Name of final award: MSc
Course title: MSc Clinical Hypnotherapy (Comprising of: PgCert Clinical Hypnotherapy 60 Credits, PgDip Clinical Hypnotherapy 60 Credits, Research Methods and Dissertation 60 credits)
Level: 7
Credits: 60
Exit awards, level and credits: Postgraduate Certificate Clinical Hypnotherapy Level 7 60 credits, Postgraduate Diploma Clinical Hypnotherapy Level 7 60 credits, MSc in Clinical Hypnotherapy Level 7 180 credits

School: Psychology, Social Work and Human Sciences
Field/Subject: Human Science/Clinical Hypnotherapy
Academic Partners: London College of Clinical hypnosis

Note: Approval for an academic partner to deliver a course requires an additional approval event.
1. **Awarding body/Institution**

University of West London

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2. **Teaching institution**

University of West London with specialist project supervision by the London College of Clinical Hypnosis

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3. **Admissions criteria**

All applicants will have a current Advanced Criminal Records Bureau check. To be admitted onto the MSc Clinical Hypnotherapy students must hold the Postgraduate Diploma in Clinical Hypnotherapy.

| IELTS Score for International Students | Competence in written and spoken English is a pre-requisite for entrance and IELTS (International and English Language Testing System) score of 6.5 or equivalent is the minimum standard required. |

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4. **Codes**

<table>
<thead>
<tr>
<th>UCAS Code A</th>
<th>N/A</th>
</tr>
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<tbody>
<tr>
<td>UCAS Code B</td>
<td>N/A</td>
</tr>
<tr>
<td>JACS Code</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>N/A</td>
</tr>
</tbody>
</table>

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5. **Professional, Statutory and Regulatory Body accreditation (if applicable)**

N/A

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6. **Career and progression opportunities**

On completion of this programme students will be able to enter professional practice in Clinical Hypnotherapy. Other qualified therapists may use the knowledge to enrich and enhance their current practice. Teaching and training opportunities in this field are also available

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7. **Location of delivery**

Brentford and Reading campuses
8. **Mode of delivery**  
(Copy and paste this symbol - ✓)

- [ ] Full time  
- [✓] Part time  
- [ ] Distance learning  
- [ ] Work-based learning*

- [ ] Other  
- [ ] If other, please specify: ________________

*Work-based learning - if the course includes work-based learning elements, please specify below:
  
a. Is employment in a particular work role necessary to complete assessments?  
b. Are work placements an essential part of the course?

N/A

9. **Planned course duration**

*PgCert Clinical Hypnotherapy*  
Taught over one year (12 months) of 12 teaching weekends

*PgCert Clinical Hypnotherapy*  
Taught over one year (12 months) of 12 teaching weekends

*MSc Clinical Hypnotherapy*  
The Research Methods Module is completed over one semester  
The Dissertation Module is completed over one calendar year

10. **Sequencing within the academic calendar**  
(Copy and paste this symbol - ✓)

- [ ] September only start  
- [ ] February only start  
- [✓] September and February start

- [ ] Other  
- [ ] If other, please specify: ________________

11. **First date of delivery of the course (month and year)**

*PgCert Clinical Hypnotherapy*  
October 2008

*PgDip Clinical Hypnotherapy*  
October 2010

*MSc Clinical Hypnotherapy*  
September 2013

12. **Language of study**
13. Links with External Organisations/Industrial Partners

Students are required to join the British Society of Clinical Hypnosis (BSCH), a professional body governing the ethical practice and standards of hypnotherapists. Membership of the BSCH allows therapists to join the Complimentary and Natural Healthcare Council (CNHC), one of the Professional Standards Authority’s (PSA) accredited registers, allowing NHS medical professionals to directly refer patients to these practitioners.

14. Student support arrangements

Undergraduate courses
Throughout their course of study, each student will have access to a variety of sources of support depending on individual circumstances and needs. Apart from the University-wide support framework, which encompasses the course leaders, the module leaders, the personal tutors, in-course learning skills development and Personal Development Planning (PDP), all students will have at their disposal a variety of different support systems which depend on the nature of the course.

The development of learning skills includes such techniques and activities as critical appraisal, reflection, literature searching, information technology, peer review, group work, presentation, research, practice/professional skills, note-taking, writing skills, electronic information retrieval, communication skills and independent study at home. These skills will be an integral part of learning courses.

Students are expected to participate in an induction. This will introduce them to the requirements of their course of study and will provide an opportunity to receive all the relevant course documentation, visit the Library and meet and discuss requirements and expectations of their planned learning experience with the course team.

The following student support services are available for students:
Careers and Employment Services
Advice Team
Disability Team
Information and Funding Team
Accommodation Team
Chaplaincy
Counselling
Students’ Union

Further course specific information:
Students will be allocated a personal tutor at the commencement of this course, who will provide a point of contact through the duration of the course. Academic support will be provided by individual module leaders. UWL’s Academic Support Scheme also provides support in preparing for assessment.

This Level 7 programme is designed for part-time study. Students are supported through the Blackboard e-Learning environment where learning/study skills are available as well as a forum with their peers.
15. Aims of the course

This programme builds on the knowledge of hypnosis gained on both the Postgraduate Certificate in Clinical Hypnotherapy and Postgraduate Diploma in Clinical Hypnotherapy. Hypnotherapy is the application of hypnosis to a therapeutic setting.

During the Postgraduate Certificate in Clinical Hypnotherapy, students will have developed case management skills, including the ability to assess, evaluate, and problem solve, identifying ethical issues within the therapeutic setting, applying these to clinical studies to include medical applications of hypnotherapy. Students will be knowledgeable as to how the key psychotherapeutic disciplines inform hypnotherapeutic practise enabling them to create an eclectic approach to therapy based on sound rationalised treatment strategies for clinical practice through the application of the differing psychotherapeutic schools incorporating cognitive, behavioural, analytical and individual psychology approaches.

Progressing to the Postgraduate Diploma in Clinical Hypnotherapy, students will gain skills enabling them to engage with the current 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. Students will have the ability to evaluate in depth the philosophy of psychological disturbance and psychological health stemming from cognitive, cognitive behaviour therapy and ‘third wave’ cognitive behavioural therapies enabling enhanced clinical assessment of complex patient issues based on relevant models and to construct rationales for treatment strategies in order to develop new approaches which will inform personal and professional development in therapeutic practice.

Throughout the programme the theory and practice of the subject are closely interwoven. The content at Level 7 is a blend of theory and explanation combined with practical application. Level 7 is designed to impart a thorough understanding of the theory and principles of clinical hypnotherapy and the ability to apply and evaluate and synthesise this knowledge in practical work. It draws on medical science throughout and is essential underpinning for the subsequent professional practice. The programme develops and informs hypnotherapeutic practice integrating current psychological thinking and evidence based strategies enabling students a highly skilled critical evaluative skill base in complex clinical cases.

The curriculum is designed to develop reflective and critical therapists who can provide excellence in the management and treatment of a wide range of symptoms, whilst fully integrating in to the conventional medical environment. Research methodology and design, statistics and ethics are discussed throughout the PgCert and PgDip in order to provide students with a foundation for progression to the MSc (Hons).

Once the PgDip Clinical Hypnotherapy is completed, students can progress on to the following to study for the MSc Clinical Hypnotherapy award:

Research Methods Module

The aims of this module are:
- To enable students to explore a variety of research and knowledge paradigms and frameworks;
16. Content of the course

Postgraduate Certificate (PgCert)

**Clinical Studies and Hypnotic Techniques (30 credits at level 7)**

The module in Clinical Studies and Hypnotic 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. An introduction to Research Methods will help students to appreciate and engage with understanding research and its application to clinical practice.

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 (30 credits at level 7)**

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. An introduction to Statistics will help students to appreciate and engage with understanding research and its application to clinical practice.

Postgraduate Diploma (PgDip)
Advancing Practice in Clinical Hypnotherapy (30 credits at level 7)

This module 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 such as trauma, addictions and obsessive compulsive disorders.

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 practice. Students 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.

Building on knowledge gained during the research methods component of the PgCert Clinical Hypnotherapy, students will explore Research Design and Research Ethics to further enhance their ability to critically evaluate research and understand its application to practice. This will also create firm foundation of knowledge and skills for those wishing to progress onto the MSc Clinical Hypnotherapy.

Innovative Approaches to Clinical Hypnotherapy (30 credits at level 7)

This following on from the Advancing Practice in Clinical Hypnotherapy module, this module will enable you to integrate hypnosis with rational emotive behavioural approaches, mindfulness and other ‘third wave’ cognitive 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 module will systematically examine a wide range of problems and conditions that respond to Cognitive Behavioural Hypnotherapy (CBH), mindfulness and other ‘third wave’ cognitive behavioural approaches that can be applied using hypnosis. Students 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 and/or other ‘third wave’ cognitive behavioural approaches.

Building on statistical knowledge gained during the introduction to statistics component of the PgCert Clinical Hypnotherapy, students will continue to explore statistical methods as a means of enhancing their ability to critically evaluate research, and understanding its application to practice. This will also create firm foundation of statistical knowledge and skills for those wishing to progress onto the MSc Clinical Hypnotherapy.

Research Methods Module (20 credits at level 7)

Introduction to Research Methodologies
This is your starting point for the module, introducing you to planning and setting the scene for research. It will enable you to identify the “big” questions, and help you to identify an appropriate research topic. It will guide you in managing your time, and give you an introduction to quantitative and qualitative research approaches. You will start to understand how different research techniques can be applied to each methodology.

Developing a Research Proposal
This theme is focused around the development of a research proposal. It will give you an introduction to ethics, and explain how to gain ethics approval and will facilitate the overall structure and design of your study. It will also prepare you for the planning and writing up
of your work. Some research paradigms (as an overview) will be introduced, depending on
the needs of the group, and are likely to include philosophical, epistemological, ontological
issues, positivism/modernism; post-modernism/constructivism, and an overview of different
research methodologies within these paradigms/philosophies with explanations of
qualitative and quantitative approaches, forms of knowledge and ways of knowing,
specific ethical issues in conducting research.

Research Tools, Techniques and Analysis
The final theme will equip you with the tools and techniques to enable you to analyse data.
It will explore the different approaches to the analysis of quantitative and qualitative data. It
will also look at the option of using mixed methodology and how this analysis can be used
within your proposal. It will enable you to develop your research technique and the skills
development related to each of these methodologies, which will include issues of
generalisability, validity, reliability and rigour within the different approaches. Data storage,
data analysis, statistical tests and their appropriateness will also be discussed. From a
practical perspective, this theme will take you through identifying your research question,
undertaking a literature search, designing questionnaires (matched to particular
methodologies) and piloting these, designing interview schedules (matched to particular
methodologies) and conducting pilot interviews, surveys, participant and non-participant
observation, focus groups and collecting data.

Dissertation Module (40 credits at level 7)

Subject content for the dissertation will be determined by the topic for research and will be
agreed between student and module tutor. However, the content for the distance learning
package will include:

Unit 1
Unit 1 aims to prepare you for undertaking your research work and builds upon the work
that you have completed in the research methods module or similar module.

➢ What is a dissertation?
➢ Project management:
   - Action planning and setting time scales.
➢ Developing a focused line of enquiry:
   - Choosing a topic;
   - Analysing the field of enquiry;
   - Choosing approaches to develop a line of enquiry;
   - Making the final choice;
   - Identifying the ethical issues.
➢ Supervision and making the most of your supervisor.
➢ Roles of students and supervisors:
   - Other sources of assistance.

Unit 2
Unit 2 seeks to assist you with the development of your research report. For details of
research methods you will need to refer to the research methods module.

➢ What a research dissertation looks like:
➢ Structuring your dissertation.
➢ How to write a research report:
   - Reporting formats for different disciplines;
- Recognising your audience;
- Writing skills and writing styles;
- Use of tables, graphs and figures;
- Presenting an argument;
- Developing your analysis;
- Skills of reflexivity/self critique;
- Referencing

➢ Presenting your work.

Clinical Supervision and Confidentiality

Clinical Supervision

During training weekends

When practicing techniques during lecture weekends your lecturer and assistant lecturers/weekend supervisors will provide individual clinical supervision and feedback with regard to the techniques practiced. Opportunity to take part in group clinical supervision and feedback will also be given at the end of each practical session. Experience during practical sessions must form part of your reflective diary entries and subsequently discussed with your personal tutor during tutorials. Elements of clinical supervision may also be available during lectures where relevant symptoms or techniques are being discussed. Where appropriate, this should be recorded in your reflective diary and further discussed with your personal tutor.

For summative case studies (PgCert and PgDip)

Clinical supervision will be provided by your personal tutor, and must be undertaken for the relevant summative case studies undertaken for your course. Such clinical supervision will be recorded in your Tutorial Record Form and handed in to the LCCH on the day of examination or when requested by the LCCH or UWL.

For MSc Dissertation research

If relevant, clinical supervision will be provided by your subject specialist supervisor and must be undertaken when working with patients or subjects in regard to your dissertation. This will be recorded in your Tutorial Record Form and handed in to the LCCH at the end of your project, or when requested by the LCCH or UWL.

Working with patients/clients outside of the course structure

Good clinical and ethical practice recognises that students in training, irrespective of therapeutic background or experience, wishing to see patients for therapy should be attending clinical supervision. This is a requirement of your British Society of Clinical Hypnosis (BSCH) membership. Such clinical supervision will be logged with your clinical supervisor and the BSCH. A list of clinical supervisors is available from the BSCH.

Confidentiality

During training, clinical supervision, and research every effort must be maintained to protect the identity and confidentiality of patients, fellow students and subjects.

- Throughout your training you are required to maintain confidentiality when working with fellow students and with regard to information revealed during demonstrations and discussions.
- Throughout your training you are required to maintain confidentiality when working with patients/clients/general public for your examinable case studies (PgCert and PgDip).
- Throughout your training you are required to maintain confidentiality when working with patients/clients/general public for your MSc Dissertation research.
It is important to remember that common law and equity applies where:
- there has been an explicit request that communications remain confidential or where a communication is accepted as a confidence, e.g. in a therapeutic situation (this will include practice sessions).
- a contract has been entered into, e.g. fee paying patients or those that give something in return for therapy, or where there is an explicit or implicit agreement of confidentiality

Courts will view that any therapeutic alliance (this includes practicing techniques on others) holds the presumption of confidentiality.

### 17. Module list and pre-requisites

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Code</th>
<th>Level</th>
<th>Credits</th>
<th>Pre-requisites</th>
<th>Core</th>
<th>Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Studies and Hypnotic Techniques</td>
<td>HS70006W</td>
<td>7</td>
<td>30</td>
<td>CPPD Clinical Hypnosis / Foundations for Clinical Hypnosis module</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Psychotherapeutic Studies</td>
<td>HS70007W</td>
<td>7</td>
<td>30</td>
<td>CPPD Clinical Hypnosis / Foundations for Clinical Hypnosis module</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Advancing Practice in Clinical Hypnotherapy</td>
<td>HS 70008W</td>
<td>7</td>
<td>30</td>
<td>PgCert Clinical Hypnotherapy</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Innovative Approaches to Clinical Hypnotherapy</td>
<td>HS 70009W</td>
<td>7</td>
<td>30</td>
<td>PgCert Clinical Hypnotherapy</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Research Methods Module</td>
<td>RS70001O/W</td>
<td>7</td>
<td>20</td>
<td>Postgraduate Diploma in Clinical Hypnosis</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Dissertation Module</td>
<td>HS70011W</td>
<td>7</td>
<td>40</td>
<td>Research Methods Module</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

### 18. Course Learning Outcomes

<table>
<thead>
<tr>
<th>A – Knowledge and understanding</th>
<th>Level 7</th>
<th>Relevant modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically evaluate advanced theories of hypnosis demonstrating their relevance to hypnotherapy.</td>
<td>PgCert</td>
<td></td>
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<tr>
<td><strong>B – Intellectual skills</strong></td>
<td><strong>C – Subject practical skills</strong></td>
<td></td>
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<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
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<tr>
<td>Critically analyse the main schools of psychotherapy within the context of the hypnotherapeutic model and their application in case management.</td>
<td>Develop a personal range of....</td>
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<tr>
<td>Demonstrate autonomous critically evidenced strategic therapeutic interventions in complex clinical cases.</td>
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<tr>
<td>Critically evaluate the process of CBT, mindfulness and other ‘third wave’ therapies and their embodiment of the philosophy of psychological disturbance and health.</td>
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<tr>
<td>Demonstrate evidenced based strategies for practise management of patient care based on the CBH process, ‘third wave’ therapies and their use in a variety of clinical conditions.</td>
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<tr>
<td>Critically review knowledge paradigms and related research methodologies, including ethical implications.</td>
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<td>Demonstrate knowledge and understanding of different perspectives on the research process including establishing academic rigour.</td>
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<tr>
<td>Synthesise hypnotherapeutic responses to partner presenting symptoms informed by a critical analysis of relevant medical evidence.</td>
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<td>Justify the role that both psychodynamic and cognitive behavioural approaches have within the eclectic nature of hypnotherapy.</td>
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<td>Isolate, assess and create therapeutic solutions in order to manage unexpected hypnotherapeutic circumstances.</td>
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<td>Formulate clinical decisions which are informed by the CBT Assessment model in order to effectively communicate with medical professionals and healthcare teams.</td>
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<tr>
<td>Critically reflect upon the research process in order to select appropriate methodologies and tools to enable data collection.</td>
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<tr>
<td>Critically analyse and evaluate research evidence and use it to inform new insights and outcomes in the area of knowledge explored.</td>
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<tr>
<td>D – Key / Transferable skills</td>
<td>Communication and interpersonal strategies to ensure the appropriate application of hypnotherapy, in a variety of situations and which facilitates communication with medical professionals.</td>
<td>PgCert</td>
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<td></td>
<td>Selectively apply appropriate psychotherapeutic strategies for treatment within the hypnotherapy mode indicating their relevance and critically analysing individual patient needs.</td>
<td>PgDip</td>
</tr>
<tr>
<td></td>
<td>Demonstrate a reflexive personal approach to professional practise whilst acknowledging the boundaries and personal limitations necessary for the safe and ethical use of pluralistic and eclectic hypnosis within a therapeutic setting.</td>
<td>PgDip</td>
</tr>
<tr>
<td></td>
<td>Critically reflect own ability to work effectively and efficiently with patients in the area of cognitive behaviour hypnotherapy and mindfulness in order to develop new approaches to inform personal and professional development in therapeutic practice.</td>
<td>MSc</td>
</tr>
<tr>
<td></td>
<td>Reviewing evidence and conducting research independently in the field of practice.</td>
<td>MSc</td>
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<tr>
<td></td>
<td>Evaluating research evidence in order to inform practice and enhance integrative practice.</td>
<td>MSc</td>
</tr>
<tr>
<td></td>
<td>Strategically manage the hypnotherapeutic intervention rationalising the choice of induction and deepener in order to safely ethically and effectively work with patients.</td>
<td>PgCert</td>
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<tr>
<td></td>
<td>Formulate solutions that demonstrate critical evidenced based judgements in the application of the psychotherapeutic interventions.</td>
<td>PgCert</td>
</tr>
<tr>
<td></td>
<td>Critically assess clinical situations and their solutions to enable engagement with medical and other healthcare professionals.</td>
<td>PgDip</td>
</tr>
<tr>
<td></td>
<td>Critically evaluate the application of cognitive behavioural hypnotherapy, mindfulness and other ‘third wave’ therapies, demonstrating an analytically informed approach to individual patient</td>
<td>PgDip</td>
</tr>
</tbody>
</table>
needs that takes account of boundaries and personal limitations.

Critically analyse individual patient needs as they inform the selection of appropriate strategies for treatment and symptom resolution.

Construct a research proposal for the dissertation study.

Select appropriate technologies and tools in order to carry out the research process.

Produce a substantial piece of written work that develops new insights into the area of knowledge and practice explored.

19. Graduate attributes and employability skills

**Graduate attribute:** A creative and enterprising professional

**Core components:** The ability to communicate effectively, Career management skills

The Programme provides the opportunity to access the essential skills needed to enter professional practice and develop advanced clinical appraisal skills and techniques for the effective use of Clinical Hypnosis as a therapeutic intervention.

**Graduate attribute:** A reflective and critical lifelong learner

**Core components:** The ability to plan and reflect, The ability to base judgment on evidence

The emphasis on personal development, along side the development of the safe ethical practice of the practical skills combined with the application of underpinning theories in clinical studies enhances the learning process enabling students to have powerful techniques to attain levels of reflection and therapeutic insight enriching their therapeutic practice and also enable themselves and the ability to maintain their own well being.

**Graduate attribute:** A globally literate citizen

**Core components:** Awareness of cultural difference, Awareness of equity and equal opportunity principles

Students will develop confidence and flexibility in complex human interactions being able to apply appropriate knowledge and skills to case interpretation and solution.

*Reference: INSTIL paper on Graduate Attributes May 2011 (for further information and details of indicative secondary components)*
20. Teaching and Learning strategies

The students’ learning is built over the duration of the course introducing topics and clinical issues in increasing degrees of complexity throughout the whole programme. This leads towards the development of an integrated and structured approach to the treatment of patients.

Due to the various prior academic disciplines that can be found in the student cohort each individual student’s needs will be negotiated on its own merits by means of a learning contract.

The spirit of enquiry and debate commences early in the programme. This begins the development of critical thinking and reasoning skills that demand that the student engage with the literature in order to underpin their opinion and their practical learning.

Throughout the Postgraduate Certificate students are encouraged through class discussion, the formation of study groups and within supervision to critically analyse and reflect on their learning and the application of theories and techniques that encourages them to enquire the level of critical thinking appropriate for professional practice. Students have the opportunity to critique their work in tutorial sessions that further develops analytical skills involving synthesis and the formulation of strategic interventions involved in, firstly, non-clinical cases and then progressing to apply these skills to the clinical application of hypnotherapy.

The Postgraduate Diploma builds on the skills developed previously on the Postgraduate Certificate Clinical Hypnotherapy. Through the Advancing Practice in Clinical Hypnotherapy module students are able to further develop and apply the ability to think reflexively on clinical cases and on self through role play and guided practice that will powerfully inform professional practice. This is done through the discussion of case studies as well as support through the tutorial system. The programme develops the skills required through a reflexive teaching approach at every level. Guided reflection underpins the entire programme enabling the individual student to develop the ability to be reflexive within his/her development as they study.

Innovative Approaches to Clinical Hypnotherapy module further refines the students’ ability to assess at a clinical level developing through the use of guided exercises, role-play and case study discussion forums. Homework assignments are a large part of the student development enabling the critical awareness required for the application and appraisal of the use of CBH, mindfulness and other ‘third wave’ cognitive behavioural therapies.

The learning experience in this programme is essentially a very practical one that encourages a deeper understanding of the theories underpinning hypnotic techniques and the therapeutic process. A rigorous reflective element is part of learning experience, students reflect on their individual learning cycle and related personal development as well as their therapeutic practice by means of a reflective journal as part of the formative assessment process. Self-development and awareness is an integral part of the learning process and is actively supported through all the learning strategies.

Sometimes learning activities 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.

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 West London 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 UWL 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 the 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 suit 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 West London Online website also has a variety of resources including online tutorials and user guides in .pdf format; the address is:

http://online.uwl.ac.uk
21. Assessment strategies

The overarching programme assessment strategy is to develop and build skills through learning and assessment that will allow the students to maximise any subsequent learning. Skills such as evaluation, analysis, and synthesis are developed throughout the programme and can be appropriately translated into the formal summative assessments.

Formative assessments are used to enable the student to examine their learning to date and apply it appropriately. On-going feedback is provided to aid the students learning and facilitate the summative assessment. This enhances the development of critical thinking and reasoning skills that demand the student engage with the literature in order to underpin their opinion and their practical learning. Tutorials enable students to work under supervision, to critically analyse and reflect on their learning, and to evaluate the application of theories and techniques. This encourages them to acquire the level of critical thinking appropriate for professional practice. Students have the opportunity to critique their work in tutorial sessions that further develop analytical skills involving synthesis and the formulation of strategic interventions involved in, firstly, non-clinical cases and then progressing to apply these skills to the clinical application of hypnotherapy.

There are three summative assessments at the PgCert level, a practical, a case study and a written assignment. The summative assessments provide the opportunity for students to demonstrate their ability to critically apply underpinning theories to their practical skills development and to critically evaluate their own personal and professional development. These assessments allow students to work towards synthesising their learning to demonstrate the ability to apply it to clinical practice meeting the learning outcomes.

At the Postgraduate Diploma level, formative assessments provide the opportunity for students to demonstrate their on-going learning, enhancing their ability to apply a skills based approach. On-going feedback is provided throughout the course to aid the student’s skills development.

The Summative assessments consist of two literature reviews that gives the student the opportunity to display appropriate levels of synthesis, critical evaluation and analysis to inform their clinical practice in the skills based approaches taught. The summative assessment is carried out at the end of each the module.

Summative assessments for both modules of the MSc award consist of a research proposal and a research dissertation will be submitted via Turnitin.

22. Opportunities for work-based learning and employer engagement

In line with our proactive approach to the provision of first-class training opportunities for our students, we have an on-going programme developing placement opportunities within professional corporate and healthcare environments.

With a growing body of research demonstrating the effectiveness of hypnotherapy, this invaluable scheme provides a highly rewarding opportunity for suitably qualified students and graduates to voluntarily apply their hypnotherapeutic skills within hospitals, dental surgeries and charity organisations. The scheme runs in the UK, Europe and South East Asia affording an unparalleled opportunity for collaboration and cultural understanding in health care. The long-term aim within these regions is the promotion of hypnotherapy and ultimately its integration within hospitals and established medical services such as GP practices. The scheme has two goals: firstly to bring
23. **Personal Development Planning (PDP)**

Students will develop their own Personal Development Plan (PDP). Students will identify learning needs against the module learning outcomes and the research proposal they are developing. Students will draw up a plan of work and identify key milestones that will enable them to explore a topic, generate questions and hypotheses, devise a search strategy and review the literature for the proposal to articulate the justification and rationale for the study being proposed.

Students will further identify and discuss their learning needs with the module leader and their supervisors. Methodological issues, the research design and methods, data analysis, ethical issues and writing up of the proposal should form part of the PDP. Resources should be indicated and the processes involved in securing access and sponsorship areas students should considered.

24. **QAA Subject Benchmarks / Foundation Degree Benchmarks**

The relevant benchmarks for this course can be downloaded from:

http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx

QAA benchmarks as such are not in existence for Clinical Hypnosis. The programme adheres to ethical and safety issues in accordance with BACP and BSCH guidelines. All students are required to register with the BSCH on commencement of the course and obtain insurance. The course meets the National Occupational Standards SFHCNH23 Provide Hypnotherapy to Clients requirements.

25. **QAA Qualification Descriptors**

The relevant qualification descriptors for this course can be downloaded from:

http://www.qaa.ac.uk/AssuringStandardsAndQuality/Qualifications/Pages/default.aspx

The descriptor provided for this level of the framework is for any master's degree which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 7 qualifications, including postgraduate certificates and postgraduate diplomas. Master's degrees are awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student:
  - to evaluate critically current research and advanced scholarship in the discipline
  - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.
Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level.

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
  - the exercise of initiative and personal responsibility
  - decision-making in complex and unpredictable situations
  - the independent learning ability required for continuing professional development.