

Doctor of Psychotherapy by Professional Studies

Programme Specification



1.	Programme title	Doctor of Psychotherapy by Professional Studies (DPsych)
2.	Awarding institution	Middlesex University
3a	Teaching institution	Metanoia Institute
3b	Language of study	English
4a	Valid intake dates	September
4b	Mode of study	<i>FT & PT</i>
4c	Delivery method	<input type="checkbox"/> On-campus/Blended <input checked="" type="checkbox"/> Distance Education
5.	Professional/Statutory/Regulatory body	N/A
6.	Apprenticeship Standard	N/A
7.	Final qualification(s) available	Doctor of Psychotherapy by Professional Studies (DPsych) Master of Professional Studies (Psychotherapy) (MProf)
8.	Academic year effective from	2023/24

9. Criteria for admission to the programme

- (1) A first degree, of a standard which indicates suitability for work at Doctoral level, normally a good upper second- or first-class Honours degree.
- (2) A Master's degree in psychotherapy or related subject with a research component or equivalent.
- (3) Professional accreditation with a psychotherapy, counselling, counselling/clinical psychology body, such as UKCP, BACP, BCP, BPS, or equivalent
- (4) Proficiency in reading, writing and spoken English of a standard necessary to support academic study and professional practice at doctoral level. Applicants for whom English is not a first language must possess an English language qualification demonstrating proficiency of an IELTS minimum of 7, with no element below 6.5 or TOEL IBT min 110 with a minimum of 26 in reading and a minimum of 28 in writing speaking and reading. Evidence of proficiency in written English will also be gleaned from the quality of the applicants' research proposal and from the interview.

No Recognition of Prior Learning (RPL) is permitted.

10. Aims of the programme

The programme aims to train qualified practitioners in a broad range of research methods and equip them with the knowledge and skills necessary for evaluating the research of others and carrying out their own future projects.

More specifically, the DPsych provides a unique framework that requires students to draw ideas from their own experience as practitioners and transform them into a research project that has promising use in the world, at some level. The spectrum of this contribution to the field could range from the microlevel of the therapeutic dyad to influencing policy, to disseminating knowledge or raising awareness.

The programme encourages the expansion of the application of research to practice, and practice to research, and facilitates the development of critical inquiry, leading to an enrichment of knowledge and ability in both, research and practice.

The programme will provide substantial research methods training in order to improve the quality, and broaden the spectrum, of students' research. This training will enable students to apply research methods skills in a range of disciplines, will encourage publication of students' work and, therefore, will increase their competitiveness in employment.

The structure of the programme will allow flexibility of pacing, whilst using assignments and deadlines to determine progression. Assignments will provide a scaffolding structure for the research journey, as they will directly contribute to the content of the final thesis. In order to support performance and progression, further scaffolding will be provided, in the form of tutorials on writing each assignment, Q&A sessions, peer presentations of research ideas, and various workshops facilitated by a member of staff.

The proposed programme seeks distance education status, as this method of delivery would widen access and participation by allowing students to continue their employment and personal responsibilities with minimal disruption. In order to support this mode of learning, delivery will be weekly synchronous online teaching, supplemented by materials on Moodle. This form of support will ensure student engagement, as well as serving as formative assessment and monitoring of student progress, which will provide students with additional skills and increase their confidence.

11. Programme outcomes

A. Knowledge and understanding

On completion of this programme the successful student will be able to:

A1 Identify, and appropriately use, sources of knowledge and evidence in wide ranging, critical and potentially innovative ways

A2 Select and justify approaches to tasks/problems in a manner which is self-directed and involves recognition, articulation, and critical evaluation of a range of options.

A3 Demonstrate acute understanding of the ethical dilemmas and conflicting values which may arise in research and professional practice.

Teaching/learning methods

Students gain the learning outcomes through:

Lectures and seminars – online synchronous sessions, traditional and flipped learning approaches (weekly in year one, every other week in remaining period of study)

Individual supervision – regular meetings (full-time monthly/part-time every two months)

Presentations/group supervisions – monthly for all students

Feedback on drafts of work/chapters/quantitative methods task

<p>A4 Demonstrate depth and range of knowledge in a complex area, and of current work at the leading edge of practice which is underpinned by theoretical understanding.</p> <p>A5 Effectively and critically select, combine and use research and development methods, generate new approaches in new situations and contribute to the development of practice-based methodology.</p> <p>A6 Demonstrate inter-disciplinary knowledge of a complex area and work at current limits of theoretical and/or research understanding.</p> <p>A7 Formulate solutions in dialogue with superiors, peers, clients, mentors and others.</p>	<p>Self-directed learning facilitated by user guides and electronic learning environment</p> <p>Student led seminars/ discussion groups (optional)</p> <p>Peer group learning communities (optional)</p> <p>Peer support when attending any of the above and discussions</p> <p>Reflection on prior personal and professional learning and engaging in reflexive practice</p>
<p>B. Skills</p> <p>On completion of this programme the successful student will be able to:</p> <p>B1 Analyse and synthesise information and ideas in ways that demonstrate critical awareness and result in the creation of knowledge of significance to others.</p> <p>B2 Engage in self-appraisal/reflection on practice which leads to significant insights, likely to make a lasting impact on personal and professional understanding.</p> <p>B3 Undertake action-planning leading to effective and appropriate action which is complex and likely to impact upon the work of others.</p> <p>B4 Evaluate/argue a position concerning alternative approaches, justifying evaluations as constituting bases for improvement in practice.</p> <p>B5 Engage in full professional and academic communication with others in their field and provide leadership as necessary.</p> <p>B6 Exercise autonomy in managing their own learning, make professional use of others in support of self-directed learning, as well as full awareness of the political implications of their study</p> <p>B7 Translate and disseminate theoretical knowledge into workable frameworks and models which are acknowledged to be applicable in the professional field of practice.</p>	<p>Consultation with senior practitioners/academics in the field of psychotherapy and related professions through networking activities</p> <p>Collaborative engagement with communities of practice that are appropriate to the candidate's field of study</p> <p>Assessment methods Students' learning outcomes are assessed by:</p> <p>Quantitative methods task – formative Drafts of chapters – formative Progress forms – formative Review Stage 1 & 2 – summative Thesis</p>

12. Programme structure (levels, modules, credits and progression requirements)

12.1 Structure of the programme

	Full time – min. 3 years/max. 5 years	Part time – min. 4 /max. 7 years
Stage 1	Year 1: 2023/24	Year 1: 2023/24
	Literature review - 5,000 words – February 2024	
	Quantitative methods task – 1,200 words – March 2024	Quantitative methods task 1,200 words – March 2024
	Review Stage 1 (6 months) – Research Proposal 5,000 words + Stage 1 Panel – March 2024	
		Literature review – 5,000 words – April 2024
		Review Stage 1 (9 months) Research proposal 5,000 words + Stage 1 Panel – June 2024
	Outcomes of Review Stage 1: a) Pass b) Conditional Pass subject to satisfactory completion of minor revisions within 2 months c) Revisions within 2 months and further panel required d) Fail without opportunity for revisions: the student is required to withdraw	
	Annual Progress Review – Research Degrees Progression Board - June 2024	Annual Progress Review – Research Degrees Progression Board - June 2024
	Review Stage 2 (12 months) - Method/ology chapter + Stage 2 Panel – September 2024	
	Outcomes of Review Stage 2: a) Recommendation that students proceed to target award b) Minor changes and reassessment in two months c) Major changes and reassessment in six months d) After resubmission, recommendation to adjust project and exit with MProf or to be withdrawn from programme	
Stage 2	Year 2: 2024/25	Year 2: 2024/25
	Ethics application, data collection/analysis	Method/ology chapter + Review Stage 2 Panel (18 months) – March 2025
	Annual Progress Review – Research Degrees Progression Board - June 2025	Annual Progress Review – Research Degrees Progression Board - June 2025
	Year 3: 2025/26	Year 3: 2025/26
	Data analysis, discussion	Ethics application, data collection/analysis
	Annual Progress Review – Research Degrees Progression Board - June 2026	Annual Progress Review – Research Degrees Progression Board - June 2026
	Thesis – 50,000 words + publication-ready paper – September 2026	
		Year 4: 2026/27
	Data analysis, discussion	
	Annual Progress Review – Research Degrees Progression Board - June 2027	
		Thesis – 50,000 words + publication-ready paper – September 2027

12.2 Levels			
Level 7			
Researcher Development	Full time	Part time	Progression requirements
Introduction to research methods	Year 1 Semester 1	Year 1 Semester 1	Review Panel Stage 1
Basic research methods, workshops and tutorials	Year 1 Semester 2	Year 2 Semester 2	
Level 8			
Researcher Development	Full time	Part time	Progression requirements
Advanced research methods and seminars I	Year 2 Semester 1	Year 3 Semester 1	Review Panel Stage 2 Thesis
Advanced research methods and seminars II	Year 2 Semester 2	Year 4 Semester 2	

13. Information about assessment regulations

This programme will run in line with general Research Degrees Regulations:

All assessments on this programme take the form of coursework with the exception of oral presentations, which form part of the assessment for the Review Panels at Stage 1 and Stage 2.

Standard information can be found in the Middlesex University Research Degree Regulations and in the DPpsych Programme Handbook.

This programme has a number of mechanisms in place which are designed to ensure academic rigour appropriate for level 8 (FHEQ) and that successful student submissions are both relevant for the field of professional practice and are consistent with the high standards maintained across the programme.

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

N/A

15. Future careers / progression

Candidates are fully qualified, usually mid-career professionals, who typically undertake the programme for both personal and professional development. There is no standard pattern of future career for graduates: many obtain more senior posts within their current career path; others change career direction in order to pursue areas in which they have completed research and development projects; others continue in their current career roles but do so with the benefit of enhanced research skills.

16. Particular support for learning

All sessions are online synchronous, in order to encourage student engagement and allow continuous monitoring of performance. Recording of lectures may also be used.

Designated supervisor throughout programme of study

Group and individual tutorials with the programme director

Moodle based learning environment

Electronic access to the Middlesex University Information and Learning Resources Services

Metanoia Institute Learning Resources: Library, IT, video and recording equipment.

Continuing Professional Development Seminars, psychotherapy community, Metanoia publications

17. HECos code(s)

N/A 100254

18. Relevant QAA subject benchmark(s)

N/A

19. Reference points

The following reference points were used in designing the programme:

QAA UK Quality Code for Higher Education – Part A: Setting and Maintaining Academic Standards

QAA Characteristics Statements – Doctoral Degree

QAA Higher Education Toolkits

Vitae Researcher Development Framework

The Concordat to Support the Career Development of Researchers

Middlesex University Learning and Quality Enhancement Handbook

Middlesex University Regulations for Postgraduate Research Study – Academic Year 2022-23

Extensive knowledge of other University Departments, programme design and validation/accreditation exercises

Feedback from current students, members of staff, External Examiner, as well as students who have successfully graduated from the programme

20. Other information

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

21. Curriculum map for DPsych in Psychotherapy by Professional Studies

This section shows the highest level at which programme outcomes are to be achieved by all graduates. .

Programme learning outcomes

Knowledge and understanding	
A1	Ability to identify, and appropriately use, sources of knowledge and evidence in wide ranging, critical and potentially innovative ways.
A2	Ability to select and justify approaches to tasks/problems in a manner which is self-directed and involves recognition, articulation, and critical evaluation of a range of options.
A3	Acute understanding of the ethical dilemmas and conflicting values which may arise in research and professional practice.
A4	Depth and range of knowledge in a complex area, and of current work at the leading edge of practice which is underpinned by theoretical understanding.
A5	Ability to effectively and critically select, combine and use research and development methods. Ability to develop new approaches in new situations and contribute to the development of practice-based methodology.
A6	Inter-disciplinary knowledge of a complex area and ability to work at current limits of theoretical and/or research understanding.
A7	Ability to formulate solutions in dialogue with superiors, peers, clients, mentors and others.
Skills	
B1	Ability to analyse and synthesise information and ideas in ways that demonstrate critical awareness and result in the creation of knowledge of significance to others.
B2	Ability to engage in self-appraisal/reflection on practice which leads to significant insights, likely to make a lasting impact on personal and professional understanding.
B3	Ability to undertake action-planning leading to effective and appropriate action which is complex and likely to impact upon the work of others
B4	Ability to evaluate/argue a position concerning alternative approaches, justifying evaluations as constituting bases for improvement in practice
B5	Ability to engage in full professional and academic communication with others in their field and provide leadership as necessary.
B6	Ability to exercise autonomy in managing their own learning, make professional use of others in support of self-directed learning, as well as full awareness of the political implications of their study

B7	Ability to exercise autonomy in a wide range of professional practice contexts, having acquired the skills of setting up and managing learning for self and others
B8	Ability to translate and disseminate theoretical knowledge into workable frameworks and models which are acknowledged to be applicable in the professional field of practice.

Programme outcomes														
A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	B8
Highest level achieved by all graduates														
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8

		Assessment of learning outcomes
Introduction to Research Methods	7	Review Stage 1
Basic Research Methods	7	
Advanced Research Methods	8	Review Stage 2 & Thesis
Workshops and seminars	8	
Supervision	8	