

## Programme Specification for Postgraduate Certificate in EMDR Therapy

**This document applies to students who commence the programme in or after September 2022/23**

*Table 1 Programme Specification for PG Cert EMDR Therapy*

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	University of Worcester
3.	<b>Programme accredited by</b>	EMDR Europe
4.	<b>Final award or awards</b>	Postgraduate Certificate in EMDR Therapy
5.	<b>Programme title</b>	Postgraduate Certificate in EMDR Therapy
6.	<b>Pathways available</b>	NA
7.	<b>Mode and/or site of delivery</b>	Block Delivery
8.	<b>Mode of attendance and duration</b>	Part-time: 1 year
9.	<b>UCAS Code</b>	N/A
10.	<b>Subject Benchmark statement and/or professional body statement</b>	<p>QAA Subject Benchmark Statement for Counselling and Psychotherapy (2013)</p> <p><a href="#">EMDR Europe criteria for the certification of EMDR standard training (June 2018)</a></p> <p><a href="#">Competence framework for EMDR Therapy (UCL Centre for Outcomes Research and Effectiveness)</a></p>
11.	<b>Date of Programme Specification preparation/ revision</b>	Approved by ASQEC July 2021 September 2021 – AQU & ASQEC amendments, August 2022 – AQU amendments

### 12. Educational aims of the programme

Eye Movement Desensitisation & Reprocessing (EMDR) therapy is a transdiagnostic, integrative eight phase psychotherapy approach that directly addresses the experiential contributors of both health and dysfunction. Its primary focus is in treating pathogenic (trauma) memories, commonly seen in Post-Traumatic Stress Disorder, Complex PTSD, and a range of other mental health conditions and diagnoses. This course is designed for licensed mental health professionals, engaged in clinical practice and actively working with psychological trauma populations, who wish to apply EMDR Therapy in their clinical practice. In addition, the programme is aligned to both the EMDR Europe Accreditation Competency Framework, and the Competence Framework from University College London (UCL). The integration of both these frameworks is a unique feature of this provision.

#### Programme Aims:

The purpose of this programme is to provide students with a robust understanding regarding the theory and practice of EMDR Therapy and how this can be utilised, and effectively integrated into clinical practice. The depth of the theoretical and evidence-based material sets it apart from the existing commercial EMDR Therapy training provision. The more specific aims of the programme include:

1. To provide a flexible, interdisciplinary, student-centred forum, based upon intrinsic values of academic openness and critical appraisal, for the advanced study of EMDR Therapy as a psychotherapeutic intervention in the treatment of trauma memories.

2. To empower students in their systematic development of EMDR Therapy clinical skills so as to enhance confidence in the acquisition of essential expertise and dexterity in the subsequent application of EMDR Therapy into clinical practice, via work based learning.
3. To develop an advanced awareness of ethical and professional standards of good practice in EMDR Therapy
4. To develop a critical understanding of the existing empirical evidence in support of EMDR Therapy, and how it converges, and diverges, from other trauma-focussed, psychological treatment modalities

### 13. Intended learning outcomes and learning, teaching and assessment methods

*Table 2 knowledge and understanding outcomes for MPSY4190*

<b>Knowledge and Understanding</b>			
<b>LO no.</b>	<b>On successful completion of the named award, students will be able to:</b>	<b>Module Code/s</b>	<b>Award</b>
1.	Demonstrate a critical, comprehensive understanding of the concepts and the theoretical framework of EMDR Therapy – Adaptive Information Processing, and how this informs case conceptualisation and treatment planning.	MPSY4190	PGCert
2.	Critically evaluate the empirical evidence in support of EMDR Therapy as a trauma-focussed intervention for adverse life events across the lifespan.	MPSY4190	PGCert

*Table 3 cognitive and intellectual skills outcomes for MPSY4190*

<b>Cognitive and Intellectual skills</b>			
3.	Evidence a critical understanding and application of appropriate adaptations of EMDR Therapy to diverse clinical populations using a scientist practitioner framework	MPSY4190	PGCert
4	Integrate consideration of ethical and professional standards, informed by published guidelines and supervised practicum sessions, into clinical practice	MPSY4190	PGCert

*Table 4 transferable and employability skills and capabilities related to outcomes for MPSY4190*

<b>Key transferable and employability skills and capabilities</b>			
5.	Engage effectively in reflective practice to develop a structured and self-managed approach to learning, maintaining a record of clinical activities and application of EMDR Therapy as part of enhanced clinical practice and professional development.	MPSY4190	PGCert
6.	Apply a self-directed approach to identifying needs, analysing needs, and formulating solutions and evaluation strategies within the context of effectively integrating EMDR Therapy into clinical practice	MPSY4190	PGCert

	supported by EMDR clinical supervision and consultation.		
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## Learning, teaching and assessment

The programme adopts a student-centred approach to teaching and learning that utilises theoretical knowledge and practical skills, building on the student's strengths, interests and experiences. The course team set out to develop reflexive practitioners who monitor their own practice, set their own standards, whilst at the same time placing the client/patient at the heart of clinical practice. The approach is cyclical in nature, with theory informing practice and practice informing theory.

### Teaching

The programmes utilise face to face delivery with modules being supported with the use of online reading materials. There is an emphasis on self-directed autonomous learning with students applying learning outcomes and content to their own areas of interest or practice which is evidenced through a variety of module assessments. Didactic teaching will be punctuated by group wide discussion, use of videos, involvement within supervised practicum and experiential learning. Course participants will also be encouraged to critically reflect upon their own practice. Clinical supervision and consultation of professional practice will be at the heart of learning forming a partnership with course participants in a critical exploration of professional issues. Participants will be required to produce and deliver clinical case presentations (with suitable provision and protection for confidentiality) to demonstrate both knowledge, and skills integration in which connections are forged between real life situations and that of the practical and theoretical content of the module. Learning approaches may include the use of Blackboard, online discussion forums and flipped classrooms which expect students to complete independent work in preparation for teaching sessions to reinforce learning. Sessions take a variety of formats and are intended to enable the application of learning through discussion and small group activities. Tutorials are a key aspect of the learning strategy with student being encouraged to share their assessment plans with tutors and peers, allowing structured questions and feedback. Tutorials can be face-to-face or utilise technologies such as Skype. Additional support will be provided through the University Virtual Learning Environment (Blackboard) where hand-outs and training manuals will be available in addition to accessing teaching and learning resources, and other relevant information. Experiential learning practicum sessions will involve self-experience. Suitable safeguards are in place including facilitation by experienced EMDR Europe Accredited Consultants and debrief sessions at the end of each practicum session. If needed, students also have access to central student services including University Counselling and existing mental health services.

### Contact time

The programme consists of one 60 credit module taught across four x four-day blocks, two blocks in semester 1 and two blocks in semester 2. Dates would be advertised at least one month prior to registration to allow applicants to plan study alongside working commitments. It is expected that in addition to the blocks of teaching, a student will be spending 20 hours per week engaged in clinical practice and independent study which will complement the formal teaching blocks to ensure successful learning and integration of theory, evidence and practice.

### Independent self-study

This will typically involve both academic and professional development activities. Academic activities will include reading journal articles and books, working on individual and group projects, undertaking research in the library and online, and preparing coursework assignments and presentations. Professional development activities will include clinical practice and supervision, including reflection as part of the coursework assignments. Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

## Teaching staff

The course leader Dr Derek Farrell MBE is an accredited EMDR trainer and consultant. This course is delivered by the course leader, supplemented by external specialists (EMDR Europe Consultants) to assist the practicum/self-experience sessions and participate in the wider issue of students' clinical practice development.

## Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. The module has five points of assessment, each of which must be passed to ensure integration of theory, evidence and practice and satisfy EMDR Europe training requirements. Assessment methods are coursework based to promote engagement in academic development informing professional practice. The three summative assessments are a case analysis and plan, poster presentation and reflective workbook. In addition, records of attendance and engagement in self experience practicum sessions and a supervisor record of engagement in clinical supervision is required. Submission of assignments and feedback is managed electronically through Blackboard. All assignments will be internally marked and moderated as well as being externally examined as per the UW assessment policy. All assignments are submitted electronically, with feedback focusing on areas of strength and development needs, with advice for feeding forward to future assignments. Feedback takes a range of formats, including written comments, peer feedback, discussions with staff and audio recorded comments.

A typical formal summative assessment pattern, for a student in one year is:

### Semester 1

1 x Case analysis and plan

1 x Record of attendance and engagement in self experience practicum sessions (to be maintained on an ongoing basis)

1 x Record of clinical supervision (to be maintained on an ongoing basis)

### Semester 2

1 x Poster Presentation

1 x Reflective Workbook

1 x Record of attendance and engagement in self experience practicum sessions (to be maintained on an ongoing basis)

1 x Record of clinical supervision (to be maintained on an ongoing basis)

## 14. Assessment strategy

The assessment strategy adopted in the Postgraduate Certificate in EMDR Therapy programme will make a significant contribution to learning and professional development. The assessment strategy is specifically designed to develop skills and knowledge acquisition in EMDR Therapy. Furthermore, it will provide both formative, and summative evidence of the students' progress and achievement throughout the PGCert EMDR Therapy programme.

E-learning through the use of Blackboard will be utilised to support student learning between lectures. The assessment is of a bespoke design to reflect the learning outcomes of the PGCert EMDR Therapy programme focussed upon knowledge, clinical skills and practice integration.

## 15. Programme structures and requirements

The syllabus of the course is designed to cover the EMDR Europe requirements for '[EMDR Europe Standard Training](#)' and EMDR Europe Accreditation as a Practitioner.

The Award Map for these programmes is shown below:

**Postgraduate Certificate in EMDR Therapy: 60M credits @ Level 7**

Table 5 award map for the course

PG Cert EMDR Therapy - Level 7			
Module Code	Module Title	Credits (Number)	Status (Mandatory (M) or Optional (O))
MPSY4190	EMDR Therapy Training	60	M

## 16. QAA and Professional Academic Standards and Quality

The Postgraduate Certificate in EMDR Therapy programme develops existing graduates with higher-level clinical and analytical skills and encompasses a broad range of EMDR practice competencies in line with [EMDR Europe Competency Framework for Practitioner](#) and the [UCL Competency Frameworks for IAPT](#). It is accredited by EMDR Europe and is located at Level 7 of the FHEQ. Due to the requirement for work based learning from clinical practice, the course also operates within the [UW work based learning policy](#).

## 17. Support for Students

### Personal Academic Tutors

Personal Academic Tutors provide an exceptional level of individual academic support and encouragement to students. All students are allocated a personal academic tutor for the duration of the course and are encouraged to meet with them at least four times in the first year to discuss; feedback on assignments, module choice and dissertation plans. This support is personal and flexible and proactive; it is tailored to the particular needs of students who are known to the team over a long period of time. Tutorials can be face-to-face or utilise technologies such as Skype or MS Teams. Academic tutors for the students on this course will be the EMDR Europe Accredited Consultants/ Trainer responsible for the running of the course. Tutorial and academic support availability is weekly, accessed via an online appointment system.

### Clinical Supervision

The UW EMDR Therapy training programme, in adherence to EMDR Europe Training requirements, include 10 hours of EMDR Therapy Clinical Supervision carried out by an EMDR Europe Accredited Consultant/ Clinical Supervisor. This means that these clinical supervision hours can be counted towards those applicants seeking EMDR Europe Accreditation as a Practitioner. For those seeking EMDR Europe Accreditation additional clinical activity and engagement with an external EMDR Europe Accredited Consultant/ Clinical Supervisor would be required.

### Induction

Prior to commencing the course, students are invited to attend an induction that will familiarise them with the University, the School and the course. They can meet representatives from Student Services, Registry Services, Library Services and ICT and hear more about their services as well as meeting the programme team.

During the application process all students are advised that they are welcome to contact the course leader where possible to discuss the course or contact them via email or skype if not able to attend the university. There is extensive programme information on Webpages and within the programme handbook.

### Student support

A Course Handbook is provided to all students and is updated annually. Further subject leaflets and guides, most of which are available on the web, will be provided to students. The support available will promote a distinctive course culture for students on this programme.

For example:

- Encouragement of exchange of personal information to promote self-help groups and mutual study support.
- A session regarding EMDR Europe Accreditation criteria for becoming a Practitioner.
- Support meetings/seminars to discuss a range of pastoral, career and study skills issues.
- The UW SOLE (Student On-Line Environment) page which provides guidance on learning support and equal opportunities, individual module profiles and selection, academic regulations, communication of grades, resubmission opportunities and activities, etc.

The University is inclusive and works to support equal opportunities. Wider support is also provided via Student Services

<https://www2.worc.ac.uk/firstpoint/>

<https://www.worcester.ac.uk/life/help-and-support/services-for-students/home.aspx>

<https://www2.worc.ac.uk/disabilityanddyslexia/>

## 18. Admissions

### Admissions policy

Admissions to the Postgraduate Certificate in EMDR Therapy programme are considered from applicants that can demonstrate the ability to successfully study at an advanced level but at the same time must meet the minimum EMDR Europe Eligibility Pre-requisites for undertaking EMDR Therapy Training:

### Entry requirements: Eligibility criteria for EMDR training in the UK

#### Mental Health Professionals

- Clinical Psychologists (Registered with Health and Care Professions Council [HCPC] or Psychological Society Ireland [PSI])
- Counselling Psychologists (Registered with HCPC)
- Educational Psychologists (Registered with HCPC)
- Forensic Psychologists (Registered with HCPC)
- Psychiatrists (Consultant Psychiatrist, StR / SpR Psychiatry)
- Registered Mental Health Nurses (Nursing & Midwifery Council [NMC])
- Registered Mental Health Social Workers with experience of working clinically in a mental health setting (HCPC)

NB: Mental health professionals from countries outside the UK and Ireland are requested to submit a letter from their national EMDR Association agreeing to them undertaking their training in the UK and that they fulfil the eligibility criteria for their country of origin.

Applicants from countries with no national EMDR Association are scrutinized on a case-by-case basis and need to broadly follow our own eligibility criteria, i.e. a mental health professional accredited/registered with a governing body in their own country.

#### Counsellors/Psychotherapists

MUST hold accreditation OR have submitted proof that they have had their application approved for provisional accreditation for one of the following professional bodies:

- Association of Child Psychotherapists (ACP)
- Association of Christian Counsellors (Accredited Counsellor [AC])
- British Association for Behavioural and Cognitive Psychotherapies (BABCP)
- British Association for Counselling and Psychotherapy (BACP)
- British Psychoanalytic Council (BPC)
- FDAP Members who have become accredited with the National Counsellor Accreditation Certificate (NCAC)

- Irish Association for Counselling and Psychotherapy (IACP)
- Irish Association of Humanistic and Integrative Psychotherapy (IAHIP)
- National Counselling Society (NCS) members who hold the grade of Accredited Professional, (MNCS Accred Prof)
- United Kingdom Council for Psychotherapy (UKCP)

### **General Practitioners**

Registered with the General Medical Council (GMC) who are experienced in psychotherapy and psychological trauma and are an accredited counsellor or psychotherapist or working towards a psychotherapy accreditation.

### **Clinical & Counselling Psychologists**

In final year of training are acceptable with letter of recommendation from their supervisor.

### **Art Psychotherapists**

Registered with Health and Care Professions Council (HCPC) plus mental health training and working in a mental health setting may be accepted.

### **Occupational Therapists**

Registered with Health and Care Professions Council (HCPC) plus mental health training and working in a mental health setting may be accepted.

***Suitable applicants must also demonstrate that they are working in a clinical environment that has direct access to appropriate clinical populations that would enable programme participants to achieve the learning outcomes of the Postgraduate Certificate in EMDR Therapy programme.***

In addition, applicants must provide evidence of the following:

- Professional registration documentation
- Written confirmation from their employer that they are prepared to support the Postgraduate Certificate in EMDR Therapy Programme of study
- Evidence of work-based learning public liability insurance
- Evidence of DBS check
- Evidence of existing engagement with Clinical Supervision prior, or at the commencement of the programme. Please note that these external clinical supervision arrangements are in addition to the EMDR Therapy Clinical Supervision provided as part of the programme.

The Course Leader or a representative (for international applications) will interview all potential applicants before confirmation of acceptance. Interviews may be carried out on campus, telephone or video call. This process is of major importance to applicants to ensure that they understand the structure of the course and its demands.

International applicants will be expected to demonstrate their proficiency in English and would normally be expected to have an IELTS score of 6.5 with a minimum of 6.0 in each element, or equivalent. As the course is only available on a part time basis, eligibility to study on the course in terms of visa requirements will be assessed in liaison with the international office on a case-by-case basis. Applicants will be advised accordingly upon application.

For international applicants without an IELTS of 6.5, further information may be accessed from the International office.

The interview process will seek to identify both the applicant's academic ability and their motivation. The course has a 100% attendance requirement for module MPSY4190 and applicants must show at interview that they clearly understand the implications of this.

The interview process will involve a structured interview with the Course Leader focussed around:

- Clarification about current clinical practice arrangements and work-based learning requirements
- The applicants career aspirations and how the course will support these
- Their understanding of the requirements of the course
- Their previous work and academic experience
- Current Clinical Supervision arrangements

### **Taught Postgraduate applications**

How to Apply - directly to the University of Worcester for all taught postgraduate and Postgraduate Certificate programmes via the [course website](#).

When to apply - application for postgraduate taught courses and Postgraduate Certificates at any time, but preferably as early as possible before the start of the academic year.

For further information go to:

<http://www.worc.ac.uk/journey/taught-postgraduate.html>

### **Enhanced Disclosure and Barring Service Check**

PGCert in EMDR Therapy programme falls under DBS procedures and therefore applicants **MUST DISCLOSE** any criminal conviction (including spent convictions) to the University before entering the course.

Subsequently, students are required to acknowledge any such cautions or convictions annually when registering for modules via the SOLE page. Furthermore, students must disclose to their Academic Tutor such a conviction if it occurs **WHILST REGISTERED ON THE COURSE**. Criminal offences, particularly those involving dishonesty, or the use of drugs or alcohol, are likely to raise questions about fitness to practise and will be referred to the Fitness to Practise Committee where the programme of study may be discontinued.

If students fail to disclose such information and it subsequently comes to light, students will be referred to the Fitness to Practise Committee and may be discontinued from the course.

## **19. Regulation of assessment**

The course operates under the University's [TCRF \(Taught Courses Regulatory Framework\)](#)

### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and a pass mark in each item of assessment is required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.



### Submission of assessment items

- Students who submit course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

### Retrieval of failure

- A student is entitled to resit failed assessment items for any module that is awarded a fail grade.
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student who fails 60 credits or more after exhausting all reassessment opportunities may be required to withdraw from the University.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

This course is subject to the University's fitness to practice procedures.

### Requirements for Awards

*Table 6 requirements for award*

Award	Requirement
PG Cert	Passed 60 credits at level 7, MPSY4190

PG Cert awards are unclassified.

## 20. Graduate destinations, employability and links with employers

Although students will already be engaged in clinical practice, undertaking the PG Cert EMDR Therapy programme will equip those who wish to develop their expertise in the field of trauma psychology in relation to developing specialist clinical practice and expertise, clinical supervision, consultation, and potential research and development.

Developing expertise in EMDR Therapy allows clinicians to progress their careers in a manner that can be extremely multi-faceted. EMDR clinicians can progress towards becoming an EMDR Europe Accredited Practitioner, Consultant/ Clinical Supervisor and Trainer. Expertise can also be related to specific speciality where EMDR Therapy could be used, enhanced and further developed. These include working with younger and older populations, ethnic and cultural adaption and sensitivity, trauma capacity building, and early trauma interventions, for example.