six dimensions have been defined as core dimensions to the NHS, Communication, Personal and people development, Health, Safety and Security, Service development, Equality, Diversity and Rights. There are a further 24 Specific dimensions.

Personal development plans will be used to help staff ensure that by the time they pass through gateways at the top of their pay band, they are applying the appropriate knowledge and skills for the job.

As a student taking responsibility for your own self development and learning needs is fundamental to the course. The modules studied within your course will help you develop skills that form part of your continuing personal and professional development and life-long learning. These key skills include: self-awareness, reflection and reflective practice, communication skills, team working, problem solving skills, information technology, presentation skills, writing skills and numeracy.

In accordance with COSRT requirements you **WILL be required to complete** “30 hours per year of Continuing Professional Development, 16 of which must directly relate to psychosexual therapy” (for further

details please see <https://www.cosrt.org.uk/wp-content/uploads/2019/08/Continuing-Professional-Development-CPD.pdf>)

4. Student Support

Peter Cardew will be the main focus in relation to this course to support students and connect them into central services e.g. Personal Tutor. However during CG4017 you will be allocated a Personal Tutor who will be one of the Course Team.

The 'i' is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Bank and Confirmation of Study Letters, Printing and Printer Credit, UCLan Cards, and the 'i' shop.

Information on the support available is at: <https://www.uclan.ac.uk/students/>



4.1 Academic Advisors

The Academic Adviser System has a vital role to play in enhancing students' academic and personal development and is essential in ensuring students make the most of their time at University. Tutors will help students to reflect on their skills and experience, both within and outside of the curriculum, in an academic context and where appropriate, use this reflection to assist the student to formulate action plans. Tutors should be the main contact within the academic discipline, helping students to maximise their academic opportunities. Tutors should also direct students to other sources of academic guidance within or beyond the School. Tutors should actively listen to students, providing encouragement and support as appropriate. Tutors should also offer guidance and advice on the availability of appropriate support concerning study, financial and other matters offered by the University where these are affecting the student's ability to complete their studies successfully. To do this effectively, it is essential that Tutors are aware of and liaise with their Senior Tutor, other parts of the University and the Students' Union.

One of the aims of the Tutorial System is to provide support for the induction process. All new students are required to see their Tutor during Fresher's Week as the levels of Tutorial support needed are likely to be highest at this time.

http://www.uclan.ac.uk/students/study/library/the_i.php

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Please contact the Disability Adviser for our School, who is Colette Eaton on CEaton@uclan.ac.uk.

4.3 Health and Safety

As a student of the University you are responsible for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus

environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

4.4 Conduct

You will be expected to abide by the Regulations for the Conduct of Students in the University. UCLan expects you to behave in a respectful manner demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes. You should also abide by the COSRT Code of Ethics (<https://www.cosrt.org.uk/wp-content/uploads/2019/11/Good-Therapy-COSRT-Code-of-Ethics-and-Practice-2019-1.pdf>)

If your behaviour is considered to be unacceptable, any member of staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the regulations for the Conduct of Students (https://www.uclan.ac.uk/students/life/assets/aqasu_student_regs.pdf).

https://www.uclan.ac.uk/students/life/assets/aqasu_student_regs.pdf

4.5 Student's Union

The Students' Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students' Council. The Students' Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students' rights is at the core of what we do and is encompassed by our tag line of, Making Life Better for Students. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

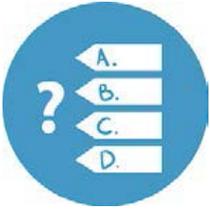
Your Union is also the home to a fantastic range of student-led societies, sports teams and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go pop into the Opportunities Centre on the ground floor of the Students' Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated staff team in the Advice and Representation Centre are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at <http://www.uclansu.co.uk/>.

5. Assessment

Please note that all modules will be assessed. Further details can be found in sections 2.22, 2.23 and 2.24 of this Handbook. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment. Please refer to section 5.5 of this Handbook.



5.1 Assessment Strategy

Please note that all modules will be assessed and a range of different types of assessment strategies are used on the programme. Depending on the module of study and the mode of delivery, these may include both formative and summative elements. Formative assessments are used to allow students to improve their learning as well as for students to identify their strengths and weaknesses at a particular point in time. Summative assessments are used where the focus is on the outcome of a programme of study. Examples of the summative elements will include: written assignments, synoptic essays (combining the learning from previous modules), reflective essays, research critique; seminar presentations; case studies; reflective journals; digital recording of practice assignment, process work & critical analysis; case study, practice portfolio, clinical case log and clinical supervisor's report. You are expected to attempt all required assessment for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

Following submission of each piece of work students will be notified of their result, with feedback, after 15 working days. The exact date for each piece of work will be given in the relevant Module Handbook under the listing of Key Dates.

5.2 Notification of assignments

The assessments have been carefully selected to give a variety of strategies for learning and to enable students to explore conventional as well as innovative ways of expressing their conceptual, cognitive and practical development.

Within your Module Information Pack, you will be given a submission date for when your summative work should be submitted, by what time, and the process for submission.

You can access the University Assessment Handbook for 2015 /16 and the Academic Regulations here:

http://www.uclan.ac.uk/agasu/academic_regulations.php

The School operates a standard policy for the marking and moderating of student work and the publication of results. Courses in the School follow these guidelines in all circumstances.

All work is marked according to the University Guidelines and Grades for Assessed work. M Level modules use the Level 7 Assessment Marking Grids which can be found in the above link. The minimum pass mark for Level 7 study is 50%. If you fail to achieve a mark of 50% then you will be granted a second attempt but when you are successful at the second attempt, the overall grade for the module can only be 50%. The second attempt which will be due approximately 6 weeks after the date of the Assessment board and you will be notified by your module leader.

5.3 Referencing

The Referencing Guide 2017/2018 explains and provides working examples of how to use the APA referencing style required by School of Community Health and Midwifery. Full documentation of your work with references enables the reader to follow up the sources utilised and makes it clear how you are drawing your conclusions from the evidence presented. It is also an acknowledgement of the other writer's work or the work of a group of people, such as a committee or conference report. The University imposes penalties for plagiarism which occurs not only when you directly copy but when you reword text without giving a reference. The 2018/2019 edition will be available on Blackboard from September 2019. A PowerPoint presentation explaining the system can be found at:

https://intranet.uclan.ac.uk/ou/schools/home/health_wellbeing/Shared%20Documents/APA%20Referencing%20Guide.pdf

5.4 Confidential material

Where we/you refer to clinical practice in teaching sessions, discussion boards or written assessments you are bound by your professional body's Code of Conduct and COSRT's Code of Ethics.

(http://www.cosrt.org.uk/wp-content/uploads/2012/10/3_code_ethics_members.pdf). You have a personal responsibility to ensure that you do not breach the confidentiality of patients in any way, and also that you respect the privacy of individuals, including professional colleagues, and of organisations.

5.5 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity to the module leader. Please call the module leader to discuss this further. If you are unable to speak to them in person please leave a message on their voicemail and email them for further guidance and support.

Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for one extension period of between 1 and 10 working days where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances (Academic Regulations). -
http://www.uclan.ac.uk/aqasu/academic_regulations.php

You should complete and submit an **extension request** form, with any supporting evidence, to your School office. Further information is available on the Student Portal at
https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University's Policies and Procedures on **Extenuating Circumstances** (Academic Regulations and Assessment Handbook –
http://www.uclan.ac.uk/aqasu/academic_regulations.php).

5.5.1 Extenuating circumstances

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their students than can be solved by the use of an extension. If this applies to you, the University is ready to support you both with regard to your course and your personal wellbeing through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook:
http://www.uclan.ac.uk/aqasu/academic_regulations.php).

Normally **extenuating circumstances** will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students. The normal work commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance (see Academic Regulations -
http://www.uclan.ac.uk/aqasu/academic_regulations.php).

Further information is available on the Student Portal at:
https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php.

You can apply for **extenuating circumstances** online via MyUCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester. All evidence that is provided relating to extenuating circumstances will be treated in a sensitive and confidential manner.

Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year.

Further information about the submission process is available at:
https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances_submission.php

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances (Academic Regulations and Assessment Handbook - http://www.uclan.ac.uk/aqasu/academic_regulations.php).

5.5.2 Late submissions

If you submit work late and unauthorised, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

5.6 Feedback Following Assessments

UCLan is committed to giving you clear, legible and informative feedback for all assessments (Academic Regulations - http://www.uclan.ac.uk/aqasu/academic_regulations.php).

You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress through the course.

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessments will be made available within 15 days of publication of results. Feedback may be oral, written, posted on a website or other.

5.7 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

You are required to sign a declaration indicating that individual work submitted for an assessment is the result of all your own work.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations and the Assessment Handbook, http://www.uclan.ac.uk/aqasu/academic_regulations.php

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook, (http://www.uclan.ac.uk/aqasu/academic_regulations.php).
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student's work - this includes with the other student's consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the Assessment Handbook (http://www.uclan.ac.uk/aqasu/academic_regulations.php).

If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

- The penalty will be 0% for the element of assessment, and an overall fail for the module.
- The plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.
- when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- The appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the Students' Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

5.8 Appeals against Assessment Board decisions

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University Academic Regulations (http://www.uclan.ac.uk/aqasu/academic_regulations.php): Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. That an Assessment Board has given insufficient weight to extenuating circumstances;

2. That the student's academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
3. That there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. That the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Students' Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

5.9 How do I know that my assessed work had been marked fairly?

Assessment is an integral part of the course. Module staff work closely together to design assessments, agree the marking criteria and approve final versions of assessments to ensure that these are appropriate. The criteria for assessment will be communicated to you clearly during the module teaching.

All module staff engage in development and training in assessment, marking and feedback. Once the assessments have been completed the module team will discuss the assessment methods and marking criteria, prior to starting to mark, so that there is a common understanding of what is expected of students. All assessed modules have moderation built into the marking process. Moderation involves sampling students' assessed work to make sure that the learning outcomes and agreed marking criteria have been interpreted and applied in the same way. This ensures that you and your fellow students are treated equitably and that the academic standards are applied consistently. During the marking process the module leader will co-ordinate moderation to ensure that at least 10% of assessed work (or a minimum of three pieces) has been reviewed by other markers and any concerns about consistency or accuracy addressed with the whole module team. Your work may or may not be part of this sample, but the processes for developing assessments and marking criteria as well as moderation mean that you can be confident that teaching staff are marking assessments to the same criteria. Module teams may then use feedback from moderation to improve clarity about the nature and purpose of future assessment, or to make changes if required.

Modules are also moderated externally. The module leader will arrange for the external examiner to receive a sample of work for review and comment. External examiners cannot change individual grades but can act as 'critical friends' and confirm that marking standards are in line with other, similar courses in the sector. If, on reviewing the sample, external examiners feel that the marking criteria have not been applied consistently the work of the whole cohort will be reviewed.

6. Course regulations

6.1 Course requirements

The course regulations require you to successfully complete 1 module for the award of University Certificate in Basic Sexual Therapy; 3 modules for the award of Postgraduate Certificate in Psychosexual Therapy; and 6 modules for the award of Postgraduate Diploma in Psychosexual Therapy. This includes successfully completing all core module requirements on the pathway. This is highlighted within the overall course structure in 2.0 and in the approved Programme Specification in Appendix 8.1.

6.2 Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in the University's Academic Regulations:

(http://www.uclan.ac.uk/aqasu/academic_regulations.php).

Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

7. Student Feedback



You can play an important part in the process of improving the quality of this course through the feedback you give and, as with the Counselling & Psychotherapy courses, we encourage feedback in a number of different ways.

At an individual level we encourage all students to give individual feedback to any member of the Course Team. You will also be asked to evaluate each Module via a Module Feedback Questionnaire (MFQ's) and there will be opportunity within each module for a Community Meeting.

We shall be asking for a volunteer to become a Course Representative who will be invited to the Course management Committee and also to attend the Student:Staff Liaison Committee (SSLC) as noted below.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

The SSLC is one of the quality mechanisms operated within the University. At the commencement of your course you will be asked to nominate a course representative and, where more than one nomination is received, the group will elect their chosen course representative. The elected Course Representative will be invited to meet with the course team each semester and is the group's focus for making the Course Team aware of any course issues. Individual Course Representatives will be notified via their uclan email address of the dates/times of the SSLC meeting. These meetings will be minuted and the minutes will be made available via the Course site on Blackboard.

Another quality mechanism used within the course will be regular whole group meetings (held within each module); or course managements committee. Where issues are raised, Peter Cardew as Course Leader, will ensure that the whole group receives feedback.

8. Appendices

8.1 Programme Specification

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	Main Campus
3. University School/Centre	School of Community Health & Midwifery
4. External Accreditation	COSRT Course Interim Accreditation
5. Title of Final Award	MSc Psychosexual Psychotherapy
6. Modes of Attendance offered	Part-time
7. UCAS Code	N/A
8. Relevant Subject Benchmarking Group(s)	N/A
9. Other external influences	COSRT COSRT Course Accreditation BSSM
10. Date of production/revision of this form	

11. Aims of the Programme

- To provide students with an understanding of the multidisciplinary research bases which underpin psychosexual and relationship therapy.
- To introduce students to different counselling techniques and psychotherapeutic approaches used in the management of sexual and relationship dysfunction.
- To explore and analyse the various models of psychotherapeutic assessment and treatment of sexual and relationship dysfunction and their basis in empirical research.
- To enable the student to be reflexive with regards to their learning and practice and to be able to challenge and enhance their self-awareness thus facilitating their insight into the sexual and relationship needs of clients in different circumstances.
- To explore the psycho-bio-medical contexts and implications of an individual/couple and which can give rise to a particular need in relation to therapeutic practice.
- To enable students to work effectively with clients/patients who have psychosexual problems within a clinic setting and to the standard set out by COSRT and UKCP.
- To facilitate the student in the synthesis of prior knowledge and professional and clinical experience, which will be channelled into the production of a dissertation grounded in the student's professional and clinical context and academic needs.

12. Learning Outcomes, Teaching, Learning and Assessment Methods**A. Knowledge and Understanding**

A1. Analyse and evaluate the definitions and descriptions applied to the anatomy, physiology, pathology and treatment of sexual function/dysfunction.

A2. Critically appraise the theoretical and ethical frameworks which form the basis of decision making in client management.

A3. Critically evaluate the research basis of relationship theory in psychosexual therapy and to identify future research questions.

A4. Critically evaluate the research basis of psychosexual therapy and identify future research questions.

A5. Be resourceful and innovative in formulating research design, data collection and management, synthesising findings and drawing conclusions from the work.

A6. Use the techniques of research/scholarly enquiry in order to create/synthesise new knowledge in the discipline.

Teaching and Learning Methods

A variety of methods from didactic and keynote lectures (including external presenters), practicums, student led sessions, group work, seminars, workshops, experiential learning exercises incorporating role play and personal tutorials.

Essays, reflective essays, case studies, reflective journals, research critique.

B. Subject-specific skills

B1. Explore the relationship between female and male sexual anatomy, relating this to the human sexual response cycle.

B2. Critically analyse cross-cultural issues within marital and non-marital relationship dysfunction.

B3. Explore and assess the relative contributions of different approaches to individual/couple therapy and analyse these in relation to the student's own practice.

B4. Present evidence of the student's own understanding of the process of synthesis in psychosexual and relationship assessment processes.

B5. Critically analyse and apply the role of clinical management and treatment strategies to practice and be able to defend the evidence base for their own clinical practice

Teaching and Learning Methods

Group work, seminars, workshops, experiential learning exercises, tutorials and keynote lectures.

Assessment methods

Essays: digital recording of practice assignment, process work, case study, practice portfolio, clinical case log and clinical supervisor's report.

C. Thinking Skills

C1. Comprehensively reflect on methodological approaches to psychosexual and relationship therapy research.

C2. Critically analyse and evaluate relevant aspects of relationship dysfunction for couple and individual work.

C3. Critically evaluate theoretical frameworks as applied to criminal sexual behaviour/sexual offenders in order to provide support for treatment success.

C4. Critically evaluate the importance of boundaries and value systems in psychotherapeutic intervention.

C5. Present evidence of implementation of critical reflection in clinical interventions for the treatment of psychosexual problems.

C6. Critically evaluate the methods, processes and products of research and scholarly activity.

C7. Provide a coherent justification for choice of methodology and method.

Teaching and Learning Methods

Group work, seminars, experiential learning exercises, tutorials and keynote lectures and personal tutorials.

Assessment methods

Essays, group discussions, research critique and clinical supervisor's report

D. Other skills relevant to employability and personal development

D1. Formulate models of therapeutic treatment of the sexual offender and the offended against, identifying and analysing the impact of the offence on individual psychodynamics.

D2. Reflect on and critically evaluate comparative issues in work with individuals/couples.

D3. Explore and assess the relative contributions of different approaches to individual/couple therapy and analyse these in relation to his/her own practice.

D4. Reflectively analyse clinical experience and use this as a foundation for further professional development as well as demonstrate an understanding of the process of supervision and its implementation in the psychosexual arena.

D5. Present a well developed critical analysis of the chosen field of literature.

D6. Demonstrate creativity, initiative and personal responsibility for continued educational. Professional and practice improvements.

Teaching and Learning Methods

Group work, seminars, workshops, experiential learning exercises, tutorials and keynote lectures

Assessment methods

Essays; digital recordings, process & critical analysis; case study; seminar presentations; practice portfolio and case log; and clinical supervisor's report.

13. Programme Structures*

14. Awards and Credits*

Level	Module Code	Module Title	Credit rating	
Level 7	CG4015	Relationships: Models and Interventions	20	<p>Postgraduate Certificate in Psychosexual Therapy (exit award only) Requires 60 credits at Level 6 or above with a minimum of 40 credits at Level 7.</p> <p>Postgraduate Diploma in Psychosexual Therapy Requires 120 credits at Level 6 or above with a minimum of 100 credits at Level 7.</p> <p>MSc in Psychosexual Therapy Requires 180 credits at level 6 or above with a minimum of 160 credits at Level 7.</p>
	CG4016	Diversity of Psychosexual Needs	20	
	CG4017	Psychosexual Practitioner	40	
	CG4018	Basic Sexual and Relationship Therapy	20	
	NU4025	Introduction to Postgraduate Research	20	
	NU4053	Dissertation	60	
	CG4026	Dissertation	60	
Level 6	CG3007	Basic Sexual and Relationship Therapy	20	

15. Personal Development Planning

Personal development planning is a core learning process. Using a journal of reflection, formative assessment processes and tutorials students will be able to:

1. Develop skills of reflection on their academic, personal and professional development (within clear and safe boundaries). Ethical thinking and practice, based on the COSRT ethical code, is very important within the course

2. Increase own skills, qualities, attitudes and capabilities (reflection on self and use of self in psychotherapy, mirroring the theoretical influences from integrative psychotherapy)
3. Improve their own learning and performance by taking responsibility for their own development and developing the necessary skills for independent learning (student presentations will encourage this)
4. Identify own strengths, weaknesses and needs and direction for change (learning journal throughout the course facilitates this)
5. Set goals and plan action for developing, monitoring and reviewing their own progress (journal and reflective learning statement)
6. Compile their own records of learning experiences and achievement (journal and reflective learning statement)
7. Realistically plan for their career progression and manage own career development.

16. Admissions criteria

1. Graduate status with appropriate/relevant professional body background (e.g. doctors, nurses, counsellors/psychotherapists, sexual health practitioner...) or
Any first degree plus 'Graduate Certificate Advanced Counselling Skills', or equivalent;
2. Selection interview to ensure suitable motivation for undertaking course and an awareness of the relevance to practice in addition to a...
3. Successful DBS check and statement of character (via references).

17. Key sources of information about the programme

- COSRT Code of Ethics and Practice for General and Accredited Members
- COSRT Code of Ethics and Practice for Supervision
- COSRT Criteria for Accreditation, Category One
- British Society for Sexual Medicine
- UCLan website - http://www.uclan.ac.uk/courses/pgdip_psychosexual_pschotherapy.php
- School of Community Health and Midwifery website.
- DH. (2013). Framework for Sexual Health Improvement in England Faculty of Sexual & Reproductive Health. (2014). NDFSRH.
- NHS Choices (2016) – What does a sex therapist do. <http://www.nhs.uk/chq/Pages/1683.aspx?CategoryID=68>
- Institute of Psychosexual Medicine Training (2016)

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed. Please double click on the table to open as an Excel table which can be negotiated left/right, up/down in the normal way/

Level	Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Knowledge/Understanding						Subject Specific Skills					Thinking Skills							Other Skills Relevant to employability & PD					
				A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6
6	CG3007	Basic Sexual & Relationship Therapy	OPTION	√	√						√	√				√											
7	CG4015	Relationships: Models & Interventions	COMP			√										√	√				√		√				
	CG4016	Diversity of Psychosexual Needs	COMP				√				√										√	√					
	CG4017	Psychosexual Practitioner Module	COMP									√	√				√	√					√				
	CG4018	Basic Sexual & Relationship Therapy	OPTION	√	√						√	√			√												
	CG4026	Psychosexual Dissertation	COMP					√	√										√	√					√		
	NU4025	Introduction to Postgraduate Research	COMP														√	√	√				√	√			
	NU4053	Dissertation	COMP					√	√									√	√						√		

19. LEARNING OUTCOMES FOR EXIT AWARDS:

Postgraduate Certificate in Psychosexual Therapy

Analyse and evaluate the definitions and descriptions applied to the anatomy, physiology, pathology and treatment of sexual function/dysfunction.

Comprehensively reflect on methodological approaches to psychosexual and relationship therapy research.

Explore the relationship between female and male sexual anatomy, relating this to the human sexual response cycle.

Critically appraise the theoretical and ethical frameworks which form the basis of decision making in client management.

Critically analyse cross-cultural issues within marital and non-marital relationship dysfunction.

Critically evaluate the research basis of relationship theory in psychosexual therapy and to identify future research questions.

Critically analyse and evaluate relevant aspects of relationship dysfunction for couple and individual work.

Explore and assess the relative contributions of different approaches to individual/couple therapy and analyse these in relation to the student's own practice.

Critically evaluate theoretical frameworks as applied to criminal sexual behaviour/sexual offenders in order to provide support for treatment success.

Formulate models of therapeutic treatment of the sexual offender and the offended against, identifying and analysing the impact of the offence on individual psychodynamics.

Critically evaluate the research basis of psychosexual therapy and identify future research questions.

Critically analyse cross-cultural issues within marital and non-marital relationship dysfunction.

Reflect on and evaluate comparative issues in work with individuals/couples.

Explore and assess the relative contributions of different approaches to individual/couple therapy and analyse these in relation to his/her own practice.

Postgraduate Diploma in Psychosexual Therapy

As for the Postgraduate Certificate plus:

Present evidence of the student's own understanding of the process of synthesis in psychosexual and relationship assessment processes.

Critically evaluate the importance of boundaries and value systems in psychotherapeutic intervention.

Present evidence of implementation of critical reflection in clinical interventions for the treatment of psychosexual problems.

Critically analyse and apply the role of clinical management and treatment strategies to practice and be able to defend the evidence base for their own clinical practice.

Reflectively analyse clinical experience and use this as a foundation for further professional development as well as demonstrate an understanding of the process of supervision and its implementation in the psychosexual arena.

Formulate researchable problems and discuss alternative approaches to research.

Systematically collect and critically analyse forms of knowledge within a topic area.

Critically analyse the implications of the different health and social care research designs for the service area.

Evaluate current ethical guidance regulating the conduct of research, and manage his/her research and data in a manner that is consistent with professional practice and the normal principles of research ethics.

Appraise the significance of alternative epistemological positions, and evaluate the logical and epistemological issues that affect the choice of research method.