PROGRAMME SPECIFICATION

Awarding body/institution	Glyndŵr University
Teaching institution (if different from above)	
Details of accreditation by a professional, statutory or regulatory body (including link to website)	None
What type of accreditation does this programme lead to?	N/A
Is accreditation in some way dependent on choices made by students?	N/A
Final award/s available	Diploma of Higher Education Certificate of Higher Education
Award title	Dip HE Person-centred and Experiential Counselling and Psychotherapy Cert HE Counselling Studies
JACS 2 code	B940
UCAS code	n/a
Relevant QAA subject benchmark statement/s	There are no approved QAA subject benchmark statements applicable to counselling and psychotherapy. However, as at September 2012, a consultation process into a draft subject benchmark, to which the University will contribute .is underway.
Other external and internal reference points used to inform the programme outcomes	BACP training guidelines (core curriculum and amendments to this). Established training practices at the Universities of East Anglia, Strathclyde, and within the person-centered tradition. The current programme team bring experience from Chester University & Keele University as well as other FE and HE establishments.
Mode/s of study	Part time
Language of study	English

Date at which the programme specification was written or revised	January 2011 Updated December 2012

Criteria for admission to the programme

The criteria for admission to the programme are that:

1. Applicants should give adequate promise of being able to produce written work of a satisfactory quality at each stage of the programme.

2. Applicants should demonstrate sufficient 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

   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 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 the reasons for 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 access programmes, 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.

In constructing this admissions policy, attention has been paid to the QAA Code of practice, Section 10: Admission to higher education.

AP(E)L

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

Aims of the programme

To provide an authentic person-centred and experiential training for those wishing to go on to work as counsellors/psychotherapists and possibly seek individual accreditation with BACP.

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'.

To meet all _training_ requirements for individual BACP accreditation (following a period of additional clinical practice) and provide a sound basis for further professional development.

To provide within the first year alone a training suitable for anyone wishing to work in an area that involves relating to others but not wishing to go on to become a counsellor. This year may be taken as a CPD course for other professionals seeking to develop helping and listening skills.

Distinctive features of the programme

This programme seeks to provide an authentic person-centred and experiential training, 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.

Additionally the training team seek 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 consistent with the 'Mental Health Measure' in Wales.

Programme structures and requirements, levels, modules, credits and awards

	Module Title (all core)	Credits	Award
Lev 4	Beginning to listen	20	
	Counselling: what is it?	20	
	Listening and accompanying	20	
	Introducing 'person-centred' (1)	20	
	Clinical and personal practice (1)	20	
	Introducing 'person-centred' (2)	20	
			Cert HE Counselling Studies (exit award only)
Lev 5	Clinical and personal practice (2)	40	
	Theory in practice (1)	40	
	Clinical and personal practice (3)	20	
	Theory in practice (2)	20	
			Dip HE Person-centred and Experiential

Students who successfully complete all Level Four modules but do not wish to continue training may exit with a Certificate of Higher Education in Counselling Studies on completion and passing of all 6 year one modules..

Attendance at Residentials (one per year of 20 hours each) is included in the overall contact hours. It is not credit bearing.

Tutorials must be attended one, per module per term. This equates to a minimum of 15 minutes per module per term (of which there are 3 per year). This is scheduled into the teaching day, and as such forms part of the overall contact hours.

An indicative student learning journey is provided overleaf.

Indicative Student Learning Journey: Dip HE Person-centred and experiential counselling and psychotherapy

	Term 1 Sep-Dec	Term 2 Jan-Mar	Term 3 Apl-Jun/Jul	Jun/Jul Assessment Board
Year One Delivery	Attend 1 training day/wk	Attend 1 training day/wk Attend residential weekend	Attend 1 training day/wk	
Module	Beginning to listen Counselling: what is it?	Listening and accompanying Introducing 'person-centred' (1)	Clinical placement and supervision (optional) Clinical and personal practice (1) Introducing 'person-centred' (2) Readiness to practice exercise (optional)	
				Sep Resit Assessment Board
Year Two Delivery	Attend 1 training day/wk	Attend 1 training day/wk Attend residential weekend	Attend 1 training day/wk	
	Clinical placement and supervision Self care group	Clinical placement and supervision / Practice Development Group Self care / Personal Development group	Clinical placement and supervision / Practice Development Group. Self care group	
Module	Clinical and personal practice (2) Theory in practice (1) Readiness to practise exercise (if not completed)	Clinical and personal practice (2 cont.) Theory in practice (1 cont.)	Clinical and personal practice (4) Theory in practice (3)	

	Intended learning outcomes of the programme	
	On completion of Level Four, the learner will be able to: **Understanding and knowledge (U)**	**On completion of Level Five, the learner will be able to:**
	Level 4 Cert HE	**Level 5 Dip HE**
U1	A developing understanding of the phenomenological perspective, the standard view of person-centred practice, and the focusing-oriented conception of process informed by knowledge of the associated literature and research.	A personal, critical, and evolving understanding of the relationship between the phenomenological perspective, the standard view of person-centred practice and the focusing-oriented conception of process that is informed by (1) knowledge of the associated literature and research and (2) clinical practice.
U2	An evolving understanding of how personal woundedness and the issues which bring clients to therapy can be understood in terms of a diversity of different therapeutic approaches and traditions, in terms of sociological and medical concepts, and knowledge of associated literature and research.	An evolving, critical, and personal understanding of how woundedness and the issues which bring clients to therapy can be understood and experienced in sociological, political, medical, and spiritual terms, of how they relate to environmental degradation, and knowledge of associated literature and research.
U3	A knowledge and understanding of the infrastructure which brings clients and therapists together, and of the regulatory machinery and ethical guidelines which seek to safeguard that process sufficient to enable them to function safely and effectively within their chosen placement settings.	A knowledge and evolving critical understanding of the different kinds of infrastructure which bring clients and therapists together, of the regulatory machinery and ethical guidelines which seek to safeguard that process, and of their own decision-making processes sufficient to enable them to work safely and effectively in a variety of possible settings.
U4		A critical understanding of at least one other therapeutic approach and of how it compares to person-centred practice allied with knowledge of associated literature and research.
	Intellectual skills (I)	
I1	Utilise literature sources, personal experience, and personal insight to produce a structured and readable essay of approximately 4000 words developing a stated theme and demonstrating movement towards standard punctuation and grammar and Harvard Style referencing.	Utilise literature sources, personal experience, clinical notes and recordings, and personal insight to produce a structured and readable essay of approximately 4000 words clearly developing a stated theme and utilising standard punctuation and grammar and Harvard Style referencing.
I2	Transcribe a clinical recording of a minimum of 30 minutes duration with sufficient accuracy that the meaning of interchanges is not compromised and provide a commentary	Transcribe a clinical recording of a minimum of 50 minutes duration with a high level of accuracy and provide a critical commentary referencing their own personal experience of the session, personal

	referencing their own personal experience of the session and relevant theoretical concepts and understandings.	learning, and relevant theoretical concepts and understandings.
I3	Engage in reflective, critical, and unrehearsed discussions about clinical, theoretical, organisational, and personal matters with an emerging level of awareness of personal defendedness.	Engage in reflective, critical, and unrehearsed discussions about clinical, theoretical, organisational, and personal matters with an awareness of personal defendedness and a growing capacity to be both present and undefended.
I4		Produce and deliver alone or with colleagues a presentation lasting a minimum of 20 minutes that deals coherently with a topic centred on a kind of "client issue" and is accompanied by a handout meeting the same criteria as for other written work.
	Clinical competencies* (C)	
	In line with the BACP core curriculum trainee counsellors need to develop competencies in 4 areas (BACP, 2009, p17): A the professional role and responsibility of the therapist B understanding the client C the therapeutic process D the social, professional and organisational context for Therapy This course is aimed at assisting trainee counsellors / psychotherapists in developing these competencies in order to become competent, reflective practitioners. He underpinning philosophy of the course is a contemporary view of the person-centred approach to therapy known as Person-Centred and Experiential Therapy. This relies on developments from the origins of the approach based in a long tradition of research and practice based evidence. It is an approach that is now included within the NICE guidelines for particular client issues such as depression. Its evidence base is growing through research, some of which has been funded by BACP.	
C1	Listen to and accompany a colleague in a therapeutic conversation, in expressive therapeutic activity, and as a focusing companion with sufficient attentiveness, accuracy, empathy, congruence, and unconditional positive regard that, for the most part, the colleague feels held, understood and accepted.	Offer an environment and accompaniment characterised by empathy, congruence, and unconditional positive regard, and involving appropriate invitations to expressive activity and focusing, such that a client will—for the most part—feel held, understood, and accepted, and increasingly safe to reveal themselves and discuss matters which would normally be withheld.
C2	Consistent with personal integrity, and utilising personal support and supervisory input, sensitively negotiate such matters as (but not necessarily restricted to) session length, access between sessions, record keeping, and physical contact.	Consistent with a thought-out, evolving, and enunciable position regarding the nature of and limits upon ethically sound person-centred practice, and with constraints consequent upon agency, institutional, and professional requirements, negotiate such matters as (but not necessarily restricted to) session length, access between

		sessions, record keeping, and physical contact.
C3	Recognise the importance of involving supervisors, training colleagues, and tutors in decisions affecting clients, and in the provision of the personal support necessary to clinical work, without compromising their reliance upon their own experience, perceptions, and understanding.	With the aid of supervision—but without compromising their own experience, perceptions, and understanding—determine how best to handle challenging issues arising within the therapeutic relationship, and to provide for their own support needs, and act accordingly.
C4	Recognise the implications of the statement that all a person-centred therapist takes into the therapeutic encounter is themselves and be beginning to provide for their own personal support and development in such a way as to maximise therapeutic efficacy.	Recognise the unique personal challenge which working as a person-centred therapist represents and be critically and honestly providing for their own support and development.
C5	Monitor and reflect upon their preparation for clinical practice, interactions with colleagues and trainers, and supervisory interactions on an ongoing and—so far as possible—personally honest basis, and eventually determine whether they should pursue counsellor training beyond year one.	Monitor and reflect upon client work, interactions with colleagues, and supervisory interactions on an ongoing and personally honest basis, making ongoing assessment of their clinical strengths and weaknesses, and eventually determining whether they should present themselves to the world as a newly qualified person-centred and experiential counsellor and psychotherapist.
C6	Offer such support to colleagues as is within their current competence and be beginning to recognise *when* support is appropriate and *what* support is appropriate to offer.	Support colleagues appropriately and within their current competence.
	Practical, generic professional*, and employability skills (P)	
	*Anything pertaining directly to clinical practice and the infrastructure of clinical practice is dealt with under "clinical competencies" above. Listed below are "transferable skills"	
P1	Recognise that "self development" has implications for all aspects of their working and personal lives and identify instances of shifts in awareness and ways of being that are having an effect outside the training programme.	Recognise how their developing self-awareness and self-acceptance is affecting their working and personal lives beyond the training programme, be evolving a personally authentic and self-aware way of relating to others and to the "environment", a sense of how they are and are not suited to collaborative working, and of the environment within which they are currently best suited to work.
P2	Recognise the potential usefulness of creative approaches to problem-solving and enunciate an evolving sense of how they feel about seeking creative solutions and why they feel that way.	Recognise the usefulness of creative approaches to problem-solving, determine to what degree they are and are not comfortable seeking a creative approach within a particular situation, and act accordingly with self-awareness.
P3	Utilise literature sources, personal experience, personal insight, and accurately transcribed recordings of conversations to produce a structured and readable report of approximately 4000 words developing a stated theme and	Utilise literature sources, personal experience, personal insight, and accurately transcribed recordings of conversations report of approximately 4000 words clearly developing a stated theme and utilising standard punctuation and grammar and Harvard Style

	demonstrating movement towards standard punctuation and grammar and Harvard Style referencing.	referencing.
P4		Produce and deliver a presentation lasting a minimum of 20 minutes that deals coherently with a clearly stated topic, may include within it but is not solely limited to a PowerPoint presentation, and is accompanied by a clear and readable handout.
P5	Assess personal strengths and weaknesses in respect of a given set of desiderata and in doing so pay heed to feedback and discussion provided by others, then translate that assessment into relatively authentic decisions and actions.	Assess personal strengths and weaknesses in respect of a given set of desiderata and in doing so pay heed to feedback and discussion provided by others, then translate that assessment into decisions and actions informed by ethical and regulatory considerations.

CURRICULUM MATRIX demonstrating how the overall programme outcomes are achieved and where skills are developed and assessed within in individual modules

1 Knowledge and understanding (U)

	Module Title	Knowledge and understanding				
Lev 4	Beginning to listen	C				
	Counselling: what is it?	C	U1	U2	U3	
	Listening and accompanying	C				
	Introducing 'person-centred' (1)	C	U1	U2	U3	
	Clinical and personal practice (1)	C	U1		U3*	
	Introducing 'person-centred' (2)	C	U1	U2	U3	
Lev 5	Clinical and personal practice (2)		U1		U3	
	Theory in practice (1)	C	U1	U2		U4
	Clinical and personal practice (3)	C	U1		U3	
	Theory in practice (2)	C				

*Dependent upon when work placement agreement is submitted.

2 Intellectual skills (I)

	Module Title	Intellectual skills				
Lev 4	Beginning to listen	C		I2	I3	
	Counselling: what is it?	C	I1		I3	
	Listening and accompanying	C	I1		I3	
	Introducing 'person-centred' (1)	C		I2	I3	
	Clinical and personal practice (1)	C		I2	I3	
	Introducing 'person-centred' (2)	C	I1		I3	
Lev 5	Clinical and personal practice (2)	C		I2	I3	I4
	Theory in practice (1)	C	I1		I3	
	Clinical and personal practice (3)	C	I1		I3	
	Theory in practice (2)	C	I1		I3	

3 Clinical competencies (C)

	Module Title	Clinical competencies					
Lev 4	Beginning to listen	C	C1				C5	
	Counselling: what is it?	C						
	Listening and accompanying	C				C4		C6
	Introducing 'person-centred' (1)	C						
	Clinical and personal practice (1)	C	C1	C2	C3			
	Introducing 'person-centred' (2)	C						
Lev 5	Clinical and personal practice (2)	C	C1	C2	C3	C4	C5*	C6
	Theory in practice (1)	C						
	Clinical and personal practice (3)	C	C1	C2	C3	C4	C5	C6
	Theory in practice (2)	C						

*C1-C5 dependent upon which term the fourth transcript assignment is completed in.

4 Practical and employability skills (P)

	Module Title		Practical, (generic) professional, and employability skills				
Lev 4	Beginning to listen	C	P1		P3		
	Counselling: what is it?	C	P1		P3		
	Listening and accompanying	C	P1		P3		
	Introducing 'person-centred' (1)	C	P1		P3		
	Clinical and personal practice (1)	C	P1	P2	P3		
	Introducing 'person-centred' (2)	C	P1		P3		
Lev 5	Clinical and personal practice (2)	C			P3	P4	P5
	Theory in practice (1)	C	P1		P3		
	Clinical and personal practice (3)	C		P2	P3		
	Theory in practice (2)	C	P1		P3		P5

Learning and teaching strategies used to enable outcomes to be achieved and demonstrated

Learning and Teaching Strategies used on the programme are consistent with a contemporary understanding of the Person-Centred Approach to counselling and Psychotherapy. They also aim to be consistent with the requirements of the BACP core curriculum and pedagogy of adult learning which can be understood to require development of competencies in 4 areas:

A the professional role and responsibility of the therapist
B understanding the client
C the therapeutic process
D the social, professional and organisational context for
Therapy.

This is delivered through a variety of methods outlined below.

Community Time (Split into home groups and community meetings):

Community meeting:
The whole training group will meet at least once per term and on other occasions by agreement. This is a group meeting where anything may be discussed that has a possible impact on the training community. It provides an important forum for discussion between students and the training team about issues impacting learning and teaching.

Home groups:
This may consist of the whole group or smaller groups depending on the size of the training cohort. 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.

Sometimes experiential exercise may be proposed by the training team or course members.

Listening and accompaniment (Counselling Skills Development) , supervision, and professional practice groups:

The initial purpose is to provide opportunity for students to practice therapeutic listening and therapeutic accompaniment with each other. Listening (year 1) and professional practice groups (year 2) will be small groups or triads as necessary. This is where the 'skills' development of training will take place.

Supervision and support groups (Professional Practice Groups) (Year 2):

These groups are for the purpose of improving clinical practice in order to benefit clients. They will normally contain a maximum of 10 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.

Self-care / Focusing / Personal Development groups:

The self-care groups will run throughout year two with 1.5 hours per week allocated to them. They will be of a similar size to the year two supervision groups.

The self-care groups will be facilitated by someone who is an experienced person-centred practitioner but is not otherwise part of the training team. The facilitator may need to share

any areas of concern with the training team, so absolute confidentiality cannot be guaranteed.

There will also be the opportunity for focusing practice and for students accompanied by colleagues to use focusing for their own current needs.

Theory lectures and workshops / seminars:

This is where the theory of counselling and psychotherapy, all professional and academic matters, and "client issues" will be presented and explored. It is also where more experiential workshops involving sandbox and other expressive ways of working will be offered.

There are more topics available for exploration than any one training cohort can go into, and as essential topics are dealt with choice will become important. Decisions will be made based upon community discussion, current clinical needs, and the current clinical and research activities of the training team.

Individual tutorials:

Students are required to schedule and attend for at least one tutorial (15 minutes) per module per term. 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.

Study groups:

Students will be 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. In year two clinical placements and supervision will commence after completing a readiness to practise exercise. This requires extra time outside of the day at university. This will be agreed between the student, placement provider and supervisor and approved by the programme leader.

In Year 2 students complete a Clinical Placement of a minimum of 100 hours in a counselling placement.

Attendance is an important part of the 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.

Residential weekends:

Residential weekends are a common feature of counsellor training, there will be one residential weekend per year and students will be advised of the date in advance. The cost of accommodation is extra and must be paid this in advance. Attendance at residential weekends is compulsory as it forms a part of the core training hours which students will require for successful completion of the course and any future application to BACP for individual accreditation. Therefore if any residential is missed the student will need to attend

a residential with another year group to fulfil this requirement.

Welsh Medium provision

It will not be possible to teach in Welsh unless a Welsh speaking member of the training team joins the programme, but Welsh speaking students working with Welsh speaking clients will be encouraged to conduct therapy in Welsh. Equally, the use of other languages between counsellor and client will be encouraged where appropriate. Students may submit assignments in Welsh.

Assessment strategy used to enable outcomes to be achieved and demonstrated

In keeping with the person-centred realisation that each individual best flourishes and best realises their potential when they are their own primary locus of assessment, all the activities which comprise this programme, and all written assignments and monitored activities will aim to encourage personal awareness and personal assessment. At the same time, the training team will seek to ensure that written work meets appropriate academic standards and that clinical practice is safe and appropriate.

The former will be done by providing a precise list of necessary criteria to accompany each piece of written work and "passing" only submissions which satisfy those criteria. The latter will be done through clinical supervision and practice groups, where each student will be encouraged to openly discuss their client work, through case study and transcript assignments which will be extensively commented upon and if necessary discussed with students, and by requiring satisfactory personal supervision reports.

All aspects of learning and development feed into the programme's required essays, clinical transcripts, case study, and presentation. There will, therefore, be clear written evidence of learning, development, and academic and clinical competence associated with each module and produced at regular intervals.

At the same time, community meetings, practice and supervision groups, and regular tutorials will provide ongoing opportunity for the training team to monitor personal development and clinical practice in order to ensure the continuing safety of trainees and clients.

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:

> 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)

Formative and Summative

In person-centred training there is considerable emphasis on encouraging students to know, accept, and work from their own experiencing and locus of evaluation. Therefore, students will be encouraged to produce a passing piece of work at the first attempt and without formal feedback from the training team. Students whose "formative" submission meets the assignment criteria will not be required or encouraged to do any further work on that assignment. Students whose "formative" submission does not meet the criteria will be

shown clearly and precisely how and why those criteria have not been met. They will then have one further opportunity to amend or add to the work before making their "summative" submission. In other words, the programme will use the formative/summative model for the benefit of students who fail to satisfy the requisite criteria with their first submission.

Assignment, Activity, and Submission Overview

To maximise flexibility and best provide for individual student needs, most formal submission dates are set at the end of a term. In practice, it would be difficult for the training team to read and respond if all assignments came in at the end of term. However, prior experience has shown that earlier working submission dates can be negotiated by the training community and the training team. This allows training communities and sometimes individuals to decide which of two assignments it will be in their best interests to do first, and—consistent with person-centred practice—it helps empower both individual students and the training community.

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. All submissions must be accurately recorded and kept in a locked container until signed out by a member of the training team.

Assessment regulations that apply to the programme

Academic regulations for Bachelor Degrees, Diplomas, Certificates and Foundation Degrees will apply to this programme.

The following derogation from regulations apply to this programme:

All elements of assessments for all modules must be passed.

Programme Management

Quality Assurance

Quality assurance mechanisms are well established within the Department of Education and 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 Department 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 Student Perception of Module (SPOM) results, and informal forms of feedback. These are also incorporated into annual monitoring and review procedures and also addressed through the University's internal review processes.

A process of Module Evaluation through which Module Tutors provide a module-based review of the operation, quality and standards of their individual modules which is included

in the Annual Monitoring Report.

Peer observation and informal sharing of current and best practice.

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 term and more often as matters arise. 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.

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 self-care group facilitator will be required to feedback to the training team regarding any issues pertaining to safeguarding or fitness to practice.

Particular support for learning

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 realisations and difficulties arise outside training time and outside what are sometimes thought of as "working hours", students will be provided with details of 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.

Equality and Diversity

Admission requirements avoid any reference to formal qualifications thus opening admission to those whose previous education has not resulted in substantial qualifications but who have the 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.

Cooperative learning is encouraged throughout the course, peer study groups are strongly encouraged, and an acceptance of "difference" is an inalienable aspect of what is being taught.

The "learning and teaching strategies" described above offer a diversity of kinds of learning opportunity thus providing for different learning preferences and strengths.