



UNIVERSITY
CENTRE
WESTON

Student Course Handbook

FdSc Counselling

University Centre Weston

in partnership with

Bath Spa University

UCAS code: B940

This handbook is published for students studying at UCW on the above programme and is available in a range of alternative formats on request.

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1. Introduction

Welcome

Welcome to the Foundation Degree in Counselling (FdSc Counselling). This course is offered in partnership between Bath Spa University and University Centre Weston (UCW).

Purpose of Handbook

This handbook gives you essential background information that will be of help in your studies on the FdSc Counselling programme. It provides links to the definitive data sources wherever possible. The handbook can be accessed via your UCW account in the Microsoft Teams section, Content Library on Office 365.

Please note that the electronic version will be kept up to date and you will be notified of any significant changes. If you have taken a hard copy of any information please remember to refer back to the electronic version to ensure that you are working with the most up to date information.

For **module information** please see the respective Module Handbook.

2. Course content

Major, Joint, Minor or Specialised	Specialised
Delivered at	University Centre Weston
Faculty	Education, Health and Well-being
Campus	Knightstone Campus
Final award	Foundation Degree
Intermediate awards available	Certificate of Higher Education
UCAS code	B940
Details of professional body accreditation	Not applicable
Relevant QAA Benchmark statements	Counselling and Psychotherapy
Date specification last updated	2013

Course Distinctiveness

Counselling is a continuously growing and emerging profession in the UK. In almost any career that involves people-focused work you may find people with counselling and psychological therapy qualifications. The content of our training programme prepares you to enter a variety of employment settings that require excellent communication and counselling skills and which would benefit from counselling professionals with the ability to apply an understanding of how people develop and change. Its diverse application is particularly attractive as you can choose a wide range of employment opportunities in which to apply your competencies and your professionalism.

To prepare you for professional practice in the 21st century we have developed a unique counselling programme. You study various counselling practice theories as well as relevant theories on neuroscience, trauma, attachment and mental health. Our programme is based on Carl Rogers original thoughts which were further developed by Dave Mearns and Brian Thorne and more recently Janet Tolan and Mick Cooper to find greater application in the 21st century. As you progress through the programme it integrates a number of humanistic counselling theories (e.g. Transactional Analysis, Gestalt Therapy and Existentialist Therapy) with its central

focus on person-centred counselling practice. A strong foundation in person-centred counselling practice provides an excellent platform to integrate further theoretical orientations and feedback from one of our many counselling placement supervisors, states that “person-centred trained counsellors make the best CBT practitioners”.

Professional Regulation and BACP Student Membership

The FdSc Counselling programme is **not** accredited by any professional association or body, such as the British Association for Counselling and Psychotherapy. However, the programme content fulfils the current training requirements of BACP and **students are required to be [BACP student members](#) or join an equivalent professional organisation**. Some placement providers only offer placements to students who hold a BACP student membership and employers are increasingly asking for a BACP membership to be considered for job interviews.

We have also adopted [BACP's Ethical Framework for the Counselling Profession \(2018\)](#) and you are expected to familiarise yourself with the framework and apply it to your counselling practice and to a number of academic assessments.

We apply the framework as follows:

- 100 supervised 1:1 (face-to-face; online; telephone) counselling hours in a counselling setting (this cannot include private practice settings and during the first year it needs to be a well-established team that has senior counsellors, who are able to support and if necessary mentor you);
- 25 hours can be with children and young people under the age of 18, but only if you have considerable experience of working with children and young people and only with the agreement of the programme coordinator (you are encouraged to check your knowledge and [experience in working with children and young people against BACP's competencies framework](#));
- Supervision (face-to-face, online, telephone) needs to be attended fortnightly and a minimum of 1½ hrs per month; your supervisor should demonstrate considerable experience in the field of your counselling placement. You will enter into a formal contract with your supervisor regardless of the arrangement with your placement (e.g. placement may automatically provide an internal supervisor; or you can choose from a number of supervisors; or you may be asked to find your own supervisor); UCW vets the suitability of supervisors and requests a copy of their qualification, insurance cover, a recent CV and a supervision contract with students prior to the commencement of supervision;

- You can attend 2 placements at any one time, but should not work with more than 4 clients per week during your first year of studies;
- Case studies in year 1 and year 2 can only be with consent from adult clients and the placement supervisor's confirmation of the consent.

If you are unsure about anything concerning the above please talk to Claire Plews, Programme Coordinator or your Programme Group Supervisor.

Professional conduct

Whether you are studying at one of our premises at UCW or you are joining us online, whether you are in placement or working from home, or whether you are active on social media with family and friends, you are expected to communicate and behave professional and in accordance with UCW's and [BACP's professional conduct](#). We are aware that when we communicate with friends and family we may use a different language and that this can slip into the way we communicate with peers, colleagues and staff at UCW and in placement. Please be reminded that inappropriate use of language or behaviours do have consequences and that repeated offences will lead to you being reported to BACP, including the withdrawal of our support for your student membership.

Career progression

A career in counselling requires an interest in yourself as much as in other people and during the training you are deeply involved in self-discovery, change and the development of self-awareness. Counsellors have an innate curiosity to find out what 'makes people tick' – and whilst you learn how to apply this curiosity safely in counselling placement practice, you also learn how to question yourself and open up to the curiosity and challenges that others may impose on you.

Our Foundation Degree in Counselling has a full-time (2 years) as well as a part-time (3 years) route as you will see later in this document. When you read this document you will already have decided on one of these options. If you do have any concerns about this choice please talk to the Programme Coordinator, Claire Plews, or a member of the HE Unit, heart@ucw.ac.uk.

And there is more in this for you - if you enjoy practice-based academic challenges which integrate knowledge and understanding into evidence-based counselling practice then this Foundation Degree offers you the opportunity to fulfil your potential and excel beyond your own expectations.

If you successfully gain all the credits necessary to achieve your award and your average grade (from all assignments) amounts to a minimum of 50%, you can apply for progression to the BSc Counselling (top-up) full Honours programme.

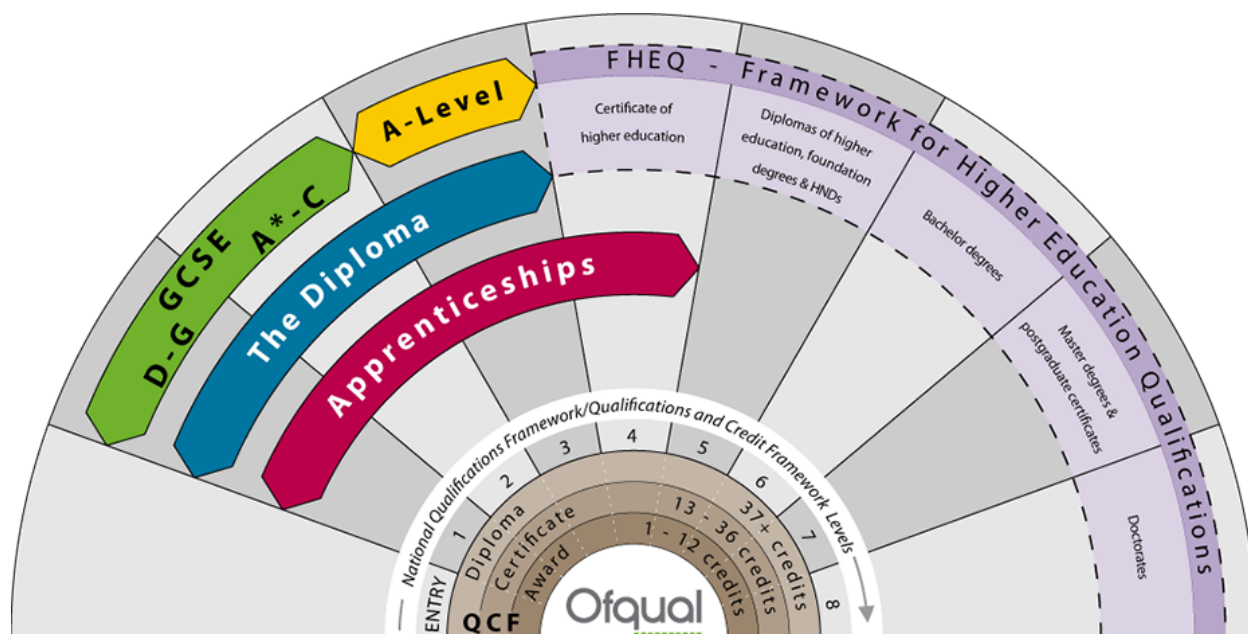


Figure 1: Framework for Higher Education Qualifications

This course has been designed with employability in mind and has been written to enable students to engage with the issues and developments affecting the counselling profession and its contemporary practice. Its vocational focus allows students to spend a significant amount of time within the workplace (e.g. specific counselling agencies, NHS, health and social care settings) in order to gain experience, manage a variety of small projects and develop organizational, administrative as well as counselling skills relevant to the workplace. A vocational approach is underpinned by academic theory and counselling practice standards which allow students to assess situations, make comparative judgments and suggest a range of alternative approaches. The modules have been designed to deliver a balance of theory and practical experience of key aspects of counselling practice.

The programme team

Programme Coordinator

The Programme Coordinator is responsible for the effective day to day delivery of the course. They have overall responsibility for the assessment of modules and the implementation of teaching and assessment procedures within the course. Please contact your Programme Coordinator if you have any questions regarding the delivery of the course.

Personal Tutor

At the start of the course you will be allocated a Personal Tutor. Your Personal Tutor's overall role is to ensure that you receive adequate guidance. They act as a first point of contact and responsible person from whom you can obtain general academic and pastoral support. You should contact your tutor if you are ill or unable attend for a session. If you need to make an appointment to see your personal tutor you can do this by approaching them personally, e-mailing, phoning or leaving a message on their voicemail.

Module Leader

Taught modules on the course have a designated module leader who has responsibility for the effective delivery of the module. Module Leaders are indicated on each module descriptor at the end of this handbook.

The link tutor for your programme is Dr Robert Irwin:

Name	Email	Tel
Dr Robert Irwin	r.irwin@bathspa.ac.uk	01225 876539

Course Structure

Full-time Route

The full-time route requires the achievement of 120 credits in each academic year. Our programme provides three 40 credit modules that run across the entire length of the academic year. **You are expected to attend a minimum of 80% of the timetabled programme for each of these modules.**

You can only progress into your second year of study if you have completed all components of year 1.

We strongly recommend that you are in placement by the end of March (Term 2) as you will not be able to complete your Case Study (PS4502) and the Placement/Supervision Reports (PS4501) on time of the programme and award boards, which grant you progression into the following academic year.

Also, the quality of your assignments and your ability to effectively contribute to supervision and personal development process are impacted as you are lacking the depth and breadth of the placement experience.

Year One

Level	Title	Credits	Code
4	Personal and Professional Development Part 1	40	PS4501
4	Core Theory and Contemporary Practice	40	PS4502
4	Life Events, Development and Change	40	PS4503

Year Two

Level	Title	Credits	Code
5	Personal and Professional Development Part 2	40	PS5501
5	The Reflective Practitioner	40	PS5502
5	Mental Well-being: Theory, Practice and Research	40	PS5503

Part-time Route

The part-time route requires you to complete two modules per academic year. During Years 1 and 2 you attend PS4501 (Year 1) and PS5501 (Year 2) 'Personal and Professional Development Part 1 and 2' which provides you with continuity as you remain with one student cohort for these modules.

You can switch from full-time to part-time should you realise that the study pace and general pressure are getting 'on top of you' and your personal and professional development suffer as a consequence. Talk to your Personal Tutor or Claire Plews (Programme Coordinator for advice and sign-posting or the HEART team) – do not wait until it is too late.

Year One

Level	Title	Credits	Code
4	Personal and Professional Development Part 1	40	PS4501
4	Core Theory and Contemporary Practice	40	PS4502

Year Two

Level	Title	Credits	Code
4	Life Events, Development and Change	40	PS4503
5	Personal and Professional Development Part 2	40	PS5501

Year Three

Level	Title	Credits	Code
5	The Reflective Practitioner	40	PS5502

5	Mental Well-being: Theory, Practice and Research	40	PS5503
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If you are using the electronic version please click on the module title for the full module descriptors for each unit.

All HE programmes at UCW are delivered as a collection of modules, which build on each other to form a complete programme of study. Each module carries a credit rating, defining how much study time it takes to complete. Notionally, 1 credit equates to 10 hours study time (so 10 credits = 100 study hours). "Study hours" includes lectures, seminars, tutorials, group work, independent study and research – in fact, any time that contributes to your learning on the module.

3. Course Aims

You will achieve skills and knowledge that make up the competencies and proficiencies expected from a professional counsellor. You will learn to apply these key concepts and principles to the counselling context or transfer these skills to other areas of higher educational study or alternative employment options.

The Programme is grounded in [BACP's training curriculum](#), and though not accredited with BACP, we adhere to its Competences Framework which is based on the latest research evidence into effective practice. We do not provide online/telephone counselling as [there are facilities available elsewhere](#), however we support your online/telephone counselling practice in group supervision at UCW.

The Programme Team includes professionals with a wide range of training backgrounds, qualifications and practice experiences to ensure that your training is continuously informed by the ongoing 'reality' in the field of counselling and psychotherapy. This is particularly pertinent as we are seeing major changes to our practices emerging from the necessary response to COVID-19 pandemic.

This programme is designed to give you the opportunity to:

Obtain a professional qualification in counselling and progress onto further study and gain employment skills necessary to develop an excellent counselling career and employment options.

What will you learn?

With a Foundation Degree in Counselling you will develop a sound understanding of the principles in this field of study, and you will learn to apply these principles in your counselling practice across diverse settings (e.g. health, social care, education, agencies and organisations). Through this, you will learn to evaluate the appropriateness of different approaches in your field of practice, demonstrate professional attitudes, attributes and competencies that maintain a respected view of the counselling profession. Your studies will lead to a professional qualification as a counsellor and you can develop a counselling career effectively within your chosen field; you will also have the qualities necessary for employment in situations requiring you to exercise personal and professional responsibility and decision-making.

Subject-Based Practical skills

Your practical skills will show how you have:

- Applied multiple perspectives to counselling issues, recognising that counselling involves a range of research methods, theories, evidences and applications.
- Applied counselling skills effectively and ethically adhering to the [BACP Ethical Framework](#), including online/telephone counselling as and when appropriate and necessary (BACP has particular [guidance on working with children and young people online](#)).
- Accessed supervision with reflectivity and reflexivity to enhance your counselling practice.
- Identified and evaluated general patterns in behaviour, psychological functioning and experience applying a life-span perspective.
- Presented and evaluated case studies from your placement practice.
- Employed evidence-based reasoning to your counselling practice.
- Examined practical, theoretical and ethical issues associated with the use of different research methodologies, paradigms and methods of analysis in counselling.
- Practiced as a mature and reflective counsellor with a professional attitude towards counselling work.

Knowledge

You will achieve knowledge and understanding of:

- Differences and similarities of counselling approaches.
- Different theories and approaches to change and decision-making processes.
- The critical and analytical response to both theory and practice.
- Team-work and group dynamics.
- Consequences of life events on healthy development and change.
- Your own limitations and aspirations in your counselling practice.
- Common ethical issues in counselling practice and how to resolve them.
- The regulatory and legislative frameworks in conjunction with counselling practice (e.g. [BACP Ethical Framework 2018](#); [Mental Health Act 1983](#); [Data Protection Act 2018](#); [Equality Act 2010](#)).

- The implicit and explicit aspects of yourself and others relevant in a counselling relationship.
- The impact of yourself on others, in particular in the context of counselling practice.
- The theory and principles of research relevant to your counselling practice.

Thinking skills

You will develop intellectual (thinking) skills that will enable you to:

- Engage in reflective processes verbally and in writing.
- Critically evaluate theory and practice of counselling and supervision.
- Contextualise and transfer knowledge into different learning environments.
- Realise the contextual setting for the discipline and related theories within historical, contemporary and cultural settings.
- Achieve the appropriate integration of theory and practice required to reinforce critical and intellectual engagement with the subject.
- Synthesise practice-based learning, skills and theory within a Humanistic Approach to Counselling.
- Integrate ideas and findings across multiple perspectives in counselling and recognise distinctive psychological approaches to relevant issues.
- Demonstrate proficiency in clinical observation, investigation enquiry and development of relevant counselling interventions.
- Generate and explore hypotheses and research questions using both quantitative and qualitative methods.

Skills for life and work (general skills)

- The development of your own style of independent learning.
- The ability to communicate ideas to others and to debate relevant issues.
- IT skills.
- Communication skills.
- Teamwork.
- Time management.
- Respond effectively to challenges.
- Maintain your own well-being.
- Professional attitude and appearance.
- Confidence.

Key Skills and Personal Development Planning

We are committed to supporting and developing key (transferrable) skills that will help you to negotiate the course successfully and to prepare you for employment and/or further study. These key skills will be important to you throughout your course, but we place a particular emphasis on them during Year 1 (although we will support and assess key skills throughout the modules on your course, relating them directly to your area of study).

Literacy: Your literacy will be supported and developed by researching and writing essays and giving presentations.

Digital Literacy: The ability to make effective use of information technology (IT) is an essential skill. Examples of IT skills that will be supported and developed by using Office 365, particularly Microsoft Teams, our online virtual learning environment, and related functions (e.g. Stream), but also word processing and appropriate digital software packages including PowerPoint. You will find that in addition to the facilities offered by the programme team, there are a range of 'open access' IT resources offered within UCW and by Library Plus and Information Services. With counselling practice becoming more available online, you will need to comply with BACP's ethical expectation, which expects practitioners to [be competent and confident using digital resources](#).

Numeracy: This is a skill required in our daily lives; it will be used and developed by tasks applied to your subject specialism.

Communication: You will encounter a wide range of learning activities that will develop and support your communication skills during your time as an undergraduate. These will include things such as participation in group seminars and critiques and giving visual presentations.

Transferable skills – will enable you to:

- Communicate ideas, core theories, arguments and analyses effectively in speech and writing to multi-professional audiences.
- Communicate to a variety of audiences using media tools as appropriate.
- Critically analyse information and evidence from a variety of sources.
- Use ICT to support your own development and the counselling placement.
- Work as a member of a team.
- Present your work to various audiences.

- Solve theoretical and practical problems that have occurred, or are likely to occur when working as a counsellor.
- Reflect on, evaluate and improve your own practice.
- Participate and engage in professional development activities as appropriate.
- Work towards your registration with BACP.

Assessment

All assignments require you to integrate learning from your study at UCW with experiences in your counselling practice, placement supervision and personal counselling.

Fitness to practise

This programme of study requires students to practise in a professional context and leads to a qualification to work as a professional counsellor. Counselling often involves working with people during the most difficult parts of their lives and with individuals who are vulnerable. Therefore we are responsible for acting to ensure trainees are suitable for this work prior to admittance onto the programme but also during training and before awarding a qualification for readiness to work as a professional counsellor.

BACP requires that all training providers assess students' ['fitness to practise'](#) to work face-to-face and online/telephone counselling with vulnerable people. Also, if you wish to have a placement working with children and young people we will refer you to [BACP's guidance](#) and you will need to arrange a meeting with Claire Plews prior to committing to this placement with children and young people under the age of 18.

We have the right to be satisfied of your professional suitability and any questions on this would be examined seriously. You would also be supported by the tutors and HEART team as much as possible throughout this period.

These questions could include: any concerns about your practice; academic performance; conduct inside or outside of UCW or any issues raised by University staff, other students, health professionals, placement providers or service users. If a concern arose we would make you aware of it and deal with the matter appropriately under the UCW's Fitness to Practise policy and procedure. Any professional suitability concerns could result in your placement being informed that

you are not fit to practice or to withholding the qualification enabling you to be a professional counsellor.

Assessment scheme

Each module has an agreed and clear assessment scheme which will be explained to you at the beginning of the module. This will tell you what kinds of assessment you can expect, when it is scheduled and how much it will contribute to the assessment of your learning in the module overall. Depending on the type of learning content being assessed, you can expect a wide range of continuous assessments of your coursework. You will enjoy helpful and succinct informal and formal feedback on your progress from tutors. We are able to offer instant, verbal feedback as you propose or report on a project or a practical you have been set, whilst at other times after the submission of coursework, you will receive written feedback on your work as well as a grade which contributes to the formal assessment but importantly enables you to measure your progress. The written feedback we prepare for you indicates where you did well and where you need to improve as each assessment item has a set of published assessment criteria. All feedback is then mapped against these criteria.

Level	Module Code & Title	Assessment Scheme
4	PS4501-40 Personal and Professional Development	<ul style="list-style-type: none">• Book review (20%; 2000 words)• Essay (20%; 2000 words)• Summary of learning milestones (60%; 3000 words)• Supervision Report Pass/fail• Placement Report Pass/fail
4	PS4502-40 Core Theory and Contemporary Practice	<ul style="list-style-type: none">• Theory Essay (20%; 2000 words)• Practice Evaluation (30%; equivalent 2000 words)• Case Study and Critical Reflection (50%; 4000 words)
4	PS4503-40 Life Events, Development and Change	<ul style="list-style-type: none">• Essay (30%; 2500 word)• Interactive Interview (30%; recorded)• Evaluation of a research paper (40%; 3000 words)
5	PS5501-40 Personal and Professional Development part 2	<ul style="list-style-type: none">• Reflective analysis (30%; 3000 words)• Group Facilitation & Reflection (40%; 1000 words)• Case presentation & evaluation (30%; 3000 words)• Supervision Report Pass/fail

		<ul style="list-style-type: none">• Placement Report Pass/fail
5	PS5502-40 The Reflective Practitioner	<ul style="list-style-type: none">• Literature Review (50%; 5000 words)• Case Study (50%; 5000 words)
5	PS5503-40 Mental Well-being: Theory, Practice and Research	<ul style="list-style-type: none">• Presentation 30%• Essay (30%; 3000 words)• Case Review (40%; 4000 words)

Formative and Summative Assessment

Throughout the academic year you are assessed on a regular basis.

Formative assessment focuses on current learning and performance in relation to the assessment requirements, and on approaches to future learning. Its purpose is to develop students to learn more effectively. There is no formal grading at this stage. Summative assessment deals directly with the allocation of marks, grades and (where applicable) classification based on the extent to which the students have been successful in meeting the learning outcomes. Summative assessment may include a formative element that will enable students to understand their strengths and areas for improvement.

Feedback is critical to informing the student learning experience. It can also place assessment in context to the overall aims of the programme, leading to greater engagement, understanding and improved learning.

Anonymity and Confidentiality of Clients and Placement Settings

It is absolutely paramount to the safety of your placement setting and their clients and to the compliance with [BACP's Code of Ethics \(2018\)](#) that you **MUST** keep any information about places and people relating to your counselling placement anonymous and confidential at all times. This relates to networking and social media sites, written assignments and discussions UCW group supervision, Personal Development Group and any other discussions at UCW (inside and outside of the classroom).

Progressing onto Honours Degree

You can 'top-up' your Foundation degree to a full Bachelors (Honours) degree by completing an additional year of study at level 6.

To be eligible for progression you must have gained 240 credits, 120 credits at Level 4 and 120 credits at Level 5 and your average grade (from all assignments) must not be less than 50%. The deadline for applications is usually on or before 1st May in the final year of Foundation Degree studies.

Your tutor will arrange a meeting with the Course Leader at UCW to discuss the modules on offer on the top-up degree and answer any questions that you may have. You are also welcome to visit the campus and meet with staff and students.

4. Learning Environment

Learning and Teaching Methods

UCW has a Learning and Teaching Strategy for Higher Education, which underpins our approach.

We intend that the learning programme should be both stimulating and demanding, and should lead you through progressive stages of development, towards increasingly complex and open-ended tasks, increasingly sophisticated application of intellectual/conceptual and personal (transferable) skills, and increasingly independent study.

Our counselling programme delivery reflects current counselling practice, which includes face-to-face and online work. When you are joining your peers at Knightstone Campus or Winter Gardens, or online, we expect attendance, contribution and [conduct \(including online\)](#) as part of your professional attitude to practise as a counsellor.

A variety of blended learning methods including face-to-face, recorded sessions and remote studying, will be used, which might include:

- Seminars – some will be student-lecturer co-created and can take place face-to-face and online
- Student presentations (individual and group) in class and online
- Case studies

- Experiential learning – this includes remote work in pairs, small and larger groups
- Reflective learning – this includes your weekly online journal and Personal Counselling
- Skills practice with peers and in placement (face-to-face, online, telephone)
- Group work and group discussions in class and online
- Workshops
- Visiting speakers/expert practitioners will be used during the programme; we have arranged at least one guest speaker for each module.
- Residential weekend at Ammerdown Centre (www.ammerdown.org)
- Fieldwork – placement, placement supervision and other induction and training
- Lectures
- Information and communications technology (ICT) based activities

UCW actively encourages the development of technology enhanced learning and you will find staff utilising new teaching methods to enhance your learning experience every year. As we progress in our digital literacy, we will update on new programmes and facilities available at UCW.

Work-based Learning

Practicing counselling in a placement under clinical supervision is one of the essential parts of this programme. Therefore, one of your early professional commitments is to register with BACP as a student member.

All modular content has relevance to clinical practice and the integration of theory, practice and research in counselling and psychological therapies when you are in work-based settings. During work-based learning you acquire counselling competencies and an increasing proficiency. Regardless of where you are in your programme, you are expected to show a professional aptitude and attitude required by the professional standards for counselling and psychological therapies.

Work-based learning defines the first steps in your professional career as you progress towards becoming a registered member with the British Association for Counselling and Psychotherapy (BACP).

You need to complete a minimum of **100, one to one counselling hours** and we encourage students to practice in at least two different settings during their training (these could be consecutive). **Your placement sessions are accompanied by fortnightly supervision sessions that amount to a minimum of 1½ hours supervision per month** whilst you are studying. This is a requirement by BACP and you are

responsible to ensure that you are meeting this requirement. In most cases your placement provider meets this supervisory requirement without any extra costs to you. In some circumstances, you may need to find your own supervisor for which there could be a charge. Please ensure that you are aware of the arrangements prior to starting with your placement provider. We strongly recommend that you have met with your supervisor prior to starting client work.

In preparation for this programme you have already received a Work-based Learning Handbook with more details about the counselling placement arrangements, supervision, insurance and contracts. The handbook also includes all worksheets to record your face-to-face counselling, clinical responsibility and supervision hours. You are expected to read this document carefully at the beginning of the programme and approach the programme team if you have any queries and concerns. During Year 1 we strongly recommend that you choose a well-established counselling placement that is able to support you and offer you a positive placement experience.

Finding your placement can be time-consuming and a challenging undertaking as placement providers will interview you and choose placement students. It may take several attempts until you are successful in securing a placement. This process prepares you for employment opportunities in the future. The programme team offers guidance in approaching appropriate placement providers. We have compiled a list of organisations for you to contact for current information on placement opportunities and to arrange a visit. In the second year you can take the initiative and develop your own placement within an organisation.

On UCW days, you have weekly group supervision with a UCW supervisor. This does not replace your placement supervision and does not count towards the required 1½ hours monthly, clinical supervision.

Your counselling skills, professional attitude and aptitude are fed back to us in reports from your clinical supervisor (Supervision Report Year 1 and Year 2) and your placement manager's Placement Report (Year 1 and Year 2). Further, a number of assignments (e.g. case studies, case reviews and analytical reflections on your counselling practice) require reference to your work-based learning and experience. Therefore, it is essential that you are in placement within 4-5 months from starting the programme. The programme team also monitors and assesses your proficiency and competencies regularly and expects your professional conduct with peers and UCW staff throughout the programme.

Please note:

- All placement related hours (i.e. counselling sessions, clinical responsibilities and supervision) are in addition to your study days at UCW.
- All placement providers require a DBS clearance. This can often delay you starting to work with clients.
- It is an essential part of your work-based learning experience to become familiar and knowledgeable about organisational aspects of the counselling and psychological therapies field, and we encourage placement providers to involve you in the operational areas of the organisation.
- You need to familiarise yourself with the policies relating to your practice in your placement, such as data protection, safe-guarding children, young people and vulnerable adults, risk assessment, lone-working policies (e.g. no first year student should be working on their own at any time!), mandatory reporting (e.g. female genital mutilation), etc.
- Depending on the placement provider you may need to be insured privately as the organisation's public liability and professional indemnity insurance may not cover your counselling practice.
- You can complete up to 25 hours counselling hours with children and young people (under the age of 18 years) if you have prior experience working with children and young people, completed advanced levels of safeguarding children and young people training, and **only** in agreement with the programme team.

Digital Facilities and Platforms

UCW actively encourages the development of technology enhanced learning and you will find staff utilising new teaching methods to enhance your learning experience.

Online course materials

The majority of the material and information you need will be available via the relevant Virtual Learning Environment (VLE) for your programme, which will be Microsoft Office 365 at the UCW website. Your lecturers will explain how to use the VLE in more detail during induction.

Office365 is free to download for students from www.office.com

You will need to sign in using your UCW email address and select "Work or School Account" (not Personal Account) when presented with these options. Select "Install Office365" to download the applications. Office365 is compatible with most devices, including PCs, Macs, smart phones, iPads and tablets.

Remember, the Office365 applications are free for students, so don't click on the "Buy Office365" button by mistake.

Residential Weekend

We have found that being away from the usual study environment and your home commitments for a few days seem to create one of the most valuable learning environments for your personal growth and development. The Residential Weekend has become a highly-welcomed part of the programme. Once a year all FdSc Counselling students and programme tutors spend a weekend in a residential retreat at the Ammerdown Centre, outside Radstock (near Bath).

The aims of the residential weekend are to facilitate your personal development, provide networking opportunities across all Higher Education years, strengthen the counselling community that we form at UCW and explore group dynamics within each year group in greater depth. You will work in your year group as well as in groups with students from other years.

Personal Development Group

Throughout the programme, students participate in a personal development group (PDG) where personal growth and development is explored, reflected on and at times may be challenged. It is a mandatory part of the programme and you are expected to attend on a weekly basis.

All students adhere to the code of confidentiality that is observed in counselling practice. When you refer to your own experiences you may need to be aware of others' involvement. In general, you are expected, as part of your professional attitude and aptitude not to talk about other students in and outside UCW.

In your PDG you develop increasing self-awareness and compassionate self-care, process experiences and transfer skills into the counselling space with clients. At

times this might be a very challenging experience that requires additional tutorial support from your personal tutor and possibly personal counselling/psychotherapy.

Reflection and critical self-analysis are central to the teaching and learning strategies; you are not assessed directly during the Personal Development Group, however reflection on your personal development will be required in some of the assignments.

Tutors, lecturers and PDG facilitators meet once a term to discuss your progress in general terms. For example, to highlight good practice and any significant change, identify your readiness for placement and identify additional support that may be needed. The PDG facilitator will not discuss personal matters that you have explored in the PDG, unless there is concern for your own or others' well-being.

Personal Counselling

It is a mandatory requirement that you actively engage in a minimum of 20 hrs personal counselling. Guidance on how to choose your personal counsellor and the form for your personal counsellor's details can be found in the Module Handbooks for PS4501 and PS5501.

You need to provide the name, professional membership and contact details of your personal counsellor to your personal tutor prior to starting with your personal counselling. **You are expected to be in personal counselling in Year 1 within 3 weeks of starting the programme.**

Group Supervision

Group supervision is a confidential space. In addition to your placement supervision you will meet on a weekly basis for group supervision with your peers at UCW. This gives opportunity to share placement experiences, reflect on case material you bring along and for the supervisor to provide formative, normative and restorative support that may be needed.

The time you spend in Group supervision on your programme does not count towards your fortnightly supervision that you need to manage and maintain for your counselling practice in placement, and focus will be on the integration of your learning from module contents across all three modules.

5. How Quality is assured

Quality monitoring and evaluation

The programme you are studying was approved by Bath Spa University. As part of the approval process it was assured that

- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements; and
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This was done through a process of programme approval which involves consulting academic experts including subject specialists from other institutions and industry.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate); and
- student feedback including the National Student Survey (NSS).

Drawing on this, and other, information programme teams undertake an annual monitoring process, in accordance with the University's quality policy.

Once every six years an in-depth review of the subject area is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The role of the Programme Committee

This course has a Programme Committee comprising all relevant teaching staff, student representatives and others who make a contribution towards its effective operation (e.g. library/technician staff). The Programme Committee has responsibilities for the quality of the programme and plays a critical role in the University's quality assurance procedures.

External examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme; and
- To ensure fairness and equity.

The external examiner for your programme:

Name (including prefix e.g. Dr.)	Role in institution	Name of institution
Dr. Tim Gully	Senior Lecturer	University of Chichester

As part of their role, external examiners complete an annual report for the University commenting on the learning, teaching and assessment standards of the modules and the programme overall. The report will highlight areas of good practice and identify areas for development, as well as provide assurance that your programme is of an equable standard to similar HE provision nationally.

External examiner reports, and the University's response, are shared with students. They are normally discussed at Staff/Student Liaison Committees and made available online, via Microsoft Teams/MyUCW.

External references

The following methods are used for gaining the views of other interested parties:

- Feedback from former students;
- Employers;
- British Association for Counselling and Psychotherapy (BACP)
- QAA (2013) Subject Benchmark Statement: Counselling and Psychotherapy
- QAA (2015) UK Quality Code of Higher Education
- Frameworks for Higher Education Qualifications: England, Wales and Northern Ireland

6. Module Descriptors

Module PS4501-40

Code	PS4501-40
Title	Personal and Professional Development Part 1
Subject field	Counselling
Pathway(s)	Foundation Degree
Level	4
UK Credits	40
ECTS Credits	20
Core or Required or Optional	Core
Class contact time: Total hours	135 hrs
Independent study time: total hours	265 hrs
Semester(s) of delivery	Across all three terms
Main Campus Delivery	UCW, Knightstone Campus
Module Co-ordinator	Claire Plews
Additional costs involved	Fees for Personal Counselling & possibly for External Supervision

Brief Description & Aims of Module

This module is designed to provide you with opportunities to develop self-awareness and professional competencies by exploring different positions that the developing counsellor can take in their practice. It complements PS4502 in that your counselling skills and professionalism are applied in a much wider context with your peers and tutors, such as group supervision and the Personal Development Group. You are working in two smaller groups throughout this module to facilitate group processes.

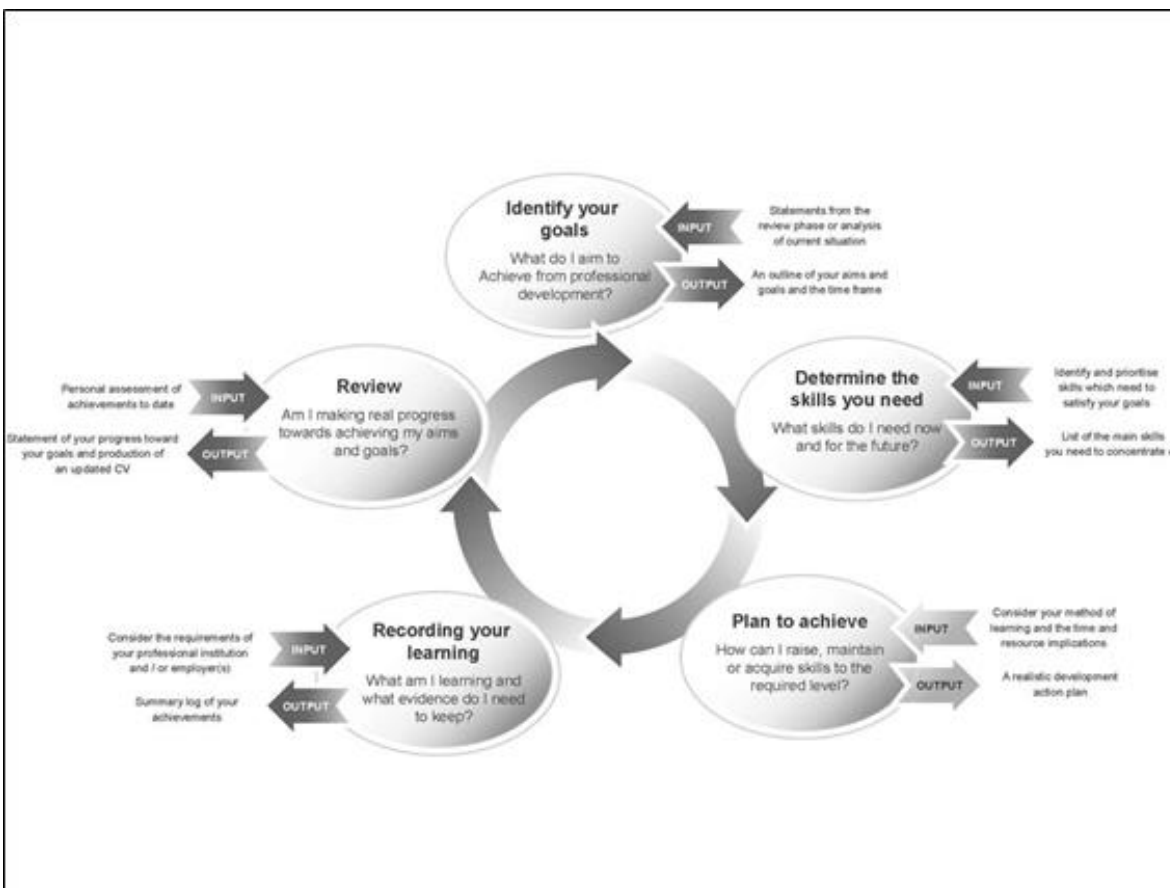
Key practice elements such as reflectivity and reflexivity, responsiveness to challenge, and commitment to continuing professional and personal development, are explored.

You learn to embed ethical principles and legal requirements into your counselling practice to guarantee application of safe practice and to develop a professional attitude and attributes through active involvement in the supervision process.

Outline Syllabus & Teaching & Learning Methods

The syllabus is based on Carl Rogers' 6 Core Conditions outlined in his Person-Centred Counselling Theory (1951) and modern adaptations and developments articulated mainly by

Mearns and Thorne. It is governed by the professional standards and the ethical framework of the British Association for Counselling and Psychotherapy (BAPC, 2018). The Learning and Teaching Approaches apply Kolb's Learning Cycle in the context of counselling and psychotherapeutic settings (see Rose, 2008) and supervision models commonly practised in counselling. Both, the personal development group and group supervision share the same values, principles and personal moral qualities outlined in the ethical framework by BACP.



The module develops and builds on reflective processes to increase self-awareness and to form professional competencies and proficiency. It focusses on questions such as: How does self-reflection inform our counselling practice? What do we gain from the process of self-reflection? How does the counsellor transfer insight from self-reflection back into the counselling space?

You explore your answers with other students as well as in your personal journals and learn to give and receive constructive feedback to enhance professional and personal growth and to evaluate the effectiveness of your counselling practice.

Teaching and learning activities

- Reflective Practice groups
- Student-led group activities

<ul style="list-style-type: none"> • Creative & Experiential learning activities • Guest lecturers • Weekend retreat • Reflective writing 	
Intended Learning Outcomes	How assessed
<p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> 1. The ability to reflect on humanistic counselling theory to understand self and others; 2. The ability to identify and discuss ethical and legal commitments in your counselling practice and placement setting (in the context of BACP's framework, 2018); 3. The ability to reflect on and discuss personal issues that resonate with client work, the Personal Development Group and Supervision (at UCW and in placement); 4. The ability to identify and reflect on areas of personal and professional development; 5. An understanding of professional attitudes and approaches within counselling practice and contexts. 	<p>S1, S4, S5; F1; F3</p> <p>S2, S4, S5; F2, F3</p> <p>S3, S4, S5; F3.</p> <p>S3, S4, S5; F2, F3.</p> <p>S3, S4, S5; F2, F3.</p>
Assessment Scheme	Weighting %
<p><i>Formative exercises and tasks:</i></p> <p>F1: Film review, 500 words. F2: Summary of an ethical dilemma using frameworks 500 words F3: Typing up and bringing in a journal entry to discuss with peers.</p>	
<p><i>Summative assessments:</i></p> <p>S1: 2,000 words Book Review S2: 2,000 words Essay S3: 3,000 words Summary of Learning Milestones S4: Placement Report (Pass/Fail) S5: Supervisor Report (Pass/Fail)</p>	<p>20%</p> <p>20%</p> <p>60%</p> <p>P/F</p> <p>P/F</p>
Learning Resources	
<p><i>University Centre Weston Library print and electronic resources, and Office 365:</i></p>	

Key texts:

- Bond, T. (2009) *Standards & Ethics for Counselling in Action*. 3rd edition. London: Sage.
- BACP (2018) *Ethical framework for the counselling professions*. www.bacp.co.uk.
- Hargaden, H. (2015) *The Art of Relational Supervision: Clinical Implications of the use of Self in Group Supervision*. London: Routledge.
- Hawkins, P. and Shohet, R. (2012) *Supervision in the Helping Professions*. 4th Edition. Maidenhead: Open University Press.
- Rose, C. (2008) *The Personal Development Group: The Students' Guide*. London: Karnac.
- Stoltenberg, C. D. and McNeill, B. W. (2010) *IDM Supervision. An integrative Developmental Model for Supervising Counselors and Therapists*. 3rd Edition. London: Routledge.

Suggestions for further reading

- Axline, V.M. (1990) *Dibs in Search of Self. Personality Development in Play Therapy*. New edition. London: Penguin.
- Bor, R. and Watts, M. (2011) *The Trainee Handbook: A Guide for Counselling and Psychotherapy Trainees*. 3rd ed. London: Sage.
- Carroll, M. and Gilbert, M. (2005) *On Being a Supervisee. Creating Learning Partnerships*. London: Vukani Publishing.
- Cooper, M. (2003) *Existential Therapies*. London: Sage.
- Germer, C. K. (2009) *The Mindful Path to Self-Compassion: Freeing Yourself from Distractive Thoughts and Emotions*. London: Guilford Press.
- Hayes, S.C. (2005) *Get out of your mind and into your life*. Oakland, CA: Harbinger Publications.
- House, R. and Bates, Y. (Eds) (2004). *Ethically Challenged Professions: Enabling Innovation and Diversity in Psychotherapy and Counselling*. Ross-on-Wye: PCCS Books.
- Johns, H. (1996) *Personal Development in Counsellor Training*. Continuum
- Kraemer, K. (2001) *Martin Buber's "I and Thou": Practicing Living Dialogue*. Paulist Press International.
- McLeod, J. (2009) *Introduction to counselling*. 4th edition. OUPress.
- Mitchells, B. and Bond, T. (2011) *Legal Issues Across Counselling & Psychotherapy Settings: A Guide for Practice (Legal Resources Counsellors & Psychotherapists)*. London: Sage.

- Ooijen, E. Van (2003) *Clinical Supervision Made Easy: The 3-step Method*. London: Churchill Livingstone.
- Proctor, G. (2002) *The dynamics of power in counselling and psychotherapy: ethics, politics and practice*. Ross-on-Wye: PCCS Books.
- Sanders, P., Frankland, A. and Wilkins, P. (2009) *Next Steps in counselling Practice. A students' companion for degrees, HE diplomas and vocational courses*. 2nd edition. Ross-on-Wye: PCCS Books.

Key web-based and electronic resources:

www.bacp.co.uk

www.counselingsources.com

www.coreims.co.uk

www.ta-tutor.com

www.bapca.co.uk

www.carlrogers.info

Specialist resources:

Creative materials

Preparatory work

You will be provided with guidelines for personal counselling and a list of current and past placement providers. You are encouraged to set up personal counselling before the start of term and to have at least started looking for a suitable placement for your own counselling practice. Counselling practice cannot start unless you have enrolled and have been informally assessed for your readiness to start with counselling practice; however, most placement providers have an induction programme which you can attend before you enrol at UCW.

Module PS4502-40

Code	PS4502-40
Title	Core Theory and Contemporary Practice
Subject field	Counselling
Pathway(s)	Foundation Degree
Level	4
UK Credits	40
ECTS Credits	20
Core or Required or Optional	Core
Class contact time: total hours	135 hrs
Independent study time: total hours	265 hrs
Semester(s) of delivery	Across all three terms
Main campus location	UCW, Knightstone Campus
Module Co-ordinator	Wendy Griffin
Additional costs involved	None

Brief Description & Aims of Module

This module introduces you to contemporary theory and practice of humanistic counselling approaches and to person-centred counselling skills through practice and application of person-centred theory. It is a practice-based module that aims to facilitate your progress to become confident and competent in counselling skills and techniques relevant to your clients in placement, and to meet professional standards and expectations.

You broaden your capacity to develop meaningful counselling relationships, become aware of spoken and unspoken agendas, and alert to power imbalances that may impact on the counselling relationship and process.

Outline Syllabus & Teaching & Learning Methods

The syllabus for this module is divided into 2 main sections:

In term 1 the focus is on BEING person-centred and gaining a fuller understanding of Rogers' core conditions e.g. how the therapeutic relationship is formed and deepened in practice with peers, clients in placement and in supervision practice. You will be assessed by the tutor team for your 'Fitness to Practise' and if passed commence with working with clients 1:1 in a placement setting.

During the following two terms you are deepening your understanding of the counselling process and the counselling relationship in triad work at UCW and in your respective placement settings. During this latter part of the module, you explore the role of contracts and reviews, and learn about the importance of outcome measures and evaluation of effectiveness to enhance their understanding of practice-based evidence in the context of person-centred practice.

Teaching and learning activities include: <ul style="list-style-type: none"> • Skills Practice in small groups • Teacher-led theory delivery • Seminars • Reflective practice in small groups • Exploring 'theory in action' • Guest lecturers 	
Intended Learning Outcomes	How assessed
<p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> 1. Knowledge of humanistic counselling practice showing an understanding of the core principles of person-centred theory. 2. The ability to apply person-centred counselling skills in the context of the recognised ethical codes of practice of the counselling profession; 3. The ability to evaluate your own humanistic counselling skills and the impact on the therapeutic relationship; 4. The ability to establish and maintain professional boundaries within a placement environment; 5. An understanding of the benefits of active participation in reflective practice and the supervisory processes. 	<p>S1; F2, F3, F5.</p> <p>S2; F1, F4, F5.</p> <p>S3; F2, F4, F5.</p> <p>S3; F4, F5</p> <p>S3; F1, F2, F5</p>
Assessment Scheme	Weighting %
<p><i>Formative exercises and tasks:</i></p> <p>F1 Counselling skills practice - links to ass 1</p> <p>F2 Reflective Journal writing and activities - links to ass 1 & 3</p> <p>F3 Presentations - links to ass 2</p> <p>F4 Group and individual tutorials - links to all ass</p> <p>F5 Placement - links to ass 3</p>	
<p><i>Summative assessments:</i></p> <p>S1: Theory Essay (2,000 words)</p> <p>S2: Practice Evaluation (with supporting evidence) (equivalent 2,000 words)</p> <p>S3: Case Study and Critical Reflection on your development as a Practitioner (4,000 word)</p>	<p>20%</p> <p>30%</p> <p>50%</p>
Learning Resources	
<p><i>University Centre Weston Library print and electronic resources, and Office 365:</i></p>	

Key texts:

- Mearns, D. and Thorne, B. (2013) *Person-centred Counselling in Action (Counselling in Action Series)*, 4th Edition. London: Sage.
- Bor, R. and Watts, M. (2016) *The Trainee Handbook: A Guide for Counselling and Psychotherapy Trainees*. 4th Edition. London: Sage.
- Cooper, M. et al (eds). (2013). *The handbook of Person-Centred Psychotherapy and Counselling*. 2nd Edition. Palgrave Macmillan.
- Mearns, D and Cooper, M. (2005) *Working at Relational Depth in Counselling and Psychotherapy*. London: Sage.
- Tolan, J. (2016) *Skills in Person-Centred Counselling and Psychotherapy*. 4th Edition. London: Sage.
- BACP (2018) Ethical framework for the counselling professions. www.bacp.co.uk; accessed 10.10.17.

Suggestions for further reading

- Cooper, M. (2008) *Essential research findings in Counselling and Psychotherapy*. London; Sage.
- Cooper, M. and McLeod, J. (2011) *Pluralistic Counselling and Psychotherapy*. London: Sage.
- Faris, A. and Ooijen, E. Van (2011) *Integrative Counselling & Psychotherapy: A Relational Approach*. London: Sage.
- Kearns, A. (2005) *The Seven Deadly Sins: Issues in Clinical Practice and Supervision for Humanistic and Integrative Practitioners*. London: Karnac.
- Lapworth, P. and Sills, C. (2009) *Integration in Counselling and Psychotherapy*. 2nd edition. London: Sage.
- McLeod, J. (2003) *An Introduction to Counselling*. 3rd Edition. Buckingham: Open University Press.
- Mearns, D. (2002) Further theoretical propositions in regard to self theory within person-centred therapy. *Person-Centred and Experiential Psychotherapies*, 1, (1-2), 14-27.
- Merry, T. (2002) *Learning and Being in Person-Centred Counselling*. Ross-on-Wye: PCCS Books.
- Shaw, R. (2003) *The Embodied Psychotherapist. The Therapist's Body Story*. London: Routledge.
- Skovholt, T M and Trotter-Mathison, M. (2011). *The resilient practitioner: burnout prevention and self-care strategies for counsellors, therapists, teachers, and health professionals*. 2nd Edition. London: Routledge.

Key web-based and electronic resources:

www.bacp.co.uk

www.counselingsources.com

www.coreims.co.uk

www.ta-tutor.com

www.bapca.co.uk
www.carlrogers.info

Specialist resources:
Cameras and Tripods
Office 365

Preparatory work

You are encouraged to set up personal counselling before the start of Term and to have at least started looking for a suitable placement for their counselling practice. You have been provided with guidelines for personal counselling and a list of current and past placement providers in Weston Super Mare and the region and we hope you are already in a placement setting or close to having one confirmed. Working with clients cannot start until you have enrolled and have been informally assessed for your readiness to start with your counselling practice. Please familiarise yourself with our policies such as 'Fitness to Practise', and our guidelines on who can/cannot be your Personal Counsellor. If you have any queries, please approach your Personal Tutor for advice.

Module PS4503-40

Code	PS4503-40
Title	Life Events, Development and Change
Subject field	Counselling
Pathway(s)	Foundation Degree
Level	4
UK Credits	40
ECTS Credits	20
Core or Required or Optional	Core
Class contact time: total hours	135 hrs
Independent study time: total hours	265 hrs
Semester(s) of delivery	Across all three terms
Main campus location	UCW, Kingtstone Campus
Module Co-ordinator	Matt Thacker
Brief Description & Aims of Module	
<p>This module focuses on a number of theories that introduce you to developmental perspectives and how life experiences shape the brain and consequently 'steer' emotional expression, behaviours, perceptions and other cognitive processes into patterns of communicating and relating to oneself, others and the environment.</p> <p>You have the opportunity to explore individual differences and the diversity of people who you may encounter in client work, and how these diverse clients may benefit from a range of humanistic counselling techniques.</p> <p>Key areas such as traumatic life experiences, opportunities to form stable attachments, responses to stress, loss and grief as well as how we can adapt and grow despite our experiences are addressed during the course of the module to develop knowledge, understanding and confidence in relation to counselling provision and equal opportunities.</p> <p>You are encouraged to take a comparative approach and familiarise yourself with current theoretical and practical streams of counselling practice.</p>	
Outline Syllabus & Teaching & Learning Methods	
<p>You are introduced to basic brain structures, neuropsychological terminology and how the brain works using experiential exercises such as biofeedback during term one. This is followed by learning about a number of theories that are based on and related to neuropsychological knowledge we have today, such as attachment theory and how this impacts on forming relationships. During the second term the module focuses on models of</p>	

<p>loss, grief and bereavement and finally in the third term understanding trauma theory, post-traumatic stress and the impact on forming effective counselling relationship.</p> <p>Teaching and learning activities include:</p> <ul style="list-style-type: none"> • Lectures • Seminar • Student-led activities • Presentation • Guest Speakers 	
Intended Learning Outcomes	How assessed
<p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> 1. An understanding of the principles of neuropsychology in the context of counselling theory and practice; 2. Knowledge of the wider literature around life experiences and a critical understanding of their impact on emotional and cognitive development; 3. Knowledge of different models of loss and grief and the ability to identify and discuss their strengths and weaknesses; 4. An understanding of the concepts of brain plasticity and post-traumatic growth in the context of life experiences and counselling; 5. An understanding of how human development and experience informs your counselling practice. 	<p>S1: F2, F4. S1; F1, F2. S2; F3. S3; F4, F5. S3; F2, F5.</p>
Assessment Scheme	Weighting %
<p><i>Formative exercises and tasks:</i></p> <ul style="list-style-type: none"> • F1. Urban myths - for as.1 • F2. Summary of reading - early experience 500 words - for as.1 • F3. Strengths & weaknesses of loss and grief models - for as.2 • F4. 500 words summary of brain & trauma - for as.3 • F5. Mini paper review review - for as.3 	
<p><i>Summative:</i></p>	
S1: Essay (2500 word)	30%
S2: Interactive Interview on Loss and Grief (recorded)	30%

S3: Evaluation of a research paper (3000 word)	40%
<p>Learning Resources</p> <p><i>University Centre Weston Library print and electronic resources, and Office 365:</i></p> <p>Key texts:</p> <ul style="list-style-type: none"> • Bowlby, J. (1988) <i>A secure base</i>. London: Routledge. • Cozolino, L. (2017) <i>The Neuroscience of Psychotherapy: Healing the social brain</i>. W.W Norton and Company. Chapters 15-22 • Joseph, S (2011) What doesn't kill us. The new psychology of posttraumatic growth, Basic Books • Meadows, S. (2015) <i>The science inside the child</i>. Routledge. Chapter 5, 8 & 9 • Worden, W. (2009) <i>Grief Counselling and Grief Therapy</i>. 4th edition. London: Routledge. <p>Suggestions for further reading</p> <ul style="list-style-type: none"> • Boss, P. (2006) <i>Loss, Trauma and Resilience. Therapeutic Work with Ambiguous Loss</i>. London: Professional Norton Books. • Cottis, T. (2008) <i>Intellectual Disability, Trauma and Psychotherapy</i>. London: Routledge. • Damasio, A. (2000) <i>The Feeling Of What Happens: Body, Emotion and the Making of Consciousness</i>. London: Vintage. • Gerhardt, S. (2004) <i>Why love matters: How Affection Shapes a Baby's Brain</i>. London: Routledge. • Gilbert, P. (2010) <i>The Compassionate Mind</i>. London: Constable. • Humphrey, G & Zimpfer, D. (2008) <i>Counselling for Grief and Bereavement</i>. 2nd Edition. London: Sage. • Joshi, V. (2005) <i>Stress - From Burn-Out to Balance</i>. London: Sage Publications. • Kubler-Ross, E. (2014) <i>On Grief and Grieving: Finding the Meaning of Grief Through the Five Stages of Loss</i>. Simon & Schuster UK • Lendrum, S. and Syme, G. (2004) <i>Gift of Tears: A Practical Approach to Loss and Bereavement Counselling</i>. 2nd Edition. London: Routledge. • Metzinger, T. (2010) <i>The Ego Tunnel: The Science of the Mind and the Myth of the Self</i>. London: Basic Books. • Murray-Parkes, C.M. and Prigerson, H.G. (2010) <i>Bereavement. Studies of Greif in Adult Life</i>. 4th Edition. London: Penguin Books. • Ratey, J. (2003) <i>A users guide to the brain</i>. New Edited Edition. London: Abacus. • Rothschild, B. (2000) <i>The Body Remembers. The Psychophysiology of Trauma and Trauma Treatment</i>. London: Norton Professional Books. • Sanderson, C. (2006) <i>Counselling Adult Survivors of Sexual Abuse</i>. 3rd revised edition. <i>London</i>: Jessica Kingsley. • Scott, M. and Stradling, S. (2006) <i>Counselling for Post-traumatic Stress Disorder</i>. 3rd Edition. London: Sage. • Sugarman, L. (2001) <i>Life-Span Development. Frameworks, Accounts and Strategies</i>. 2nd ed. Psychology Press. • Van der Kolk, B.A. (2014) <i>The body keeps the score</i>. London: Penguin Books. 	

- Wilkinson, M. (2006) *Coming into Mind. The mind-brain relationship: A Jungian clinical perspective*. Routledge.
- Yalom, I. *Staring At The Sun: Being at peace with your own mortality*. Hachette Digital.

Key web-based and electronic resources:

www.bacp.co.uk

www.counselingsources.com

www.pods-online.org.uk

www.dissociation.co.uk; [The Pottergate Centre for Dissociation and Trauma](#)

Specialist resources:

- Biofeedback monitors
- Video recording devices

Preparatory work

If you have already set up a counselling placement, you are encouraged to participate in any training provision made available to you; these could be generic sessions on anger and anxiety management, or more specific training events such as Motivational Interviewing. You are also encouraged to familiarise yourself with basic neuropsychological terms and brain structures.

Module PS5501-40

Code	PS5501-40
Title	Personal and Professional Development Part 2
Subject field	Counselling
Pathway(s)	Foundation Degree
Level	5
UK Credits	40
ECTS Credits	20
Core or Required or Optional	Core
Pre-requisite or co-requisite	Pre-requisites: PS4501; and either PS4502 or PS4503 (in case of part-time studies)
Class contact time: total hours	135 hrs
Independent study time: total hours	265 hrs
Semester(s) of delivery	Across all three terms
Module Co-ordinator	Wendy Griffin
Additional costs involved	Personal Counselling; possibly External Supervision

Brief Description & Aims of Module

This module is designed to provide you with opportunities to develop self-awareness and professional competencies by exploring different positions that the developing counsellor can take in their practice. It complements PS4502 in that your counselling skills and professionalism are applied in a much wider context with your peers and tutors, such as group supervision and the Personal Development Group. You are working in two smaller groups throughout this module to facilitate group processes.

Key practice elements such as reflectivity and reflexivity, responsiveness to challenge, and commitment to continuing professional and personal development, are explored.

You learn to embed ethical principles and legal requirements into your counselling practice to guarantee application of safe practice and to develop professional attitude and attributes through active involvement in the supervision process.

Outline Syllabus & Teaching & Learning Methods

The syllabus is based on Carl Rogers' 6 Core Conditions outlined in his Person-Centred Counselling Theory (1951) and modern adaptations and developments articulated mainly by Mearns and Thorne. It is governed by the professional standards and the ethical framework of the British Association for Counselling and Psychotherapy (BAPC, 2018). The Learning and Teaching Approaches apply Kolb's Learning Cycle in the context of counselling and psychotherapeutic settings (see Rose, 2008) and supervision models commonly practised

<p>in counselling. Both the personal development group and group supervision share the same values, principles and personal moral qualities outlined in the ethical framework by BACP.</p> <p>The module develops and builds on reflective processes to increase self-awareness and to form professional competencies and proficiency. It focusses on questions such as: How does self-reflection inform our counselling practice? What do we gain from the process of self-reflection? How does the counsellor transfer insight from self-reflection back into the counselling space?</p> <p>Students explore their answers together as well as in their personal journals and learn to give and receive constructive feedback to enhance professional and personal growth and to evaluate the effectiveness of their counselling practice.</p> <p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Reflective Practice groups • Student-led group activities • Creative & Experiential learning activities • Guest lecturers • Weekend retreat • Reflective writing 	
Intended Learning Outcomes	How assessed
<p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> 1. Critical reflection on your personal responses to people and evaluation of how you manage these in your counselling practice; 2. Self-awareness of your relational patterns expressed in different environments and an evaluation of their impact on you and others; 3. The ability to take responsible care as a proficient counsellor including an understanding of being 'fit to practise'; 4. Analytical and reflective application of skills in the context of theoretical frameworks; 5. A critical reflection on your professional attitude and attributes. 	<p>S1, S3, S5; F1, F2, F5, F6</p> <p>S1, S4, S5; F1, F3, F4, F6, F7, F8</p> <p>S2, S4, S5; F1, F2, F4,</p> <p>S2, S4, S5; F1, F2, F3, F4</p> <p>S3, S4, S5; F1, F3, F4, F7, F8</p>
Assessment Scheme	Weighting %
<p><i>Formative exercises and tasks:</i></p> <p>F1 Reflection on journal entries with peers</p> <p>F2 Presentation of case material to supervision</p> <p>F3 Student-led reflective practice</p>	

<p>F4 Student discussion and analysis of ethical dilemmas in group supervision F5 External supervision F6 Personal counselling F7 Group and individual tutorials F8 Student presentations</p>	
<p><i>Summative assessments:</i></p> <p>S1: 3,000 words Reflective analysis of relational patterns and the impact on counselling practice S2: Case presentation to supervision with 3,000 words evaluation of your use of supervision S3: Group Facilitation of Personal Development Group and 1,000 words reflection S4: Placement Report (Pass/Fail) S5: Supervisor Report (Pass/Fail)</p>	<p>30% 30% 40% P/F P/F</p>
<p>Learning Resources</p>	
<p><i>University Centre Weston Library print and electronic resources, and Office 365:</i></p> <p><i>Key texts:</i></p> <ul style="list-style-type: none"> • Bond, T. (2009) <i>Standards & Ethics for Counselling in Action</i>. 3rd edition. London: Sage. • BACP (2018) <i>Ethical framework for the counselling professions</i>. <p>www.bacp.co.uk</p> <ul style="list-style-type: none"> • Hargaden, H. (2015) <i>The Art of Relational Supervision: Clinical Implications of the use of Self in Group Supervision</i>. London: Routledge. • Hawkins, P. and Shohet, R. (2012) <i>Supervision in the Helping Professions</i>. 4th Edition. Maidenhead: Open University Press. • Rose, C. (2008) <i>The Personal Development Group: The Students' Guide</i>. London: Karnac. • Stoltenberg, C. D. and McNeill, B. W. (2010) <i>IDM Supervision. An integrative Developmental Model for Supervising Counselors and Therapists</i>. 3rd Edition. London: Routledge. <p>Suggestions for further reading</p> <ul style="list-style-type: none"> • Carroll, M. and Gilbert, M. (2005) <i>On Being a Supervisee. Creating Learning Partnerships</i>. London: Vukani Publishing. • Cooper, M. (2003) <i>Existential Therapies</i>. London: Sage. 	

- Germer, C. K. (2009) *The Mindful Path to Self-Compassion: Freeing Yourself from Distractive Thoughts and Emotions*. London: Guilford Press.
- Hayes, S.C. (2005) *Get out of your mind and into your life*. Oakland, CA: Harbinger Publications.
- House, R. and Bates, Y. (Eds) (2004). *Ethically Challenged Professions: Enabling Innovation and Diversity in Psychotherapy and Counselling*. Ross-on-Wye: PCCS Books.
- Johns, H. (1996) *Personal Development in Counsellor Training*. Continuum
- Kraemer, K. (2001) *Martin Buber's "I and Thou": Practicing Living Dialogue*. Paulist Press International.
- Mitchells, B. and Bond, T. (2011) *Legal Issues Across Counselling & Psychotherapy Settings: A Guide for Practice (Legal Resources Counsellors & Psychotherapists)*. London: Sage.
- Ooijen, E. Van (2003) *Clinical Supervision Made Easy: The 3-step Method*. London: Churchill Livingstone.
- Proctor, G. (2002) *The dynamics of power in counselling and psychotherapy: ethics, politics and practice*. Ross-on-Wye: PCCS Books.

Key web-based and electronic resources:

www.bacp.co.uk

www.counselingsources.com

www.coreims.co.uk

www.ta-tutor.com

www.bapca.co.uk

www.carlrogers.info

Specialist resources:

Creative materials

Preparatory work

You will be provided with guidelines for personal counselling and a list of current and past placement providers. You are encouraged to set up personal counselling before the start of Term and to have at least started looking for a suitable placement for your counselling practice. Counselling practice cannot start unless you have enrolled and have been informally assessed for your readiness to start with counselling practice, however, most placement providers have an induction programme which you can attend before you enrol at UCW.

Module PS5502-40

Code	PS5502-40
Title	The Reflective Practitioner
Subject field	Counselling
Pathway(s)	Foundation Degree
Level	5
UK Credits	40
ECTS Credits	20
Core, Required or Optional	Core
Pre-requisite or co-requisite	PS4501, PS4502, PS4503; and PS5501
Class contact time: total hours	135 hrs
Independent study time: total hours	265 hrs
Semester(s) of delivery	Across all three terms
Main campus location	UCW, Knightstone Campus
Module Co-ordinator	Steve Heigham
Additional costs involved	None
Brief Description & Aims of Module	
<p>The module is intended to help you to become more reflective about your counselling practice in several ways: through appreciating the role of research and through deeply evaluating your counselling work on one case.</p> <p>You are encouraged to find your own voice to describe and theorise about your counselling practice using specialist resources from placement, your literature searches and continuous Professional Development (e.g. PS5501, additional training in placement).</p>	
Outline Syllabus & Teaching & Learning Methods	
<p>In this module you are encouraged to reflect on, and continue to develop, a strong 'groundedness' in a coherent theoretical frame work which can be applied to diverse client needs. You will also become familiar with additional perspectives through research that will augment the original theory, and encourage you to widen your approach. You will also become familiar with how research works, and how recommendations for certain approaches are arrived at - Evidence based Practice. You will additionally learn how to interpret this for working in your own chosen theory.</p> <p>During the course of the module you explore a range of theories and skills in relation to the experience of common mental health disorders, abuse, domestic violence and addiction. These skills will be reflected on in the case study later in the module.</p> <p>Teaching and learning activities</p> <ul style="list-style-type: none">• Seminar based• Group work	

<ul style="list-style-type: none"> • Presentations • In-depth literature searches • Classroom discussions • Independent study time 	
Intended Learning Outcomes	How assessed
<p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> 1. The ability to critically review and evaluate counselling and psychological therapies literature in the context of counselling practice; 2. Knowledge of evidence-based practice and practice-based evidence and the ability to evaluate their relevance to your counselling practice; 3. The ability to work with complex client issues in the context of humanistic counselling theory and practice, and within professional counselling ethical codes of practice; 4. The ability to integrate theory and practice of counselling practice with relational depth; 5. The ability to competently implement policies and procedures that are responsive to clients' needs, including diversity issues. 	<p>S1; F1, F2, F3</p> <p>S1; F2, F3</p> <p>S2; F4, F5, F7</p> <p>S2; F4, F5, F6, F7</p> <p>S2; F2, F5</p>
Assessment Scheme	Weighting %
<p><i>Formative exercises and tasks:</i></p> <p>F1 Critiquing a research paper</p> <p>F2 Identifying relevant literature</p> <p>F3 Appraising literature</p> <p>F4 Presentations</p> <p>F5 Group discussions</p> <p>F6 Role play</p> <p>F7 Writing activities</p>	
<i>Summative:</i>	
S1 Literature Review (5,000 words)	50%
S2 Case Study (5,000 words)	50%
Learning Resources	
<p><i>University Centre Weston Library print and electronic resources, and Office 365:</i></p> <p><i>Key texts:</i></p>	

- BACP (2018) *Ethical Framework for the Counselling Professions*. Lutterworth: British Association for Counselling and Psychotherapy.
- Bager-Charleson, S. (2010) *Reflective Practice in Counselling and Psychotherapy*. Exeter: Learning Matters.
- Bager-Charleson, S. (2014) *Doing Practice-based Research in Therapy*. London: Sage.
- Brown, C. (2015) *Understanding Person-Centred Counselling. A Personal Journey*. London: Sage
- Cooper, M. (2008) *Essential Research Findings in Counselling and Psychotherapy: The Facts are Friendly*. Ross-on-Wye: PCCS Books
- Cooper, M., O'Hara, M., Schmid, P.F. and Bohart, A.C. (2013) *The Handbook of Person-Centred Psychotherapy and Counselling*. Second Edition. Basingstoke: Palgrave Macmillan.
- Crouch, A. (2000) *Inside Counselling: Becoming and Being a Professional Counsellor*. London: Sage.
- Green, J.A., (2010) *Creating the Therapeutic Relationship in Counselling and Psychotherapy*. Exeter: Sage
- McLeod, J. (2010) *Case Study Research in Counselling and Psychotherapy*. London: Sage.
- Pearch, P. and Sommerbeck, L. (2014) *Person-Centred Practice at the difficult edge*. Monmouth: PCCS Books.
- Ridley, D. (2008) *The Literature Review: A step-by-step Guide for Students*. London: Sage.
- Tolan, J. (2012) *Skills in Person Centred Counselling and Psychotherapy*. London: Sage.

Specialist resources:

N/A

Preparatory work

You may want to consider areas of interest that have arisen in your counselling practice and discuss these with colleagues, supervisor(s) and tutors to articulate a question that you would like to investigate; consider issues that are close to your practice but ideally not so close to your own personal experiences as this can develop into a barrier or hurdle to achieve well.

Your area of interest could address both assignments; for example you may want to choose a client for your case study who brought their debilitating levels of social anxiety to the counselling sessions, and 'Social anxiety and accessing counselling support' could be your topic for the literature review.

Module PS5503-40

Code	PS5503-40
Title	Mental well-being: Theory, Practice and Research
Subject field	Counselling
Pathway(s)	Foundation Degree
Level	5
UK Credits	40
ECTS Credits	20
Core or Required or Optional	Core
Pre-requisite or co-requisite	Modules: PS4501, PS4502, PS4503, PS5501, PS5502
Class contact time: total hours	135 hrs
Independent study time: total hours	265 hrs
Semester(s) of delivery	Across all three terms
Main campus location	UCW, Knightstone Campus
Module Co-ordinator	Steve Heigham
Additional costs involved	None

Brief Description & Aims of Module

This module introduces students to the main common mental health conditions, their classification, assessment and treatment, and issues and debates around mental health. There will be a focus on how mental health conditions have traditionally been perceived and treated -through the medical model, including psychiatric services and medication, and more recent service developments which have included people with mental health needs in decision making, using more of a recovery-model.

Counselling and psychological therapies have become increasingly acknowledged and accepted as effective approaches for people with mental health needs. Community-based agencies in the statutory and voluntary sector are seeing growing numbers of people accessing their support facilities to address their needs.

In this unit, students will become familiar with mental health terminology and how current research impacts on contemporary practice. This will enhance students' ability to work effectively in multi-professional teams, make appropriate referrals and understand the larger picture of mental health services in the UK.

Outline Syllabus & Teaching & Learning Methods

In term 1 the focus is on gaining a fuller understanding of defining abnormality and looking at different models of diagnosis and classification. In term 2 the focus is on learning about a range of common mental health disorders and looking at how different approaches may be

<p>used in their treatment, and how these may be compared in terms of effectiveness. In term 3 the focus is on understanding mental health service provision, and how it is changing.</p> <p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Seminars • Group Discussions • Student-led teaching activities • VLE enhanced literature searches • Presentations • Lecturers • Guest speakers 	
Intended Learning Outcomes	How assessed
<p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> 1. Knowledge and critical understanding of the most common mental health conditions and the ability to critically review current treatment approaches in the UK; 2. The ability to critically evaluate different models of mental health; 3. Knowledge and critical understanding of the different diagnostic systems in mental health in the UK and the ability to critically evaluate the dominant discourse; 4. Knowledge and critical understanding of clinical assessment and formulation in the context of placement settings; 5. The ability to critically reflect on the role of counselling and psychological therapies in mental health in the context of mental health services in the UK. 	<p>S1; S2, F2, F3</p> <p>S2; F1</p> <p>S2; F1, F2, F4</p> <p>S3; F2, F4</p> <p>S3; F2, F3, F4</p>
Assessment Scheme	Weighting %
<p>Assessment and feedback</p> <p><i>Formative exercises and tasks:</i></p> <p>F1. Researching different psychological models.</p> <p>F2. Researching approaches to depression.</p> <p>F3. Researching treatments for anxiety.</p> <p>F4. Researching new initiatives in MH services.</p>	
<p><i>Summative:</i></p>	
<p><i>Summative assessments:</i></p> <p>S1. Presentation</p> <p>S2. 3,000 words Essay</p> <p>S3. 4,000 words Case review</p>	<p>30%</p> <p>30%</p> <p>40%</p>

Learning Resources

University Centre Weston Library print and electronic resources, and Office 365:

Key texts:

- American Psychiatric Association (2014) *DSM V: Diagnostic and Statistical Manual of Mental Disorders*. NY: American Psychiatric Press.
- Claringbull, N. (2011) *Mental Health in Counselling and Psychotherapy*. London: Learning Matters.
- Department of Health (2011) *No Health without Mental Health. A Cross-Government Mental Health Outcomes Strategy for People of All Ages*. Available from: <http://www.dh.gov.uk/mentalhealthstrategy> [Accessed 15 February 2011]
- Lester, H & Glasby, J. (2006). *Mental health policy and practice*. Palgrave.
- Rogers, A. & Pilgrim, D. (2014). 5th edition. *A sociology of mental health and illness*. Open University Press.
- Various book chapters available on Microsoft Teams.

Other suggested Reading and links

- Bebbington, P.E., Brugha, T.S., Meltzer, H., Jenkins, R., Ceresa, C., Farrell, M. & Lewis, G. (2000) Neurotic disorders and the receipt of psychiatric treatment. *Psychological Medicine*, 30, 1369-1376.
- Benamer, S. (2010). *Telling Stories? Attachment-Based Approaches to the Treatment of Psychosis*. Karnac.
- Bentall, R. (2003). *Madness Explained: Psychosis and Human Nature*. London: Penguin.
- Bentall, R. (2009). *Doctoring The Mind: Why Psychiatric Treatments Fail*. London: Penguin.
- Bracken, P. and Thomas, P. (2001) Postpsychiatry: A new direction for mental health. *British Medical Journal*, 322, (7288), 724-727.
- Brugha, T.S., Bebbington, P.E., Singleton, N., Melzer, D., Jenkins, R., Lewis, G., Farrell, M., Bhugra, D., Lee, A. and Melzer, H. (2004) Trends in service use and treatment for mental disorders in adults throughout Great Britain. *British Journal of Psychiatry*, 185, 378-384.
- Campbell, J. and Schraiber, R. (1989) *The well-being project: Mental health clients speak for themselves*. Sacramento, CA: California Department of Mental Health.
- Churchill, S. (2011). *The Troubled Mind: A handbook of therapeutic approaches to psychological distress*. London: Palgrave.
- Dallos R and Vetere A. *Systemic Therapy and Attachment Narratives*. (2009). Routledge, Sussex.
- Foucault, M. (1988).] *Madness and civilization: A history of insanity in the age of reason*. Vintage.
- Gilbert, P. (2007). *Psychotherapy and counselling for Depression*. London: Sage.
- Haslam, N., Ban, L. & Kaufmann, L. (2007) Lay conceptions of mental disorder: The folk psychiatry model. *Australian Psychologist*, 42, 2, 129 - 37
- Hemmings, A. and Field, R. eds. (2007) *Counselling and Psychotherapy in Contemporary Private Practice*. London: Routledge.
- Kearney, A. (2008) *Counselling, class and politics*. PCCS books.

- Kuhdhal & Kundhal (2003). *Cultural diversity: an evolving challenge to patient physician communication*.
- Lago, C. (2011). *The Handbook of Transcultural Counselling and Psychotherapy*. Open University press.
- Macpherson report (1999). HM stationary office. Explains institutional racism.
- Murphy-Parker, D., Robinson, P. and Bryant-Jefferies, R. (2003) *Counselling a Recovering Drug User: A Person-Centred Dialogue*. London: Radcliff Publishing.
- Nettleton, S. (2006) *The Sociology of Health and Illness*. 2nd edition. Cambridge: Polity.
- Pennington, A. (2013) *The student guide counselling and psychotherapy approaches*. Sage.
- Perry, B. (2008). *The Boy Who Was Raised as a Dog and Other Stories from a Child Psychiatrist's Notebook: What Traumatized Children Can Teach us About Loss, Love and Healing*. New York: Basic Books.
- Pilgrim, D. (2014). *Key Concepts in Mental Health*. 3rd edition. London: Sage.
- Pinker, S. (2018). Enlightenment Now. Penguin/ Random house.
- Ralph, R.O. (2000) *Review of Recovery Literature. A synthesis of a Sample of Recovery Literature*. Maine, NE: National Technical Assistance Center for State Mental Health Planning (NTAC)/National Association for State Mental Health Program Directors (NASMHPD).
- Read, J. & Sanders, P. (2010). *The Causes of Mental Health Problems*. Ross-on-Wye: PCCS
- Sanders, P. & Hill, A. (2014). *Counselling for depression: a person centred and experiential approach to practice*. London: sage.
- World Health Organisation (1992) *ICD-10: The ICD-10 Classification of Mental and Behavioral Disorders: Clinical Description and Diagnostic Guidelines*. NY: World Health Organisation.

Key web-based and electronic resources

www.nice.org.uk

www.counselingsources.com

www.coreims.co.uk

www.mind.org.uk

Preparatory Work

Develop insight and understanding of how mental well-being is perceived by your placement provider(s) and critically evaluate the impact on your counselling practice; this can be discussed in class during reflective and reflexive discussions.

7. Appendices

Appendix 1. Marking Criteria

Marks will be allocated using the following qualitative guidelines:

70% +	Work of distinguished quality, which is based on extensive research and/or strong technical and creative competence. Clear and logical organisation; consistent scheme of references, used entirely appropriately. An authoritative grasp of concepts, methodology and content appropriate to the programme discipline and to the assessment task will be demonstrated. There is clear evidence of originality and insight and an ability to sustain an argument and/or solve discipline related problems, based on critical analysis and/or evaluation. The ability to synthesise material effectively and the potential for skilled innovation in thinking and practice will be evident.
60% - 69%	Work of good quality, which is based on a wide range of properly referenced sources and/or creative input, demonstrating a sound and above average level of understanding of concepts, methodology and content appropriate to the programme discipline and to the assessment task. There is clear evidence of critical judgement in selecting, ordering and analysing content to construct a sound argument based on responses which reveal occasional insight and/or originality. Ability to solve discipline related problems will be effectively and consistently demonstrated. Draws on an appropriate range of properly referenced sources.
50% - 59%	Work of sound quality which is based on satisfactorily referenced sources and/or creative input and which demonstrates a grasp of relevant material and key concepts, together with ability to structure and organise arguments or materials effectively. The work may be rather standard, but will be mostly accurate, clearly communicated and provide

	some evidence of ability to engage in critical analysis and/or evaluation. There will be no serious omissions or irrelevancies. In dealing with solutions to technical problems, appropriate methods will be chosen. Coherent organisation in general with effective use of references and acknowledgement of sources.
40% - 49%	Work of satisfactory quality, which covers the basic subject matter adequately and is appropriately organised and presented, but which is primarily descriptive or derivative rather than analytical or creative. Study may be limited and narrowly focussed. There may be some misunderstanding of key concepts and limitations in the ability to select relevant material or techniques, and/or in communication or other relevant key skills, so that the work may be flawed by some errors, omissions or irrelevancies. There will be some evidence of appropriate research and ability to construct an argument, but it may be narrowly focused. In dealing with solutions to technical problems, established and appropriate methods will generally be chosen, but these may be applied uncritically.
39% or below	Work which indicates some evidence of engagement with the subject material and learning process, but which is essentially misinterpreted, misdirected, misunderstood or poorly organised and sketchy or otherwise just failing to meet threshold standards at the level concerned.

Appendix 2. HE Student Policies and Procedures

Policies relating to HE Students can be found on the Virtual Learning Environment/MyUCW