<table>
<thead>
<tr>
<th>1. Awarding body</th>
<th>University of Surrey</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching institution (if different)</td>
<td>NA</td>
</tr>
</tbody>
</table>
| 3. Final award and programme/pathway title | 1. MSc Supervision and Consultation: Psychotherapeutic and Organisational Approaches  
2. PG Dip Supervision and Consultation: Psychotherapeutic and Organisational Approaches  
3. PG Cert Supervision and Consultation: Psychotherapeutic and Organisational Approaches |
| 4. Subsidiary award(s) and title(s) | Award | Title |
| | PG Dip | Supervision and Consultation: Psychotherapeutic and Organisational Approaches |
| | PG Cert | Supervision and Consultation: Psychotherapeutic and Organisational Approaches |
| 5. FHEQ Level | 7 |
| 6. Credits and ECTS credits | 1. 180 UK credits, 90 ECTS credits  
2. 120 UK credits, 60 ECTS credits  
3. 60 UK credits, 30 ECTS credits |
| 7. Name of Professional, Statutory or Regulatory Body (PSRB) | Association for Family Therapy  
The British Psychological Society (BPS) |
| 8. Mode of study and route code | Mode of study | Route code |
| | Full-time | N |
| | Full-time with PTY | N |
| | Part-time | Y |
| | Distance learning | N |
| | Short course | N |
| 9. JACs code | NA |
| 10. QAA Subject benchmark statement (if applicable) | NA |
| 11. Other internal and / or external reference points | The British Psychological Society has a Register for Applied Psychology Practice Supervisors (RAPPS). BPS Chartered Psychologists’ are able to register by providing evidence of training in a set of supervision skills, identified by an approach to supervision that is informed by psychological knowledge, research and good practice. The RAPPS learning outcomes have been mapped onto the module learning outcomes for the first year of the MSc programme in Supervision and Consultation and the training of the third semester is designed to satisfy the requirements to join the BPS Register of Coaching Psychologists.  
AFT (The Association for Family Therapy and Systemic Practice) have a number of learning outcomes for supervisory practice in the 4 areas of practice, theory, personal development, and ethics. These areas are expanded in the 2nd edition of the 2009 ‘AFT RED BOOK’. The AFT learning outcomes have been mapped onto the module learning outcomes for the first year of the MSc programme in Supervision and Consultation. |
Both the British Association for Behavioural and Cognitive Psychotherapy (BABCP) and the British Association for Psychoanalytic and Psychodynamic Supervisors (BAPPS) stipulate the length of training, the number of hours of theory teaching, number of hours supervisory practice is conducted and the number of hours and nature of supervision of supervision. The qualifications, theoretical orientation and approach taken by those teaching and supervising students are also specified. The PG Cert satisfies all the current stipulated course requirements.

EMCC (European Mentoring and Coaching Council) has eight competence categories for coaching and mentoring: understanding self; commitment to self-development; managing the professional contract; building the professional relationship; enabling client insight and learning; outcome and action orientation supporting the client to make desired changes; use of models and techniques in order to bring about insight and learning; evaluation of the effectiveness of practice and establish a culture of evaluation of outcomes. These eight areas of competency have been embedded in the practice requirements of the modules in the second year of the MSc.

12. Faculty and Department/School
   Faculty of Arts and Social Sciences; School of Psychology

13. Programme Leader
   Dr Paul Tibbles

14. Date of production/revision of the specification
   July 2016

15. Educational aims of the programme

   - Develop advanced competencies to practice supervision, consultation, coaching and mentoring within applied health, social care and educational settings;
   - Conceptualise supervision/consultation/coaching/mentoring theory and practice clearly;
   - Develop a range of specific and transferable supervisory, consultation, coaching and mentoring skills and competencies;
   - Develop ethical awareness and relational/self-reflexivity;
   - Supervise/consult/coach/mentor across a range of contexts and with a range of clients/supervisees/consultees;
   - Practise supervision, consultation, coaching and mentoring in a culturally attuned way.

16. Programme learning outcomes – the programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

   The MSc programme (subsidiary awards of PG Dip and PG Cert) aims to promote a high quality, vocational education which is intellectually rigorous and responsive to the changing demands of public services, the non-statutory sector and private practice. There is a focus on ethical practice and a good understanding of the importance of a capacity to work with social difference and disadvantage in order to provide professional practice that reaches out to the widest possible range of need.

   The first year of the MSc programme is concerned with developing advanced professional skills in supervising and consulting to other professionals working with clients who are likely to be distressed, socially marginalised and vulnerable. While the second year focuses on the development of consultation to organisations, coaching and mentoring to senior professional staff, and the development of research knowledge and practice in the field. The programme draws on a range of psychotherapeutic models to
inform practice as well as generic models pertaining to learning and supervision. There is an expectation that all students will develop a capacity to critically integrate different models and reflect on the challenge this holds. Those seeking professional registration will need to choose to follow modality specific pathway in their studies, but they will still be required to undertake some integration of theory and practice. The modality specific modules provide opportunities to focus on one theoretical approach to supervision and consultation, but there are also numerous opportunities to continue to develop integrative practice throughout the programme.

### Knowledge and understanding

Students awarded the MSc degree will have:

- A systematic knowledge and in-depth understanding of the development, issues and influences relevant to the chosen supervision and consultation pathway.
- A systematic knowledge and in-depth understanding of the development, issues and influences relevant to organisational consultation and coaching.
- Originality in the critical application of theoretical, research and applied knowledge related to the training, learning, management, guidance, coaching and support needs of individual clients/supervisees/consultees, teams and organisations.
- An understanding of the research process.

Students awarded the PG Dip will demonstrate:

- A systematic knowledge and in-depth understanding of the development, issues and influences relevant to the chosen supervision and consultation pathway.
- A systematic knowledge and in-depth understanding of the development, issues and influences relevant to organisational consultation and coaching.
- Originality in the critical application of theoretical, research and applied knowledge related to the training, learning, management, guidance, coaching and support needs of individual clients/supervisees/consultees, teams and organisations.
- An understanding of the research process.

Students awarded the PG Cert will demonstrate:

- A systematic knowledge and in-depth understanding of the development, issues and influences relevant to the chosen supervision and consultation pathway.
- Originality in the critical application of theoretical, research and applied knowledge related to the training, learning, management, guidance and support needs of individual supervisees/consultees and teams.

### Intellectual / cognitive skills

Students awarded the MSc degree will have:

- An ability to systematically deal with complex issues in applied settings as demonstrated by problem solving.
- An ability to critically evaluate outcomes and respond to feedback as part of a process of continuous self-evaluation and professional development.
- An ability to independently critically evaluate approaches and techniques relevant to staff and organisational supervision and consultation.

Students awarded the PG Dip will demonstrate:

- An ability to systematically deal with complex issues in supervision, consultation and organisational settings as demonstrated by problem solving.
- An ability to evaluate outcomes and respond to feedback as part of a process of continuous self-evaluation and professional development.
- An ability to independently critically evaluate approaches and techniques relevant to supervision, consultation and organisations.
Students awarded the PG Cert will demonstrate:

- An ability to systematically deal with complex issues in applied settings as demonstrated by problem solving.
- An ability to evaluate outcomes and respond to feedback as part of a process of continuous self-evaluation and professional development.
- An ability to independently critically evaluate approaches and techniques relevant to supervision and consultation.

**Professional practical skills**

Students awarded the MSc degree will demonstrate:

- The competencies and skills needed to supervise pre- and post-qualification education, health and social care professionals following one of the four specific modality supervision and consultation pathways: CBT, Systemic, Psychodynamic, and Integrative, in culturally attuned and socially inclusive ways.
- The competencies and skills needed to coach qualified health and social care professionals following one of the four specific modality organisational supervision and consultation pathways: CBT, Systemic, Psychodynamic, and Integrative, in culturally attuned and socially inclusive ways.
- The competencies and skills needed to consult to teams and organisations in a flexible and responsive way through the integration of psychological approaches.
- The competencies needed to provide supervision/coaching/consultation to individuals, groups, teams, and organisations.
- A capacity to design and carry out a range of innovative and responsive practice approaches, and a cogent research dissertation related to supervision, coaching and consultation practice within applied context, including organisations and teams.
- A capacity to negotiate and respond to feedback as part of routine professional practice.

Students awarded the PG Dip will demonstrate:

- The competencies and skills needed to supervise pre- and post-qualification education, health and social care professionals following one of the four specific modality supervision and consultation pathways: CBT, Systemic, Psychodynamic, and Integrative, in culturally attuned and socially inclusive ways.
- The competencies and skills needed to coach qualified health and social care professionals following one of the four specific modality organisational supervision and consultation pathways: CBT, Systemic, Psychodynamic, and Integrative, in culturally attuned and socially inclusive ways.
- The competencies and skills needed to consult to individuals, teams and organisations in a flexible and responsive way through the integration of psychological approaches.
- The competencies needed to provide supervision/coaching/consultation to individuals, groups, teams, and organisations.
- A capacity to design and carry out a range of innovative and responsive practice approaches related to supervision, coaching and consultation practice within applied contexts including organisations and teams.
- A capacity to negotiate and respond to feedback as part of routine professional practice.

Students awarded the PG Cert will demonstrate:

- The competencies and skills needed to supervise pre- and post-qualification education, health and social care professionals following one of the four specific modality supervision pathways: CBT, Systemic, Psychodynamic, and Integrative, in culturally attuned and socially inclusive ways.
- The competencies and skills needed to consult to individuals and teams in a flexible and responsive way through the integration of psychological approaches.
- The competencies needed to provide supervision and consultation to individuals, groups and teams.
- A capacity to design and carry out a range of innovative and responsive practice approaches related
to supervision and consultation practice with individuals and teams.

- A capacity to negotiate and respond to feedback as part of routine professional practice.

### Application and evaluation

Students awarded the MSc degree will demonstrate:

- An ability to systematically deal with complex issues in a variety of applied settings as demonstrated by problem solving.
- An ability to evaluate outcomes and respond to feedback as part of a process of continuous self-evaluation and professional development.
- An ability to independently critically evaluate supervision, consultation and coaching approaches and techniques relevant to individual staff, teams and organisations across applied settings.

Students awarded the PG Dip will demonstrate:

- An ability to systematically deal with complex issues in a variety of applied settings as demonstrated by problem solving.
- An ability to evaluate outcomes and respond to feedback as part of a process of continuous self-evaluation and professional development.
- An ability to independently critically evaluate supervision, consultation and coaching approaches and techniques relevant to individual staff, teams and organisations across applied settings.

Students awarded the PG Cert will demonstrate:

- An ability to systematically deal with complex issues in specific applied settings as demonstrated by problem solving.
- An ability to evaluate outcomes and respond to feedback as part of a process of continuous self-evaluation and professional development.
- An ability to independently critically evaluate approaches and techniques relevant to individual and team supervision and consultation.

### Synthesis and creativity

Students awarded the MSc degree will demonstrate:

- An ability to conduct research and produce a high quality research dissertation. This includes the ability to select, define and focus upon an issue at an appropriate level; to develop and apply relevant and sound methodologies; to analyse the issue; to develop recommendations and logical conclusions; to be aware of the limitations of research work.
- An ability to identify modifications needed to existing organisational practices and team structures and their frameworks of working and therefore to propose new areas for investigation and development, and new solutions or alternative applications of methodological approaches.

Students awarded the PG Dip will demonstrate:

- An ability to identify modifications needed to existing organisational practices and team structures and their frameworks of working and propose new solutions and new areas for development.

Students awarded the PG Cert will demonstrate:

- An ability to identify learning and supervision needs of individuals and teams related to existing structures and theoretical frameworks and propose new solutions or new areas of development.

### Ethical understanding

Students awarded the MSc degree will demonstrate:

- A sophisticated understanding of ethical concerns in applied practice and research in order to anticipate ethical dilemmas.
- A sophisticated capacity to identify and understand professional challenges when dealing with
ethical dilemmas and how to formulate solutions in dialogue with colleagues, clients and supervisors when they arise in applied professional practice, organisational settings and research.

Students awarded the PG Dip will demonstrate:
- A sophisticated understanding of ethical concerns in applied practice and research in order to anticipate ethical dilemmas.
- A sophisticated capacity to identify and understand professional challenges when dealing with ethical dilemmas and how to formulate solutions in dialogue with colleagues, clients and supervisors when they arise in applied professional practice, and organisational settings.

Students awarded the PG Cert will demonstrate:
- A sophisticated understanding of ethical concerns in order to anticipate ethical dilemmas in applied practice.
- An awareness of ethical dilemmas and how to formulate solutions in dialogue with colleagues, clients and supervisors when they arise in applied professional practice.

Key / transferable skills

Students awarded the MSc degree will demonstrate:
- A range of transferable skills necessary for employment, including critical reasoning, problem solving, group working, organisational work, oral and written communication, taking initiative and personal responsibility in complex team and organisational contexts, an understanding of the research base to practice and a capacity to undertake relevant research and apply the results.
- A learning ethos to allow for on-going CPD.

Students awarded the PG Dip will demonstrate:
- A range of transferable skills necessary for employment, including critical reasoning, problem solving, group working, organisational work, oral and written communication, taking initiative and personal responsibility in complex team and organisational contexts.
- A learning ethos to allow for on-going CPD.

Students awarded the PG Cert will demonstrate:
- A range of transferable skills necessary for employment, including critical reasoning, problem solving, group working, oral and written communication, taking initiative and taking personal responsibility in complex team contexts.
- A learning ethos to allow for on-going CPD.

17. Programme structure – including the route / pathway / field requirements, levels modules, credits, awards and further information on the mode of study.

All MSc students are initially registered for one academic year, and successful completion of all modules in the first year leads to progression into year two. The MSc in Supervision and Consultation is studied over two academic years and is part-time. This is a specialised training course which leads to advanced knowledge and practice in the supervision and coaching of staff, and consultation to teams and organisations.

On successful completion of the first year MSc students may apply for registration with their relevant professional body as an approved supervisor. On successful completion of the second year MSc students may be eligible to apply for registration as a coach (e.g. with the BPS or EMCC).

The Programme is divided into nine modules (five in the first year and four in the second year). All taught modules are worth 15 credits, which is indicative of 190 hours of teaching, comprised of direct student contact, and in addition there is private study and preparation of assessed work. In order to achieve the MSc students must complete 180 credits at FHEQ Level 7. Students not achieving the
The required number of credits for the MSc can be awarded the PG Dip (120 credits) or the PG Cert (60 credits) provided they have satisfactorily passed the required modules.

The Research Dissertation module is 60 credits and takes place during the fourth semester. In order for students to progress to FHEQ Level 7 they are required to achieve a minimum of 50% on all assignments.

The PG Certificate is based on a minimum 9 month part-time two semester programme; the PG Diploma route is based on a minimum 18 months part-time three semester programme; and the MSc route is based on a minimum two-year part-time four semester programme. A 5 day teaching block occurs at the beginning of both semesters in year one and in the first semester of year two, followed by two teaching days each month.

In the first year each student supervisor/consultant convenes regular supervision/consultation sessions in their place of work. This should include opportunities for individual, group and organisational supervision/consultation of approximately 2 hours duration per week. The University staff member of the student supervisor/consultant will either visit the placement twice in Year One or review extended audio-visual recordings of practice, and in Year Two there will be reviews of two audio-visual recordings of organisational consultation and coaching practice.

In order to progress to Year Two of the programme, all trainee supervisors/consultants must have successfully completed and submitted the assignments for the core modules from the first year before proceeding into the second year. The core modules from both years must be completed before undertaking the research dissertation. The second semester of Year Two comprises the Research Dissertation.

The Supervision and Consultation Practice module convenes regularly at the university in Year One for supervision of supervision, where students provide peer supervision and consultation. The students have a number of sessions which are peer led and others which are led by an academic member of staff. These ‘reflecting team’ sessions provide reflective feedback to the individual presenting and in turn the student provides feedback to their peers on the reflective process. During Year Two to complement the Working with Organisations and their Contexts module there are opportunities for students during the Organisational Supervision and Consultation module to provide organisational supervision, coaching and consultation to each other. Some of this can take place away from the university via email, phone contact as well as in small group discussion based at the university.

The programme has a broadly developmental and integrative structure to progression. For example, in the first year, the Models of Learning, Supervision & Consultation and Frameworks of Supervision and Consultation outline theories of adult learning, models of supervision, styles of supervision, supervisory relationships, and ways of giving feedback to supervisees. The four Supervision and Consultation Practice module pathways span semester one and semester two in Year One and provide support structures and learning opportunities to develop competence and confidence in supervisory practice and consultation. These different module pathways run alongside other core modules support personal and professional development and reflective practice. Throughout semester one and semester two the Integrative Practice module promotes critical evaluation and integration of different modalities in applied practice and attends to the complex issues around formulation and the teaching of formulation skills to supervisees/consultees. The Research Methods module in semester three encourages critical appraisal of published research and provides a grounding in qualitative research methods. It is placed at the start of Year Two in order to prepare for the Research Dissertation module which is undertaken in the fourth semester.

The programme research tutors host tutorials to help MSc students to develop their research proposals during semester three and four. Provided that the student has satisfied all other requirements, the Research Dissertation module will be the only module during the second semester of Year Two. Thus, in the final semester the student is released in order to devote time for the research dissertation.
The Supervision and Consultation Practice Modules span semester one and two, in order to meet early on in the training the number of hours of practice and supervised practice required for professional registration. Students choose to follow one of four Supervision and Consultation Practice module pathways throughout the first year of training. This ensures that particular theoretical approaches are consistently used to inform, guide and direct their practice.

The Supervision and Consultation Practice module and the Organisational Supervision and Consultation module are either assessed in the workplace through placement visits and/or by reviews of audio-visual recordings of practice, and the chosen pathway must be awarded a pass in order to progress to the next phase. Quality of practice and performance is monitored through observation of the student’s practice using specific guidelines for the evaluation of skills and competencies. The report made by the University staff member identifies areas of practice to modify and sets targets for the future. It is the responsibility of each student to set-up and organise their supervision project/practice within their place of work, but the viability of their supervision project/practice plans are first assessed by a staff member before being undertaken.

Students are expected to attend all lectures. An absence of 3 days without prior agreement can result in the University refusing to award the qualification without additional attendance of lectures.

Students are supported through a number of programme mechanisms: peer support groups that meet on campus; the allocation of a visiting supervisor tutor; the allocation of a research and academic tutor; a dedicated slot for supervision of supervision in the Supervision and Consultation module and shared learning opportunities within the student group.

Peer support groups can be formed by students using SurreyLearn to reflect on their practice, development and organisational challenges to consultation and supervision. Academic tutors are allocated for individual support with coursework. A research supervisor is also allocated for the dissertation in order to support the development of a research proposal at the end of the third semester. Masters level students are formed into peer research support groups.

All modules offered at the University will be at FHEQ Level 7. Students who AP(E)L may have demonstrated their credentials through completion of Level 6 or 7 modules from other institutions. To gain the award of Master of Science in Supervision & Consultation: Psychotherapeutic & Organisational Approaches a student must obtain 180 credits at Level 7 of which 60 credits are obtained through successful completion of the dissertation.

To gain the award of Post-Graduate Diploma in Supervision and Consultation: Psychotherapeutic & Organisational Approaches, the student must obtain 120 credits at Level 7. The Post-Graduate Certificate in Supervision and Consultation: Psychotherapeutic Approaches will be awarded when a student has obtained 60 credits at level 7.

A Distinction is awarded to the MSc if an aggregate average mark of 70% is achieved or a Merit if an average of 60% is achieved in all the modules. In the case of the PG Diploma the threshold for the award of a Distinction is the same as for the MSc. An award of Distinction is not made in the case of the PG Certificate.

In the first year there are four practice pathways for the Supervision and Consultation Practice module(PSYM083-86): These are: Cognitive-Behavioural Approaches (PSYM083) which is open to BPS/BABCP/UKCP cognitive behaviour psychotherapists only; Integrative Approaches (PSYM084); Systemic Approaches (PSYM085) which is open to AFT/UKCP registered systemic psychotherapists only; Psychodynamic Approaches (PSYM086) which is open to registered psychoanalytic or psychodynamic psychotherapists/counsellors only. It is possible for students to transfer from one pathway to another prior to submission of the first substantive academic assignment in the first semester provided that they have the relevant modality specific qualifications. Students are made aware
of the different pathways in the publicity material for the programme, at interview, in the application form, in the programme handbook, and in the block teaching week at the beginning of the course.

In the second year there are four practice pathways for the Organisational Supervision and Consultation module (PSYM079-PSYM082): These are: Cognitive-Behavioural Approaches (PSYM079) which is open to BPS/BABCP/UKCP cognitive behaviour psychotherapists only; Integrative Approaches (PSYM080); Systemic Approaches (PSYM081) which is open to AFT/UKCP registered systemic psychotherapists only; Psychodynamic Approaches (PSYM082) which is open to registered psychoanalytic or psychodynamic psychotherapists/counsellors only: Students are registered to follow one of the pathways at the beginning of the semester. It is possible for students to transfer from one pathway to another prior to submission of the first substantive academic assignment in the third semester provided that they have the relevant modality specific qualifications. Students are made aware of the different pathways during the first year of the programme. Those joining the programme in the second year by the AP(E)L process are informed at interview, in the application form, in the programme handbook, and in the block teaching week at the beginning of the second year.

Programme adjustments (if applicable)

NA

FHEQ Level 7: Potential awards – MSc

<table>
<thead>
<tr>
<th>Module code</th>
<th>Module title</th>
<th>Core/compulsory/optional</th>
<th>Credit volume</th>
<th>Semester (1/2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYM035</td>
<td>Models of Learning, Supervision and Consultation</td>
<td>Core</td>
<td>15</td>
<td>Year 1, semester 1</td>
</tr>
<tr>
<td>PSYM036</td>
<td>Frameworks of Supervision and Consultation</td>
<td>Core</td>
<td>15</td>
<td>Year 1, semester 2</td>
</tr>
<tr>
<td>PSYM037</td>
<td>Supervision of Supervision and Consultation</td>
<td>Core</td>
<td>15</td>
<td>Year 1, 1 &amp; 2</td>
</tr>
<tr>
<td>PSYM038</td>
<td>Research Methods in Supervision and Consultation</td>
<td>Core</td>
<td>15</td>
<td>Year 2, semester 1</td>
</tr>
<tr>
<td>PSYM039</td>
<td>Integrative Practice</td>
<td>Core</td>
<td>15</td>
<td>Year 1, 1 &amp; 2</td>
</tr>
<tr>
<td>PSYM040</td>
<td>Working with Organisations and their Contexts</td>
<td>Core</td>
<td>15</td>
<td>Year 2, semester 1</td>
</tr>
<tr>
<td>PSYM083-PSYM086</td>
<td>Supervision and Consultation Practice</td>
<td>Core</td>
<td>15</td>
<td>Year 1, 1 &amp; 2</td>
</tr>
<tr>
<td>PSYM079-PSYM082</td>
<td>Organisational Supervision and Consultation</td>
<td>Core</td>
<td>15</td>
<td>Year 2, semester 1</td>
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<tr>
<td>PSYM045</td>
<td>Research Dissertation in Supervision and Consultation</td>
<td>Core</td>
<td>60</td>
<td>Year 2, semester 2</td>
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How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level? NA

FHEQ Level 7: Potential awards – PG Dip

<table>
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<tr>
<th>Module code</th>
<th>Module title</th>
<th>Core</th>
<th>Credit</th>
<th>Semester</th>
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</thead>
</table>


<table>
<thead>
<tr>
<th>Module code</th>
<th>Module title</th>
<th>Core /compulsory /optional</th>
<th>Credit volume</th>
<th>Semester (1 / 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYM035</td>
<td>Models of Learning, Supervision and Consultation</td>
<td>Core</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>PSYM036</td>
<td>Frameworks of Supervision and Consultation</td>
<td>Core</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>PSYM037</td>
<td>Supervision of Supervision and Consultation</td>
<td>Core</td>
<td>15</td>
<td>1 &amp; 2</td>
</tr>
<tr>
<td>PSYM038</td>
<td>Research Methods in Supervision and Consultation</td>
<td>Core</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>PSYM039</td>
<td>Integrative Practice</td>
<td>Core</td>
<td>15</td>
<td>1 &amp; 2</td>
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<td>Working with Organisations and their Contexts</td>
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<td>Supervision and Consultation Practice</td>
<td>Core</td>
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<tr>
<td>PSYM079-PSYM082</td>
<td>Organisational Supervision and Consultation</td>
<td>Core</td>
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</tbody>
</table>

How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level? NA

FHEQ Level 7: Potential awards – PG Cert

<table>
<thead>
<tr>
<th>Module code</th>
<th>Module title</th>
<th>Core /compulsory /optional</th>
<th>Credit volume</th>
<th>Semester (1 / 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYM035</td>
<td>Models of Learning, Supervision and Consultation</td>
<td>Core</td>
<td>15</td>
<td>1</td>
</tr>
<tr>
<td>PSYM036</td>
<td>Frameworks of Supervision and Consultation</td>
<td>Core</td>
<td>15</td>
<td>2</td>
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<tr>
<td>PSYM037</td>
<td>Supervision of Supervision and Consultation</td>
<td>Core</td>
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<td>Supervision and Consultation Practice</td>
<td>Core</td>
<td>15</td>
<td>1 &amp; 2</td>
</tr>
</tbody>
</table>

How many optional modules must a student choose in order to achieve the necessary amount of credits to achieve this level? NA

18. Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme

- Associate Tutor(s)/Guest Speakers/Visiting Academics | Y
- Professional Training Year (PTY) | N
- Placement(s) (study or work that are not part of the PTY or Erasmus Scheme) | Y
- Clinical Placement(s) (that are not part of the PTY Scheme) | Y
- ERASMUS Study (that is not taken during Level P) | N
- Study exchange(s) (that are not part of the ERASMUS Scheme) | N
- Dual degree | N

19. Quality assurance

The Regulations and Codes of Practice for taught programmes can be found at: [http://www.surrey.ac.uk/quality_enhancement/index.htm](http://www.surrey.ac.uk/quality_enhancement/index.htm)