



Faculty of Health and Human Sciences
&
London College of Clinical Hypnosis

MSc Clinical Hypnotherapy Programme Handbook

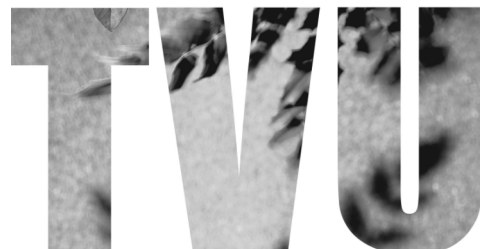
Post Graduate Certificate (PGCert)

Post Graduate Diploma (PGDip):

CPPD Cognitive Behavioural Hypnotherapy

CPPD Practitioner Studies

Thames Valley University
London Reading Slough



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Welcome to Thames Valley University (TVU).

We are very pleased that you have decided to undertake this programme with us and we hope that you enjoy academic life within the University.

This handbook has been prepared as a guide to the programme and is intended as a reference point for many of the things you will need to know. Its aim is to answer some of your initial questions but it will not be able to answer them all. If you have any questions to which you cannot find an answer your Programme Leader or Module tutors will be pleased to help. At the start of every module you will receive a Module Study Guide that will provide you with a comprehensive overview of that module. This handbook and the Module Study Guides have been written to complement each other. Together they will provide you with most of the information you require. Read them carefully; however, if you still have a question or a problem that you cannot solve, ask your Programme Leader.

We hope you enjoy the programme and wish you every success with your studies

The Programme Team

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SECTION ONE:

Programme Staff

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Information about Programme Staff

The Programme Leader for the MSc Clinical Hypnotherapy Programme is Tod Cury. The programme leader has responsibility for the overall delivery and evaluation of the programme. Contact details for the programme leader are as follows:

George Houguez
Director Academic Assessments,
LCCH,
45 Hyde Park Square,
London W2 2JT.

email: george.houguez@lcch.co.uk
Telephone: +44(0)20 7402 9037

The Administrative Officer for the MSc Clinical Hypnotherapy is Annabel Cali. The Student Liaison Officer at the LCCH is Sigal Sabag. Their contact details are as follows:

Annabel Cali (Administration Officer)
Student Liaison Unit, Human &
Psychological Services
Faculty of Health & Human Sciences
Thames Valley University
Paragon House, Brentford SL1 1YG
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Student Liaison Officer
LCCH
45 Hyde Park Square,
London W2 2JT.
email: students@lcch.co.uk
Tel: +44(0)20 7402 9037

The Administrative Officer deals with the registration, maintenance and updating of student databases and the maintenance of assessment records. It will be to your advantage to keep them informed of changes of address and/or telephone number (NB there is a 'Change of Personal Circumstances' form for this purpose).

The programme is managed and delivered predominantly by the London College of Clinical Hypnosis (LCCH)

Teaching staff

Teaching staff can be contacted through a number of communication channels.

1. To telephone a member of staff dial their extension from any internal phone at TVU (these are located at the main Receptions and along corridors in the teaching centres at all locations.) If the staff member is not available, a message can be left on voicemail usually after 6 rings. All teaching staff are connected to the voice-mail system. If you cannot speak directly to the staff member, you can leave your name and number and your call will be returned at the earliest opportunity. We would ask you to remember that teaching staff are not always at their desks during the working day and may not be able to get back to you immediately. If the matter is really urgent, you should contact the Programmes Office, who will try to make contact with the academic staff member or will refer your query to an alternative staff member.
2. To send an e-mail the address is the person's name followed by @tvu.ac.uk. For example, to send an e-mail to John Smith, the address would be john.smith@tvu.ac.uk (Note the full stop between first name and surname) or for a LCCH staff member john.smith@lcch.co.uk
3. For formal communication you should put everything in writing to the relevant member of staff.

The easiest way to contact academic staff is during a class/workshop or through e-mail. You will save yourself considerable inconvenience by telephoning or e-mailing in advance to arrange an appointment.

Module Leaders Information

Clinical Studies and Hypnotic Techniques	Peter Mabbutt/ Dr Anna Zohrabian	peter.mabbutt@lcch.co.uk anna.zohrabian@lcch.co.uk
Psychotherapeutic Studies	Peter Mabbutt	peter.mabbutt@lcch.co.uk
Practitioner Studies	Peter Mabbutt	peter.mabbutt@lcch.co.uk
Cognitive Behavioural Hypnotherapy	Maggie Elmore/George Houguez	maggie.elmore@lcch.co.uk george.houguez@lcch.co.uk
Research Study Methods	Caroline Smales	caroline.smales@tvu.ac.uk
Dissertation	Sandy Nelson	Sandy.nelson@tvu.ac.uk

Student Skills Profile

This new programme has been developed for students who wish to become competent to enter professional practice as a clinical hypnotherapist. It builds on the knowledge of hypnosis gained on the CPPD in Clinical Hypnosis. Hypnotherapy is the application of hypnosis to a therapeutic setting.

The programme provides a flexible framework to meet the needs of existing healthcare professionals, complementary practitioners and other caring professionals and appropriate mature individuals who wish to practice clinical hypnotherapy. It is also attractive to many professionals who are looking for career change or enhancement, in particular the legal and teaching professions.

Students entering the programme will have achieved competence in the academic skills associated with first degree level work, including the ability to critically reflect on their own professional role.

Title, Awards, Stopping off Points

If you successfully complete the whole of this programme you will exit with a Master of Science Degree in Clinical Hypnotherapy. There are however two other exit points from the programme: these are at the point when the participant has successfully completed the requirements to be awarded a Post Graduate Certificate or Diploma in Clinical Hypnotherapy. The expected skills on completion for each of these awards are outlined below.

Postgraduate Certificate in Clinical Hypnotherapy:

This consists of the following two modules, Clinical Studies and Hypnotic Techniques, and Psychotherapeutic Studies.

During these modules you will further develop and apply an extensive range of therapeutic practical skills within a hypnotherapeutic context. This will include continuing development and refinement of communication and interpersonal strategies. You will also explore in depth the key psychotherapeutic disciplines that will enable you to selectively apply the appropriate psychotherapeutic strategies for treatment within the hypnotherapy mode. You will be able to formulate solutions that demonstrate evidence-based judgements as well as critically evaluating and reflecting on the efficacy and outcomes of treatment.

The two modules are taken concurrently. The two modules consist of 12 teaching weekends over a calendar year supported by personal tutors. On successful completion of each module you will be awarded 30 credits at academic Level 7.

Successful completion of both modules would allow you to practise under clinical supervision and progress to the Postgraduate Diploma.

Postgraduate Diploma in Clinical Hypnotherapy:

Comprising of two CPPDs: Practitioner studies and Cognitive Behavioural Hypnotherapy. These two CPPDs are for students who are in practice, and may be taken concurrently or consecutively. These modules will enable you to engage with the current case, medical and psychological evidence to formulate solutions in complex clinical cases providing students with advanced skills in patient care through critical assessment, implementation and evaluation. In addition you will learn to integrate hypnosis with rational emotive behavioural approaches that will enable you to treat a variety of emotional, psychosomatic conditions, as well as

develop a working philosophy on life and personal development. It will enable practitioners to deal safely, confidently and effectively with an enormous variety of presenting symptoms – physical, emotional or psychological.

On successful completion of each CPPD you will be awarded 30 credits at academic Level 7. Successful completion of both of these core study modules is required for the PgDip award.

At this point you will have developed the ability to exercise initiative and personal responsibility in professional practice.

Masters of Science Degree in Clinical Hypnotherapy:

The Masters programme consists of two modules:

- research study methods
- research dissertation.

The Masters programme of study is delivered by supported distance learning. The research methods module is a pre-requisite for enrolling on the dissertation module. It may be possible for students to undertake the two modules concurrently.

The research methods module introduces students to the paradigms and philosophies of research and knowledge as well as the techniques to review the literature, develop the research design and manage data and analysis. It will assist students to prepare a research proposal and develop their research focus in preparation for their dissertation. The dissertation module enables students to critically appraise and synthesise evidence, plan, conduct and report a research study. The research study may be either an empirical study (primary research) or secondary research (literature review, documentary analysis or research study using secondary sources). The research methods module is completed over one semester.

The dissertation module is completed over one calendar year, although completion within a period of six months to 12 months will be permitted. Students wishing to carry out primary research will require ethical permission prior to undertaking any research.

In addition to the above, you will be able to critically examine and evaluate a variety of approaches to the systematic generation of professional knowledge including the ethical implications of different research methodologies.

You will be able to demonstrate the ability to systematically and critically explore issues in the field of clinical hypnotherapy through a review of existing evidence and / or the generation of new evidence.

At this point you will have developed the ability to contribute to practice at a senior level in the field of clinical hypnotherapy, exercising a high level of initiative, autonomy and leadership.

Programme Rationale

Complementary Medicine is an increasingly important area of health care and demands from patients and clients indicate that approximately 1 in 3 people in the UK consult a complementary practitioner at some point. The LCCH teaches hypnosis as an adjunct to medical treatment. The points below further demonstrate its use in the medical and psychological health setting.

Hypnotherapy is one of the 14 most commonly used therapies acknowledged by the Foundation for Integrated Medicine. The demand for safe accountable practitioners is creating a need for courses of high calibre, which focus on safety, efficacy and ethical considerations.

Hypnosis is an artificially induced state of relaxation or altered attention characterised by heightened suggestibility. There is evidence that, with receptive persons, the sense of pain may be diminished, memory of past events enhanced, and illusions or hallucinations experienced. Posthypnotic amnesia (forgetting what happened during hypnosis) and posthypnotic suggestion (performing an action after hypnosis that had been suggested during it) have also been demonstrated.

Hypnosis has a number of uses in medicine. Hypnotically induced sleep, for example, may assist the healing process, and hypnotic suggestion (hypnotherapy) may help in dealing with the symptoms of emotional and psychosomatic disorders. The Austrian physician Franz Anton Mesmer is said to be the discoverer of hypnosis, calling it ‘animal magnetism’ whilst believing it to be a physical force or fluid. The term ‘hypnosis’ was coined by James Braid (1795-1860), a British physician and surgeon who was the first to regard it as a psychological phenomenon. The Scottish surgeon James Esdaile (1805-1859), working in India, performed hundreds of operations in which he used hypnosis to induce analgesia (insensitivity to pain) or general anaesthesia (total insensitivity). Both Freud and Jung used aspects of hypnosis in their psychotherapeutic methodologies. Hypnotherapy is the application of clinical hypnosis as used within the therapeutic setting. Hypnotherapy is an effective method of modifying behaviour, and can be used as an adjunct to psychotherapy. It is also starting to be used as a therapy of choice in a number of non-organic conditions such as psychogenic infertility, and organic based conditions, such as pain alleviation. The World Health Organisation are endorsing the use of hypnosis in the treatment of a wide variety of symptoms that include IBS, panic disorder, insomnia, anxiety-based conditions and asthma.

In 1978 the Royal Society of Medicine formed a section for “Hypnosis and Psychosomatic Medicine” whose aim is to promote the knowledge and understanding of hypnosis and psychosomatic medicine. Psychosomatic medicine is today more often referred to as Psychoneuroimmunology (PNI) and has revolutionised the medical view on mind-body medicine. In 1999 The British Medical Journal (BMJ) published a “Clinical review” of hypnosis and relaxation therapies in which a carefully conducted overview of the best medical evidence on hypnosis confirms its effectiveness in alleviating pain and treating various medical conditions. This illustrates the need for Hypnotherapy practitioners to understand the principles of evidence-based medicine (EBM), to critically assess the evidence base for hypnotherapy and to use the evidence to inform and improve their practice.

The underpinning philosophy of this programme is to enable evidence based practice, the integration of hypnotherapy and conventional healthcare, improve skills and implementing change in practice and to developing a subject related research capability.

The learning activities and assessments within the programme have all been designed to facilitate you in developing the skills associated with master’s level education.

Programme Philosophy

The development of this programme is based on the broad generic principles of androgogy, as described by Knowles.¹ The androgogical model is based on the following assumptions:

- *Need to know*. Adults have a need to know why they should learn something;
- *Self-concept*. Adults have a need to be self-directing in the learning process;
- *Experience*. Adults have a reservoir of experience upon which to draw for their learning;
- *Readiness to learn*. Adults are motivated to learn those things they need to know and be able to do in order to cope with real life situations.
- *Orientation to learn*. Adults are motivated to learn when it will help them to perform tasks or deal with problems that they meet at work;
- *Motivation*. Adults are motivated to learn by extrinsic and increasingly intrinsic motivators such as self-confidence.

Androgogy encourages a proactive approach to learning in which enquiry and autonomy feature predominantly. The role of the module leader is to facilitate learning by creating a conducive climate for learning.

Blended Learning

There are many interpretations of the concept of blended learning and differences in definition seem to centre on what precisely is to be “blended”. At the simplest and most common level, the concept involves the blending of delivery methods, especially the blending of traditional face to face methods with online electronic delivery² but the use of the term has been extended to describe the blending of virtually any of the components of the learning experience. For instance blended learning, for some, might be the use of “multiple technologies” or “pedagogical” approaches.³ Blended learning has also become attractive to industry, where frequently the relationship between learning activity and work based activity is seen as the primary focus of the “blending”.^{3, 4} Even the blending of educational theories has been proposed.⁵

In reviewing various perspectives on blended learning Kerres and De Witt³ provide the very broad conclusion that blended learning “basically refers to (at least) the mix of different: didactical methods (expository presentations, discovery learning, cooperative learning, etc.) and delivery formats (personal communication, publishing, broadcast etc.)” Blended learning, in the context of this programme, conforms to the definition above, i.e., a mix of both delivery methods and teaching strategies. This programme however uses a blended approach to learning in two distinct ways.

At the programme level a “blend “of module delivery patterns is used. The programme contains some modules that use traditional face to face delivery, some that are delivered completely online and some that are blended in the sense that they use both face to face and online delivery. In this sense the programme can be seen as a “blended programme” because the programme team have carefully and deliberately chosen the “blend” of component modules.

The programme team have also considered which of the component modules should be delivered using a face to face approach and which should use online e-learning. These decisions have been based primarily on module content and whether specific content can, in the opinion of the module teams, be delivered effectively online. It has been argued that delivery and teaching methods are independent and as such any teaching method can be matched with “almost” any delivery method³ but the specific context of a particular programme, e.g., the type of person undertaking the programme and the professional focus of the programme also has to be taken into account in deciding delivery format.

Benefits of a Blended Approach

In addition to flexibility and the opportunity to individualise learning activities, blended learning also retains the sense of community associated with face-to-face delivery and avoids the isolation often associated with completely online e-learning.⁴

The use of the Blackboard e-learning platform provides the infrastructure upon which the programme is assembled and this provides the means to provide readily accessible support materials to you even where face-to-face delivery is utilised. The MSc modules within the programme will have Blackboard pages regardless of delivery method that provide access to course documents, timetables, recommended reading etc. as well as mechanisms for communicating with members of the programme team. Even though there is comparatively limited evidence on the student experience of blended learning a recent study provided “overwhelmingly positive” evidence that undergraduate students appreciate the “provision of online course information to supplement traditional teaching”¹⁰.

Simple practical benefits of blended learning include the reduction of travelling sometimes long distances to attend face to face events for busy professionals who find it increasingly difficult to take time out of busy work schedules. This also has the effect of increasing the potential recruitment range for the programme. In addition to educational rationales, other reported benefits of blended learning include: providing a mechanism for maintaining quality in response to increasing cohort sizes, providing support for students during periods of limited staff contact and developing transferable information technology skills.⁵

References

1. Knowles MS. (1984) *The Adult Learner: A neglected species*. 3rd edition Houston: Gulf Publishing.
2. Mason R. (2005) Blended Learning. *Education, Communication & Information*; **5**(3):219-220.
3. Kerres M, DeWitt. (2003) A Didactical Framework for the Design of Blended Learning Arrangements. *Journal of Educational Media*; **28**(2-3):101-113.
4. Rovai AP, Jordan HM. (2004) Blended Learning and Sense of Community: a comparative analysis with traditional and fully online graduate courses. *International Review of Research in Open and Distance Learning*; **5**(2):1-13.
5. Sharpe R, Benfield G, Roberts G, Francis R. (2006) *The undergraduate experience of blended e-learning: a review of UK literature and practice*. The Higher Education Academy. Available at: www.heacademy.ac.uk/research/Sharpe_Benfield_Roberts_Francis.pdf

Learning Design, Coherence and Progression between Modules

The programme is designed to be completed over four years. This entails undertaking the two PgCert modules, Clinical Studies and Hypnotic Techniques, and Psychotherapeutic Studies in the first year (two modules concurrently) followed by the two PgDip CPPDs: Practitioner Studies and Cognitive Behavioural Hypnotherapy, either taken consecutively or concurrently and a year to eighteen months for the two MSc modules Research Study Methods and Dissertation. This illustrated in the programme diagram on the next page.

For those participants who wish to undertake the programme over a longer period there is the opportunity to complete the postgraduate certificate in the first year and the postgraduate diploma over two years, followed by the dissertation year.

MSc Programme Clinical Hypnotherapy:

OCTOBER

SEPTEMBER

Clinical Studies and Techniques Module	30 Credits Level 7
Psychotherapeutic Studies Module	30 Credits Level 7

Post Graduate Certificate Clinical Hypnotherapy

OCTOBER

SEPTEMBER

Practitioner Studies CPPD	30 Credits Level 7
Cognitive Behavioural Hypnotherapy CPPD	30 Credits Level 7

Post Graduate Diploma Clinical Hypnotherapy

OCTOBER

SEPTEMBER

Research Studies Module 20 Credits Level 7
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Dissertation	40 Credits Level 7
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MSc Clinical Hypnotherapy

PG Certificate Assessment Schedule

Months	1	2	3	4	5	6	7	8	9	10	11	12	13
Module 1 Clinical Studies													
Reflective Diary Formative Assessment	X	X	X	X	X	X	X	X	X	X	X	X	
Rewrite Hypnotic Script. Formative Assessment			X										
Assessment 1 Practical Summative Assessment													X
Assessment 2 Case Study (5000 words) Summative Assessment													X
Module 2 Psychotherapeutic Studies													
Assessment 1 Summative Assessment						X							
Assessment 2 Summative Assessment													X

PG Dip Assessment Schedule

Months	1	2	3	4	5	6	7	8	9
Practitioner Studies CPPD									
Reflective Diary. Formative Assessment	X	X	X	X	X	X	X	X	
Assessment 1 Case Study Summative Assessment									X
Assessment 2 Exam Paper Summative Assessment									X
Cognitive Behavioural Hypnotherapy CPPD									
Reflective Diary Formative Assessment	X	X	X	X	X	X	X	X	
Assessment 1 Case Study Summative Assessment									X
Assessment 2 Exam Paper Summative Assessment									X

MSc Assessment Schedule

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Module 1 Research Methods															
Units 1-6 Formative Assessment			x	x		x		x		x		x			
Assessment 1 Summative Assessment															x

Months	1	2	3	4	5	6	7	8	9	10	11	12	13
Module 2 MSc													
Assessment 1 Summative Assessment													x

Assessment Matrix – Level 4

Module Title	Type of Assessment & Weighting	Week Due	Module Learning Outcomes	Learning Outcomes
PG Certificate Clinical Hypnotherapy				
Clinical Studies	<p>Formative 0% Self assessment questions Tutorials Role –play interventions on colleague Reflective Diary Supervised Case Studies Rewrite a hypnotic script</p> <p>Summative Pass/Fail (1) Practical Assessment</p> <p>Summative 100% (2) Case Study Submission</p>	<p>w/e 1-12</p> <p>1-12</p> <p>1-12</p> <p>1-12</p> <p>3-12</p> <p>3</p> <p>13</p> <p>13</p>	<p>1) Critically evaluate advanced theories of hypnosis demonstrating their relevance to hypnotherapy.</p> <p>2) Synthesise hypnotherapeutic responses to patient presenting symptoms informed by a critical analysis of relevant medical evidence.</p> <p>3) Strategically manage the hypnotherapeutic intervention rationalising the choice of induction and deepener in order to safely ethically and effectively work with patients.</p> <p>4) Demonstrate a personal range of communication and interpersonal strategies to ensure the appropriate application of hypnotherapy, in a variety of situations and which facilitates communication with medical and allied professionals.</p>	<p>1. Critically evaluate advanced theories of hypnosis demonstrating their relevance to hypnotherapy.</p> <p>2. Critically analyse the main schools of psychotherapy within the context of the hypnotherapeutic model and their application in case management.</p> <p>3. Synthesise hypnotherapeutic responses to partner presenting symptoms informed by a critical analysis of relevant medical evidence.</p> <p>5. Strategically manage the hypnotherapeutic intervention rationalising the choice of induction and deepener in order to safely ethically and effectively work with patients.</p> <p>6. Formulate solutions which demonstrate critical evidenced based judgements in the application of the psychotherapeutic interventions</p> <p>7. Develop a personal range of communication and interpersonal strategies to ensure the appropriate application of hypnotherapy, in a variety of situations and which facilitates communication with medical professionals.</p> <p>8. Selectively apply appropriate psychotherapeutic strategies for treatment within the hypnotherapy mode indicating their relevance and critically analysing individual patient needs.</p>

Module Title	Type of Assessment & Weighting	Week Due	Module Learning Outcomes	Programme Learning Outcomes
PG Diploma Clinical Hypnotherapy				
Practitioner Studies	<p>Formative 0% Self assessment questions Tutorials Role –play interventions on colleague Reflective Diary Case Studies Unseen therapy paper</p> <p>Summative 100% Case Study (5000 words)</p>	<p>w/e/ 1-8 1-8 1-8 1-8 4-8 8</p> <p>9</p>	<p>1) Demonstrate autonomous informed and strategic therapeutic interventions in complex clinical cases</p> <p>2) Demonstrate the ability to isolate, assess and create therapeutic solutions in order to manage unexpected hypnotherapeutic circumstances.</p> <p>3) Demonstrating a reflexive personal approach to professional practise whilst acknowledging the boundaries and personal limitations necessary for the safe and ethical use of hypnosis within a therapeutic setting.</p> <p>4) Critically assess clinical situations and their solutions to enable engagement with medical and other healthcare professionals.</p> <p>5) Critically analyse individual patient needs as they inform the selection of appropriate strategies for treatment and symptom</p>	<p>9. Demonstrate autonomous informed and strategic therapeutic interventions in complex clinical cases.</p> <p>12. Isolate, assess and create therapeutic solutions in order to manage unexpected hypnotherapeutic circumstances.</p> <p>14. Critically assess clinical situations and their solutions to enable engagement with medical and other healthcare professionals.</p> <p>16. Critically analyse individual patient needs as they inform the selection of appropriate strategies for treatment and symptom resolution</p> <p>17. Develop a reflexive personal approach to professional practise whilst acknowledging the boundaries and personal limitations necessary for the safe and ethical use of hypnosis within a therapeutic setting</p>
Cognitive Behavioural	<p>Formative 0% Tutorials</p>	1-8	1) Critically evaluate the application of cognitive behavioural hypnotherapy demonstrating an analytically informed approach to	<p>9. Demonstrate autonomous informed and strategic therapeutic interventions in complex clinical cases.</p> <p>10. Critically evaluate the process of CBT and its embodiment of</p>

Hypnotherapy	Role –play interventions on colleague Reflective Diary Unseen Short Answer Paper. Summative 100 % Case Study (5000 words)	1-8 1-8 9 9	individual patient needs which takes account of boundaries and personal limitations. 2) Critically evaluate the process of CBT and its embodiment of the philosophy of psychological disturbance and health. 3) Demonstrate evidenced based strategies for practise management of patient care based on CBH process and its use in a variety of clinical conditions. 4) Critically reflect own ability to work effectively and efficiently with patients in the area of cognitive behaviour hypnotherapy in order to develop new approaches to inform personal and professional development in therapeutic practice. 5) Formulate clinical decisions which are informed by the CBT Assessment model in order to effectively communicate with medical professionals and healthcare teams.	the philosophy of psychological disturbance and health. 11. Develop evidenced based strategies for practise management of patient care based on CBH process and its use in a variety of clinical conditions 12. Isolate, assess and create therapeutic solutions in order to manage unexpected hypnotherapeutic circumstances. 13. Formulate clinical decisions which are informed by the CBT Assessment model in order to effectively communicate with medical professionals and healthcare teams 14. Critically assess clinical situations and their solutions to enable engagement with medical and other healthcare professionals. 15. Critically evaluate the application of cognitive behavioural hypnotherapy demonstrating an analytically informed approach to individual patient needs which takes account of boundaries and personal limitations. 16. Critically analyse individual patient needs as they inform the selection of appropriate strategies for treatment and symptom resolution 17. Develop a reflexive personal approach to professional practise whilst acknowledging the boundaries and personal limitations necessary for the safe and ethical use of hypnosis within a therapeutic setting 18. Critically reflect own ability to work effectively and efficiently with patients in the area of cognitive behaviour hypnotherapy in order to develop new approaches to inform personal and professional development in therapeutic practice.
Module Title	Type of Assessment & Weighting	Week Due	Module Learning Outcomes	Programme Learning Outcomes

MSc Clinical Hypnotherapy				
Research Study Methods	Summative 100 % Research proposal	6	<ol style="list-style-type: none"> 1. Critically review knowledge paradigms and related research methodologies, including ethical implications. 2. Demonstrate knowledge and understanding of different perspectives on the research process including establishing academic rigour. 3. Critically reflect upon the research process in order to select appropriate methodologies and tools to enable data collection. 4. Construct a research proposal for the dissertation study. 	<ol style="list-style-type: none"> 19. Critically review knowledge paradigms and related research methodologies, including ethical implications. 20. Demonstrate knowledge and understanding of different perspectives on the research process including establishing academic rigour. 23. Construct a research proposal for the dissertation study.
Dissertation	Summative 100 % Dissertation (15-18,00 words)	12	<ol style="list-style-type: none"> 1. Produce a substantial piece of written work which develops new insights into the area of knowledge and practice explored 	<ol style="list-style-type: none"> 19. Critically review knowledge paradigms and related research methodologies, including ethical implications. 20. Demonstrate knowledge and understanding of different perspectives on the research process including establishing academic rigour. 21. Critically reflect upon the research process in order to select appropriate 22. Critically analyse and evaluate research evidence and use it to inform new insights and outcomes in the area of knowledge explored. 24. Select appropriate technologies and tools in order to carry out the research process 25. Produce a substantial piece of written work that develops new insights into the area of knowledge and practice explored. 26. Reviewing evidence and conducting research independently in the field of practice. 27. Evaluating research evidence in order to inform practice and enhance integrative practice.

Programme Learning Outcomes

The learning outcomes for the MSc in Clinical Hypnotherapy programme are listed below.

Post Graduate Certificate Learning Outcomes

At the end of the Post Graduate Certificate you will be able to demonstrate:

A. Knowledge and understanding

1. Critically evaluate advanced theories of hypnosis demonstrating their relevance to hypnotherapy.
2. Critically analyse the main schools of psychotherapy within the context of the hypnotherapeutic model and their application in case management.

B. Intellectual (thinking) skills:

3. Synthesise hypnotherapeutic responses to partner presenting symptoms informed by a critical analysis of relevant medical evidence.
4. Justify the role that both psychodynamic and cognitive behavioural approaches have within the eclectic nature of hypnotherapy.

C Key/transferable skills:

5. Strategically manage the hypnotherapeutic intervention rationalising the choice of induction and deepener in order to safely ethically and effectively work with patients.
6. Formulate solutions that demonstrate critical evidenced based judgements in the application of the psychotherapeutic interventions.

D. Subject practical skills:

7. Develop a personal range of communication and interpersonal strategies to ensure the appropriate application of hypnotherapy, in a variety of situations and which facilitates communication with medical professionals.
8. Selectively apply appropriate psychotherapeutic strategies for treatment within the hypnotherapy mode indicating their relevance and critically analysing individual patient needs.

Post Graduate Diploma Clinical Hypnotherapy Learning Outcomes

At the end of the Post Graduate Diploma you will be able to demonstrate:

A Knowledge and understanding:

9. Demonstrate autonomous informed and strategic therapeutic interventions in complex clinical cases.
10. Critically evaluate the process of CBT and its embodiment of the philosophy of psychological disturbance and health.
11. Develop evidenced based strategies for practise management of patient care based on CBH process and its use in a variety of clinical conditions.

B. Intellectual (thinking) skills:

12. Isolate, assess and create therapeutic solutions in order to manage unexpected hypnotherapeutic circumstances.
13. Formulate clinical decisions which are informed by the CBT Assessment model in order to effectively communicate with medical professionals and healthcare teams

C. Key/transferable Skills:

14. Critically assess clinical situations and their solutions to enable engagement with medical and other healthcare professionals.
15. Critically evaluate the application of cognitive behavioural hypnotherapy demonstrating an analytically informed approach to individual patient needs that takes account of boundaries and personal limitations.
16. Critically analyse individual patient needs as they inform the selection of appropriate strategies for treatment and symptom resolution.

D. Subject practical skills:

17. Develop a reflexive personal approach to professional practise whilst acknowledging the boundaries and personal limitations necessary for the safe and ethical use of hypnosis within a therapeutic setting.
18. Critically reflect own ability to work effectively and efficiently with patients in the area of cognitive behaviour hypnotherapy in order to develop new approaches to inform personal and professional development in therapeutic practice.

MSc Clinical Hypnotherapy Learning Outcomes

At the end of the MSc you will be able to demonstrate:

A. Knowledge and understanding

19. Critically review knowledge paradigms and related research methodologies, including ethical implications.
20. Demonstrate knowledge and understanding of different perspectives on the research process including establishing academic rigour.

B. Intellectual (thinking) skills:

21. Critically reflect upon the research process in order to select appropriate methodologies and tools to enable data collection.
22. Critically analyse and evaluate research evidence and use it to inform new insights and outcomes in the area of knowledge explored.

C. Key/transferable Skills:

23. Construct a research proposal for the dissertation study.
24. Select appropriate technologies and tools in order to carry out the research process
25. Produce a substantial piece of written work that develops new insights into the area of knowledge and practice explored.

D. Subject practical skills:

26. Reviewing evidence and conducting research independently in the field of practice.

27. Evaluating research evidence in order to inform practice and enhance integrative practice.

Core Module summaries: Postgraduate Certificate (PG Cert)

The following module summaries outline the key areas of learning in each module.

Clinical Studies and Hypnotic Techniques

The module in Clinical Studies and Application of Techniques will enable students to apply the use of Clinical Hypnosis to the therapeutic setting and develop skills that will inform professional clinical practice. Application of powerful hypnotic techniques that enhance the psychotherapeutic change process are introduced to the treatment of clinical and non clinical symptoms

You are encouraged to look upon the Post Graduate Certificate stage of the programme as the development and application of your knowledge in theory and practice of hypnosis, learning to apply this knowledge and skill base in a clinical setting. Gaining expertise in the use of hypnotic techniques and ability to communicate in an effective and persuasive manner. Developing the theoretical and practical skills and strategies required to support the safe and ethical use of these techniques is an integral part of this course.

Psychotherapeutic Studies

This module will run concurrently with the Clinical Studies and Hypnotic Techniques. Hypnotherapy is the application of Clinical Hypnosis in a therapeutic setting. All the major schools of psychotherapy will be considered and explored incorporating cognitive, behavioural, analytical and individual psychology approaches. The course is focused on identifying refining and applying the psychological theories behind the major schools of psychotherapy to the hypnotic model. Each approach is considered and explored with reference to clinical studies; learning and developing a clinical expertise in the use of psychotherapeutic interventions within the context of Clinical Hypnotherapy.

Practitioner Studies CPPD

This CPPD Practitioner Studies is aimed at equipping the qualified hypnotherapist with the powerful hypno/psychotherapeutic techniques for dealing with a wider and more complex range of medical, psychological and somatic presenting symptoms.

Through the advanced skills and techniques acquired during the course the ability to think reflexively on clinical cases and on self are further developed and refined to powerfully inform professional

NB This option is only available at PG Dip

Cognitive Behavioural Hypnotherapy CPPD

Cognitive and behaviour therapies are recognised by many clinicians as being at the cutting edge of therapy due to the wealth of empirical research carried out on them. This CPPD will enable you to integrate hypnosis with rational emotive behavioural approaches. It aims to treat a variety of emotional, psychosomatic conditions, as well as a working philosophy on life and personal development. It will train practitioners to deal safely, confidently and effectively with the enormous variety of presenting symptoms – physical, emotional or psychological.

The course will systematically examine a wide range of problems and conditions that respond to Cognitive Behavioural Hypnotherapy (CBH) and you will learn to compare, contrast and critically evaluate various techniques and therapies, thereby ensuring that students recognise the treatment that is appropriate for the individual and the individual condition itself, through the process of CBH

NB This option is only available at PG Dip

The Research Study Methods Module

This research methods module introduces you to the paradigms and philosophies of research and knowledge as well as the techniques for carrying out their research. The module provides the methodological grounding for your research study in the Dissertation module. This module focuses predominantly on quantitative methods but also provide an introduction to qualitative approaches.

The Dissertation Module

This module will enable you to complete your Master's dissertation and will provide you with the opportunity to conduct independent research as appropriate to your area of study, with support from a named supervisor.

The module will also enable you to develop and use project management skills, select and use appropriate research methods and further develop skills of analysis, synthesis and critique. Through the module you will be assisted in making meaning and sense of their area of study and to work independently with appropriate supervision and support.

The dissertation takes 12 months during which time you will work under the personal guidance of your supervisor. Assessment is via thesis.

The dissertation also provides an opportunity to use the knowledge and skills derived from other modules in identifying issues and defining specific research questions in Clinical Hypnotherapy.

The teaching and learning strategy

As outlined in the programme philosophy section earlier, this programme utilises a “blend” of different learning strategies.

Sometimes your learning activity will be in groups lead by a facilitator; at other times you will work alone on activities that can be aligned with your specific personal learning needs. The format of the programme is intended to engage you in active learning. This is achieved through the inclusion of a range of learning approaches including seminars, discussions, individual and group presentations, bibliographic searches and reviews, computer-based learning, and for the dissertation module one-to-one supervision by an experienced academic. Coursework, ethical dilemmas and case studies are used to bring the subject to life and to help you link theory to practice.

In each of the module study guides you will encounter reference to a number of different teaching activities. The nature of these activities and the role and responsibilities of staff and students are briefly summarised below:

Lecture: Tutor-led sessions where a member of staff will assume responsibility for the collection, summarisation and dissemination of material. Tutors may use overheads, flip charts and handouts (please note, however, that tutors do not normally give out copies of their lecture notes). You are responsible for reading around the lecture topic both before and after the lecture, taking notes, the collection of any materials handed out and for clarifying any areas of uncertainty you may have.

Group discussion: Student and tutor collaborative sessions, usually structured around pre-reading or an activity completed during a workshop. You will be expected to prepare material in advance, to discuss your experience so that others may learn from you and to engage in critical reflection about what you have read or experienced. The tutor’s role is likely to be facilitative rather than educative.

Student groups: Student led and managed sessions, usually involving information collection, problem solving and presentation of findings and discussion forum.

Tutorials: One to one or group (maximum 4) meetings with a tutor to discuss assessments, practise and supervision of case studies. When focussed around the dissertation, these meetings are usually referred to as ‘supervision’. (Please see the dissertation study guide for further discussion of student/staff responsibilities).

Independent study: an activity or issue determined by the tutor. This usually takes place outside of study block hours.

Blackboard

Regardless of the delivery method or specific teaching and learning strategy each of the modules in the programme use the Blackboard™ virtual learning environment in some way.

Blackboard is a key part of TVU Online, the University's online learning system, providing students with web access (from anywhere in the world) to course materials, and other resources made available by lecturers.

Blackboard enables students to communicate electronically with their tutors and fellow students. It allows students and staff to take part in online group discussions, and access selected course materials, such as module study guides. Students are able to read announcements related to their course or the university as a whole, and to access a range of information sources.

You will automatically be attached in Blackboard to the TVU modules on which you are enrolled. If some of your modules are not listed when you log in, it is most likely because staff have not yet posted any materials on Blackboard. If in doubt, please check with the relevant lecturers.

For modules using a face to face delivery approach this means that there will be a Blackboard “area” for the module which largely provides support material. Here you will be able to find copies of all the important course documents as well as material related to specific sessions such as handouts. The site will contain links to learning resources as well as providing a means of communication with teaching staff and fellow students,

For those modules using online learning strategies the module “area” will contain learning activities in addition to the support resources outlined above. These activities, within broad parameters, can be undertaken at a time which suits you rather than at a specific scheduled time.

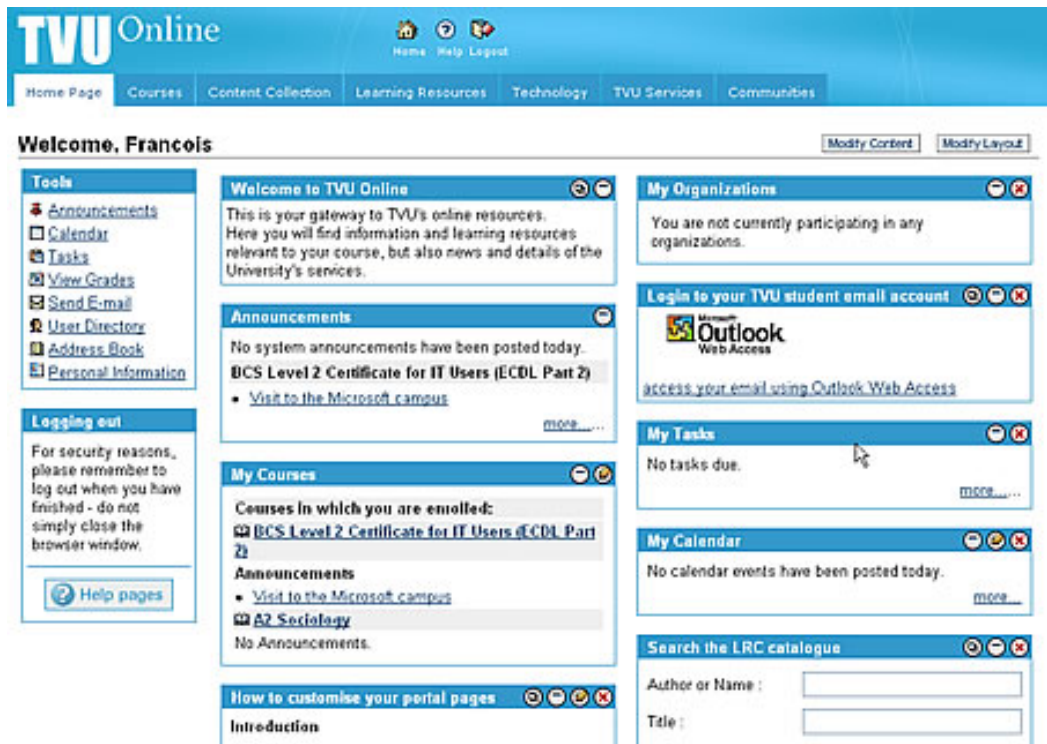
Training in the use of Blackboard will be given to you at the beginning of the programme and there is a dedicated support team that you can contact if you experience difficulties. The TVU Online website also has a variety of resources including online tutorials and user guides in .pdf format; the address is:

<http://www.tvu.ac.uk/blackboard/index.html>

The Blackboard helpline number is: 01753 697810

Finding your way around Blackboard

After logging in to Blackboard you will see your personalised Home Page. The Home Page is the first of a set of tabs across the top of the welcome screen as described on the following page.



Home Page Tab: The Home Page is the only screen where information relates to all your courses. It provides a summary of information drawn from other areas within Blackboard. For example, at this level the announcements relating to all your courses will be displayed together. Each announcement is then also repeated within the individual course.

The Tools Panel: Send E-mail at this level enables you to send messages to users on any or all of your courses - see section on email for further details.

Calendar - allows you to enter your own engagements, and automatically displays commitments relating to all your courses.

Tasks will list tasks for all your courses.

The Home Page also provides short cuts to other tools and services that remain the same regardless of the point of access:

Personal Information - this allows you to edit your personal information. For example, change your password and add yourself to the User Directory.

User Directory - a directory of users compiled from the entries under Personal Information.

Address Book - a list of your own personal email addresses to use within Blackboard.

Courses Tab displays a list of all your programmes / modules and the course instructors.

Content Collection Tab provides access to an online file storage area for Blackboard users.

Learning Resources Tab displays links to the LRS website, the online LRC catalogue, and an alphabetical listing of electronic resources that are available to you through subscriptions maintained by Learning & Research Support.

TVU Services Tab a set of links to TVU services such as Student Services and Careers & Employment Services.

Communities Tab displays a list of global TVU organisations and discussion lists.

LCCH STUDENT AREA E SPACE

At www.lcch.co.uk/support/

Enter the relevant username and password as given in the module study guide for each course.

SECTION FOUR:

4

Assessment

Assessment Strategy

Specific assessment requirements can be found in each of the module study guides.

A variety of assessment tools are used so that you can demonstrate your ability to work with complex, unpredictable contexts, critically analyse and evaluate, problem solve and synthesize the knowledge you have gained. Individual modules will have a blend of different assessment techniques appropriate to the module content and learning outcomes.

Assessment regulations

University Policies on mitigation, the granting of extensions, failure to submit, resubmission arrangements, and plagiarism can be located in the University Student Handbook. University Regulations regarding resits and award calculation can be found in the supplementary sections of the Handbook. It is strongly advised that you acquaint yourself with these documents.

Some important points to note with particular reference to this programme are as follows:

- To be awarded the Postgraduate Certificate you must pass the modules at this stage thereby achieving 60 Level 7 credits.
- To be awarded the Postgraduate Diploma you must pass all modules at this, and at the certificate stage, thereby achieving 120 Level 7 credits.
- To be awarded an MSc you must pass all modules at all three stages and have achieved 180 Level 7 credits.
- You may not progress to the MSc until you have completed the requirements for the Postgraduate Diploma.
- The pass mark on all modules is 50%.
- It is possible to be awarded a merit or distinction for the MSc (but not for the PG Cert or Diploma). Guidance on the calculation of merits and distinctions may be found in the postgraduate supplement of the TVU Student Handbook.
- If you are unsuccessful at the first attempt of a module assessment and your mark is over a specified threshold, you will have an opportunity to resit the assessment on one occasion at the next available opportunity as determined by the University. If successful at this second attempt your mark will be capped at 50%.
- If you are unsuccessful at the second attempt you have failed the module and, if you wish to continue on the programme, you must re-enrol on and re-study the module and pay the modular fee. You may re-take a module as many times as is necessary or possible during the University registration period. No mark or other credit may be carried forward from a previous attempt. You are not permitted to retake a module you have passed.

Assessment procedures

Whatever form the assessment tasks take for each module, the work to be assessed will pass through a process designed to ensure that standards are maintained and that fairness and parity is applied across all assessed work within the individual module and the programme as a whole. The flow chart below illustrates the assessment process.

Submission of work for assessment (as per Module Study Guide)

1. The assessment is marked by the module tutor
2. The assessment is internally moderated
3. External moderation of work of the cohort
4. Marks are confirmed by the Assessment Board

These regulations should be read in conjunction with the Assessment Regulations in the TVU Student Handbook and the relevant Module Study Guide.

All assessed coursework must be handed in on time, i.e., on the date and time specified in the module study guide. This will be either to the Faculty of Health and Human Sciences Assessment office or to the Blackboard assessment drop box. If you are unsure about this please ask your module leader or the programme leader. Coversheets are available and must be completed and attached to all work. All work received will be stamped and sorted by the relevant unit office.

Your assignments will be marked using specified criteria laid out in the module study guides. They will be marked by the module tutor and normally forwarded to the University within 14 working days. Assignments may then be moderated by a second marker and/or an External Examiner before presentation to the relevant University Assessment Board. The external examiner for your programme, who is appointed by TVU, will review the assignments and write a report for the Assessment Board. A full exposition of the regulations governing your Programme can be found in the TVU Student Handbook: Postgraduate supplement. Please see Appendix 1 for guidelines on anonymous marking and Appendix 2 for guidelines on Plagiarism. Please also note that you should always keep a personal copy of your work.

Generic Marking Criteria

The module assessments are intended to test these learning outcomes and are marked using generic marking grids for level 7 work. This gives us an objective set of criteria that can be used when assessing your work as well as a means of feeding back the strengths and weaknesses of assignments during tutorials. The marking grids minimise individual preferences in markers judgements and as such, ensure that there is parity across all of the programme modules in terms of the academic standard required.

There is one marking grid used in this programme of study; the main generic marking grid which can be found in Appendix 3.

Breakdown of Types and Definitions of the Various Forms of Assessment

You will be able to see from the table above that we have used a blend of assessments in the programme reflecting both the essential practical skills as well as the more academic ones. This is intentional and reflects the nature of clinical hypnotherapy in which the ability to systematically appraise a variety of phenomena and respond to individual patient's needs and safety along with the ability to communicate and report to other health professionals is a required transferable skill. The programme assessments include:

- Practical Assessments
- Reflection on Learning
- Case Studies
- Behavioural Studies
- Psychodynamic, Analytical and Cognitive Behavioural Studies
- Role Plays
- Unseen therapy paper
- Unseen Short answer papers
- Research Proposal
- Dissertation
- Learning contract

Brief descriptions of these assessments can be found in the table above and more detailed guidelines will be included in each of the Module Study Guides. These will be discussed during the module delivery both in groups and in individual tutorials.

It is crucial that you read the guidelines provided in conjunction with the marking criteria and marking grids and make sure there is no doubt in your mind about what is required. It is in everyone's interest that you successfully complete the module assignments and module teachers will be more than happy to help you. It is also important that you start thinking about the module assessment early enough; leaving reading, thinking and writing to last minute is not advised and makes arranging tutorial support difficult.

Confidentiality

You must ensure that your submitted work does not breach anyone's confidentiality, e.g., patients, colleagues and organisations. Sometimes this is done unintentionally, for instance in appended documentation but it can also happen when relating theory to practice through the use of "real life" examples.

Study Materials to be provided

In addition to this Programme Handbook you will receive a module study guide for each of the modules you undertake within the programme. Module study guides give you all the key information you need to be able to successfully complete the module. They detail information on the aims, intended learning outcomes, content and assessment of the module as well as timetables and information on related resources such as essential and recommended texts, websites and journals.

Other Learning Resources

You are also encouraged to access any specialist learning resources available in your own professional environment, or that you can access through partner organisations. In addition, you can also access other University libraries and resources where arrangements exist. TVU is, for instance, a member of the UK Libraries Plus scheme and as such students and staff have access to other University libraries. In order to use these other facilities, you will need to bring a UK Libraries Plus form, authorised by TVU, together with your library or institutional membership card. This will allow you to borrow up to 4 items at a time and to use facilities for study or reference. Please note that it does not, however, allow for the use of computer facilities and electronic resources. See the UK Libraries Plus web site for further information or www.M25lib.ac.uk/M25 for an alternative scheme.

Learning Resources for Open Learning and E-Learning

Apart from the on-line resources within Blackboard, described in the previous section, TVU also subscribes to a variety of databases that give access to journals that are invaluable to you regardless of delivery method but are particularly useful in the context of open and e-learning. Many journal articles are available as full text via these services. These databases are available to you via the Internet so once you have been given what is called an Athens account they can be accessed anywhere in the world with Internet access.

In addition to all the resources above, every staff and student member of the University has a Internet based email account that is accessible anywhere in the world with Internet access. This enables the easy, speedy and efficient distribution of messages and materials.

Learning Environment

The face-to-face components of the programme will normally take place in central London or one of the LCCH's regional centres. These venues are served by a variety of bus and rail links and provide easy access into central London and city centres.

The main Faculty of Health and Human Sciences Learning Resource Centre (LRC) is at Paragon and houses an extensive collection of health related books and journals. The LRC at St Mary's Road has an equally extensive collection of books and journals appropriate to this programme; especially those related to social sciences and psychology

Support for Students

The key staff, with responsibility for programme and module delivery, are listed on page five of this handbook along with their contact details. Whilst you will meet other staff and external speakers on the programme, the staff listed in the section above are responsible for supporting your learning in a variety of ways.

The *Programme Leader* is the person who has overall responsibility for your programme of study. Your Programme Leader is the person you contact for help in areas such as organising your study time and developing your study skills. The Programme Leader will remain constant throughout all the modules you undertake to complete your degree programme. S/he will therefore have a good idea, as you proceed from module to module, about the study difficulties you may have encountered earlier and the particular support you may need in the next module you undertake. The *Programme Leader* has overall responsibility for quality control, quality assurance and client satisfaction on the programme and should be your first contact if you have a serious complaint.

Your *Module Tutor* is a key resource person who can best help you with academic issues related to the subject of the module you are studying.

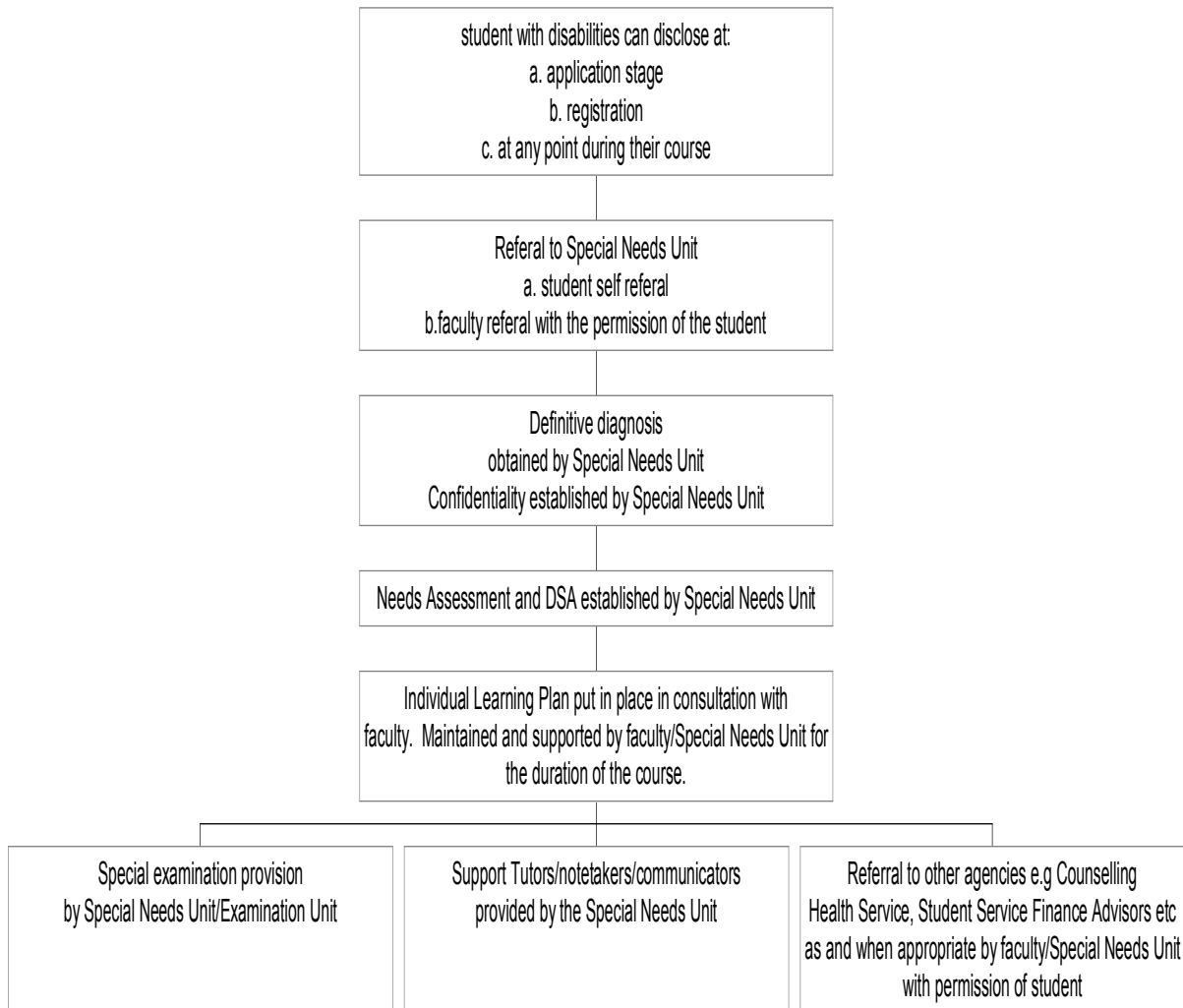
Your *dissertation supervisor* will act as an advisor and mentor as you embark on a demanding period of self-managed learning. This relationship and the roles and responsibilities of both student and supervisor are outlined in detail in the dissertation module study guide.

A range of other support is available and information on this can be found in the TVU Student Handbook. The following staff/units are of particular importance:

- The *University Librarians* will help you to access our extensive information facilities. Learning Resource Centres (LRCs) on both the Slough and Ealing sites contain library, reprographic, media and computing facilities. An extensive range of texts, journals and databases in both general and specialist areas of research can be found in these centres. You will be invited to an induction at the LRC where you will have an opportunity to meet a subject librarian.
- Disability information and support are provided to the University through advisors in the *Student Services Team*. The advisors are able to provide specific support covering a wide range of disabilities.
- The *Special Needs Co-ordinators* will ensure that the best support is provided to students to enable them to have a smooth and successful passage through the University while the *Dyslexia Support Tutor* will provide assistance with assessment, interviews, individual support sessions, and group workshops.
- *Learning Support* is available at each of the University LRCs and specialist support is available to assist you with numeracy, communication, IT skills and English as a second language. Further information on these sources of support is available in the TVU Special Needs Guide.

Students with Disabilities at Thames Valley University

TVU's policy is a simple one: to remove disadvantage without conferring advantage.



Disability information and support is provided by the university through the Special Needs Unit located in the Student Services Team, in the Special Needs Handbook, the Policies, Procedures and Forms Booklet, the student handbook and through the web site.

When a student discloses a disability, referral needs to be made as soon as possible to the Special Needs Unit. Students can self refer prior to registration or at any point during their studies. The faculty can also refer with the permission of the student. The Special Needs Unit will advise and work in partnership with the faculty to facilitate appropriate support within the remit of the Disability Discrimination Act.

Support covers the following areas:

- A definitive diagnosis of the disability
- A Needs Assessment
- The establishing/implementation of the Disabled Student Allowance
- Support tutoring
- The provision of communicators and notetakers
- IT support
- Special examination provision
- The setting up of an Individual Learning Plan
- And
- The establishment of a supportive teaching and learning environment.

The Learning Resource Centres also have specialist technology/support available for students registered with the Special Needs Unit. The specialist technology includes Inspirations, Text HELP, TextBridge, Wordswork, KURZWEIL, JAWS and ViaVoice for MACS.

The University Student Counselling Service

The University provides a Counselling Service for the purpose of personal and emotional support.

The Counselling Service offers one-to-one and group counselling, for students to discuss any problems privately and confidentially. The service is free to all students and staff.

If staff are concerned about a student they can ring the service to discuss the best way of dealing with this or to make a referral. Staff can also make appointments for themselves.

Currently there are five counsellors working out of three different sites.

To Make an Appointment

Telephone:

020 8231 2218 Ealing site (term time)

01753 697 722 Slough site (term time)

0118 987 7920 Reading site (answerphone)

020 8231 2579 All sites (and vacations and out of hours)

The Health Centres on both sites can also be telephoned.

Counselling is available Monday to Friday 9am – 4.30pm (limited evening appointments by arrangement). The counselling services are located as follows:

Ealing

Health Centre
North East Building
St Mary's Road
020 8231 2218/2579

Slough

Health Unit
K Block
Wellington Street
01753 697722 or
020 8231 2579

Reading

Room 18
FHHS Building
Craven Road
0118 987 7920
020 8231 2579

The Counselling Service is part of the Facilities Department. James Barrott is the Head of Counselling.

Your responsibilities as a student at TVU

Whilst we provide the extensive range of support listed above, it is essential that you share the responsibility for your learning in an active and participative manner. Each of you, during the programme, will be faced with unique challenges – social, educational and personal. Achieving

the right balance with all of the demands placed upon you during the programme will be a demand in itself.

The relationship between you and the university is important during your studies and it is our belief that this relationship should be one of equal partnership. From an educational standpoint our role within this partnership is to assist you in developing skills, which will ultimately enhance your practice. You will therefore find, within each of the modules making up your programme, educational outcomes which you will need to achieve to receive credit. Accordingly, you will be expected not just to comply with University and programme regulations but also to work within the spirit of the strategic aims of the University as listed above and to respect staff and students.

Evaluation of the Programme

We value your feedback about your programme. For this reason, each module you study will have specific times when formal evaluation takes place. This will be through questionnaires, and one-to-one discussion with your Module Co-ordinator. Informal evaluation takes place whenever you want to tell your module co-ordinator anything about the programme that is particularly good or not so good. That way, your co-ordinator can begin to improve things immediately, if possible, rather than wait for a formal time of evaluation. Provision is made for the evaluation of administrative support, teacher interaction/support, learning resources and the evaluation process itself.

Evaluation by external examiners

The external examiners for your modules evaluate our assessment schemes and provide an annual report as to how well students are doing in their assessments. This information is used to further development and improve the programme. The information is also collated and presented to the Assessment Board.

Student participation

The University has a well-established tradition of student participation in all its decision-making processes. Each programme is run by a Programme Board, on which the students are fully represented, which normally meets three times each academic year. At the end of each module and on completion of the programme you are asked to complete evaluation questionnaires.

The success of the programme depends to a large extent on student involvement and commitment. Furthermore, active participation in the decision making process of the University and the various academic and non-academic activities are some of the ways in which you can make the most of your experience.

We hope you enjoy your time with us.

Management of E-Learning Programmes

All of the above apply equally to module with and e-learning component however, depending on the level of e-learning the means of eliciting student opinion may be electronic rather than face to face.

Regulations

The regulations governing the delivery of this programme can be found in the student handbook. Each student undertaking the programme will be given a copy of the TVU Student Handbook as well as the Faculty of Health and Human Sciences Student Handbook

Anonymous Marking Guidelines for Students

Your theoretical assignments will be marked using only your student ID number as the identifier. You should use the eight figure ID number found on the bottom right hand corner of your TVU 'smart card'. Your ID number also applies to your practice assessment documents but they are not anonymously marked.

Theoretical Assessment Cover Sheet

You **must** complete **all** sections of the form including: -

- ◆ Your name and address
- ◆ Student number (smart card)
- ◆ Module title and code
- ◆ Sign and date the form

It is important that you write clearly and fill in all the details that are requested. We will use the details you write on the form to contact you.

NB If you do not insert your **student number**, we cannot process your assignments using the anonymous marking system.

IF YOU ARE SUBMITTING A THEORETICAL ASSESSMENT FOR A SECOND ATTEMPT, YOU MUST ALSO SUBMIT YOUR FIRST ATTEMPT ASSESSMENT AND MARKERS COMMENTS SHEET AT THE SAME TIME. WITHOUT THIS YOUR ASSIGNMENT WILL NOT BE MARKED. THIS MAY RESULT IN YOU FAILING THE MODULE.

How does the system work?

- ◆ Following submission, the cover sheet will be removed and kept in the Assessments Department whilst your assignment is marked.
- ◆ The marker will see only your work with your student number (smart card).
- ◆ Only after the marking process is complete will the Assessments Department match up your work with the cover sheet so that your work can be returned to you.

Other important things to note:

Do not include your name on ANY part of your actual theoretical assignment, which includes the reference list, appendices and headers or footers. The only ID you can use is your TVU Unique card number.

Academic advice to students on plagiarism

It is important that all students are aware of the need to ensure that all work presented by them has in fact been produced by them alone. This note is intended to give guidance on the issue of plagiarism and in particular to help you understand the various ways in which plagiarism can occur.

You should familiarise themselves with The University Regulations and Student Code of Conduct in the Student Handbook and in particular the Academic Penalties in case of Cheating and Plagiarism and the definition of plagiarism (set out below) that can be found on the Intranet at tvu.ac.uk/policy/documents/code_conduct.doc.

For the purpose of the regulations, plagiarism is defined as the presentation by a student of work for assessment which is not his/her own, in the sense that all or part of the work has been copied from that of another person (whether published or not) without attribution, or the presentation of another's work as if it were her/his own. Any student who knowingly permits another student to plagiarise his/her own work will also be regarded as having breached the General Regulations.

The University recognises the benefits of informal student discussion of assignments requiring a group response. Nothing in the above definition precludes such activities, which are normal in an academic community. The offence of plagiarism takes place when, having had the opportunity of advice and guidance, a student submits for marking work which s/he knows contains matter taken from other sources and for which no attribution is given according to the conventions normally adopted in academic writing.

There are a number of companies offering services over the Internet to produce student coursework. These companies pretend or will try to persuade students that this is an entirely normal and acceptable practice and that many students take advantage of it. They also claim that they offer a secure confidential and undetectable service for which they charge a great deal of money. Please be warned that using such a service is an acute form of plagiarism that is likely to result in students failing to obtain a qualification and potentially debarring them from a significant range of professional careers. It therefore puts career plans at serious risk and hinders educational development.

If you who experience problems with your assignments you should contact your lecturers for advice and should avail yourself of the University-wide support services described above.

THAMES VALLEY UNIVERSITY
FACULTY OF HEALTH AND HUMAN SCIENCES

THEORETICAL MARKING GRID
LEVEL 7

ORGANISATION AND COHERENCE	10	0-4	5-7	8-10
<ul style="list-style-type: none"> ◆ The study must be clearly structured and presented. ◆ The introduction must state an aim and explicitly identify the relevant arguments and areas to be addressed. ◆ These areas, once identified must be followed up logically in the main body of the study. ◆ There must be a firm conclusion of the areas discussed. 		<ul style="list-style-type: none"> ◆ Some attention paid to the structure and organisation/coherence ◆ Evidence of discussion. 	<ul style="list-style-type: none"> ◆ Good structure, presentation and coherently expressed. ◆ Widely discussed. 	<ul style="list-style-type: none"> ◆ Excellent structure, presentation and coherence at an outstanding standard. ◆ Evidence of critical discussion.
CONTENT	20	0-8	9-14	15-20
<ul style="list-style-type: none"> ◆ The contents must clearly relate to the area of study, and the learning outcomes being tested, and demonstrate originality and creativity. ◆ Knowledge and understanding must be applied to practice. 		<ul style="list-style-type: none"> ◆ Addressed the aims of the area of study with some originality and creativity. ◆ Applied to practice. ◆ Does not meet all the theoretical learning outcomes. 	<ul style="list-style-type: none"> ◆ Clearly relevant. ◆ Original and creative. ◆ Application and integration of knowledge to practice. ◆ Meets all the theoretical learning outcomes. 	<ul style="list-style-type: none"> ◆ Relevance to practice and the module learning outcomes are crystallized within the study. ◆ Application of theory to practice, and practice to theory is contextualised appropriately.
CLARITY OF EXPRESSION	10	0-4	5-7	8-10
<ul style="list-style-type: none"> ◆ Areas must be clearly expressed, articulate and fluent. ◆ Accurate spelling and grammar. 		<ul style="list-style-type: none"> ◆ Meaning clear. ◆ Spelling and/or grammar needs some improvement. 	<ul style="list-style-type: none"> ◆ Articulate and fluent. ◆ Good spelling and grammar. 	<ul style="list-style-type: none"> ◆ Clearly expressed, articulate and fluent. ◆ Spelling and grammar accurate throughout.
LEVEL OF ANALYSIS AND SYNTHESIS	30	0-10	11-20	21-30
<ul style="list-style-type: none"> ◆ There should be a clear critical analysis and synthesis of issues, which are well integrated and evaluated, as appropriate. 		<ul style="list-style-type: none"> ◆ Shows some critical thinking and the beginnings of synthesis and evaluation. 	<ul style="list-style-type: none"> ◆ Well integrated study with clear evidence of critical analysis/synthesis, and evaluation relevant to the area of study. 	<ul style="list-style-type: none"> ◆ Critical analysis, critical thinking, and synthesis of ideas are clear within the study. Evaluation and integration evidenced throughout.
USE OF LITERATURE SHOWING KNOWLEDGE AND UNDERSTANDING	20	0-8	9-14	15-20
<ul style="list-style-type: none"> ◆ The study must demonstrate an appropriate use of academic literature/research, which is appropriate to the study. 		<ul style="list-style-type: none"> ◆ Limited use of academic literature/research evidence. 	<ul style="list-style-type: none"> ◆ Moderate range but depth and complexity appropriate to area of study. 	<ul style="list-style-type: none"> ◆ Extensive range, depth and complexity, which is appropriate to the area of study.
QUALITY OF REFERENCING	10	0-4	5-7	8-10
<ul style="list-style-type: none"> ◆ All key sources must be cited, and a consistent and accurate use of Harvard referencing system must be maintained. 		<ul style="list-style-type: none"> ◆ Main key sources cited. ◆ Limited or no use of an accepted referencing system. 	<ul style="list-style-type: none"> ◆ Most sources cited using an accepted referencing system. 	<ul style="list-style-type: none"> ◆ All key sources cited. ◆ Consistent and accurate use of an accepted referencing system.

If assignment is over 10% more than the word limit, the mark will be reduced by 10%.