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**Post Graduate Diploma in Practitioner Forensic
Psychology**

Joining Instructions

April 2019

WELCOME FROM THE PROGRAMME DIRECTOR
Dr Nicola Bowes, Forensic Psychologist

On behalf of the teaching team, I am delighted to welcome you onto our Post Graduate Practitioner Programme in Forensic Psychology. The Cardiff School of Sport & Health Sciences carries out teaching and research in a large number of different areas of applied psychology. As a forensic team we have developed good, strong relationships with the Forensic Psychological Services, HMPPS in Wales team, HMPPS England, Northern Ireland Prison Service Psychology team, Scottish Prison Service Psychology, NHS and private health care providers and many other forensic psychology teams all over the UK. Many of these organisations partner with us now to provide training to their staff and to develop the provision of forensic psychology services for service users and stakeholders. You will be able to draw upon these areas of expertise during your taught programme. There are three main themes to the research within the Forensic Psychology teaching team; offenders' motivation, trauma and in violence, aggression and substance misuse.

Our team are passionate about forensic psychology; we are all practitioners and are all enthusiastic about developing and extending the practice of forensic psychology both in the UK and internationally. We are also passionate about quality, so you can expect us to encourage you to do your best, think and reflect on your skills and practice and improve what we do together as a profession. This programme will equip you to develop the skills needed to work as a forensic psychologist, as an autonomous clinician working with very vulnerable service users. Your journey in developing the skills necessary to do this work safely and ethically is something we take very seriously and are very proud to be a part of.

This booklet is intended as an introduction to Cardiff Metropolitan University, the Cardiff School of Sport & Health Sciences, the Psychology Department and the Post Graduate practitioner programmes. Your **Programme Handbook** will provide you with more detail and I am your first point of contact if you need any further information or advice.

I hope you enjoy the challenges and the successes of your studies with us. We look forward to working with you and encouraging you to grow, learn and develop.

Nic

EDUCATIONAL AIMS OF THE PROGRAMME

Forensic Psychology

Forensic Psychology is the practice and application of psychological research relevant to crime, policing, the courts, the criminal and civil justice system, offenders, prison, secure settings, offender management, health and academic settings as well as private practice. It is an area of applied psychology, and as such draws on many aspects of other applied disciplines such as occupational, clinical, health and cognitive psychology.

The guiding principle underlying the development of the Post Graduate Diploma in Practitioner Forensic Psychology is to develop professional practice with service users. The service user in forensic psychology terms is more complex than in other areas of applied psychology and this warrants some explanation here. Service users for forensic psychology may include the client (often the client may be an offender), the system working with the client (for example, the secure service, prison or probation team), the victims or potential victims of crime and the wider criminal or legal systems (for example, the Court or Parole systems). The role of a forensic psychologist in assessing risk may well mean that the service user could be viewed as narrowly as the individual being assessed or as wide as the protection of the public from potential offending. The professional role of a forensic psychologist is to maintain a consciousness of these differing service users and ensure their work benefits service users across these definitions. The programme teams believes that to encourage a service user-centred approach students must be equipped to, and experienced in, reflecting on and adapting their professional practice. In order to best enable our students to become reflective practitioners with their service users as their first priority we have developed a programme with the well-being of our students as our first priority and we have a strong commitment to reflection and adaption of our own practice as a teaching team.

This programme of study towards a Postgraduate Diploma in Practitioner Forensic Psychology aims to equip graduates with the knowledge, skills and professional experience required to be competent practitioners in Forensic Psychology. Together with the British Psychological Society accredited MSc in Forensic Psychology achieving this award demonstrates that students have both the required academic knowledge-base and practical competencies to meet the standards of proficiency as laid out by the Health Professions Council.

The overarching aim of the programme of study that leads to the Postgraduate Diploma in Practitioner Forensic Psychology can be delineated into a series of subsidiary aims that are to:

- Develop advanced reflective practitioners of forensic psychology with the well-being of service users as a priority
- Develop the students' professional autonomy and accountability
- Enhance the students' skills and abilities in developing and maintaining a range of professional relationships including the support and supervision of professionals
- Extend and enhance the students' ability to identify and assess forensic psychology issues and apply this extensively in practice

- Develop and enhance the students' ability to formulate and deliver plans and strategies towards meeting a variety of needs
- Build on the students' ability to critically evaluate the impact of, or response to, their professional actions.
- Extend on the knowledge, understanding and skills acquired from the BPS accredited MSc in Forensic Psychology
- Empower the students' to apply their theoretical expertise, acquired during the BPS accredited MSc in Forensic Psychology and during their current study, to their professional practice.
- Develop the students' understanding of, and ability to ensure, a safe practice environment.

PRE ENROLLMENT REQUIREMENTS

In order to enrol to the programme on Induction day you must bring with you evidence or be in the process of acquiring evidence of the following:

- Provide an enhanced Disclosure and Barring Scheme check (Cardiff Met will undertake this)
- Ability to meet the expected health requirements of both Cardiff Met and the placement provider
- Completed consent for role play form (provided at the end of this document)
- Evidence of academic qualification if not achieved at Cardiff Met

ONLINE ENROLMENT

Enrolment is an essential process that confirms your status as a Cardiff Met student and also gives you access to Cardiff Met IT systems, payment of fees, and, importantly, enables you to obtain your Student MetCard.

You can complete the online Self-Enrolment process from any computer through the Cardiff Met Self Service system once you have received your **Enrolment Email**.

On receipt of your Enrolment Email, please begin your Self-Enrolment by going to the www.cardiffmet.ac.uk/enrolment webpage and following the step-by-step guidance provided. Access to the Enrolment section of the Cardiff Met Self Service system will require you to login with a username and password. **Please input the same username and password you originally used to apply with.** Guidance is provided for forgotten usernames/passwords. Please note that in order to Self-Enrol, your status with Cardiff Met must be **Unconditional Firm (UF)** i.e. all conditions met and place accepted.

Library & Information Services

You will have access to Cardiff Met's Library & Information Services soon after completing your online enrolment. A confirmation email will be sent to you with your Cardiff Met login details. To see the facilities and services available, please refer to www.cardiffmet.ac.uk/library

PROGRAMME STRUCTURE

The programme of study is built around the students work placement and is primarily supported by academic and practitioner supervision. However, the supervision will be supported by 10 academic workshops that will run annually and can be accessed by students at a time agreed to be appropriate to their particular circumstances by their academic supervisor. The structure of the programme is very simple and is represented below in figure 1.

Figure 1: The structure of the programme of study towards the Postgraduate Diploma in Practitioner Forensic Psychology

Learning experience	Module	Learning Support	Assessment (120 credits)
360 days of professional practice Workshops 1 – 10*	Professional Practice Portfolio in Forensic Psychology Functional assessment and formulation Ethical and professional practice Teaching and Training Consultancy	1) Academic Supervision 2) Placement Supervision 3) 10 workshops on various aspects of practice:	1) Practice portfolio (80 credits) including: Practice log of professional practice Supervision log CPD log Placement checklist 2 Case studies 2) Functional assessment and case Formulation (10 credits) 3) Reflective report on ethical and professional practice (10 credits each) 4) Reflective report on teaching or training practice (10 Credits) 5) Reflective report on consultancy practice (10 Credits)

*Workshop 1 is an introduction to the programme, the assessment, the supervision process and the Health Professions Council and therefore will not provide the student with 'work experience opportunities'.

Modes of progress through the award

Students will set up individualised learning plans through the programme that best fit their own particular learning experience. To be eligible to enrol on the programme students will have already agreed a suitable draft work placement training plan which provides access to an appropriate learning experience.

Once enrolled the student and the academic and placement supervisor will collaborate on drawing up a final work placement training plan which clearly identifies how the work placement will enable the student to meet all the standards of proficiency that are linked to the practice portfolio assessment. The full details of how students plan and organise a work placement that meets all their learning needs is detailed in the Student Placement Handbook.

Programme Study Time

A student's study time is broken into three elements: class contact (workshops), work placement under supervised practice and independent study. Class contact time is comprised of 10 workshops, detailed above.

Supervised practice is outlined in the student work placement handbook and independent study time should be undertaken to develop the skills necessary to maintain fitness to practice – again, this is covered within the student work placement handbook. When appropriate, independent study time includes time when the students engage in additional problem-solving or research based activities that are related to a given module but where the activities are not directed by the module tutor(s). This includes all work towards assessments.

Modes of attendance

The programme is primarily placement based and students will be expected to work at the placement for an equivalent of 4 days per week for 45 weeks, therefore gain 360 days experience throughout the duration of the programme. Students can enrol on a full time basis for 2 years, or a part time basis and take up to 5 years to gather this experience.

Assessment methods

Assessment methods include a portfolio of evidence, reflective reports and a variety of supervision and practice logs. All of these are explained in the Programme Handbook.

Reading lists

No prior reading is expected before the start of the course and reading lists will be provided at the start of each module.

Induction dates

10-11th April 9.00am - 4.30pm and the Formulation workshop on 12th April (same times). Please meet in main reception at Llandaff campus at around 8.45. PLEASE ENROL – before you come down for induction.

Llandaff Campus, Western Avenue, Cardiff, CF5 2YB

NB. There is no student parking on site, however there is a rugby club next to the University that allows students to park there for a charge. This is approximately £3.50 per day.

Post-graduate Certificate/Diploma in Practitioner Health/Forensic Psychology

Role Play and Shared Learning: Guidance and Consent Form

Information for Students

Participation in Workshops

The development of professional skills is integral to your development as a Practitioner Psychologist. Examples of the type of participation required as part of this programme is given below (please note, this list is not exhaustive):

☐☐ Role-play

☐☐ Interaction e.g. sharing of experiences, discussion, observation and feedback

☐

Student consent

Students are required to indicate their consent for participation in an activity requiring them to act as patient or client such as the type of activity described above. Students have the right to refuse to participate in such activities. Furthermore, students also have the right to withdraw from any such activity at any time. Should this situation arise, the student will be referred to the Module leader to discuss and agree a course of action that supports alternative participation in practical classes. Such modifications will be recorded in the Student's file.

Students are required to complete the general consent form for role play and shared learning activities which accompanies this guidance. There after participation in each individual activity will be used as implied consent.

Students who are able to consent to role play activities and shared learning activities should complete the accompanying consent form and bring it to the programme induction event. Students who are unable to consent should alert the programme director to the situation as soon as is possible, and by the programme induction day at the latest. Procedures can then be put in place to support alternative participation and/or alternative learning experiences.

Role Play and Shared Learning Consent Form

I understand that the development of professional skills is integral to my development as a Practitioner Psychologist and I give my consent to participate in activities such as:

☐☐ Role-play

☐☐ Interaction e.g. sharing of experiences, discussion, observation and feedback

☐

I understand that I may be asked to act as patient or client during activities such as those described above.

I recognise that I have the right to refuse to participate in such activities but at the current time am happy to agree to participate. I understand that if my position changes or if any specific activity is not acceptable to me I maintain the right to withdraw from any such activity at any time. Should this situation arise, I will contact the relevant module leader or workshop facilitator as soon as possible.

I understand that if I do choose to withdraw from any activity this will be recorded in my student file and that I have a responsibility to work with the module leader to ensure that my learning experience is not compromised.

I (name) _____ consent to take part in any role play or shared

learning activities that are integral to the programme of study (programme)

that I am undertaking in the Department of Applied Psychology in Cardiff School of Health Sciences.

Date: _____

Signature of student: _____

Signature of Programme Director: _____