

PROGRAMME SPECIFICATON

1	Awarding body	Glyndŵr University
2	Teaching institution	Glyndŵr University Diploma of Higher Education in Counselling will also run at partner college Telford After Care Team (TACT) from September 2018.
3	Award title	Diploma of Higher Education in Counselling BSc (Hons) Counselling (Adults) BSc (Hons) Counselling (Children and Young People)
4	Final awards available	Certificate of Higher Education in Counselling Studies Diploma of Higher Education in Counselling BSc Counselling (Adults) BSc Counselling (Children and Young People) BSc (Hons) Counselling (Adults) BSc (Hons) Counselling (Children and Young People)
5	Professional, Statutory or Regulatory Body (PSRB) accreditation	<i>Currently the course does not lead to a professional accreditation</i>
	Please list any PSRBs associated with the proposal	n/a
	Accreditation available	n/a
	Please add details of any conditions that may affect accreditation (e.g. is it dependent on choices made by a student?)	n/a
6	JACS3 code	B940
7	UCAS code	N/A
8	Relevant QAA subject benchmark statement/s	QAA Subject Benchmark for Counselling & Psychotherapy (2013)
9	Other external and internal reference points used to inform the programme outcomes	FHEQ, BACP Core Curriculum, BACP competences for Counselling Children & Young People, BACP CYP curriculum.
10	Mode of study	Part time Extended academic year
11	Language of study	English

Office use only

Approved: September 2016

Updated: October 2017 (amendment of typographical error relating to admissions criteria)

Updated August 2018 – addition of TACT

Updated September 2018 – change of module from COU611 to COU613 and NHS601

12 Criteria for admission to the programme

The Diploma can offer some flexibility in entry requirements for mature applicants with relevant experience.

Applicants wishing to study the BSc Top Up should hold a relevant Diploma in Counselling

Standard entry criteria

UK entry qualifications

Choose an item.

International entry qualifications

Qualifications outlined on the National Academic Recognition and Information Centre (NARIC) as equivalent to the above UK entry qualification.

Programme specific requirements

The criteria for admission to the Diploma programme are that:

1. Applicants will normally be able to meet the usual entry requirements, such as appropriate qualifications at level 3 (e.g. 3 A-levels or BTEC, or Access to Higher Education pass (in exceptional circumstances applicants may be considered on the basis of significant relevant prior experience) and in addition:
2. Applicants should demonstrate initial ability to produce written work of a satisfactory quality that indicates likelihood of developing skills appropriate to the academic levels of the programme.
3. Applicants should demonstrate sufficient psychological maturity, self-awareness, stability, and commitment to engage safely and effectively with the training.

The first criterion will be assessed by:

- a) reviewing each student's previous educational achievements
- b) requiring that a short application statement detailing the student's reasons for applying to the programme accompany the University application form. Evidence of relevant work experience (voluntary or paid) is required.
- c) an interview with two members of the training team. (Two members are required in order that perceptions may subsequently be discussed and a balanced judgement arrived at.)

The second and third criterion will be assessed by:

- a) reviewing each student's educational and life experience and discussing it with them at interview
- b) reviewing references required as part of the application process
- c) reviewing each student's application statement
- d) an interview (Two members are required in order that perceptions may subsequently be discussed and a balanced judgement arrived at.)

Applicants who are deemed not ready for admission to the programme will be advised of that decision in plain language and suggestions regarding what they might do to become ready for admission will be offered. For example, applicants may be referred to University * kick start year, the Introduction to Counselling Course at either Level 3 or 4, volunteer work, personal therapy, and work experience.

Disclosure and Barring Service (DBS) checks will be part of the entry requirements. Students are responsible for obtaining and paying for DBS checks.

An Occupational Health Check must be completed and paid for by students joining the programme and must be passed prior to undertaking a placement.

In constructing this Admissions Policy, attention has been paid to the QAA Quality Code.

It is envisaged that qualified counsellors may seek to enrol on either a BSc Top-Up route, or to take individual modules as Continuing Professional Development. Counsellors are required by professional bodies to undertake CPD each year to remain eligible for professional registration. Entry requirements for individual modules that make up the BSc Top-Up routes will be the same as are required for the complete top up courses. If only one module is enrolled for and completed a GU Certificate of Continuing Education and relevant credits will be awarded. Candidates successfully completing a module may wish to then enrol for additional modules and go on to complete the full programme by achieving sufficient credits (subject to completing the relevant modules for either the BSc (Hons) Counselling (Children and Young People), OR the BSc (Hons) Counselling (Adult).

Entry criteria for admission to the BSc top up routes are:

Diploma of Higher Education Counselling from Glyndŵr, OR an initially qualifying Diploma from another provider. Diplomas in Counselling from other providers such as FE or Private providers may be accepted provided that the applicant has also passed the BACP Certificate of Proficiency and is therefore eligible to be (and is) a full member of BACP (MBACP) since this confers professional qualification registered status.

If the initial qualification is not at Level 5 then evidence of ability to study at Level 5 and indication of ability to progress to Level 6 will be required. This may be evidenced for example through the applicant having another prior degree or other Level 5/6 qualification, or through a written exercise task set and marked at level 5 criteria and assessed by the programme team.

For clarity candidates who hold an initial appropriate qualification in counselling adults (from Glyndŵr or other providers) MAY be admitted to the BSc (Hons) Counselling (Children and Young People), or the BSc Counselling (Adult).

In all cases the applicant will need to evidence having a relevant setting (employment or voluntary placement practice) working counselling children and young people, if taking the BSc Counselling (Children and Young People), and working counselling adult clients if taking the BSc Counselling (Adult)) where the skills learned during the BSc may be applied in practice and where research into practice can be undertaken as appropriate). This will be determined through interview questions and the applicant will be responsible for gaining approval from the employer / placement provider for approval.

Entry will be decided based on a review of the application form including personal statement and an interview involving 2 members of the Counselling Team.

Applicants will require a DBS check and Occupational Health check if these have not already been completed as part of their studies at Glyndŵr University.

Non-standard entry criteria

(e.g. industry experience)

Guidance - English language requirements

- In addition to the academic entry requirements, all applicants whose first language is not English/Welsh require a UKVI Approved Secure English Language Test (SELT), achieving an overall score of 6.0 with no component below 5.5.
- If arranging a test, applicants must ensure they book an 'IELTS for UKVI' test. For further information see: <http://takeielts.britishcouncil.org/ielts-ukvi/book-ielts-ukvi>. Applicants are asked to note that only an IELTS for UKVI test result will be accepted.

Relevant experience in Counselling training or other helping roles may be considered in lieu of more traditional qualifications. Relevant work and / or life experience may also be considered. However, due to the intensive and academic rigour of the programme these will only be considered where strong evidence of the likelihood of academic success can be provided by the applicant.

13 Recognition of Prior (Experiential) Learning

Programme specific requirements

RP(E)L

Students who have prior training/qualifications may seek exemption from some modules through RP(E)L. All claims will be considered on an individual basis and processed in accordance with Glyndŵr University RP(E)L procedures.

The course complies with BACP requirements that not more than 1/3rd of a course can be considered for RPL. This 1/3rd can only be considered from year one of a two year programme under Glyndŵr University Regulations. Therefore, only the first two Modules COU401 and COU402 could be eligible for consideration.

RP(E)L is awarded at the discretion of the programme team, following assessment in accordance with Glyndŵr University RP(E)L procedures.

14 Aims of the programme

Introductory Module:

To offer an introduction to counselling which includes learning about theories of counselling and how to effectively listen. To enable practice of listening skills at an introductory level. To assist students in deciding whether further training in counselling is an appropriate choice for them.

Diploma of Higher Education:

To provide a contemporary person-centred counselling training for people who seeking to qualify to work as counsellors of adult individual clients. To provide sufficient Diploma level training hours for those who may seek individual accreditation with BACP in the future. To evidence a minimum of 100 hours of clinical supervised placement practice.

To provide a firm foundation for further professional development.

To provide equally for those who wish to work within the school system consistent with the National Strategy for School-based counselling services in Wales and for those who wish to work with adults in line with Welsh Government 'Mental Health Measure'.

For the exit award of Certificate in Higher Education (successful completion of 120 level 4 credits) students will gain skills in relating to others that may enhance their current social or work relationships.

BSc (Hons) Top-Up Routes

To provide professional development for Diploma qualified Counsellors who wish to gain a BSc (Hons) qualification, through developing their understanding of the relevance and practice of research in practice settings.

To provide specialist training in Counselling Children and Young People (CYP route) in line with Welsh Government Strategy for the provision of Counselling in Schools and other relevant agencies. This training will also be relevant to Counsellors seeking to work in Schools in England.

To provide professional development opportunities for Counsellors working with adult clients to advance their practice. This is in line with the Welsh Government strategy 'Mental Health Measure' in helping to assure that more mental health services are available within primary care. This is also relevant to Counsellors seeking to work in primary care in England.

15 Distinctive features of the programme

Diploma of Higher Education:

This programme seeks to provide training rooted in a person-centred philosophy of teaching and learning, as well as of counselling. There are tensions between this approach (with the emphasis on self-knowledge, self-development and self-awareness as well as people being of equal value) and the requirements of an academic programme. The curriculum is designed to encourage a supportive and acceptant training community whilst bearing in mind the professional nature of counselling and psychotherapy and the need to work within ethical and professional guidelines. This includes adhering to academic requirements of a Higher Education qualification.

Studying this programme should enable students to become aware of their personal strengths and areas for development and to develop to become practitioners able to reflect on their clinical and ethical competence.

The curriculum is designed to enable students to develop their understanding of theory and practice (skills) incrementally. Modules are taught in pairs during Year 1 (one theory and one practice module) enabling students to put the theory they are learning about into practice and developing competence as they build upon the knowledge gained from previous modules.

BSc (Hons) Top Up Counselling Routes:

This programme is designed to build upon the knowledge and clinical skills developed in an initial professional qualifying Diploma.

The BSc (Hons) Counselling routes (Adult or Children and Young People) will enable further specialisation in practice and develop students understanding of the importance of research in Counselling in line with the QAA subject benchmark statement requirements indicating the requirements for counselling as a graduate profession.

16 Programme structure narrative

The Diploma of Higher Education is a 2 year part-time course and runs over an extended academic year (including placement opportunities over the summer months in Years 1 and 2 where appropriate readiness for placement has been demonstrated in either module COU4-- and/ or COU5 as appropriate). Contact with the training team (taught skills sessions) and placement providers and clinical supervisors must be maintained and evidenced.

Attendance is a requirement as the training hours count towards any future individual application by students to BACP for personal accreditation.

Students who successfully complete all Level Four modules (Year 1) but do not wish to continue training may exit with a Certificate of Higher Education in Counselling Studies on completion and passing of all six Year 1 modules.

Students can only progress to Year 2 when all modules (apart from one trailing 20 credit module) have been passed. If there are concerns about a student's fitness for study at any time the student may be suspended from placement pending an investigation. They may then be considered under the relevant University Policies and Procedures (for example, Student Misconduct, Academic Misconduct or Suitability / Fitness for Study). Students will need to evidence their fitness for study if returning from a period of suspension from studies / placement prior to being considered ready to re-join the programme / placement. This is because the training team and University have a duty of care towards the trainee, other trainees in the cohort and most importantly towards any clients / potential clients of the trainee.

Attendance at a Residential (one per year of 20 hours each) is included in the overall contact hours. It is not credit bearing but must be completed in order to meet the required attendance hours.

Tutorials must be attended one, per module per semester in year 1, and per semester in year 2. Tutorials for the BSc are not compulsory but are strongly encouraged. This is scheduled into the teaching day, and as such forms part of the overall contact hours.

A clinical placement of a minimum of 100 client contact hours must be completed in order to fulfil the requirement of the programme. This placement can only be started with the approval of the Programme Team (in writing through the completion of the placement pack – where the final signatory must be the representative of the University). Prior to the placement commencing the student must have evidenced all placement and supervisory signatories to the Placement Manager, along with

evidence of having passed the readiness to practice exercise, DBS and Occupational Health check, appropriate insurance and BACP membership.

The clinical placement must be supervised by approved clinical supervisors who are not part of the training team. Supervision must meet BACP requirements for trainee practice. i.e. a minimum of 1.5 hours per month, contracted for no less than fortnightly and increasing with the number of client hours undertaken and the complexity of the work.

Trainees will not normally be allowed to undertake more than 5 client hours per week.

If any party to the agreement is concerned about the students practice competence or fitness the student may be suspended from placement until an investigation is undertaken.

On successful completion of all the taught modules in Year 2, and the completion of 100 hours clinical placement a student is eligible for the award of a Diploma of Higher Education in Counselling.

BSc (Hons) Counselling (Adults) / BSc (Hons) Counselling (Children and Young People) Top Up Routes completed over one extended academic year.

Standard University Regulations will apply to these programmes, since they are not directly linked to a professional qualification and is better seen as continuing professional development.

Students will be required to be in employment (voluntary or paid) where they are working with a client group appropriate to their chosen route (Adults or Children and Young people). This will be a requirement to successfully completing all modules that will lead to the award of either BSc (Hons) in Counselling (Adults) or the BSc (Hons) Counselling (Children and Young People).

Each programme has an associated Ordinary exit award, but these are restricted to those students who have previously successfully completed a Dip HE Person-centred and Experiential Counselling and Psychotherapy or Dip HE Counselling programme at Glyndŵr University.

The composition of BSc Counselling (Adults) would normally comprise the following modules: Counselling Adult Clients Experiencing Depression (Theory) and Counselling Adult Clients Experiencing Depression (Practice)

The composition of BSc Counselling (Children and Young People) would normally comprise the following modules: Counselling Children and Young People in Context and Creative Methods for Counselling Children and Young People.

An indicative student learning journey is provided overleaf.

17 Programme structure diagram

Diploma of Higher Education in Counselling Level Four

Semester 1	Mod title	Person-Centred Counselling Skills (1)	Mod title	Introducing Person-Centred Counselling Theory
	Mod code	COU416	Mod code	COU417
	New/Exist	New	New/Exist	New
	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core
	Mod leader	Jackie Raven	Mod leader	Madi Ruby
Semester 2	Mod title	Person-Centred Counselling skills (2)	Mod title	Person-centred Counselling Theory and self-development
	Mod code	COU418	Mod code	COU419
	New/Exist	Existing	New/Exist	Existing
	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core
	Mod leader	Jackie Raven	Mod leader	Madi Ruby
Semester 2	Mod title	Skills for Counselling Placement.	Mod title	Contemporary Person-Centred Counselling Theory
	Mod code	COU420	Mod code	COU421
	New/Exist	Existing	New/Exist	Existing
	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core
	Mod leader	Della Austin	Mod leader	Madi Ruby

Diploma of Higher Education in Counselling Level Five

Semester 1	Mod title	Supervised Trainee Counselling Placement (1)	Mod title	Understanding client issues in counselling practice.
	Mod code	COU513	Mod code	COU514
	New/Exist	Existing	New/Exist	Existing
	Credit value	40	Credit value	40
	Core/Opt	Core	Core/Opt	Core
	Mod leader	Jackie Raven	Mod leader	Madi Ruby
Semester 2	Mod title	Evidencing trainee practice effectiveness in counselling	Mod title	Supervised trainee counselling practice (2)
	Mod code	COU515	Mod code	COU516
	New/Exist	Existing	New/Exist	Existing
	Credit value	20	Credit value	20
	Core/Opt	Core	Core/Opt	Core
	Mod leader	Jackie Raven	Mod leader	Madi Ruby

BSc (Hons) Counselling (Adults)

Semester 1	Mod title	Counselling Adult Clients Experiencing Depression (Theory)	Mod title	Process of Enquiry
	Mod code	COU609	Mod code	NHS601
	New/Exist	New	New/Exist	Existing
	Credit value	30	Credit value	20
	Core/Opt	Core	Core/Opt	Core
	Mod leader	Madi Ruby	Mod leader	Tracy Ross
Semester 2	Mod title	Counselling Adult Clients Experiencing Depression (Practice)	Mod title	Counselling Dissertation
	Mod code	COU608	Mod code	COU613
	New/Exist	New	New/Exist	New
	Credit value	30	Credit value	40
	Core/Opt	Core	Core/Opt	Core
	Mod leader	Madi Ruby	Mod leader	Della Austin

BSc (Hons) Counselling (Children and Young People)

Semester 1	Mod title	Counselling Children and Young People in context	Mod title	Process of Enquiry
	Mod code	COU610	Mod code	NHS601
	New/Exist	New	New/Exist	Existing
	Credit value	30	Credit value	20
	Core/Opt	Core	Core/Opt	Core
	Mod leader	Alison Woolf	Mod leader	Tracy Ross
Semester 2	Mod title	Creative Methods for Counselling Children and Young People	Mod title	Counselling Dissertation
	Mod code	COU612	Mod code	COU613
	New/Exist	New	New/Exist	New
	Credit value	30	Credit value	40
	Core/Opt	Core	Core/Opt	Core
	Mod leader	Alison Woolf	Mod leader	Della Austin

Diploma in Higher Education Counselling: delivery schedule for TACT

Cohort One September 2018 intake delivered on Wednesdays, 9.00 to 4.30, to be delivered over two extended academic years at TACT Strickland Study Centre

Cohort Two September 2019 intake on Thursdays, 9.00 to 4.30, to be delivered over two extended academic years at TACT Strickland Study Centre

Term 1 Year 1 Cohort 1	Module Handbook for Academic Year 2018/19 Year One Term One for <u>Cohort One attending on a Wednesday for two years</u> COU 417 Introducing Person Centred Counselling Theory. Module Tutor: Maninder Bains COU 416 Person Centred Skills (1). Module Tutor(s): Dave Packwood, Rachael Chapple		
Week Number based on Academic Year Calendar	Week Commencing	Check in 9.00 to 9.30 followed by Weekly Session (Theory) 9.30 to 12.30	Skills Practice 1.30 to 4.30
9	24/09/18	Welcome Week for enrolment & induction	
10	01/10/18	Group Contract. Introductions, course policies and procedures for professional courses-handbooks.	Group Contract. Introductions, course policies and procedures for professional courses-handbooks.
11	08/10/18	Introduction to Counselling	Contracting
12	15/10/18	An introduction to theory: The six necessary and sufficient conditions	An introduction to working in CPI groups – listener, observer, speaker Active listening skills & practice contracting.
13	22/10/18	Carl Rogers and the Person-Centred Approach. The basic conditions of the facilitative therapeutic relationship	Active listening skills & practice contracting.
14	29/10/18	Directed Study	Directed Study

15	05/11/18	Theoretical underpinnings of empathy in person-centred therapy	Skills theory – core conditions in practice
16	12/11/18	Ethics, law and social constraints (contracting/informed consent/legal and professional issues/supervision).	Introduction to Levels of empathy (Mearns & Thorne).
17	19/11/18	Personal Development and Growth: What it is and why it matters. Individual value systems, assumptions and bias and BACP's (2016) Ethical Framework for the Counselling Professions	The empathy cycle (Barrett-Lennard).
18	26/11/18	Rogers' actualising tendency	Developing UPR responses and awareness of own process.
19	03/12/18	Introduction to Rogers' theory of personality	Developing empathic responses in practice.
20	10/12/18	Power, difference and oppression: Roles in counselling and wider society	COU 416 Presentations
21	17/12/18	Beginnings, middles and endings in counselling. Developing your feelings vocabulary. Thinking about endings. NB Assessment: mid Dec 2018	COU 416 Presentations
22 23	14/12/18 to 31/12/18 Christmas Holiday		

Term 2 Year 1 Cohort 1		Module Handbook for Academic Year 2018/19 Year One Term Two COU 419 Introducing Person Centred Counselling Theory. Module Tutor: Maninder Bains	
		COU 418 Person Centred Skills (2). Module Tutor(s): Dave Packwood, Rachael Chapple	
Week Number based on Academic Year Calendar	Week Commencing	Check in 9.00 to 9.30 followed by Weekly Session (Theory) 9.30 to 12.30	Skills Practice & Personal Development Groups 1.30 to 4.30
24	07/01/19	Introducing COU419 Power Difference & Oppression	Introducing COU418 Introducing PCEPS: Adherence to competence Framework measure
25	14/01/19	Beginnings Middles & Endings	
26	21/01/19	Re-visit Rogers & Developments to theory – Mearns & Thorne 8 Propositions	
27	28/01/19	Process stages	
28	04/02/19	Positive regard in the counselling relationship	
29	11/02/19	Focusing Theory – Gendlin	
30	18/02/19	Self-directed study	
31	25/02/19	Theories of development I	
32	04/03/19	Theories of development II	
33	11/03/19	Assessment Presentation (COU418)	
34	18/03/19	Assessment Presentation (COU418)	
35	25/03/19	RESIDENTIAL WEEKEND	
36	01/04/19	Ethical considerations when contracting in a professional relationship	
37	08/04/19	Assignment for COU419 due for submission	
38 39	15/04/19 to 22/04/19 Easter Break 2 weeks		

Term 3 Year 1 Cohort 1		Module Handbook for Academic Year 2018/19 Year One Term Three COU 421 Contemporary Person Centred Counselling Theory. Module Tutor: Maninder Bains COU 420 Skills for Counselling Placement Module Tutors: Dave Packwood, Rachael Chapple	
Week No.	Date	Check in 9.00 to 9.30 followed by	Timetable of skills practice sessions and PDGs COU 420 1.30-4.30

		Weekly Session	
		COU 421 Theory 9.30 to 12.30	
40	29/04/19	Introduction to COU420 & COU421	Practice Groups
41	06/05/19	Configurations of self	Practice Groups
42	13/05/19	Introducing 'moments of movement'	Placement: Prescribed Meds Practice Groups
43	20/05/19	Considering other approaches & Pluralism	Practice Groups
44	27/05/19	Directed Study	
45	03/06/19	Difficult processes	Practice Groups
46	10/06/19	Diversity	Pre-placement assessment groups
47	17/06/19	Supervision in counselling	Pre-placement assessment groups
48	24/06/19	Using art and play	Pre-placement assessment groups
49	01/07/19	Endings and Transitions Individual Tutorials/Group	Pre-placement assessment groups Assessment Board 23/07/19
50 51 52	July 8th to September 30th 2019 Summer Break		

Semester 1 Year 2 Cohort 1	Module Handbook for Academic Year 2019/20 Year Two Semester One COU 514 Understanding Client Issues in Counselling Practice Module Tutor: Maninder Bains COU 513 Supervised Trainee Counselling Placement (1) Module Tutors: Dave Packwood, Rachael Chapple		
Week No.	Date	Check in 9.00 to 9.30 followed by Weekly Session COU514 Theory 9.30 to 12.30	COU513 Skills Continuing Practice Improvement (CPI) Groups and PDGs (latter start Jan 2020) 1.30 – 4.30
9	23/09/19	Re-Enrolment Prep for level 5 study. Placement prep contracting	
10	30/09/19	Professional issues: note taking	
11	07/10/19	Professional Issues: Assessment & Outcome measures	
12	14/10/19	Using art (creativity) and Play.	
13	21/10/19	Client issues	
14	28/10/19	Directed Learning	
15	04/11/19	Depression	
16	11/11/19	Trauma & Abuse	
17	18/11/19	Loss & Grief	
18	25/11/19	Criticisms of the person-centred approach.	
19	02/12/19	Attachment	

20	09/12/19	Student Choice	
21	16/12/19	Student Choice	
22 23	23/12/19 to 30/12/19 Xmas Break		
24	06/01/20	Consolidation of learning	
25	13/01/20	Human growth and development models. Lifespan development.	
26	20/01/20	Revisiting other models and their relationship / differences to the person-centred approach.	
27	27/01/20	Narrative Approaches	
28	03/02/20	Theory – student choice	
29	10/02/20	Directed Learning	

Semester 2 Year 2 Cohort 1		Diploma in Counselling Module Handbook for Academic Year 2019/20 Year Two Semester Two COU515 Evidencing Trainee Practice Effectiveness in Counselling Module Tutor: Maninder Bains COU516 Supervised Trainee Counselling Practice Module Tutors: Dave Packwood, Rachael Chapple		
Week No.	Date	Check in 9.00 to 9.30 followed by Weekly Session COU514 Theory 9.30 to 12.30	COU 516 CPI groups 1.30 – 4.30	PD Groups (when booked) 1.30 – 4.30
30	17/02/20	Creative Methods		
31	24/02/20	Directed Study		
32	02/03/20	Introduction to Modules COU515/COU516		PD
33	09/03/20	Working with Adults with Aspergers/ADHD		PD
34	16/03/20	RESIDENTIAL		
35	23/03/20	Bullying		PD
36	30/03/20	Eating Disorders		PD
37 38	06/04/20 to 17/04/20 Easter Break for 2 weeks			
39	20/04/20	Depression		PD
40	27/04/20	Trauma/PTSD revisited		PD
41	04/05/20	Introduction to research methods		PD
42	11/05/20	Research and counselling: ethical considerations		PD
43	18/05/20	Private Practice/CPD		PD
44	25/05/20	Different Interventions in Counselling (1)		
45	01/06/20	Different Interventions in Counselling (2)		PD
46	08/06/20	Student Choice		PD
47	15/06/20	Portfolio evidence & individual tutorials		PD
48	22/06/20	Readiness for professionalism Self-care and professional resilience		PD
49	29/06/20	Consolidation and Ending Assignment COU 515 due end June	<u>Essay & Portfolio</u> COU516 due	Assessment Board 3rd

				week in July 2020
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NOTE: delivery schedule for COHORT 2 starting September 2019 for which students attend on a Thursday for two years, a course that runs in parallel to COHORT 1 but on a different day of the week. COHORT 1 continues to run on a Wednesday for its second year.

Term 1 Year 1 Cohort 2	Module Handbook for Academic Year 2019/20 Year One Term One <u>delivered on a Thursday</u> COU 417 Introducing Person Centred Counselling Theory. Module Tutor: Maninder Bains COU 416 Person Centred Skills (1). Module Tutor(s): Dave Packwood, Rachael Chapple		
Week Number based on Academic Year Calendar	Week Commencing	Check in 9.00 to 9.30 followed by Weekly Session (Theory) 9.30 to 12.30	Skills Practice 1.30 to 4.30
9	23/09/19	Welcome Week for enrolment & induction	
10	30/09/19	Group Contract. Introductions, course policies and procedures for professional courses-handbooks.	Group Contract. Introductions, course policies and procedures for professional courses-handbooks.
11	07/10/19	Introduction to Counselling	Contracting
12	14/10/19	An introduction to theory: The six necessary and sufficient conditions	An introduction to working in CPI groups – listener, observer, speaker Active listening skills & practice contracting.
13	21/10/19	Carl Rogers and the Person-Centred Approach. The basic conditions of the facilitative therapeutic relationship	Active listening skills & practice contracting.
14	28/10/19	Directed Study	Directed Study
15	04/11/19	Theoretical underpinnings of empathy in person-centred therapy	Skills theory – core conditions in practice
16	11/11/19	Ethics, law and social constraints (contracting/informed consent/legal and professional issues/supervision).	Introduction to Levels of empathy (Mearns & Thorne).

17	18/11/19	Personal Development and Growth: What it is and why it matters. Individual value systems, assumptions and bias and BACP's (2016) Ethical Framework for the Counselling Professions	The empathy cycle (Barrett-Lennard).
18	25/11/19	Rogers' actualising tendency	Developing UPR responses and awareness of own process.
19	02/12/19	Introduction to Rogers' theory of personality	Developing empathic responses in practice.
20	09/12/19	Power, difference and oppression: Roles in counselling and wider society	COU 416 Presentations
21	16/12/19	Beginnings, middles and endings in counselling. Developing your feelings vocabulary. Thinking about endings. NB Assessment: mid Dec 2018	COU 416 Presentations
22 and 23	23/12/19 to 30/12/19 Christmas Holiday		

Term 2 Year 1 Cohort 2	Module Handbook for Academic Year 2019/20 Year One Term Two COU 419 Introducing Person Centred Counselling Theory. Module Tutor: Maninder Bains		
	COU 418 Person Centred Skills (2). Module Tutor(s): Dave Packwood, Rachael Chapple		
Week Number based on Academic Year Calendar	Week Commencing	Check in 9.00 to 9.30 followed by Weekly Session (Theory) 9.30 to 12.30	Skills Practice & Personal Development Groups 1.30 to 4.30
24	06/01/20	Introducing COU419 Power Difference & Oppression	Introducing COU418 Introducing PCEPS: Adherence to competence Framework measure
25	13/01/20	Beginnings Middles & Endings	
26	20/01/20	Re-visit Rogers & Developments to theory – Mearns & Thorne 8 Propositions	
27	27/01/20	Process stages	
28	03/02/20	Positive regard in the counselling relationship	

29	10/02/20	Focusing Theory – Gendlin	
30	17/02/20	Self-directed study	
31	24/02/20	Theories of development I	
32	02/03/20	Theories of development II	
33	09/03/20	Assessment Presentation (COU418)	
34	16/03/20	Assessment Presentation (COU418)	
35	23/03/20	RESIDENTIAL WEEKEND	
36	30/03/20	Ethical considerations when contracting in a professional relationship Assignment for COU419 due for submission	
37	06/04/20 to 17/04/20		
38	Easter Break 2 weeks		

Term 3 Year 1 Cohort 2	Module Handbook for Academic Year 2019/20 Year One Term Three COU 421 Contemporary Person Centred Counselling Theory. Module Tutor: Maninder Bains COU 420 Skills for Counselling Placement Module Tutors: Dave Packwood, Rachael Chapple		
Week No.	Date	Check in 9.00 to 9.30 followed by Weekly Session COU 421 Theory 9.30 to 12.30	Timetable of skills practice sessions and PDGs COU 420 1.30-4.30
39	20/04/20	Introduction to COU420 & COU421	Practice Groups
40	27/04/20	Configurations of self	Practice Groups
41	04/05/20	Introducing 'moments of movement'	Placement: Prescribed Meds Practice Groups
42	11/05/20	Considering other approaches & Pluralism	Practice Groups
43	18/05/20	Difficult processes	Practice Groups
44	25/05/20	Directed Study	
45	01/06/20		
46	08/06/20	Diversity	Pre-placement assessment groups
47	15/06/20	Supervision in counselling	Pre-placement assessment groups
48	22/06/20	Using art and play	Pre-placement assessment groups
49	29/06/20	Endings and Transitions Individual Tutorials/Group	Pre-placement assessment groups Assessment Board 23/07/20
50	July 1st to 3rd week in September 2020		
51	Summer Break		
52			

18 Intended learning outcomes of the programme

Diploma of Higher Education Counselling

	Level 4	Level 5
A1	Demonstrate understanding of a theory of counselling as a firm foundation for competent practice.	Demonstrate critical understanding of person-centred counselling theory and at least one other theory of counselling.
A2	An improving ability to demonstrate maintaining a framework for practice based in theoretical and ethical understanding. For example knowledge and application of contracting, boundaries and dual relationships as well as appropriate assessment of risk and improving clinical skills.	Critically reflect on the effectiveness of the person-centred approach offered in respect to client's development during the counselling contract.
A3	Investigate and discuss an aspect of theory discussed during the module and evaluate and demonstrate understanding of this aspect of theory in light of personal experience and the possible impacts on practice.	

	Level 4	Level 5
B1	Write reflective essays and or reports which coherently communicate arguments; <u>understanding and evaluation</u> of theory, ethical practice and personal development issues utilising discipline standard academic conventions and Harvard style referencing.	Write reflective essays and or reports which communicate arguments; <u>critical</u> understanding and evaluation of theory, ethical practice and personal development issues utilising discipline standard academic conventions and Harvard style referencing.
B2	Transcribe sessions of practice counselling skills with peers and evaluated the effectiveness / non-effectiveness of these in the light of theory.	Transcribe sessions of practice counselling skills with peers and <u>critically</u> evaluate the effectiveness / non-effectiveness of these in the light of theory.

	Level 4	Level 5
C1	Demonstrate the ability to apply key skills in practice in observed and recorded practice sessions.	Demonstrate a critical understanding of how theoretical learning is/ might be applied in practice with clients to work ethically and professionally.
C2	Demonstrate a developing understanding of how theory applies to practice.	An evolving, critical, and personal understanding of how psychological and emotional issues which bring clients to

	Level 4	Level 5
		therapy can be understood and experienced in sociological, political, psychological and medical terms, and demonstrate a critical understanding of how this might impact in clinical practice.
C3		Critically evaluate an example of their own client casework in order to demonstrate the efficacy of their work within the person-centred model of therapy offered.
C4		Demonstrate the ability to make effective use of clinical supervision to reflect on and improve practice.

	Level 4	Level 5
D1	The beginnings of demonstrating the ability to maintain a framework for practice based in theoretical and ethical understanding of boundaries, and personal and professional competence.	Begin a clinical counselling placement within which critical awareness and action regarding appropriate constraints relating to agency, institutional, and professional requirements including record keeping, and risk assessment are undertaken as they arise.
D2	Demonstrate developing understanding of the importance of personal development and reflective practice in counselling.	Demonstrate the ability to work within agency and University policies and procedures to demonstrate critically informed decision making and ethical practice for the benefit of a client.
D3	Begin to apply for or negotiate a placement and supervisory contract and provide evidence of this to the University via a signed placement pack, appropriate BACP membership and insurance to demonstrate the ability to work within organisational requirements.	Demonstrate the ability to manage a client case from contracting, appropriate risk assessment, review and ending.
D4	Demonstrate the ability to uphold professional standards appropriately in written work and behaviour.	Compile a portfolio of practice supporting evidence to demonstrate successful completion of counselling placement of 100 hours and use the cases presented to reflect on your development from trainee to nearly qualified counsellor.

BSc Ordinary and BSc (Hons) Counselling (Adults)

	Level 6	Level 6 Honours Degree
A1	Demonstrate critical and understanding of theory underpinning clinical work with a client group with a particular presenting issue.	Demonstrate critical reflection on the place of research in developing clinical practice with a specified client group.
A2	Demonstrate a critical and understanding of how specialist skills may be employed in working with a specified client group.	

	Level 6	Level 6 Honours Degree
B1	Write reflective essays and or reports which communicate arguments: demonstrating critical and systematic understanding and evaluation of theory, ethical practice and personal development issues utilising discipline standard academic conventions and Harvard style referencing.	Identify the aims and objectives of applied research and demonstrate the ability to collect, organise, present and critically and systematically present a research project within appropriate ethical constraints.
B2	Write critically evaluative case studies to reflect on the effectiveness of own practice and identify areas for improvement with respect to a particular presenting issue.	

	Level 6	Level 6 Honours Degree
C1	Demonstrate a critical understanding of how theoretical learning may be applied in practice with a specified client group (particular presenting issue) to underpin and transform practice.	Demonstrate a critical and systematically reflective understanding of their own clinical practice.
C2	Demonstrate a critical understanding of ways that the biological, social, emotional and political environment can impact on the specified client groups accessing and making use of a counselling / therapeutic relationship.	
C3	Critically evaluate an example of their own client casework in order to demonstrate the efficacy of their work with the skills learned appropriate to the specified presenting issue.	

	Level 6	Level 6 Honours Degree
D1	Maintain clinical practice appropriate to the skills being learned to enable putting these into practice with a specified client group in line with agency, institutional and professional requirements.	Critically reflect on the effectiveness of theories and skills applied in clinical practice with a specified client presenting issue.

D2	Demonstrate the ability to manage a client case from contracting, appropriate risk assessment, review and ending and critically and systematically reflect on own practice in light of the theories and skills learned, as appropriate to the specified client group.	
D3	Researched an aspect of professional counselling practice relevant to case work with a particular client group.	

BSc Ordinary and BSc (Hons) Counselling (Children and Young People)

	Level 6	Level 6 Honours Degree
A1	Demonstrate critical and understanding of theory underpinning clinical work with a children and young people	Demonstrate critical reflection on the place of research in developing clinical practice with children and young people.
A2	Demonstrate a critical and understanding of how specialist skills may be employed in working with children and young people	

	Level 6	Level 6 Honours Degree
B1	Write reflective essays and or reports which communicate arguments: demonstrating critical and systematic understanding and evaluation of theory, ethical practice and personal development issues utilising discipline standard academic conventions and Harvard style referencing.	Identify the aims and objectives of applied research and demonstrate the ability to collect, organise, present and critically and systematically present a research project within appropriate ethical constraints with children and young people.
B2	Write critically evaluative case studies to reflect on the effectiveness of own practice and identify areas for improvement in clinical work with children and young people.	

	Level 6	Level 6 Honours Degree
C1	Demonstrate a critical understanding of how theoretical learning may be applied in practice with children and young people to underpin and transform practice.	Demonstrate a critical and systematically reflective understanding of their own clinical practice with children and young people.
C2	Demonstrate a critical understanding of ways that the biological, social, emotional and political environment can impact on children and young people accessing and making use of a counselling / therapeutic relationship.	

	Level 6	Level 6 Honours Degree
C3	Critically evaluate an example of their own client casework in order to demonstrate the efficacy of their work with the skills learned appropriate to working therapeutically with children and young people.	

	Level 6	Level 6 Honours Degree
D1	Maintain clinical practice appropriate to the skills being learned to enable putting these into practice with children and young people in line with agency, institutional and professional requirements.	Critically reflect on the effectiveness of theories and skills applied in clinical practice when working with children and young people.
D2	Demonstrate the ability to manage a client case from contracting, appropriate risk assessment, review and ending and critically and systematically reflect on own practice in light of the theories and skills learned, as appropriate to working with children and young people.	
D3	Researched an aspect of professional counselling practice relevant to case work with children and young people.	

19 Curriculum matrix

To demonstrate how the overall programme outcomes are achieved and where skills are developed and assessed within individual modules.

Diploma of Higher Education Counselling

	<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>B1</i>	<i>B2</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>	
Level 4	COU416 Person-Centred Counselling Skills (1)	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	COU417 Introducing Person-Centred Counselling Theory	Core	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	COU418 Person-Centred Counselling skills (2)	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	COU419 Person-centred Counselling Theory and self-development	Core	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	COU420 Skills for Counselling placement.	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	COU421 Contemporary Person-Centred Counselling Theory	Core	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Level 5	<i>Module Title</i>		<i>A1</i>	<i>A2</i>	<i>A3</i>	<i>B1</i>	<i>B2</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>C4</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>	<i>D4</i>	
	COU513 Supervised Trainee Counselling Placement (1)	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	COU514 Understanding client issues in counselling practice.	Core	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	COU515 Evidencing trainee practice effectiveness in counselling	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	COU516 Supervised trainee counselling practice (2)	Core	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

BSc Ordinary and BSc (Hons) Counselling (Adults)

<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>B1</i>	<i>B2</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>
COU609 Counselling adult clients experiencing depression (Theory)	Core	■	□	□	■	■	■	□	■	□	□
COU608 Counselling adult clients experiencing depression (Practice)	Core	□	■	■	■	■	■	□	□	□	□
COU613 Counselling Dissertation	Core	■	□	■	□	■	□	■	■	■	■
NHS601 Process of Enquiry	Core	■	□	■	□	■	□	■	■	■	■

BSc Ordinary and BSc (Hons) Counselling (Children and Young People)

<i>Module Title</i>	<i>Core or option?</i>	<i>A1</i>	<i>A2</i>	<i>B1</i>	<i>B2</i>	<i>C1</i>	<i>C2</i>	<i>C3</i>	<i>D1</i>	<i>D2</i>	<i>D3</i>
COU610 Counselling Children and Young People in Context	Core	■	■	□	■	■	■	□	■	□	□
COU612 Creative Methods for Counselling Children & Young People	Core	■	■	■	■	■	■	■	■	■	□
COU613 Counselling Dissertation	Core	■	□	■	□	■	□	□	■	□	■
NHS601 Process of Enquiry	Core	■	□	■	□	■	□	■	■	■	■

20 Learning and teaching strategy

Students should consult the Programme Handbook, and the Placement Pack for further details. This is especially relevant to aspects of the learning that may incur extra costs, such as personal counselling, supervision, insurance, professional body membership and residential weekends. Students responsibilities are detailed in both documents.

Check in:

This is a place at the start of the day for trainees to share issues or new awareness and 'check in' for the day in order to prepare for the remainder of the day.

Community meeting:

The whole training group will meet at least once per trimester in year 1 or semester in year 2 and on other occasions by agreement. This is a group meeting where things that have a possible impact on the training group may be discussed, Staff Student Consultative Committee (SSCC) preparation time may be included in this time.

Skills Practice groups

The initial purpose is to provide opportunity for students to practice therapeutic listening and therapeutic skills development with each other. Counselling Skills (Year 1) and Practice Improvement (Year 2) will be small groups or triads as necessary. In Year 3 (BA top up) there will not be skills practice groups as this course is post-qualifying and skills work will be assessed via case study. This is where the 'skills' development aspect of the initial (Diploma) training will take place.

Supervision and support groups (Clinical Practice Improvement) (Diploma Year 2):

These groups are for the purpose of improving clinical practice in order to benefit clients. They will normally contain a maximum of 12 members and will involve live counselling practice and the playing of audio client / counsellor sessions to the group for constructive feedback. This group will involve self, peer and tutor assessment of clinical practice.

Theory lectures and workshops / seminars:

This is where the theory of counselling and psychotherapy (Person-centred and experiential in the main), all professional and academic matters will be presented and explored. It is also where more experiential workshops will be offered.

Advance reading is strongly recommended so that students can be involved in group discussions to test out and refine developing understanding of new ideas.

Normally only one tutor is present for seminar / lecture sessions. In the BA top up (Year 3) routes specialist skills may be introduced for working with identified client groups / presenting issues.

Experiential / Personal Development groups:

The experiential and personal development groups will run throughout the Diploma programme with 1 hour per week allocated to them. They will usually contain a maximum of 12 participants. The personal development groups will be facilitated by someone who is an experienced person-centered practitioner but is not otherwise part of the training team (where possible). The hours will be flexibly delivered to enable the optimum student experience; this may mean groups may run on alternate weeks for two hours rather than hourly each week.

It is important to mention that whilst in the strictest sense personal development is just that – (personal) that this course has a purpose. The purpose of this course is to train Counsellors/ Psychotherapists for professional practice. To this end purposeful engagement with the group will be a *requirement*. Purposeful engagement means that students will bring personally challenging material to the group with the aim of using the group to aid them in their personal development, self-awareness / understanding and that they will seek to assist others in their development through offering appropriate person-centred communication skills and constructive feedback on areas for possible development. This is a challenging area of counsellor training but is considered as a vital part of developing congruence.

Personal Counselling / Therapy (This is at an extra cost which must be paid directly by the student to the counsellor of their choice –who will not be a member of the training team:

It is usual for Counselling courses to require that students have personal experience of counselling. This has multiple purposes including the experience of what it is like to be a client in a counselling relationship, for emotional and psychological support with issues that may present during training and to help with the students' personal development, psychological maturity and self-care needs.

During the Diploma of HE in Counselling 20 hours of counselling / therapy must be evidenced. A letter from the counsellor / therapist must be provided stating how many sessions have been attended.

Individual tutorials:

Students are required to schedule and attend for at least one academic tutorial per module per trimester in year one, and per semester in year 2. During the BSc top up year tutorials are not a requirement, but are strongly recommended and encouraged. Each learner will be allocated a PAT (Personal Academic Tutor) however students are encouraged to seek individual meetings with members of the training team as and when necessary whilst bearing in mind tutor availability and the needs of other students to access tutorial time. Pastoral tutorials are available. These are supportive tutorials where issues impacting on studies may be discussed. They should not be confused with personal therapy which may be more appropriate for some causes of distress.

Study groups:

Students are encouraged to form peer support and study groups. These can contribute significantly to learning and development. This offers the opportunity for collaborative learning contributing to the development of knowledge and understanding.

Pattern of attendance:

Students attend one day per week in Year one and one day per week in Year two. The teaching day is 8 hours including provision for breaks. The BSc top-up delivery will be normally one day per week, but may also be delivered in 'blocks' that may include Friday and Saturday delivery.

Clinical Placements:

In year two of the Diploma of Higher Education clinical placements and supervision will commence after completing a readiness to practice exercise. This is a placement of a minimum of 100 hours supervised counselling practice. This will be agreed

between the student, placement provider and supervisor and approved by the Programme Leader (or member of the Programme Team).

Attendance is an important part of the Diploma course especially since experiential elements cannot be replicated outside the core elements of training. A minimum number of training hours is also required for future individual accreditation with BACP. Therefore 'passing' an attendance and participation criteria forms part of the assessment for each module.

Attendance during the BSc top up routes is not a part of the marking criteria, but is still managed as per University regulations relating to student engagement with their programme of study.

Residential weekends (These are at an additional cost which must be paid by the student in advance of the date of the residential in order for the booking to be confirmed with the non-University venue):

Residential weekends are a common feature of counsellor training, there will be one residential weekend per year of the Diploma (but not as standard in the BSc top up courses) and students will be advised of the date in advance. The cost of accommodation is extra and you must pay this in advance. Attendance at residential weekends is compulsory as it forms a part of the core training hours which required for successful completion of the course and any future application to BACP for individual accreditation.

A Residential may be a feature of the BSc top up by prior agreement of the training cohort and teaching team.

21 Work based/placement learning statement

Students moving into Year two of the Diploma are required to obtain a counselling placement providing appropriate clinical practice of 100 hours face to face counselling. Information on possible placement agencies will be provided to students, but ultimately it is the student's responsibility to find an appropriate placement which meets the course placement criteria.

BSc top up students will need to be actively engaged in an appropriate workplace setting, whether this be in employment or voluntary setting.

In order to be considered eligible to begin placement during the Diploma students must have demonstrated their readiness through completing the relevant assessments and having demonstrated their fitness for practice against professional expectations.

Students must hold BACP student membership and professional indemnity insurance before commencing placement. There are several specialist insurance providers, which the team can direct you to. Evidence of this is required by the programme team and held on file. In some cases, insurance may be provided by the placement provider. When this is the case evidence must still be submitted to the programme team as outlined in the programme handbook and placement pack.

During placement students should have access to a suitably qualified counsellor / psychotherapist as a mentor. This is separate from the requirement for Clinical supervision.

In the BSc Top-Up routes a mentor is not required since the student will already hold an initial counselling qualification. However, access to an appropriate mentor will always be of benefit and will therefore be encouraged.

A 'placement pack' is available on the VLE (Moodle) and must be completed by the student, the counselling agency and supervisor and approved by the programme leader PRIOR to any student commencing placement. As previously mentioned the student will also need to have successfully passed a 'readiness to practice' exercise.

Successful completion of the placement (assessed by essay, portfolio and attendance) includes ongoing assessment of practice on placement within the CPI (Clinical Practice Improvement) group. Should the University, Placement provider or Supervisor have any doubt about the student's fitness for practice the student may be suspended from placement whilst an investigation is undertaken. Students may be required to provide evidence of appropriate skills development, fitness for practice and /or reflection and learning from feedback from the parties to the placement agreement before being given permission to restart placement. As this may occur outside of the usual assessment cycle students should be aware that this may require additional written and practical work over and above the usual course work and will not contribute to the academic or practice credits for the award.

Students continuing their placements and hours after the end of the taught part of the programme will be supported via individual or group tutorials, agreed telephone and e-mail conversations and placement visits as appropriate.

Supervision (This has an additional cost to the student (unless it is provided free by the placement provider). Supervision must be contracted and paid by the student directly with the Supervisor in line with the requirements of the University Placement Pack:

When commencing a placement to work with counselling client's students must obtain individual supervision in line with BACP requirements for trainees. This is external to the course and in addition to the CPI groups where client material is presented and assessed. This must be paid for by the student. In rare cases a placement may meet the costs of supervision. The Programme Leader / Placement Manager must approve any supervisor (Via receiving the Supervisors C.V. as a minimum) who is not already on our list of Supervisors. The minimum standard for Supervisors is that they should have an initial (Diploma level qualification) that is equivalent to or higher than the Diploma level studied by our trainees and experience in working with clients in the Person-Centred Approach. They should be Registered with BACP as a minimum, and have sufficient experience to be eligible for accreditation with BACP, and preferably be an Accredited BACP member. They must hold a Supervision Qualification, and not be supervising trainees towards gaining their Supervisors Qualification. Supervisors working with trainees on the programme must be familiar with, and agree to be bound by the most up to date version of the BACP framework for Counselling and Psychotherapy. The Supervisor should additionally have relevant experience of working with the client group the trainee is to work with. For example those working with Children & Young people will need a Supervisor experienced in working with this client group; similarly trainees working with NHS clients will need a Supervisor with experience in working in an NHS setting:

Minimum for trainees is a ratio of 1 hour of supervision to 8 hours client work to be received not less than fortnightly.

In practice this means that:

Students should arrange a contract for personal supervision fortnightly.

Students undertaking more than 4 hours per week client work (which is unlikely in the early stages) may need more supervision. In this case weekly supervision may be required.

The absolute minimum amount of supervision is 1.5 hours per month.

22 Welsh medium provision

The programmes will be delivered through the medium of English. Students are entitled to submit assessments in the medium of Welsh.

Students who prefer to be assessed in Welsh should approach the programme leader who will make appropriate arrangements. Students are also responsible for informing the Regulations, Assessment and Awards Unit (assessments@glyndwr.ac.uk) of their preference by set dates for each trimester (details of dates which vary from year to year are in the Programme Handbook).

23 Assessment strategy

Assessments are designed to reflect a person-centred philosophy of learning. This means that a student's own evaluation of work, along with feedback from peers and tutors will form part of assessments. However, this is also a course which seeks to provide the highest standard of professional education and tutors take very seriously their obligation to trainees, potential future clients and the profession as well as to their own integrity. To this end, assignments are also purposefully designed to reflect the professional standards required of practicing counsellors / psychotherapists in line with the BACP Core Curriculum.

Assignments will include theory essays, skills transcriptions and evaluations of recorded material as well as live practice with peers in group settings. Case studies and portfolios of reports evidencing clinical practice as well as logs of client contact hours will form evidence of clinical competence. Practice sessions of recorded client material will be rated for level of competence in in key person-centred practice skills.

There is tension between the person-centred understanding of what best constitutes a learning environment and the monitoring and assessing of academic and clinical work. It will be the job of the training team to seek to balance these in such a way that the authenticity of the training is minimally compromised while preserving assurances of academic quality and clinical safety.

Approved derogation from regulations (Dip HE Counselling modules only): Credits shall be awarded by an Assessment Board for those modules in which all elements have been attempted and a pass grade has been achieved. (Bachelor Degrees, Diplomas, Certificates and Foundation Degrees)

Many of these assignments involve significant involvement of and reference to personal history and to what is happening for the student at the time an assignment is being prepared, and many will reference clinical practice, including with children, and some will include client transcripts and clinical recordings. It is, therefore, necessary that assignments be submitted directly to someone who is DBS checked and follows a safeguarding process. Assignments will be submitted via the VLE / Moodle and the VLE space relating to assignment should only be accessible by those assessing the students work.

Dip HE Counselling

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
COU416 Person-Centred Counselling Skills (1)	Coursework Attendance	100%	Trimester 1
COU417 Introducing Person-Centred Counselling Theory	Essay Attendance	100%	Trimester 1
COU418 Person-Centred Counselling skills (2)	Coursework Attendance	100%	Trimester 2
COU419 Person-centred Counselling Theory and self-development	Essay Attendance	100%	Trimester 2
COU420 Skills for Counselling placement.	Coursework Attendance	100%	Trimester 3
COU421 Contemporary Person-Centred Counselling Theory	Essay Attendance	100%	Trimester 3
COU513 Supervised Trainee Counselling Placement (1)	Coursework Attendance	100%	Semester 1
COU514 Understanding client issues in counselling practice.	Essay Attendance	100%	Semester 1
COU515 Evidencing trainee practice effectiveness in counselling	Case Study Attendance	100%	Semester 2
COU516 Supervised trainee counselling practice (2)	Portfolio Attendance	100%	Semester 2

BSc (Hons) Counselling (Adults)

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
COU613 Counselling Dissertation	Presentation Dissertation	20% 80%	Trimester 2
NHS601 Process of Enquiry	Essay	100%	Semester 1
COU609 Counselling adult clients experiencing depression (Theory)	Presentation Essay	30% 70%	Trimester 1 / 2
COU608 Counselling adult clients experiencing depression (Practice)	Case Study Portfolio	50% 50%	Trimester 1 / 2

BSc (Hons) Counselling (Children and Young People)

Module code & title	Assessment type and weighting	Assessment loading	Indicative submission date
COU613 Counselling Dissertation	Presentation Dissertation	20% 80%	Trimester 2
NHS601 Process of Enquiry	Essay	100%	Trimester 1
COU610 Counselling Children and Young People in Context	Essay Presentation	70% 30%	Trimester 1 / 2
COU612 Creative Methods for Counselling Children & Young People	Essay Presentation	70% 30%	Trimester 1 / 2

24 Assessment regulations

Regulations for: Glyndŵr University Certificate of Attendance Glyndŵr University Certificate of Continuing Education Glyndŵr University Professional Certificate

Bachelor Degrees, Diplomas, Certificates and Foundation Degrees.

Derogations

For Dip HE Counselling modules only

Approved derogation from regulations

Credits shall be awarded by an Assessment Board for those modules in which all elements have been passed and a pass grade has been achieved. (Bachelor Degrees, Diplomas, Certificates and Foundation Degrees).

Attendance is a requirement.

The course complies with BACP requirements that not more than 1/3rd of a course can be considered for RPL. This 1/3rd can only be considered from year one of a two year programme under Glyndŵr University Regulations. Therefore only the first two Modules COU401 and COU402 could be eligible for consideration.

RP(E)L is awarded at the discretion of the programme team, following assessment in accordance with Glyndŵr University RP(E)L procedures.

Non-credit bearing assessment

Additional non-credit bearing additional assessment may be required if a students work falls below the standard required for competent practice (or is considered to be at risk of doing so, and is therefore under investigation).

Borderline classifications (for undergraduate programmes only)

The 40 credit Counselling Dissertation module will be used in borderline classification cases.

Restrictions for trailing modules (for taught masters programmes only)

N/A

25 Programme Management

Programme leader

Madi Ruby, Diploma HE (interim)
Della Austin, BSc programmes

Programme team

Della Austin
Jackie Raven
Alison Woolf

Research and Scholarly Activity

The team see research and scholarly activity as invaluable in supporting the currency and validity of the training programmes offered. Their therapeutic practice experience and special research interests as well as professional body engagements underpin and provide opportunities for updating knowledge and teaching and learning practice.

Della Austin has many years of experience counselling adults and children and young people.

Della Austin is currently undertaking a Professional Doctorate in Education at the University of Chester. Her special area of investigation is the Supervision of Counsellors working with Children and Young People which has direct relevance to the subject area being taught.

Additionally, Della has been involved with specific workshops and curriculum development activities in the area of counselling children and young people, again informing the development of the BSc (Hons) Counselling Children and Young People directly.

Examples of workshops and publications:

Workshops:

2014: BACP Counselling for Children & Young People Conference. Workshop presentation: The Use of Creative Resources in Counselling.

2013: MMU SENCo Conference. Workshop co-presentation: Providing 'Better Play' opportunities for all: The role of the SENCO in advocating for play.

2011: Keele University 5th Counselling Conference. Co-Presentation: Working with play: the intimate space where therapist meets client.

2010: Child & Adolescent Mental Health Conference: Poster Presentation 'Foundation Phase: A Counselling Pilot Project.'

2009: British Association for Play Therapy Annual Conference. Workshop co-presentation: Group therapeutic play with families and school groups.

Research interests:

My key area of interest is supervision particularly for those who supervise the practice of counsellors working with children and young people.

Articles/Magazines/E learning:

Austin, D. (2014). Self-Awareness in Counselling with Children and Young People. E learning module: Counselling Mind Ed

Austin, D. (2014) Creative Methods in Action: A Client Study. E learning module: e learning module: Counselling MindEd
Austin, D. (2011) Observation of play in a Welsh school, in Therapy Today CCYP December 2011
Austin, D. (2010) Consultancy Supervision in Schools Emotional and Behavioural Difficulties Journal Vol. 15 (2) June 2010, Routledge
Austin, D. (2008) Sibling therapeutic play: A creative approach to working with families British Journal of Play Therapy Vol. 4 December 2008, BAPT
Austin, D. (2008) 'Meet the Folks: Introducing Integrative Family Play Therapy' in Young Minds Magazine Issue 94 May/June 2008 p33
Austin, D. (2008) 'Working with Families: Integrative Family Play Therapy' in BAPT Magazine: March 2008 Issue 53 p7-8

Jackie Raven has many years of experience of Counselling and Therapeutic work with Children and Young People and Adults. Additionally she has recent CPD, publications, and conference interests.
She recently published a book review in Counselling and Psychotherapy Research: The origins of attachment: Infant research and adult treatment, by Beatrice Beebe and Frank M.Lachmann, New York & Hove: Routledge, 2014.

She also organised a conference for the Therapeutic Childcare Programme related to the University FdA & BSc (Hons) in Therapeutic Child Care. The title of the conference was 'Hopefulness in a Changing Landscape' and is focused on adults who work and care for children & young people in the looked after sector.

Alison Woolf is a qualified Play Therapist with many years practice experience as a teacher and as a Play Therapist.

Alison has recently published a book:

Woolf, A. (2016) Better Play: Practical Strategies for Supporting Play in Schools for Children of All Ages. Worth Publishing

Additional publications include:

Woolf, A. (2001) Adding a New Dimension to Play in the Early Years. Early Years Educator Vol. 3 No. 8, December 2001, pp12-15. Mark Allen Group

Woolf, A. (2008). Better Playtimes training: Theory and practice in an EBD primary school. Emotional and Behavioural Difficulties Vol. 13, No. 1, March 2008, 49-62 Routledge

Woolf, A. (2009) Providing therapeutic play for the whole school: an undertaking of 'EPIC' proportions. In British Journal of Play Therapy, Vol. 5 (2009), pp 4-22 BAPT

Woolf, A. (2010) A2C What is the impact of the Better Play Training programme on the trainees' ability to: Provide and facilitate better play experiences? Understand and respond to the behaviour of the child? Be aware of their own responses and reactions? CWDC PLR

Woolf, A. (2010) Better playtimes: A School-Based Therapeutic Play Intervention for Staff and Children. In Drewes, A. & Schaefer, C. (ed.) School-Based Play Therapy (2nd ed.) New Jersey: Wiley

Woolf, A. (2011) Everyone Playing in Class: A group play provision for enhancing the emotional well-being of children in school. In British Journal of Special Education, Vol. 38, No 4, (December 2011), pp178-190 NASEN

Woolf, A. (2012) Social and Emotional Aspects of Learning: teaching and learning or playing and becoming? In Pastoral Care in Education (published online 25.07.2012)
<http://www.tandfonline.com/doi/abs/10.1080/02643944.2012.702782>

Woolf, A & Brown, A (2013) Man's Best Friend: The Therapeutic Impact of Emotional Relationships with Animals' In Mohiyeddini, C. Emotional Relationships: Types, Challenges and Physical/Mental Health Impacts.
https://www.novapublishers.com/catalog/product_info.php?products_id=34882

Madi Ruby:

Is a peer reviewer for Counselling & Psychotherapy Research and the British Journal of Guidance and Counselling.

She is also pre-publication book proposal reviewer for SAGE publications. She reviews counselling & Psychotherapy books and text books pre-publication as part of the publishers peer review process.

She was also peer reviewer for the recently completed Department of Health & BACP 'Counselling MindEd' online learning resources development portal.

Madi was also a member of BACP PEaQSC (Professional Ethics and Quality Standards Committee) reviewing the new developments to the BACP Ethical Framework for the Counselling Professions. She is also a member of the BACP Expert Reference Group for training reviewing the development of new curricula for BACP's professional standards.

She is also on BACP 'Bank of Authors' for developing Good Practice resources.

Publications:

Ruby, M. (2015). Book Review: "Counselling for depression: A Person-centred and Experiential Approach to Practice, by Pete Sanders and Andy Hill, London, United Kingdom: Sage, 240 pp., £22.99 (paperback), 2014, ISBN 978-1-4462-7901-1"

Ruby, M. (2011). What does neuroscience offer us in understanding cognitive therapy and person-centred therapy for depression? A realist synthesis review.
<http://hdl.handle.net/10034/216691> (Also included in the BACP Dissertations repository).

Ruby, M. (2009). My First Client. BACP Student Pages.
<http://www.bacp.co.uk/student/myfirstclient.php>

Response to 'Ethical Dilemmas' Therapy Today December 2010.

Quality management

Quality Assurance

Quality assurance mechanisms are well established within the Faculty of Social and Life Sciences. This programme will operate in accordance with these systems. These will include:

Annual Monitoring Report: This will be produced by the Programme Leader at the end of the academic year and will contain a comprehensive retrospective review of all aspects of programme management and operation, student feedback, and mechanisms and processes for quality assurance and the review of academic standards.

External Examiner Reports and Responses: These are considered at programme and School level and formally reviewed through the Annual Monitoring Report (including the compilation of an Action Plan to address specific issues where appropriate).

Other forms of student feedback, including Staff Student Consultative Committee (SSCC) Student feedback forms regarding modules, and informal forms of feedback. These are also incorporated into annual monitoring and review procedures and addressed through the University's internal review processes.

These mechanisms have ensured that there has been a clear and auditable basis for the monitoring and review of all aspects of programme operation, leading to quality enhancement and the maintenance of academic and professional standards.

Staff-Student Consultative Committee

Consistent with person-centred practice, the Staff-Student Consultative Committee (SSCC) will consist of the entire training community which will convene as a Consultative Committee at least once per Trimester in year 1 and semester in year 2 and more often as matters arise. Student representatives will then feedback to the SSCC meetings. Feedback from SSCCs will be used to guide the programme in its future course.

Clinical Supervision

As practising counsellors/psychotherapists, all members of the training team will have a regular supervisory arrangement. Time is allocated to this in the Workload Allocation and Management (WAM) at 1.5 hours per month.

Additional Sources of Feedback

The students' individual clinical supervisors and placement providers will be required to provide feedback to the training team at agreed points during clinical placement and to contact the training team if they have concerns about trainee's fitness to practise. The PD group facilitator will be required to feedback to the training team regarding any issues pertaining to safeguarding or fitness to practice.

26 Learning support

Institutional level support for students

The University has a range of departments that offer the support for students as:

- Library & IT Resources
- The Assessment Centre
- DisAbility Support Team

- Irlen Centre
- Careers Centre and Job Shop
- Zone Enterprise hub
- Chaplaincy
- Counselling & Wellbeing
- Student Funding and Welfare
- International Welfare
- Student Programmes Centre
- Glyndŵr Students' Union

Learning and student support

1. Students will have access to Student Support Services at the University, for example the Counselling Service, Welfare and Guidance, the Study Centre in the Edward Llwyd Centre, and the IT Helpdesk at the Edward Llwyd Centre. Introductory library visits and an introduction to the IT resources will be provided.
2. The programme will provide scheduled classes dealing with Harvard style referencing, punctuation, and essay writing. Students will be asked to indicate other particular needs they would like addressed as those needs arise. There will be help with IT topics as the training community identifies their needs. Study groups will be agreed for modules involving research and presentations.
3. Individual tutorials are a programme requirement at a frequency of one per module per term. Some students will require more tutorial time than this and additional tutorial time may be offered where appropriate. It will also be the case that students will sometimes require a short time with a member of the training team to deal with urgent matters arising during the training day. It is partly in order to make this possible that the programme must be double staffed at all times.
4. Because difficulties arise outside training time and outside working hours, students will be encouraged to find out about helping agencies and other sources of support. Students will be actively encouraged to seek personal therapy as and when required. Whilst undertaking clinical placements, students will also have the support of their individual clinical supervisor and will make a contract for emergency contact as appropriate.

School support for students

Tutorials of 15 minutes per module are requirements of the programme. Additional pastoral tutorial support is available. Personal development planning is embedded within practice modules of the programme.

Whilst not mandatory students are encouraged to keep a reflective journal relating to their learning and development throughout the programme.

Specific personal development groups run throughout the programme.

Programme specific support for students

Some 'counselling rooms' are time-tabled for students use on days that they are at the University. This is to enable them to practice the skills that they are learning (putting theory into practice) in a setting other than a large classroom.

The library have developed the module handbook reading lists by adding in hotlinks to where to find the texts within the library, or within the Athens system.

The library hold a small stock of digital voice recorders which may be taken out on loan by students to aid in their recording of practice sessions with peers (and / or clients when on placement in Year 2 of the programme).

Where possible and appropriate the library staff have digitized key (i.e. seminal chapters) and added these to the VLE modules.

Where possible and appropriate the library have purchased e-books in consultation with the programme leader to facilitate wider access to key texts.

27 Equality and Diversity

Glyndŵr University is committed to providing access to all students and promotes equal opportunities in compliance with the Equality Act 2010 legislation. This programme complies fully with the University's policy on Equality and Diversity, ensuring that everyone who has the potential to achieve in higher education is given the chance to do so.

Admission requirements for the programme do not insist on formal educational qualifications for all applicants. This potentially opens admission to those whose previous education has not resulted in substantial qualifications but who have the psychological maturity, capacity, and commitment to engage with counsellor training. In place of formal qualifications, it is required that students evidence the capacity to commence the academic aspect of training and meet academic requirements.

The experience of the team has been that those without prior educational attainment at least at level 3 can find level 4 study extremely challenging. To this end the level 4 Introduction to Counselling Module has been developed to help applicant's develop practical and academic skills prior to commencing the full Diploma programme.

Counselling as a profession seeks to value diversity, and this is embedded in all aspects of teaching and learning of the programme as well as having specific taught classes relating to difference and diversity.

Cooperative learning is encouraged throughout the course, peer study groups are strongly encouraged.

The "learning and teaching strategies" described above offer a rich environment in which students learning preferences are actively differentiated for. Collaborative and discursive approaches, including pair and small group peer work as well as experiential exercises are favoured by students and the teaching and learning opportunities are highly rated by students (in SSCC meetings).

Many students who join the course come with diagnoses of dyslexia, or are assessed and receive a diagnosis during the course. Tutors are experienced at working with students to ensure that they are appropriately assessed and offered formative feedback to enable them to develop on their strengths and from the challenges they face. This is evidenced through students improving marks over the course of the programme by utilising tutorial, feedback and DisAbility and learning support resources as appropriate.

Appendix 1: Graphic version of Programme delivery

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Cert HE Level 4 Year 1					
COU401	COU402	COU403	COU404	COU405	COU406
20	20	20	20	20	20
120 level 4 Credits					
Dip HE Level 5 Year 2					
COU501	COU502	COU503	COU504		
40	40	20	20		
120 Level 5 Credits					

BSc Top up CORE MODULES
60 Counselling Dissertation
40 Level 6 Credits

Process of Enquiry 20 Level 6 credits	
BSc Top up optional modules by route (standalone or Year 3)	
BSc Counselling Adults Route A	BSc Counselling CYP Route B
Counselling Adult Clients Experiencing Depression (Theory) 30	Counselling Children and Young People in Context (Theory) 30
Counselling Adults Experiencing Depression (Practice) 30	Creative Methods for Counselling Children and Young People 30
60 Credits Level 6	60 Credits Level 6
Core and Optional BA top up modules give 120 credits at Level 6	Core and Optional BA top up modules give 120 credits at Level 6