Definitive Programme Document: BSc (Hons) Counselling

(Bachelor's with Honours)

Awarding institution	Bath Spa University
Teaching institution	University Centre Weston (UCW)
School	School of Science
Main campus	University Centre Weston
Other sites of delivery	n/a
Other Schools involved in delivery	n/a
Name of award(s)	Counselling
Qualification (final award)	BSc (Hons)
Intermediate awards available	CertHE, DipHE
Routes available	Single
Professional Placement Year	No
Duration of award	3 years full-time 4 years part time
Modes of delivery offered	Campus-based
Regulatory Scheme[1]	Undergraduate Academic Framework
Exemptions from regulations/framework[2]	Yes
Professional, Statutory and Regulatory Body accreditation	n/a
Date of most recent PSRB approval (month and year)	n/a
Renewal of PSRB approval due (month and year)	n/a
UCAS code	Institution: W47 Course: BSCO
Route code (SITS)	
Relevant QAA Subject Benchmark Statements (including date of publication)	Counselling (March 2022) BACP SCoPEd 2022 regulatory shared standards framework for counselling and psychotherapy training.
Date of most recent approval	
Date specification last updated	

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[1] This should also be read in conjunction with the University's Qualifications Framework

[2] See section on 'Exemptions'

Exemptions

The following exemptions are in place:

Programme/Pathway	Regulations/Framework	Brief description of variance	Approving body and date
BSc (Hons) Counselling	Undergraduate Academic Framework	To enable a mixture of 20 and 40 credit modules to be in both levels 4 and 5 at UCW to meet the needs of the students	Curriculum Committee, March 2023

Programme Overview

The BSc (Hons) in Counselling is a work-based professional training course focusing on person-centred pluralistic counselling practice within contemporary society.
You will have an opportunity to explore how to integrate a pluralistic approach to counselling into a Rogerian person-centred foundation of theory and practice.

The programme focuses on four professional training foundations:

Professional practice –
You will develop the core skills needed to become a professional, registered counsellor by completing a supervised work-based placement. This will enable you to apply for registered membership with the BACP on completion of the required hours. The course aligns itself with the main regulatory bodies SCoPed framework for training and enables you progress through the therapist bands with further training.

Personal development –
You will have the opportunity to take part in a wide range of personal development activities, including an annual residential, weekly personal development groups and other reflective tasks and assignments. These opportunities will encourage you to develop the self-awareness and reflectivity needed to become a counselling professional.

Counselling and society -

You will be introduced to issues that affect psychological well-being and inclusion in wider society and will be encouraged to develop and promote inclusive and cultural competencies. You will also be introduced to aspects of inequality within mental health provision and will be encouraged to explore aspects of privilege and advantage and the impact this may have on therapeutic practice.

Research and academic skills in counselling-

We offer both support for your academic, personal and career development whilst, working closely with professionals, employers and placement providers, will offer the opportunity to develop the skills and knowledge needed for your chosen career path. It is envisaged that graduates from this programme could apply for Masters level courses in counselling, or work in private practice or within multidisciplinary healthcare settings.

Programme Aims

1. Embed a reflective practice ethos that enables the articulation and justification of a robust personal and professional approach within the counselling profession.

2. Produce counselling graduates that work safely, ethically and morally within the regulatory and ethical frameworks of the counselling profession.

3. Produce graduates with the skills to facilitate effective counselling sessions within a person-centred integrative framework.

4. Equip students with the practical skills and professional awareness to have wider influence on organisations within the mental health sector as agents for change.

5. Foster a commitment to equality, diversity and inclusivity whilst working with diverse client populations.

6. Maintain and nurture a commitment to intellectual and personal development as a basis for a lifetime of learning and professional practice.

7. Equip students with the ability to question established theories of counselling and psychotherapy, their methodologies, claims to knowledge and practical relevance when working within multidisciplinary health care settings.

8. Foster a commitment for sustainability and the role of counselling and psychotherapy in the social, economic and political milieu of the modern world

Programme Intended Learning Outcomes (ILOs)

A Subject-Specific Skills and Knowledge

	Programme Intended Learning Outcomes (ILOs) On Achieving Level 6	**On Achieving Level 5**	**On Achieving Level 4**
A1	A systematic understanding of the	A critical understanding of the theories and principles	Knowledge of the theories and principles

	theories and principles underpinning the complexities of counselling and psychotherapy	underpinning counselling and psychotherapy	underpinning counselling and psychotherapy
A2	A systematic understanding and application of the core set of therapeutic skills, competencies and interventions (as applicable according to therapeutic orientation) in practice	A critical understanding of the core therapeutic skills, competencies and interventions (as applicable according to therapeutic orientation) in practice	Knowledge of a core set of therapeutic skills, competencies and interventions in practice
A3	A systematic understanding of how therapeutic practice is conducted with respect for human dignity and inclusivity within clearly defined boundaries and guided by rigorous ethical and legislative frameworks	A critical understanding of how therapeutic practice is conducted with respect for human dignity and inclusivity within clearly defined boundaries and guided by rigorous ethical and legislative frameworks	Knowledge of how therapeutic practice is conducted with respect for human dignity and inclusivity within clearly defined boundaries and guided by rigorous ethical and legislative frameworks
A4	A conceptual understanding of how a reflective approach can be used to enhance counselling and psychotherapy practice	An ability to critically evaluate the theoretical basis for self-evaluation, reflection and self-management.	An understanding of the theoretical basis for self-evaluation and reflection
A5	Systematically evaluate arguments whilst debating contemporary approaches to counselling and psychotherapy	An ability to critically evaluate contemporary approaches to counselling and psychotherapy	Knowledge and understanding of the different contemporary approaches to counselling and psychotherapy
A6	An ability to deploy evidence-based practice and practice-based evidence in counselling and psychological therapies settings	An ability to critically evaluate approaches to evidence-based practice and practice-based evidence in counselling and psychological therapies settings	An understanding of what evidence-based practice and practice-based evidence are in counselling and psychological therapies settings
A7	Accurately deploy established techniques using the main methods of enquiry in counselling and psychotherapy research and an ability to apply methods to their own	A critical understanding of the main methods of enquiry in counselling and psychotherapy and an ability to apply methods to their own research and evaluate them	Knowledge and understanding of the main methods of enquiry in counselling and psychotherapy research

	research and evaluate them		

B Cognitive and Intellectual Skills

	Programme Intended Learning Outcomes (ILOs) On Achieving Level 6	On Achieving Level 5	On Achieving Level 4
B1	Ability to deploy accurately established techniques of analysis and enquiry within counselling and psychotherapy	Ability to apply underlying concepts and principles whilst evaluating ideas, models, theories, frameworks within counselling and psychotherapy	An understanding of the appropriate ideas, models, theories, frameworks and principles used within counselling and psychotherapy
B2	Critically evaluate arguments, assumptions, abstract concepts and data, to make judgements within counselling and psychotherapy research	Ability to identify and evaluate trustworthy primary and secondary sources within counselling and psychotherapy and to apply the concept to own research	Ability to identify and evaluate trustworthy primary and secondary sources within counselling and psychotherapy
B3	Ability to demonstrate a critical understanding of the importance of ethical collection, application and analysis of data, including being able to articulate justifications within own research within counselling and psychotherapy	Ability to demonstrate a critical understanding of the importance of ethical collection, application and analysis of data within counselling and psychotherapy	Ability to demonstrate an understanding of the importance of ethical collection, application and analysis of data within counselling and psychotherapy
B4	An appreciation of the uncertainty, ambiguity and limits of knowledge on own and others' professional values and practice within a counselling and psychotherapy context	Critical understanding of own and others' professional values and practice within a counselling and psychotherapy context	An understanding of the theories and techniques used in personal reflective practice within a counselling and psychotherapy context

C Skills for Life and Work

	Programme Intended Learning Outcomes (ILOs)	On Achieving Level 5	On Achieving Level 4

	On Achieving Level 6		
C1	Autonomous learning[3] (including time management) that shows the exercise of initiative and personal responsibility and enables decision-making in complex and unpredictable contexts.	Autonomous learning (including time management) as would be necessary for employment requiring the exercise of personal responsibility and decision-making such that significant responsibility within organisations could be assumed.	Autonomous learning (including time management) as would be necessary for employment requiring the exercise of personal responsibility.
C2	Team working skills necessary to flourish in the global workplace with an ability both to work in and lead teams effectively.	Team work as would be necessary for employment requiring the exercise of personal responsibility and decision-making for effective work with others such that significant responsibility within organisations could be assumed.	Team work as would be necessary for employment requiring the exercise of personal responsibility for effective work with others.
C3	Communication skills that ensure information, ideas, problems and solutions are communicated effectively and clearly to both specialist and non-specialist audiences.	Communication skills commensurate with the effective communication of information, arguments and analysis in a variety of forms to specialist and non-specialist audiences in which key techniques of the discipline are deployed effectively.	Communication skills that demonstrate an ability to communicate outcomes accurately and reliably and with structured and coherent arguments.
C4	IT skills and digital literacy that demonstrate core competences and are commensurate with an ability to work at the interface of creativity and new technologies.	IT skills and digital literacy that demonstrate the development of existing skills and the acquisition of new competences.	IT skills and digital literacy that provide a platform from which further training can be undertaken to enable development of new skills within a structured and managed environment.

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[3] i.e. the ability to review, direct and manage one's own workload

Programme content

This programme comprises the following modules

Key:
Core = C
Required = R
Required* = R*
Optional = O
Not available for this status = N/A
If a particular status is greyed out, it is not offered for this programme.

Subject offered as single

Counselling				Status	
Level	Code	Title	Credits	Single	Joint
4		Person centred theory & practice	40	C	
4		Introduction to Supervision & personal development	20	C	
4		Mental health & society	20	C	
4		Professional standards, ethics & justice	20	C	
4		Introduction to research in counselling	20	C	
5		Pluralistic practice1	40	C	
5		Supervision & personal development - intermediate	20	C	
5		Brain, mind and mental health	20	C	
5		Intersectionality, justice & cultural awareness	20	C	
5		Conducting research in counselling & psychotherapy	20	C	
6		Pluralistic practice 2	40	C	
6		Supervision & personal development - advanced	20	C	
6		Contemporary issues in counselling & psychotherapy	20	C	
6		Research dissertation	40	C	

Assessment methods

A range of summative assessment tasks will be used to test the Intended Learning Outcomes in each module. These are indicated in the attached assessment map which shows which tasks are used in which modules.

Students will be supported in their development towards summative assessment by appropriate formative exercises.

Please note: if you choose an optional module from outside this programme, you may be required to undertake a summative assessment task that does not appear in the assessment grid here in order to pass that module.

Work experience and placement opportunities

Work based learning and placement opportunities will be embedded and scaffolded throughout the programme. Throughout the programme you will gain exposure to the world of work through visiting lecturers who are current specialist practitioners in education and provided opportunities for site visits to a range of provision. Throughout the three years you will undertake work-based learning within an appropriate field of education relevant to your career aspirations.

In order to fulfil the BACP requirement for qualified counsellor status and registered membership, students will be required to complete a minimum of 100 supervised client hours during level 4 and 5 of the programme. Opportunity to evidence further accrued hours can be gained in the final year (or before if applicable) of the programme and will enable students to continue to work towards the higher band category of therapist as laid out in the SCoPEd framework https://www.bacp.co.uk/about-us/advancing-the-profession/scoped/

Graduate Attributes

	Bath Spa Graduates…	In BSc (Hons) Counselling, we enable this…
1	Will be employable: equipped with the skills necessary to flourish in the global workplace, able to work in and lead teams	By embedding employability within the programme, we develop your skills to flourish in the global and professional workplace. You are required to undertake placements within a professional setting, and you are assessed against a range of employment focused criteria.
2	Will be able to understand and manage complexity, diversity and change	As counselling is about change and we will challenge you to change and develop your ideas, attitudes, skills and knowledge and practices as part of this course.

3	Will be creative: able to innovate and to solve problems by working across disciplines as professional or artistic practitioners	As you will study modules that encourage problem solving and have the opportunity to work across academic and professional disciplines.
4	Will be digitally literate: able to work at the interface of creativity and technology	By building on your existing skills as a 'digital learner' so that you can benefit from technology to its fullest extent. You will become a confident user of digital technologies in your own learning by using online learning environments, such as Teams. You will have the opportunity to develop creative work using technology as part of your assessments
5	Will be internationally networked: either by studying abroad for part of the their programme, or studying alongside students from overseas	As this programme will equip you to understand and engage with mental health issues on a local, national and international basis. The curriculum presents an international perspective on mental health issues throughout the three years
6	Will be creative thinkers, doers and makers	As you develop your knowledge and understanding of the mental health problems, but it also gives you opportunities, through placements, study visits and creative assessments, to develop your practice and your professionalism.
7	Will be critical thinkers: able to express their ideas in written and oral form, and possessing information literacy	Through the development of critical thinking skills is embedded in the curriculum from the very start of the programme where you will be introduced to philosophical debates around counselling and psychotherapy. The modules will encourage you to consider issues from a range of perspectives and will develop your skills to express your ideas clearly in oral and written form. You will also develop skills to understand, critically assess and conduct research.
8	Will be ethically aware: prepared for citizenship in a local, national and global context	As counselling and psychotherapy is about change and we provide you with opportunities to develop your personal values and beliefs about mental health. You will rigorously examine and defend these values against a framework of ethical decision making and behaviours.

Modifications

<u>Module-level modifications</u>

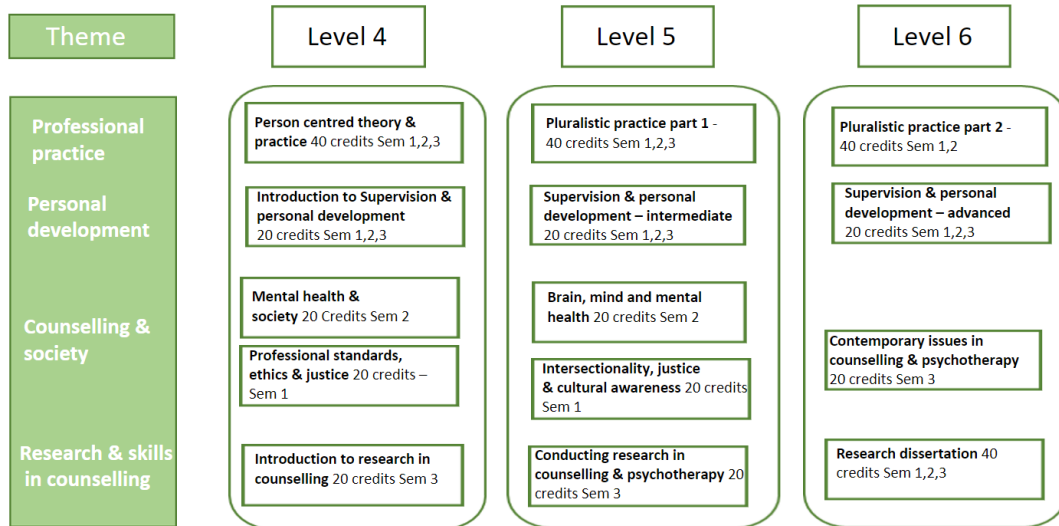| Code	Title	Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect

Programme-level modifications

Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect

Attached as appendices:
1. Programme structure diagram
2. Map of module outcomes to level/programme outcomes
3. Assessment map
4. Module descriptors

Appendix 1: Programme Structure

Module construct BSc(hons) Counselling

Theme	Level 4	Level 5	Level 6
Professional practice **Personal development** **Counselling & society** **Research & skills in counselling**	**Person centred theory & practice** 40 credits Sem 1,2,3	**Pluralistic practice part 1 -** 40 credits Sem 1,2,3	**Pluralistic practice part 2 -** 40 credits Sem 1,2
	Introduction to Supervision & personal development 20 credits Sem 1,2,3	**Supervision & personal development – intermediate** 20 credits Sem 1,2,3	**Supervision & personal development – advanced** 20 credits Sem 1,2,3
	Mental health & society 20 Credits Sem 2	**Brain, mind and mental health** 20 credits Sem 2	**Contemporary issues in counselling & psychotherapy** 20 credits Sem 3
	Professional standards, ethics & justice 20 credits – Sem 1	**Intersectionality, justice & cultural awareness** 20 credits Sem 1	
	Introduction to research in counselling 20 credits Sem 3	**Conducting research in counselling & psychotherapy** 20 credits Sem 3	**Research dissertation** 40 credits Sem 1,2,3

Map of Intended Learning Outcomes (ILOs) against modules
[Programme title, including final award designation]

Please indicate (x) in the relevant boxes the modules in which level/programme Intended Learning Outcomes are being assessed.

(Note: not all modules will be expected to align with all ILOs for the level; rather, in designing each level of the programme, thought should be given to how the overall diet enables a student to meet all of the ILOs.)

(The number of columns can be adjusted to accommodate the ILOs as set out in the Programme Specification section of the Definitive Programme Document.)

Level	Module Code	Module Title	Status (C,R,R*,O) [4]	Intended Learning Outcomes														
				Subject-specific Skills and Knowledge							Cognitive and Intellectual Skills				Skills for Life and Work			
				A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	C1	C2	C3	C4
4		Person centred theory & practice	C	x	x	x	x		x		x			x	x	x	x	
4		Introduction to Supervision & personal development	C	x	x	x	x	x			x			x	x	x	x	
4		Mental health & society	C	x		x		x	x		**X**			x	x	x	x	x

[4] C = Core; R = Required; R* = Required*; O = Optional

Level		Module																	
4		Professional standards, ethics & justice	C	x	x	x	x				x	x		x	x	x	x	
4		Introduction to research in counselling	C	**X**				x	x	x	x	x	x	x	x	**X**	x	x
5		Pluralistic practice1	C	x	x	x	x	x	x		x		x	x	x	x	
5		Supervision & personal development - intermediate	C	x	x	x	x	x			x		x	x	x	x	
5		Brain, mind and mental health	C	x	x			x	x		x	x		x		x	
5		Intersectionality, justice & cultural awareness	C	x	x	x	x	x	x		x	x		x	x		x	
5		Conducting research in counselling & psychotherapy	C	**X**				x	x	x	x	x	x		x		x	x
6		Pluralistic practice 2	C	x	x	x	x	x	x		x		x	x	x	x	
6		Supervision & personal development - advanced	C	x			x	x	x		x		x	x	x	x	
6		Contemporary issues in	C	x				x	x		x	x		x	x	x	x	x

		counselling & psychotherapy																	
6		Research dissertation	C		x		x		x	x	x		x	x	x	x	x		x	x

Map of summative assessment tasks by module
[Programme title, including final award designation]

Please indicate in the relevant boxes which summative assessment methods are used in each module, the assessment length or % weighting where appropriate. Please delete or add columns and/or rows as necessary. An illustrative example, which should be deleted, is provided in the first line.

The titles 'Coursework', 'Practical' and 'Examination' are the headings under which the University is required to return data for Unistats and should not be changed. The specific headings under those are the ones given in the guidance issued to Schools by Student Services; please amend them as necessary to fit the summative assessment diet on this programme and the most appropriate of the data headings.

Level		Module Title		Assessment method		
				Coursework	Practical	Written Examination

			Status (C,R,R*,O)[5]	Composition	Dissertation	Essay	Journal	Portfolio	Report	Performance	Practical Project	Practical skills	Presentation	Set exercises	Written Examination	In-class test (seen)	In-class test (unseen)
4		Person centred theory & practice				X		X (P/F)					X				
4		Introduction to Supervision & personal development										X					
4		Mental health & society				X							X				
4		Professional standards, ethics & justice											X				
4		Introduction to research in counselling				X							X				

[5] C = Core; R = Required; R* = Required*; O = Optional

5		Pluralistic practice1		X									X			
5		Supervision & personal development - immediate										X					
5		Brain, mind and mental health				X								X		
5		Intersectionality, justice & cultural awareness				X								X			
5		Conducting research in counselling & psychotherapy		X										X			
6		Pluralistic practice 2		X										X			
6		Supervision & personal development - advanced											X					
6		Contemporary issues in counselling & psychotherapy											X	X				
6		Research dissertation			X												

Module Descriptor Template

(table will expand as necessary)

1	Module code				
2	Module title	Introduction to research in counselling			
3	Owning Programme	BSc(Hons) Counselling			
4	Core, Required or Required* for	Core			
5	Level	4			
6	UK credits	20			
7	ECTS credits	10			
8	Optional for	N/A			
9	Excluded combinations	N/A			
10	Pre-requisite or co-requisite	N/A			
11	Class contact time: total hours	Total Hours: 60 hours			
12	Independent study time: total hours	Total Hours: 140 hours			
13	Semester(s) of delivery	3			
14	Main campus location	UCW			
15	Module co-ordinator	Claire Pews			
16	Additional costs involved	No additional costs.			
17	Brief description and aims of module This module will introduce you to the concept of academic research within counselling and psychotherapy. Understanding and using research are recognised as essential skills for professionals in counselling, psychotherapy and many health-related disciplines. This module will help you to develop a basic understanding of the nature, principles, challenges and ethics of counselling and psychotherapy research by examining a range of research methodologies and methods. This module also provides a foundation for level 5 research methods and level 6 dissertation modules.				
18	Outline syllabus This module will: ● Enable you to become familiar with academic and research terminology ● Enable you to become familiar with academic research papers and their methodological appropriateness ● Prepare you for the *conducting research in counselling and psychotherapy* module in year 2				

This module will focus on:
- The role of research in counselling and psychotherapy
- Introduction to research methods and their strengths and weaknesses
- Ethics in counselling and psychotherapy research
- Evidence based practice

19	Scheduled teaching and learning activities
	The module is mostly delivered in lecture/seminar-type sessions, but students are expected to contribute to presentations individually and in small groups fairly frequently. Students are encouraged to maintain independent study groups for further reading and research. The module leader may also give you specific reading, worksheets and other material to prepare between study days.
	Within this module you will have the opportunity to develop your research and IT skills through undertaking online research with both academic databases such as JStor and ebsco. The skills developed here will form part of your lifelong learning skill set and will be further developed at different stages of the programme.

20	Intended learning outcomes *By successful completion of the module, you will be able to:*	*How assessed*
	1. Demonstrate knowledge and understanding of the key terminology in the research process.	S1, F1, F3
	2. Demonstrate an understanding of what authentic research is and the ability to evaluate this.	S1, F1, F3 S2, F2, F3
	3. Demonstrate knowledge and understanding of the importance of ethics within counselling and psychotherapy research.	

21	Assessment and feedback *Formative exercises and tasks:* F1. - Discussion around different research papers F2. - Class discussion around ethical research dilemmas F3 – Analysis of urban myths	
	Summative assessments: S1. - Presentation. (15 mins) S2 – Essay (1000 words)	Weighting% 60 40

22	Learning resources
	University Library print, electronic resources and Minerva: ● *Key texts* ● Bager-Charleston, S. (2014) Doing Practice Based Research in Therapy. A Reflective Approach. London: Sage. ● *BACP (2019) Ethical Guidelines for Research in the Counselling Professions. Available from* bacp-ethical-guidelines-for-research-in-counselling-professions-feb19.pdf [Accessed 7th December 2022] ● Bager-Charleston, S. (2014) Doing Practice Based Research in Therapy. A Reflective Approach. London: Sage. ● Cooper M. (2008) Essential Research in Counselling and Psychotherapy: The Facts are Friendly. London: Sage ● Dawson, C. (2019) Introduction to research methods Revised and updated, fifth edition. Robinson. ● Flick, U. (2015) Introducing Research Methodology: A Beginners Guide to doing a Research Project. 2nd ed. London: Sage. ● *McLeod, J. (2013) An Introduction to Counselling and Psychotherapy Research. London: Sage Publications* ● *McLeod, J. (2022) Doing Research in Counselling and Psychotherapy. London: Sage Publications.* ● *Willig C. (2021) Introducing Qualitative Research in Psychology 4th ed. London: Sage Publications* ● ● *Key web-based and electronic resources* ● *BACP – Research Resources, Journals, Guidelines and other Publications. https://www.bacp.co.uk/events-and-resources/research/conference/ [Accessed 7th December 2022]* ● *BACP (2019) Ethical Guidelines for Research in the Counselling Professions. Available from* bacp-ethical-guidelines-for-research-in-counselling-professions-feb19.pdf [Accessed 7th December 2022] ● *Counselling and Psychotherapy Research – (BACP Research Journal) - https://onlinelibrary.wiley.com/journal/17461405 [Accessed 7th December 2022]* ● *https://www.researchgate.net/publication/232576307_Qualitative_Research_in_Counseling_Psychology_A_Primer_on_Research_Paradigms_and_Philosophy_of_Science* ●
23	Preparatory work ● Review BACP Research Resources ● Review/Read McLeod (2013) An Introduction to Counselling and Psychotherapy Research. London: Sage.

1	Module code	
2	Module title	Introduction to supervision and personal development
3	Owning Programme	BSc(Hons) Counselling
4	Core, Required or Required* for	Core
5	Level	4			
6	UK credits	20
7	ECTS credits	10
8	Optional for	N/A
9	Excluded combinations	N/A
10	Pre-requisite or co-requisite	N/A
11	Class contact time: total hours	Total Hours: 60 hours
12	Independent study time: total hours	Total Hours: 140 hours
13	Semester(s) of delivery	1,2,3
14	Main campus location	UCW
15	Module co-ordinator	Steve Heigham
16	Additional costs involved	Payment for a personal counsellor and a clinical supervisor (please see website for latest fees)
17	Brief description and aims of module	

17 Brief description and aims of module

This module is designed to provide opportunities for you to develop self-awareness and professional competence by exploring different positions that the developing counsellor can take in their practice. Key practice elements such as: reflectivity, responsiveness to challenge, commitment to continuing professional and personal development, understanding the context of students' counselling practice in placement are explored. As a student counsellor you will learn to embed ethical principles and legal requirements into their counselling practice to guarantee application of safe practice and develop professional attitude and attributes through active involvement in the supervision process.

There are two distinct, but integrated, elements form this module:

Firstly, the personal development group (PDG) where you are encouraged to reflect on your own needs, progress and development – this could cover both personal and professional aspects. The group follows humanistic counselling principles and students are encouraged to take responsibility for how this group provides the most effective learning experience. In the PDG, students experience this process with their peers, managed by the facilitator. Your learning should be captured weekly in a reflective journal.

Secondly, you will attend weekly group supervision. Initially these sessions introduce theoretical concepts of supervision relevant to humanistic counselling practice and concepts of safe practice and risk assessment, and

	later in the year focus on reflective practice to which students bring case material from their placements. Please note that for the BACP registered membership requirement, you will need to have undertaken 100 hours of supervised client hours over the first two years of the programme.
18	Outline syllabus This module will: - Explore questions such as 'How does self-reflection inform our counselling practice?' and 'What do we gain from the process of self-reflection?'. - Provide a space for you to give and receive challenging and constructive feedback that enhances professional and personal growth. - Encourage self-reflection in supervision to contribute to the evaluation of counselling practice. The module will focus on: - Experiencing and exploring models of group work and dynamics in relation to personal and professional development - Exploring models of supervision relevant to humanistic counselling practice - Supervision of case material from student placements - Recognising how both PDG and supervision are informed and underpinned by the values, principles and personal moral qualities outlined in the ethical framework by the British Association for Counselling and Psychotherapy (BACP). - An integration of understanding of safe and ethical practice.
19	Scheduled teaching and learning activities Your learning in this module, emphasises experiential and kinaesthetic approaches to learning, including creative exploration, role play of counselling practice and work that encourages self-discovery and creates a strong foundation for effective counselling practice. There are a small number of seminar-type sessions to embed theoretical components into the module content. The focus of the learning process will be self-reflection and self-evaluation with support from tutors and peers. The teaching style will focus mainly on empathic facilitation for open and reflective sharing, discussion and supervision. Students are also encouraged to reflect on learning during their personal counselling/ psychotherapy and integrate learning from the personal development group. In order for learning to feel manageable and sensitive to the needs of students, the group will be divided into smaller groups for various elements of this module. There

will be opportunities throughout the year for the whole group to mix together both in supervision and PDG.

An important milestone in the academic year is an annual residential weekend where all year groups are brought together to experience small group reflective exercises designed to facilitate growth and personal/group development.

The personal development group leader also has responsibility as a personal tutor, who students can go to for pastoral support for a minimum of their assigned three tutorials a year (once a term) or more if needed.

20	Intended learning outcomes *By successful completion of the module, you will be able to:*	*How assessed*
	• *Demonstrate knowledge and understanding of the importance of the supervision process within counselling and psychotherapy*	S1, F1, F2
	• *Demonstrate knowledge and understanding of the principles involved in becoming a safe practitioner*	S1, F1, F3, F4
	• *Demonstrate an understanding of own further training and personal development needs within a structured and managed environment.*	S1, F1, F3, F4

21	Assessment and feedback *Formative exercises and tasks:* F1. Skills analysis F2. Group discussion F3. Supervisor feedback, F4. Placement reports	
	Summative assessments: S1. Personal Development Plan (including placement and supervisor reports where appropriate) (4000 words)	Weighting% 100
22	Learning resources *University Library print, electronic resources and Minerva:* • *Key texts* • *Bor, R. and Watts, M. (2016) The Trainee Handbook: A Guide for Counselling and Psychotherapy Trainees. 4ᵗʰ ed. London: Sage.*	

	• *Borders, D & Brown, L. (2022) The new handbook of counselling supervision. Taylor & Francis LTD.*
	• *Carroll, M. and Gilbert, M. (2005) On Being a Supervisee. Creating Learning Partnerships. London: Vukani Publishing.*
	• *Johns, Hazel. (2012) Personal Development in Counsellor Training. 2nd ed. London: Sage.*
	• *Rose, C. (2008) The Personal Development Group: The Students' Guide. London: Karnac.*
	Key web-based and electronic resources
	• *BACP (2018) Ethical framework for the counselling professions. https://www.bacp.co.uk/media/3103/bacp-ethical-framework-for-the-counselling-professions-2018.pdf*
	• *BACP "Managing Risk Online- it is Possible to Work Safely and Ethically with Suicide Potential Online, Say Amanda Mcgarry and Andrew Reeves." Therapy Today 33 no. 10 (December 2020), 33-35. (Available via Heritage).*
	• *Brand, Tina, ed. (2018) Suicide & Self-Injury Issues Volume 330. Cambridge: Independence Educational Publishers. (Available via Heritage).*
23	Preparatory work Familiarise self with the BACP ethical and personal moral qualities framework

1.	Module code	
2.	Module title	Mental health and Society
3.	Owning Programme	BSc(Hons) Counselling
4.	Core, Required or Required* for	Core
5.	Level	4
6.	UK credits	20
7.	ECTS credits	10
8.	Optional for	N/A
9.	Excluded combinations	N/A
10.	Pre-requisite or co-requisite	N/A
11.	Class contact time: total hours	60 hours
12.	Independent study time: total hours	140 Hours
13.	Semester(s) of delivery	2
14.	Main campus location	UCW
15.	Module co-ordinator	Claire Plews
16.	Additional costs involved	No additional costs
17.	Brief description and aims of module This module introduces you 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, you will become familiar with mental health terminology and how current research impacts on contemporary practice. This will enhance your ability to work effectively in multi-professional teams, make appropriate referrals and understand the larger picture of mental health services in the UK.	
18.	Outline syllabus This module will: • Enable you to become familiar with mental health terminology, an asset when working effectively in multi-professional teams • Give an understanding of the larger picture of mental health services and different perspectives on treatment in the UK and globally.	

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• Introduce societal and cultural factors that affect mental health and services

The module will focus on:

• Exploring the concept of abnormality
• The different models of diagnosis, classification and treatment
• The changing landscape of mental health service provision

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</table>

19.	Scheduled teaching and learning activities

The module is mostly delivered in lecture/seminar-type sessions, but students are expected to contribute to presentations individually and in small groups fairly frequently. You will be encouraged to maintain independent study groups for further reading and research. In addition, student's learning will be informed by and related to placement experiences. The module leader may also give you specific reading, worksheets and other material to prepare between study days.

Within this module you will have the opportunity to develop your research and IT skills through undertaking online research with both academic databases such as JStor and ebsco. The skills developed here will form part of your lifelong learning skill set and will be further developed at different stages of the programme.

20.	Intended learning outcomes	*How assessed*
	By successful completion of the module, you will be able to:	
	Demonstrate knowledge and understanding of how societal and cultural factors shape mental health provision.	S2, F3, F4
	Demonstrate the ability to evaluate the diagnosis, classification and treatment of mental health conditions.	S1, F1, F2, F3, F4
	Demonstrate the ability to present, evaluate and interpret research about a mental health condition.	S1, F1, F2, F3, F4

21.	Assessment and feedback
	Formative exercises and tasks:
	F1. Class discussion
	F2. One to one tutorial
	F3. Independent reading
	F4. Group research

	Summative assessments: S1. Presentation (10 minutes) S2. Essay (2000 words)	Weighting% 50 50
22.	Learning resources *University Library print, electronic resources and Minerva:* • *Key texts* • Bentall, R. (2003) Madness explained: psychosis and human nature. Penguin, UK. • Churchill, S. (2011) The Troubled Mind: A handbook of therapeutic approaches to psychological distress. London: Palgrave. • Joseph, S. (2017) *The Handbook of Person-Centred Therapy and Mental Health: Theory, Research and Practice.* Monmouth: PCCS books • Tolan, J. and Wilkins, P (eds.) (2011) Client Issues in Counselling and Psychotherapy: Person-Centred Practice. London: Sage • Haslam, N., Ban, L. & Kaufmann, L. (2007) Lay conceptions of mental disorder: The folk psychiatry model. Australian Psychologist, 42, 2, 129 – 37). • Kearney, A. (2008) Counselling, class and politics. PCCS books. • Charura, D. and Lago, C. (eds.) (2021) Black Identities + White Therapies: Race, respect and diversity. Monmouth: PCCS books. • Nettleton, S. (2006) The Sociology of Health and Illness. 2nd edition. Cambridge: Polity. • Pilgrim, D. (2014). Key Concepts in Mental Health. 3rd edition. London:Sage. • Read, J. & Sanders, P. (2010). The Causes of Mental Health Problems. Ross-on-Wye:PCCS • *Key web-based and electronic resources* • *www.counselingsources.com* • www.coreims.co.uk • www.mind.org.uk
23.	Preparatory work Read initial subject matter outline from • Bentall, R. (2003) Madness explained: psychosis and human nature. Penguin, UK.

1.	Module code	
2.	Module title	Person-centred theory and practice
3.	Owning Programme	BSc (Hons) Counselling
4.	Core, Required or Required* for	Core
5.	Level	4			
6.	UK credits	40
7.	ECTS credits	20
8.	Optional for	N/A
9.	Excluded combinations	N/A
10.	Pre-requisite or co-requisite	N/A
11.	Class contact time: total hours	120 hours
12.	Independent study time: total hours	180 hours
13.	Semester(s) of delivery	1,2,3
14.	Main campus location	UCW
15.	Module co-ordinator	Matt Thacker
16.	Additional costs involved	No additional costs

17. Brief description and aims of module

This module introduces you to the theory and practice of person-centred counselling within contemporary society. The module will explore person-centred theory and practice and develop practical person-centred skills in triad practice with peers.

At the start of the year, you will develop a person-centred way of being with clients based on the Rogerian necessary and sufficient conditions for therapeutic change. Later in the year you will explore developments in person-centred theory drawing from experiential approaches, existentially informed therapy, emotion-focused therapy, focusing and process work. Through triad work and through their work-based placement, you will develop your confidence and competence in counselling skills and techniques relevant to their clients in placement and to meet professional standards and expectations.

This module will help you to develop your understanding of the counselling relationship, including awareness of the spoken and unspoken agenda of the client, power balance and imbalance and the impact of culture, society and identity on the counselling process.

In the context of counselling practice, you will also explore the role of contracts, reviews and evaluation in the client work. Initially in triad work and later working with clients, students develop and practice counselling skills and become proficient in the common factors that enhance positive outcomes and change.

	You will be expected to actively contribute to the module, participating in triad work and discussing case studies. You will also be formatively assessed under UCW's 'fitness to practice policy' before being signed off as ready to see clients on placement.
18.	Outline syllabus This module will: - Give you an understanding of person-centred therapeutic practice and focus on the main elements of the counselling relationship and process through experiential and theoretical sessions. - Enable you to develop your ability to evaluate your areas of strengths and areas for further development as part of reflective and reflexive practice. - Provide a sound underpinning of therapeutic practice preparing you for the 'Pluralistic Practice' module in year two. The module will focus on: - Psychological contact - Empathy, unconditional positive regard, congruence - The counselling process, contracts; beginnings, middles and endings - Presence, relationship and immediacy - Challenges of using the core conditions - Assessment and outcomes - Fitness to practice - Boundaries and power imbalances - Configurations of self
19.	Teaching and learning activities By undertaking this module, you will become part of a person-centred learning community. Through this, you will experience first-hand the radical autonomy implied by Rogers' ideas. The module will involve high levels of student participation, student control over the nature and direction of the learning, a primarily experiential and practical outlook, and student self and peer-evaluation. The lecturer will primarily act as a facilitator of learning, introducing the theories of person-centred therapeutic practice through lectures, discussions, individual and collaborative reflective tasks and triad work.

Additional reading outside of class and use of feedback provided by tutors and peers will likely aid in the assimilation of knowledge and understanding, and the development of key skills. This process will support you to becoming an independent learner.

You will be encouraged to keep a reflective journal for the duration of the course to support your thought processes and development; this will be used within sessions to record reflections or as a prompt around key discussive areas such ethics, theory, policy and practice.

You will draw on your experiences from your placement to engage in a professional dialogue and to support your reflections and practice. You will be observed in your triad practice by a tutor and a peer to support effective reflection and recognise in practice how evaluation can support the process of change. You will use recorded triad material in formative and summative tasks to consolidate your understanding of key development areas and use these to develop your practice.

20.	Person-centred theory and practice	*How assessed*
	By successful completion of the module, you will be able to:	
	• *Demonstrate knowledge and understanding of the theory of person-centred approach to counselling*	S1, S3, F1, F3
	• *Demonstrate understanding of the importance of a safe, ethical and professional relationship*	S1, S3, F1, F3
	• *Evaluate humanistic counselling skills and the impact on the therapeutic relationship.*	S1, S2, S3, F1, F2, F3
	• *Demonstrate knowledge and understanding of reflective practice*	S1, S2, S3, F1, F2, F3
21.	Assessment and feedback *Formative exercises and tasks:* F1. Triad work and peer/tutor feedback F2. Reflective journals F3. Class discussion	
	Summative assessments:	Weighting%

	S1. Practice evaluation (with appropriate evidence) (3000 words for evaluation - video/audio evidence 2000 words)	50%
	S2. Reflective summary essay (3000 words)	50%

22.	Learning resources
	University Library print, electronic resources and Minerva: • *Key texts* • Rogers, C. (1961) *On Becoming a Person: A Therapist's View of Psychotherapy.* London: Constable. • Mearns, D. and Thorne, B. (2013) *Person-centred Counselling in Action (Counselling in Action Series), 4th* edition. London: Sage. • Merry, T. and Haugh, S. (2020) *Learning and Being in Person-Centred Counselling.* 3rd edition. Monmouth: PCCS Books. • Cooper, M. et al (eds). (2013) *The Handbook of Person-Centred Psychotherapy & Counselling. (2nd edition).* Palgrave Macmillan. • Tolan, J. (2016) *Skills in Person-Centred Counselling and Psychotherapy (3rd edition).* London: Sage. • *Key web-based and electronic resources* • *BACP (2018) Ethical framework for the counselling professions. www.bacp.co.uk; https://www.bacp.co.uk/media/3103/bacp-ethical-framework-for-the-counselling-professions-2018.pdf*
23.	Preparatory work Familiarise self with the concept of person- centred theory and practice.

1.	Module code	
2.	Module title	Professional standards, ethics and justice
3.	Owning Programme	BSc(Hons) Counselling
4.	Core, Required or Required* for	Core
5.	Level	4			
6.	UK credits	20 credits
7.	ECTS credits	10
8.	Optional for	N/A
9.	Excluded combinations	N/A
10.	Pre-requisite or co-requisite	N/A
11.	Class contact time: total hours	60
12.	Independent study time: total hours	140
13.	Semester(s) of delivery	1
14.	Main campus location	UCW
15.	Module co-ordinator	Matt Thacker
16.	Additional costs involved	No additional costs

17.	Brief description and aims of module The module aims to introduce you to the key ethical and professional standards, principles, frameworks and policies relevant to counselling and psychotherapy. As student counsellors you will learn to embed ethical principles and legal requirements into their counselling practice to guarantee application of safe practice and develop professional attitude and attributes through active involvement in the supervision process. This module will also help you to develop a reflective manner to inform their work and decision making and prepare for the *intersectionality, justice and cultural awareness* module in year 2 by being introduced to various models of ethics and issues in counselling and psychotherapy.

18.	Outline syllabus This module will: • Explore different approaches to ethics and ethical decision-making models • Encourage reflective practice and understanding of several aspects of contemporary professional practice, such as use of supervision and multi-disciplinary working.

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- Prepare you for the *intersectionality, justice and cultural awareness* module in year 2

This module will focus on:
- The BACP ethical and personal, moral qualities framework and principles.
- Applying ethical and professional principles to assist decision making and action in complex professional situations and contexts.
- Elements of justice in society and different approaches to ethical decision making

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19.	Teaching and learning activities The module is mostly delivered in lecture/seminar-type sessions, but you are expected to contribute to presentations individually and in small groups fairly frequently. You are encouraged to maintain independent study groups for further reading and research. The module leader may also give you specific reading, worksheets and other material to prepare between study days.	

20.	Intended learning outcomes *By successful completion of the module, you will be able to:*	*How assessed*
	• *Demonstrate knowledge and understanding of the BACP ethical framework*	S1, F1, F2, F3
	• *Evaluate approaches to ethics with the field of counselling and psychotherapy*	S1, F1, F2, F3
	• *Present, evaluate and interpret a societal contemporary issue*	S1, F1, F3

21.	Assessment and feedback *Formative exercises and tasks:* F1.- Group Research F2 – Mock debates F3 - One to one tutorials	
	Summative assessments: S1. Poster Presentation and defence	Weighting% 100 %

22.	Learning resources
	University Library print, electronic resources and Minerva: • *Key texts* • Anderson, S. and Handelsman, M. (2010) *Ethics for Psychotherapists and Counselors: A Proactive Approach.* Chichester: Wiley-Blackwell. • Proctor, G. (2017) *The Dynamics of Power in Counselling and Psychotherapy: Ethics, Politics and Practice (2nd edition).* Monmouth: PCCS Books. • Bond, T. (2021) *Standards & Ethics for Counselling in Action.* 5th edition. London: Sage. • Bor, R. and Watts, M. (2016) *The Trainee Handbook: A Guide for Counselling and Psychotherapy Trainees.* 4th ed. London: Sage. • Finlay, L. (2019) *Practical ethics in counselling and psychotherapy : a relational approach.* London: Sage. • *Key web-based and electronic resources* • BACP (2018) Ethical framework for the counselling professions. bacp-ethical-framework-for-the-counselling-professions-2018.pdf • BACP (2022) Ethical Decision Making Model https://www.bacp.co.uk/media/6875/bacp-ethical-decision-making-model.pdf
23.	Preparatory work Familiarise self with the Professional standards of the profession as well as the concept of ethics and justice

1.	Module code	
2.	Module title	Brain, mind and mental health
3.	Owning Programme	BSc(Hons) Counselling
4.	Core, Required or Required* for	Core
5.	Level	5			
6.	UK credits	20
7.	ECTS credits	10
8.	Optional for	N/A
9.	Excluded combinations	N/A
10.	Pre-requisite or co-requisite	N/A
11.	Class contact time: total hours	60 hours
12.	Independent study time: total hours	140 Hours
13.	Semester(s) of delivery	2
14.	Main campus location	UCW
15.	Module co-ordinator	Claire Plews
16.	Additional costs involved	No additional costs
17.	Brief description and aims of module This module introduces developmental theories that explain 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. You will learn to understand the brain, mind and mental health from early childhood, adulthood and into old age. In this unit you will initially explore early experience in the context of brain development and its effect on emotional and cognitive development as well as developing an understanding of basic brain structures, its development and neuropsychological terminology. The focus will then move to a theoretical understanding of stress/anxiety, depression, trauma and bereavement responses and will explore theories from different psychotherapeutic traditions and reflect on the implications of these ideas on counselling practice. A guiding principle in this module is a focus on how we can adapt and grow despite the negative experiences we may have had, and the part that therapy can play in helping us overcome our life experiences. This module will help you to develop knowledge, understanding and confidence in relation to counselling provision and equal opportunities.	
18.	Outline syllabus This module will:	

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<td colspan="2">- Explore basic concepts of neuropsychology in relation to counselling and life events
- Encourage discussion around different developmental theories of common mental health conditions and their treatments
- Introduce the concept of post traumatic growth and brain plasticity

The module will focus on:
• Early life experiences
• Stress and anxiety
• Loss and grief
• Trauma</td>
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<td>19.</td>
<td colspan="2">Scheduled teaching and learning activities

The module is mostly delivered in lecture/seminar-type sessions, but students are expected to contribute to presentations individually and in small groups fairly frequently. You will be encouraged to maintain independent study groups for further reading and research. In addition, student's learning will be informed by and related to placement experiences. The module leader may also give you specific reading, worksheets and other material to prepare between study days.</td>
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<td>20.</td>
<td>Intended learning outcomes
By successful completion of the module, you will be able to:

Demonstrate knowledge and critical understanding of how early experiences shape emotional and cognitive development

Apply theoretical concepts of mental health and post traumatic growth to counselling practice

Effectively analyse and communicate arguments surrounding life events and their impacts on mental health and treatment</td>
<td>How assessed

S1, F3, F1, F3, F4

S2, S1, F2, F3, F4

S2, F1, F2, F3, F4</td>
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<td>21.</td>
<td colspan="2">Assessment and feedback
Formative exercises and tasks:
F1. Class discussion
F2. One to one tutorial
F3. Independent reading</td>
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	F4. Group research	
	Summative assessments: S1. Essay (3000 words) S2. Interactive interview - set exercise	Weighting% 50% 50%
22.	Learning resources *University Library print, electronic resources and Minerva:* - Cozolino, L (2017) The Neuroscience of Psychotherapy: Healing the social brain. W.W Norton and Company. Chapters 15-22 - Tolan, J (2011) Client Issues in Counselling and Psychotherapy. London: Sage. - Joseph, S (2011) What doesn't kill us. The new psychology of posttraumatic growth, Basic Books - Meadows, S (2015) The science inside the child. Routledge. - Rothschild, B. (2000) The Body Remembers. The Psychophysiology of Trauma and Trauma Treatment. London: Norton Professional Books - Lendrum, S. and Syme, G. (1992) Gift of Tears: A Practical Approach to Loss and Bereavement Counselling. London: Routledge. - Ratey, J. A users guide to the brain (2003) Abacus New Ed Edition - Wallin, D. (2015) Attachment in Psychotherapy. New York: Guilford. - Yalom, I. (2015) Creatures of a Day: And Other Tales of Psychotherapy. London: Piatkus.	
23.	Preparatory work Familiarise self with Cozolino, L (2017) The Neuroscience of Psychotherapy: Healing the social brain. W.W Norton and Company. Chapters 15-22	

1.	Module code	
2.	Module title	Conducting research in counselling and psychotherapy
3.	Owning Programme	BSc (Hons) Counselling
4.	Core, Required or Required* for	Core
5.	Level	5			
6.	UK credits	20
7.	ECTS credits	10
8.	Optional for	N/A
9.	Excluded combinations	N/A
10.	Pre-requisite or co-requisite	N/A
11.	Class contact time: total hours	60
12.	Independent study time: total hours	140
13.	Semester(s) of delivery	3
14.	Main campus location	UCW
15.	Module co-ordinator	Steve Heigham
16.	Additional costs involved	None
17.	Brief description and aims of module This module will build upon the *introduction to research in counselling and psychotherapy* module and introduce you to the main research paradigms and associated methodologies. The module will also focus on the use of reflectivity and reflexivity in counselling and psychotherapy research and will introduce the concept of positionality in research.	
18.	Outline syllabus This module will: • Enable you to develop an understanding of different philosophical traditions within research • Give an understanding of different methodological approaches and their strengths and weaknesses • Focus on how to be critical and selective when reviewing literature This module will focus on: • The main research paradigms and associated methodologies • Explore positionality and researcher reflectivity/reflexivity • How to systematically review literature • The importance of ethical frameworks in relation to research design and data collection.	
19.	Teaching and learning activities	

The module is mostly delivered in lecture/seminar-type sessions, but students are expected to contribute to presentations individually and in small groups fairly frequently. Students are encouraged to maintain independent study groups for further reading and research. The module leader may also give you specific reading, worksheets and other material to prepare between study days.

Within this module you will have the opportunity to develop your research and IT skills through undertaking online research with both academic databases such as JStor and ebsco. In addition to this you will begin to explore data analysis of both quantitative and qualitative research approaches. You will also explore the use of software packages such as: SPSS and NVivo. The skills developed here will form part of your lifelong learning skill set and will be further developed at different stages of the programme.

20.	Intended learning outcomes *By successful completion of the module, you will be able to:*	*How assessed*
	• *Critically understand the different philosophical traditions within research*	S1, F1, F2
	• *Critically evaluate the appropriateness of different methodological approaches and positions in research*	S1, S2, F1, F2
	• *Effectively communicate information and analysis of counselling and psychotherapy research.*	S1, S2, F1, F2, F3

21.	Assessment and feedback *Formative exercises and tasks:* F1. Presentations F2. Group discussions F3. Tutorials	
	Summative assessments: S1. Poster presentation S2. Methodological literature review (4000 words)	Weighting% 20% 80%

22.	Learning resources
	University Library print, electronic resources and Minerva:
	• *Key texts*
	• Bager-Charleston, S. (2014) Doing Practice Based Research in Therapy. A Reflective Approach. London: Sage.
	• Cooper M. (2008) Essential Research in Counselling and Psychotherapy: The Facts are Friendly. London: Sage
	• Flick, U. (2015) Introducing Research Methodology: A Beginners Guide to doing a Research Project. 2nd ed. London: Sage.
	• Jacobson, D. and Mustafa, N. (2019) Social Identity Map: A Reflexivity Tool for Practicing Explicit Positionality in Critical Qualitative Research, International Journal of Qualitative Methods, 18. doi: 10.1177/1609406919870075.
	• *McLeod, J. (2013) An Introduction to Counselling and Psychotherapy Research. London: Sage Publications*
	• *McLeod, J. (2022) Doing Research in Counselling and Psychotherapy. London: Sage Publications.*
	• Ponterotto, J. G. (2005) Qualitative Research in Counselling Psychology: A Primer on Research Paradigms and Philosophy of Science, Journal of Counselling Psychology, 52(2), pp. 126–136.
	• *Willig C. (2021) Introducing Qualitative Research in Psychology 4th ed. London: Sage Publications*
	• *Key web-based and electronic resources*
	• *BACP (2019) Ethical Guidelines for Research in the Counselling Professions. Available from* bacp-ethical-guidelines-for-research-in-counselling-professions-feb19.pdf *[Accessed 7th December 2022]*
	• *BACP – Research Resources, Journals, Guidelines and other Publications. https://www.bacp.co.uk/events-and-resources/research/conference/ [Accessed 7th December 2022]*
	• *Counselling and Psychotherapy Research – (BACP Research Journal) - https://onlinelibrary.wiley.com/journal/17461405 [Accessed 7th December 2022]*
	•
23.	Preparatory work
	Familiarise self with BACP (2019) Ethical Guidelines for Research in the Counselling Professions. Available from bacp-ethical-guidelines-for-research-in-counselling-professions-feb19.pdf

1.	Module code	
2.	Module title	Intersectionality, Justice & Cultural Awareness
3.	Owning Programme	BSc (Hons) Counselling
4.	Core, Required or Required* for	Core
5.	Level	5
6.	UK credits	20
7.	ECTS credits	10
8.	Optional for	N/A
9.	Excluded combinations	N/A
10.	Pre-requisite or co-requisite	N/A
11.	Class contact time: total hours	60
12.	Independent study time: total hours	140
13.	Semester(s) of delivery	1
14.	Main campus location	UCW
15.	Module co-ordinator	Siouxsie Bytheway
16.	Additional costs involved	None

17. Brief description and aims of module

This module will introduce you to ideas around intersectionality, justice and cultural awareness. You will explore a range of differences (race, sexuality, disability, gender, social class, immigration status, etc..) whilst developing a fuller historical, cultural and theoretical understanding of difference, positionality and power, and addressing the implications of these ideas for counselling practice.

Theory will be used as a lens through which to appreciate both counsellor and client experiences of privilege and oppression, and as a framework for working with individuals who experience multiple oppressions and privileges. You will explore criticalist approaches where the aim is to address inequalities, and not simply to talk about diversity and inclusion.

You will be expected to apply theory and practice to your own counselling practice and demonstrate an awareness of the impact of cultural differences within therapeutic practice.

18. Outline syllabus

This module will:
- Outline the history of intersectionality theory.
- Develop students' understanding of difference, positionality, and power.

	• Develop students' ability to identifying power imbalances in therapeutic work, and address inequalities. • Provide critique of mainstream therapeutic approaches (esp. humanistic approaches), and identify the ways in which therapeutic focus on the individual can render structural inequalities invisible
19.	Teaching and learning activities The module is mostly delivered in lecture/seminar-type sessions, but students are expected to contribute to presentations individually and in small groups fairly frequently. Students are encouraged to maintain independent study groups for further reading and research. The module leader may also give you specific reading, worksheets and other material to prepare between study days.

20.	Intended learning outcomes *By successful completion of the module, you will be able to:*	*How assessed*
	• *Demonstrate knowledge and critical understanding of positionality and power in counselling and psychotherapy*	F1, S1,S2
	• *Effectively communicate a critique of mainstream therapeutic approaches in relation to inequality*	F1,S1,S2
	• *Apply theory of injustice, inequality and cultural difference to your own counselling practice*	F1,S1,S2

21.	Assessment and feedback *Formative exercises and tasks:* F1. - Poster presentation	
	Summative assessments: S1. - Presentation – 20 mins S2 – Essay - (3000 words)	Weighting% 50% 50%

22.	Learning resources *University Library print, electronic resources and Minerva:* • *Key texts* • Beattie, M., and Lenihan, P. (2018) Counselling Skills for Working with Gender Diversity and Identity. London: Jessica Kingsley Press.

- Proctor, G. et al (eds.) (2006) *Politicizing the Person-Centred approach: an agenda for social change.* Monmouth: PCCS Books.
- Kearney, A. (2018) *Counselling, Class and Politics: Undeclared influences in therapy.* Monmouth: PCCS books.
- *Chamura, D & Lago, C (2021) Black identities and white therapies: Race, respect and diversity. PCCS books*
- *Davies D., and Neal, C. (2000) Therapeutic Perspectives on Working with Lesbian, Gay and Bisexual Clients. Buckingham: Open University Press*
- *Turner, D. (2021) Intersections of Privilege and Otherness in Counselling and Psychotherapy: Mockingbird*

- *Key web-based and electronic resources*

- *BACP (2020) Working with disability across the counselling professions GPaCP 007. Available at https://www.bacp.co.uk/events-and-resources/ethics-and-standards/good-practice-across-the-counselling-professions/gpacp007-working-with-disability-across-the-counselling-professions/ [Accessed 21st December 2022]*
- *BACP (2022) Working with race and diversity: Resources for members. Available at https://www.bacp.co.uk/events-and-resources/race-and-diversity-resources/ [Accessed 21st December 2022]*
- Beetham, T. (2019) Intersectionality and social justice. *Therapy Today, 2019 Volume 30 Issue 3 https://www.bacp.co.uk/bacp-journals/therapy-today/2019/april-2019/intersectionality-and-social-justice/*
- *Caldwell, D., and Hardy, V. (2019) Talking purple: Understanding intersectionality
  BACP Workplace, July 2019 Issue 101 https://www.bacp.co.uk/bacp-journals/bacp-workplace/july-2019/talking-purple/*
- *Crenshaw, K. (1989) Demarginalizing the Intersection of Race and Sex: a black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. University of Chicago Legal Forum 1989; 8(1).
  https://chicagounbound.uchicago.edu/cgi/viewcontent.cgi?article=1052&context=uclf*

23.	Preparatory work	

Familiarise self with Beetham, T. (2019) Intersectionality and social justice. Therapy Today, 2019 Volume 30 Issue 3 https://www.bacp.co.uk/bacp-journals/therapy-today/2019/april-2019/intersectionality-and-social-justice/

1.	Module code	
2.	Module title	Pluralistic practice part 1
3.	Owning Programme	BSc (Hons) Counselling
4.	Core, Required or Required* for	Core
5.	Level	5			
6.	UK credits	40
7.	ECTS credits	20
8.	Optional for	N/A
9.	Excluded combinations	N/A
10.	Pre-requisite or co-requisite	N/A
11.	Class contact time: total hours	120
12.	Independent study time: total hours	400
13.	Semester(s) of delivery	1,2,3
14.	Main campus location	UCW
15.	Module co-ordinator	Siouxsie Bytheway
16.	Additional costs involved	None
17.	Brief description and aims of module This module will build upon the *person-centred theory and practice* module in year 1 and introduce students to pluralistic practice. Pluralistic practice emphasises the strengths and resources of clients and represents a flexible and responsive approach to therapeutic support. Furthermore, this module will help students to develop an openness to multiple sources of knowledge on how to practice therapy: including research, personal experience, and theory recognising that there is no one right way of practising therapy; different clients need different things at different points in time. Students will learn through triad work how to integrate interventions where appropriate from different theoretical orientations and will draw on approaches from humanistic, philosophical, psychodynamic and behavioural traditions, and start to incorporate these interventions in their client work.	
18.	Outline syllabus This module will: - Introduce students to pluralistic practice - Enable students to learn in triads how to integrate other therapeutic approaches/interventions where appropriate This module will focus on: - Understanding pluralistic practice and its philosophical rationale	

	- Elements of therapeutic practice from humanistic, philosophical, psychodynamic and behavioural traditions.
19.	**Teaching and learning activities** The module will involve high levels of student participation, student control over the nature and direction of the learning, a primarily experiential and practical outlook, and student self and peer-evaluation. The lecturer will primarily act as a facilitator of learning, introducing the theories of therapeutic practice through lectures, discussions, individual and collaborative reflective tasks and triad work. Additional reading outside of class and use of feedback provided by tutors and peers will likely aid in the assimilation of knowledge and understanding, and the development of key skills. This process will support you to becoming an independent learner. You will be encouraged to keep a reflective journal for the duration of the course to support your thought processes and development; this will be used within sessions to record reflections or as a prompt around key discussive areas such ethics, theory, policy and practice. You will draw on your experiences from your placement to engage in a professional dialogue and to support your reflections and practice. You will be observed in your triad practice by a tutor and a peer to support effective reflection and recognise in practice how evaluation can support the process of change. You will use recorded triad material in formative and summative tasks to consolidate your understanding of key development areas and use these to develop your practice.

	Intended learning outcomes *By successful completion of the module, you will be able to:*	*How assessed*
20.	• Critically understand and apply the principles of pluralistic practice in the context of a safe, ethical and professional relationship	S1, S2, S3, F1
	• Critically analyse your own pluralistic approach to counselling practice	S2, S3, F2, F3

	● Demonstrate a reflective understanding of your own limits to knowledge, skills and development needs	S1, S3, F1, F2, F3
21.	Assessment and feedback *Formative exercises and tasks:* F1. Triad work and peer/tutor feedback F2. Reflective journals F3. Class discussion	
	Summative assessments: S1. Practice evaluation of set exercise and (2000 word review) S2. Case study (3000 words)	Weighting% 50% 50%

22.	Learning resources
	
	University Library print, electronic resources and Minerva:
	    ● *Key texts*
	
	    ● *Cooper, M., and Dryden, W. (2016) The Handbook of Pluralistic Counselling and Psychotherapy: Sage*
	    ● *Cooper, M. (2015) Existential Psychotherapy and Counselling: Contributions to a Pluralistic Practice: Sage*
	    ● *Cooper, M., and McLeod J. (2011) Pluralistic Counselling and Psychotherapy. London: Sage.*
	    ● *McLeod, J. (2017) Pluralistic Therapy: Distinctive Features. London: Routledge*
	    ● *McManus, F. (2022) Cognitive behavioural therapy: a very short introduction. First edn. Oxford: Oxford University Press (Very short introductions).*
	    ● *Norcross, J., & Cooper, M. (2021) Personalizing Psychotherapy: Assessing and Accommodating Patient Preferences. American Psychological association.*
	    ● *Ratner, H., George, H, and Iveson, C. (2012) Solution Focused Brief Therapy: 100 Key Points and Techniques.100 Key Points. London: Routledge/Taylor and Francis Group.*
	
	    ● *Key web-based and electronic resources*	

	- *Cooper M., and McLeod, J. (2007) A pluralistic framework for counselling and psychotherapy: Implications for research. Counselling and Psychotherapy Research, 7. Available at https://onlinelibrary.wiley.com/doi/abs/10.1080/14733140701566282 [Accessed 21st December 2022]* - *Cooper, M., and McLeod, J. (2019) Pluralistic counselling and psychotherapy: 12 years on. Therapy Today, February 2019 Volume 30 Issue 1. Available at https://www.bacp.co.uk/bacp-journals/therapy-today/2019/february-2019/articles/pluralistic-counselling-and-psychotherapy/ [Accessed 21st December 2022]* - *Stoll, M., and McLeod, J. (2019) A pluralistic approach to student counselling* *University and College Counselling, March 2019 Volume 7 Issue 1. Available at https://www.bacp.co.uk/bacp-journals/university-and-college-counselling/march-2019/a-pluralistic-approach-to-student-counselling/ [Accessed 21st December 2022]*
23.	Preparatory work Have a dialogue with your placement and supervisor about client suitability for different modalities and the case study and be prepared to obtain consent at the beginning of the client relationship as per BACP guidelines for ethical research

1.	Module code	
2.	Module title	Supervision and personal development – intermediate
3.	Owning Programme	BSc (Hons) Counselling
4.	Core, Required or Required* for	Core
5.	Level	5
6.	UK credits	20
7.	ECTS credits	10
8.	Optional for	N/A
9.	Excluded combinations	N/A
10.	Pre-requisite or co-requisite	N/A
11.	Class contact time: total hours	60
12.	Independent study time: total hours	140
13.	Semester(s) of delivery	1,2,3
14.	Main campus location	UCW
15.	Module co-ordinator	Matt Thacker
16.	Additional costs involved	No additional costs
17.	Brief description and aims of module In this module you will further explore your professional and personal development and expand your capacity for self-awareness, self-reflection and challenge-responsiveness. You will have the opportunity to explore your developing professional competence and understand your counselling practice in placement. You will consider how to practice in an ethical and safe manner, how to make the most of supervision and how to take care of yourselves as student counsellors. Additionally, you will need to reflect on your personal selves, focusing particularly on your personal histories and patterns of relating, as well as on your position within society and your input to the collective learning environment. As in the first year, there are two distinct, but integrated, elements in this module: The weekly personal development group (PDG) encourages you to consider your own needs, development, and progress, as well as the contribution they make to the group, your habitual patterns of relating and how this group provides the most effective learning experience. You will participate in this process in the PDG with your peers under the facilitator's supervision. Weekly reflective journal writing should be used to record student learning. You will additionally get the chance to practice in the role of facilitator as part of PDG. Weekly group supervision sessions focus primarily on reflecting on your client work in placement. Through this, you will learn how to present a client in supervision, how to make the most of the supervision space to improve	

	client work, how to use supervision to support self-care and how to include different modes of knowing, such as embodiment, when reflecting on client work. Additionally, you will explore areas such as ethical practice, and working safely with risk, through supervision.
18.	Outline syllabus This module will: • Create a space for self-reflection and personal growth • Create a space for professional reflection where client work can be explored and counselling practice can be evaluated • Explore counselling practice in terms of ethics, safety and self-care • Explore the social and political aspects of counselling practice • Give students a chance to practise group facilitation skills The module will focus on: • Exploring how group spaces can support self-development, professional development and the development of the group itself and the creation of dynamic and compassionate learning environment. • Exploring models of humanistic supervision, risk management and ethical decision making. • Exploring students' case work from student placements. • Recognising how the values, principles and personal moral qualities defined in the British Association for Counselling and Psychotherapy Ethical Framework inform and serve as the foundation for both PDG and supervision.
19.	Teaching and learning activities Learning in this module emphasises experiential and kinaesthetic approaches to learning, including creative exploration, role play of counselling practice and work that encourages self-discovery and creates a strong foundation for effective counselling practice. The focus of the learning process will be self-reflection and self-evaluation with support from tutors and peers. The teaching style will focus mainly on empathic facilitation for open and reflective sharing, discussion and supervision. Students are also encouraged to reflect on learning during their personal counselling/ psychotherapy and integrate learning from the personal development group. In order for learning to feel manageable and sensitive to the needs of students, the group will be divided into smaller groups for various elements of this module. There will be opportunities throughout the year for the whole group to mix together both in supervision and PDG. An important milestone in the academic year is an annual residential weekend where all year groups are brought together to experience small group reflective exercises designed to facilitate growth and personal/group development. The second-year students get the opportunity to facilitate groups at the residential.

	The personal development group leader also has responsibility as a personal tutor, who students can go to for pastoral support for a minimum of their assigned three tutorials a year (once a term) or more if needed.	
20.	Intended learning outcomes *By successful completion of the module, you will be able to:*	*How assessed*
	Show a critical understanding of the importance of the supervision process within counselling and psychotherapy	S1, F.1, F3, F4
	Apply self-awareness in various settings in order to become a safe practitioner	S1, F.1, F3, F4
	Demonstrate an understanding of the limits of your knowledge and how this impacts your decision making and development needs within a structured and managed counselling practice environment.	S1, F.1, F3, F4
21.	Assessment and feedback *Formative exercises and tasks:* F1. Skills analysis F2. Group discussion F3. Supervisor feedback. F4. Placement	
	Summative assessments: S1. Personal development plan that includes Placement and Supervisors reports and 100 supervised client hours confirmation. (5000 words)	Weighting% 100%

22.	Learning resources
	
	University Library print, electronic resources and Minerva:
	   ● *Key texts*
	
	   ● Bond, T. (2021) *Standards & Ethics for Counselling in Action*. 5th edition. London: Sage.
	   ● Bor, R. and Watts, M. (2016) *The Trainee Handbook: A Guide for Counselling and Psychotherapy Trainees.* 4th ed. London: Sage.
	   ● Borders, D & Brown, L. (2022) The new handbook of counselling supervision. Taylor & Francis LTD.	

	- Carroll, M. and Gilbert, M. (2005*) On Being a Supervisee. Creating Learning Partnerships.* London: Vukani Publishing. - Johns, Hazel. (2012) Personal Development in Counsellor Training. 2nd ed. London: Sage. - Finlay, L. (2019) Practical ethics in counselling and psychotherapy: a relational approach. Sage. - McLeod, J. (2013*) Introduction to counselling.* 5th edition. OU Press. - Proctor, G. (2017) The dynamics of power in counselling and psychotherapy: ethics, politics and practice. 2nd ed. PCCS Books. - Rose, C. (2008) *The Personal Development Group: The Students' Guide.* London: Karnac. - 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. *Wright, J. and Bolton G. (2012) Reflective Writing In Counselling and Psychotherapy. Lodon: Sage* *Key web-based and electronic resources* - BACP (2018) *Ethical framework for the counselling professions.* https://www.bacp.co.uk/media/3103/bacp-ethical-framework-for-the-counselling-professions-2018.pdf
23.	**Preparatory work** Familiarise self with BACP (2018) *Ethical framework for the counselling professions.* https://www.bacp.co.uk/media/3103/bacp-ethical-framework-for-the-counselling-professions-2018.pdf

1.	Module code	
2.	Module title	Contemporary issues in Counselling and Psychotherapy
3.	Owning Programme	BSc (Hons) Counselling
4.	Core, Required or Required* for	Core
5.	Level	6			
6.	UK credits	20
7.	ECTS credits	10
8.	Optional for	N/A
9.	Excluded combinations	N/A
10.	Pre-requisite or co-requisite	N/A
11.	Class contact time: total hours	60
12.	Independent study time: total hours	140
13.	Semester(s) of delivery	3
14.	Main campus location	UCW
15.	Module co-ordinator	Siouxsie Bytheway
16.	Additional costs involved	None

17.	Brief description and aims of module
	This module will encourage you to adopt an informed, critical perspective on counselling as you examine the application of counselling and psychological therapies approaches in practice. For future career pathways, critical examination of counselling and psychological therapies within their wider social contexts will enrich and enhance your ability to apply your knowledge and understanding across a range of settings.
	Considering these aims, this module will engage you in critical debates and reflections about issues that matter to the profession and to the professional in the counselling field and will lead you into a critical discourse relevant to counselling practice in the 21st century.
	Through discussion with peers, guest speakers and the opportunity for students to choose an area of their own interest, this module will facilitate students to deepen their critical thinking skills, and challenge assumptions about contemporary counselling practice
	This module will give you an opportunity to deepen your knowledge and reflections around an area of your own choice, as well as hone your skills in presenting and debating contemporary issues in counselling and psychotherapy and thinking about solutions to current issues in the field.

18.	Outline syllabus

	This module will: • Foster a critical, discursive examination of counselling and psychotherapy in a wider societal context • Enable you to explore an area of interest and deepen your understanding through discussions, reflection and evaluation. This module will focus on: • Presentations from guest speakers around a range of relevant topics in counselling and psychotherapy • Students presenting to their peers and engaging in debate and discussion with them around contemporary issues in counselling and psychotherapy • Identifying solutions to practice-based and disciplinary issues
19.	**Teaching and learning activities** Students' learning is based on peer-facilitated debates and experiential work, such as role play and other creative forms that encourage integration between theory and practice as well as critical self-reflection on current issues in counselling, psychotherapy and psychological therapies. Students are encouraged to maintain independent study groups for further reading and research. Your learning will also be informed by your ongoing counselling practice. This module will be delivered through a mixture of guest speaker presentations, alongside student led presentations and debates exploring contemporary issues in counselling and psychotherapy. Tutors will provide you with relevant study materials prior to the evening seminars, such as recorded PowerPoint presentations, texts and video links. We expect that you prepare for all seminars. Within this module you will use the digital research skills and data analysis tools that you have developed throughout the programme. You will be able to show your IT skills and digital literacy demonstrating core competences through this module.
20.	**Intended learning outcomes** *How assessed* *By successful completion of the module, you will be able to:* • *Demonstrate a systematic understanding of issues in contemporary counselling practice* S1, S2, F2

		• *Critically evaluate evidence and devise critical arguments that show respect for diverse opinions.*	S2, F1, F2, F3
		• *Deploy a systematic approach to solving problems that are currently affecting the counselling profession*	S1, S2, F1, F2, F3
21.	Assessment and feedback *Formative exercises and tasks:* F1: Teamwork F2: Debating skills F3: Group tutorials to monitor and evaluate progress and goal setting.		
	Summative assessments:		Weighting%
	S1: Enhancement artefact relating to your current counselling practice (with 2000 words evaluation).		50%
	S2: Interactive interview (20 mins)		50%
22.	Learning resources *University Library print, electronic resources and Minerva:*		

22. Learning resources

University Library print, electronic resources and Minerva:
- *Key texts*

- *Bondi, L., Fewell, J. and Kirkwood, C. (2003) Working for free: A fundamental value of counselling. Counselling and Psychotherapy Research: Linking Research with practice, 3, (4), 291-299.*
- *Cooper, C. and McLeod, J. (2011) Pluralistic Counselling and Psychotherapy. London: Sage Publications Ltd.*
- *Department of Health (2011) No health without mental health: a cross-Government mental health outcomes strategy for people of all ages - a call to action. Available from www.dh.gov.uk [accessed 16/06/2015].*
- *Feltham, C. (2010) Critical Thinking in Counselling and Psychotherapy. London: Sage Publications Ltd.*
- *Pearce, P. and Sommerneck, L. (Eds.) (2014) Person-Centred Practice at the Difficult Edge. Ross-on-Wye: PCCS Books.*

- *Key web-based and electronic resources*

- *Cochrane Data Base - www.cochrane.org.uk*

	- *Department for Health - www.dh.gov.uk* - *National Institute for Clinical Execellence - www.nice.org.uk*
23.	Preparatory work Familiarise self with Department of Health (2011) No health without mental health: a cross-Government mental health outcomes strategy for people of all ages - a call to action. Available from www.dh.gov.uk

1.	Module code	
2.	Module title	Pluralistic practice part 2
3.	Owning Programme	BSc (Hons) Counselling
4.	Core, Required or Required* for	Core
5.	Level	6			
6.	UK credits	40
7.	ECTS credits	20
8.	Optional for	N/A
9.	Excluded combinations	N/A
10.	Pre-requisite or co-requisite	N/A
11.	Class contact time: total hours	120
12.	Independent study time: total hours	280
13.	Semester(s) of delivery	1,2
14.	Main campus location	UCW
15.	Module co-ordinator	Claire Plews
16.	Additional costs involved	None
17.	Brief description and aims of module This module will build upon the *pluralistic practice part 1* module in year 2. You will further explore how to work collaboratively with clients, considering clients strengths and resources, as well as their preferences. You will develop a flexible and responsive approach to therapeutic support and an openness to multiple sources of knowledge on how to practice therapy: including research, personal experience, and theory recognising that there is no one right way of practising therapy; different clients need different things at different points in time. This module will introduce a number of manualised approaches to therapy including CBT, compassion-focused therapy (CFT) and internal family systems therapy (IFS). Students will be able to choose approaches to focus on in more depth and will have the opportunity to practice skills in triads. Academic practice will focus on practice and on students integrating new theoretical orientations into their pluralistic practice in a philosophically coherent way.	
18.	Outline syllabus This module will: - Allow students to investigate pluralistic practice in more depth - Enable students to learn in triads how to integrate other therapeutic approaches/interventions where appropriate This module will focus on: - Developing mature, philosophically coherent pluralistic practice	

	- Elements of CBT, CFT and IFS.	
19.	**Teaching and learning activities** The module will involve high levels of student participation, student control over the nature and direction of the learning, a primarily experiential and practical outlook, and student self and peer-evaluation. The lecturer will primarily act as a facilitator of learning, introducing the theories of therapeutic practice through lectures, discussions, individual and collaborative reflective tasks and triad work. Additional reading outside of class and use of feedback provided by tutors and peers will likely aid in the assimilation of knowledge and understanding, and the development of key skills. This process will support you to becoming an independent learner. You will be encouraged to keep a reflective journal for the duration of the course to support your thought processes and development; this will be used within sessions to record reflections or as a prompt around key discussive areas such ethics, theory, policy and practice. You will draw on your experiences from your placement to engage in a professional dialogue and to support your reflections and practice. You will be observed in your triad practice by a tutor and a peer to support effective reflection and recognise in practice how evaluation can support the process of change. You will use recorded triad material in formative and summative tasks to consolidate your understanding of key development areas and use these to develop your practice.	
20.	**Intended learning outcomes** *By successful completion of the module, you will be able to:*	*How assessed*
	Demonstrate a systematic understanding of the principles of pluralistic practice and its application in the context of a safe, ethical and professional relationship	S1, S2, F1, F2, F3
	Critically evaluate your own pluralistic approach to counselling practice	S1, S2, F2
	Demonstrate an conceptual understanding of uncertainty and limits of your own knowledge, skills and development needs and decision making in unpredictable contexts	S1, S2, F1, F3

21.	Assessment and feedback *Formative exercises and tasks:* F1. Triad work and peer/tutor feedback F2. Reflective journals F3. Class discussion	
	Summative assessments: S1. Reflective presentation (15 minutes) S2. Case study (5000 words)	Weighting% 50% 50%
22.	Learning resources *University Library print, electronic resources and Minerva:* ● *Key texts* ● *Cooper, M., and Dryden, W. (2016) The Handbook of Pluralistic Counselling and Psychotherapy: Sage* ● *Cooper, M. (2015) Existential Psychotherapy and Counselling: Contributions to a Pluralistic Practice: Sage* ● *Cooper, M., and McLeod J. (2011) Pluralistic Counselling and Psychotherapy. London: Sage.* ● *Gilbert, P., and Simos, G. (2022) Compassion focused therapy: clinical practice and applications. Routledge.* ● Greenberger, D., Padesky, C. A. and Padesky, C. A. (2016) Mind over mood: change how you feel by changing the way you think. Second edn. New York, NY: Guilford Press. ● *McLeod, J. (2017) Pluralistic Therapy: Distinctive Features. London: Routledge* ● *Norcross, J., & Cooper, M. (2021) Personalizing Psychotherapy: Assessing and Accommodating Patient Preferences. American Psychological association.* ● Redfern, E. (2022) Internal Family Systems Therapy: Supervision and Consultation. Routledge. ● Schwartz, R. C. & Sweezy, M (2019) Internal Family Systems Therapy (2 ed). Guildford press. ● *Wills, F. & Sanders, D. (2013) Cognitive behaviour therapy: foundations for practice 3rd ed.* ● *Key web-based and electronic resources* ● *Cooper M., and McLeod, J. (2007) A pluralistic framework for counselling and psychotherapy: Implications for research.*	

		Counselling and Psychotherapy Research, 7. Available at https://onlinelibrary.wiley.com/doi/abs/10.1080/14733140701566282 [Accessed 21st December 2022] ● *Cooper, M., and McLeod, J. (2019) Pluralistic counselling and psychotherapy: 12 years on. Therapy Today, February 2019 Volume 30 Issue 1. Available at https://www.bacp.co.uk/bacp-journals/therapy-today/2019/february-2019/articles/pluralistic-counselling-and-psychotherapy/ [Accessed 21st December 2022]* ● *Stoll, M., and McLeod, J. (2019) A pluralistic approach to student counselling* *University and College Counselling, March 2019 Volume 7 Issue 1. Available at https://www.bacp.co.uk/bacp-journals/university-and-college-counselling/march-2019/a-pluralistic-approach-to-student-counselling/ [Accessed 21st December 2022]*
23.		Preparatory work Have a dialogue with your placement and supervisor about client suitability for different modalities and the case study and be prepared to obtain consent at the beginning of the client relationship as per BACP guidelines for ethical research

1.	Module code	
2.	Module title	Research dissertation
3.	Owning Programme	BSc (Hons) Counselling
4.	Core, Required or Required* for	Core
5.	Level	6
6.	UK credits	40
7.	ECTS credits	20
8.	Optional for	N/A
9.	Excluded combinations	N/A
10.	Pre-requisite or co-requisite	N/A
11.	Class contact time: total hours	120
12.	Independent study time: total hours	280
13.	Semester(s) of delivery	1,2,3
14.	Main campus location	UCW
15.	Module co-ordinator	Claire Plews
16.	Additional costs involved	None
17.	Brief description and aims of module This module will build on the *introduction and conducting research in counselling and psychotherapy* modules in year 1 and 2 and culminate in a research dissertation involving primary data collection and analysis. Initially, you will develop a coherent research proposal based on an area of interest within counselling practice and will select an appropriate research design that considers positionality and salient literature in the topic area. This module will also focus on how to plan and design a research project sensitively, within time parameters and considering ethical and practice-based issues. You will select suitable methods of data collection and will be introduced to appropriate data analysis and presentation of findings. UCW Counselling programme is keen to develop and foster an inspiring research community and students will be encouraged and supported to develop skills for presenting their research to peers and at academic conferences.	
18.	Outline syllabus This module will: - Enable you plan to a research project using primary data collection - Use primary data collection considering ethical research frameworks	

	- Enable you to select appropriate research design and analysis - Introduce presentation and dissemination of findings This module will focus on: - Quantitative and qualitative research methods - Systematic literature reviews - Reflective approaches in your research - Research questions and developing a coherent research proposal - Positionality and reflexivity in research - Data collection and analysis using where appropriate tools and software packages - Presentation and dissemination of findings
19.	Teaching and learning activities Most seminars are student-led teaching sessions which require your active contributions as you develop and implement your research idea. The module therefore requires consistent and effective time- and workload-management in your independent study. To understand the process of planning and developing a research project you also engage in hands-on research exercises regularly, which include student-led teaching and discussion sessions. The experiential learning experiences need to be supported by your independent reading, in particular the essential reading materials. The essential reading list will support you covering generic research topics. Whilst you are working on your own research area with its specific reading material, identified in preparation for the literature review, you will continue to seek specific literature relevant to your research interests. Discussing and defending your research ideas will become an essential part as the critical questioning is a necessary step in any research process. Your research will not take place in isolation, but in a continuous discussion with peers and tutors. Research supervision and ongoing support for your research project will be arranged with your research supervisor who is a member of the Counselling Programme Team. Within this module you will use the digital research skills and data analysis tools that you have developed throughout the programme You will be able to show your IT skills and digital literacy demonstrating core competences through this module.

20.	Intended learning outcomes *By successful completion of the module, you will be able to:*	*How assessed*
	• *Plan and design an appropriate research project relevant to the counselling sector in accordance with ethics, practice, systems and procedures of the discipline.*	S1, S2, F2, F3, F4, F5
	• *Demonstrate a systematic understanding of research design, positionality and research methods relevant to counselling and psychotherapy.*	S1, S2, F1, F2, F3, F4, F5
	• *Demonstrate the ability to use primary resources to critically evaluate arguments and concepts within the counselling sector.*	S1, S2, F2, F3, F5
	• *Demonstrate the ability to communicate information, ideas, and solutions within the field of counselling and psychotherapy.*	S1, S2, F2, F5
21.	Assessment and feedback *Formative exercises and tasks:* F1. Experiential research practice F2, Research proposal F3 Maintaining a Research diary F4. Discussions with peers in group tutorials F5. Research supervision	
	Summative assessments: S1. Dissertation (10000 words)	Weighting% 100%
22.	Learning resources *University Library print, electronic resources and Minerva:* • *Key texts* • *Bager-Charleston, S. (2014) Doing Practice Based Research in Therapy. A Reflective Approach. London: Sage.*	

- *Braun, V., and Clarke, V. (2021) Thematic Analysis: A Practical Guide. Los Angeles: SAGE.*
- *Braun, V,. and Clarke, V. (2013) Successful Qualitative Research: A Practical Guide for Beginners. London: SAGE.*
- *Cooper M. (2008) Essential Research in Counselling and Psychotherapy: The Facts are Friendly. London: Sage*
- *Denzin, N., and Lincoln, Y. (2011) The Sage Handbook of Qualitative Research. 4th ed. Thousand Oaks: Sage.*
- *Jacobson, D. and Mustafa, N. (2019) Social Identity Map: A Reflexivity Tool for Practicing Explicit Positionality in Critical Qualitative Research, International Journal of Qualitative Methods, 18. doi: 10.1177/1609406919870075.*
- *McLeod, J. (2022) Doing Research in Counselling and Psychotherapy. London: Sage Publications.*
- *Ponterotto, J. G. (2005) Qualitative Research in Counselling Psychology: A Primer on Research Paradigms and Philosophy of Science, Journal of Counselling Psychology, 52(2), pp. 126–136.*
- *Punch, K. (2016) Developing Effective Research Proposals. Third edition. Los Angeles: SAGE.*
- *Willig C. (2021) Introducing Qualitative Research in Psychology 4th ed. London: Sage Publications*

- *Key web-based and electronic resources*

- *BACP (2019) Ethical Guidelines for Research in the Counselling Professions. Available from bacp-ethical-guidelines-for-research-in-counselling-professions-feb19.pdf [Accessed 7th December 2022]*
- *BERA - Ethical Guidelines for Educational Research, fourth edition (2018) | BERA [Accessed 21st December 2022].*
- *BACP – Research Resources, Journals, Guidelines and other Publications. https://www.bacp.co.uk/events-and-resources/research/conference/ [Accessed 7th December 2022]*
- *Counselling and Psychotherapy Research – (BACP Research Journal) - https://onlinelibrary.wiley.com/journal/17461405 [Accessed 7th December 2022]*

23.	Preparatory work Have a clear idea of the area that you would like to research as well as an understanding of both BACP (2019) Ethical Guidelines for Research in the Counselling Professions. Available from bacp-ethical-guidelines-for-research-in-counselling-professions-feb19.pdf [Accessed 7th December 2022]

	BERA - Ethical Guidelines for Educational Research, fourth edition (2018) | BERA [Accessed 21st December 2022].

1.	Module code	
2.	Module title	Supervision and personal development - advanced
3.	Owning Programme	BSc (Hons) Counselling
4.	Core, Required or Required* for	Core
5.	Level	6			
6.	UK credits	20
7.	ECTS credits	10
8.	Optional for	N/A
9.	Excluded combinations	N/A
10.	Pre-requisite or co-requisite	N/A
11.	Class contact time: total hours	120
12.	Independent study time: total hours	280
13.	Semester(s) of delivery	1,2,3
14.	Main campus location	UCW
15.	Module co-ordinator	Claire Plews
16.	Additional costs involved	None
17.	Brief description and aims of module In this module you will further explore their professional and personal development and expand their capacity for self-awareness, self-reflection and challenge-responsiveness. You will have the opportunity to explore their developing professional competence and understand their counselling practice in placement. You will consider how to practice in an ethical and safe manner, how to make the most of supervision and how to take care of yourself as student counsellors. This final year of supervision and personal development group will also focus on student facilitation of both sessions to gain valuable workplace transferable skills. As in the first and second year, there are two distinct, but integrated, elements in this module: The weekly personal development group (PDG) encourages students to consider their own needs, development, and progress, as well as the contribution they make to the group, their habitual patterns of relating and how this group provides the most effective learning experience. Students participate in this process in the PDG with their peers under the facilitator's supervision. Weekly reflective journal writing should be used to record	

	student learning. Students will also take an active role in taking the role of facilitator as part of PDG. Weekly group supervision sessions focus primarily on reflecting on students' client work in placement. Through this, students learn how to present a client in supervision, how to make the most of the supervision space to improve client work, how to use supervision to support self-care and how to include different modes of knowing, such as embodiment, when reflecting on client work. Additionally, students will explore areas such as ethical practice, and working safely with risk, through supervision and will take an active role in the delivery of these sessions.
18.	Outline syllabus This module will: • Create a space for self-reflection and personal growth • Create a space for professional reflection where client work can be explored and counselling practice can be evaluated • Explore counselling practice in terms of ethics, safety and self-care • Explore the social and political aspects of counselling practice • Enable students to develop their group facilitation skills The module will focus on: • Exploring how group spaces can support self-development, professional development and the development of the group itself and the creation of dynamic and compassionate learning environment. • Exploring models of humanistic supervision, risk management and ethical decision making. • Exploring students' case work from student placements. • Recognising how the values, principles and personal moral qualities defined in the British Association for Counselling and Psychotherapy Ethical Framework inform and serve as the foundation for both PDG and supervision.
19.	Teaching and learning activities Learning in this module emphasises experiential and kinaesthetic approaches to learning, including creative exploration, role play of counselling practice and work that encourages self-discovery and creates a strong foundation for effective counselling practice. The focus of the learning process will be self-reflection and self-evaluation with support from tutors and peers. The teaching style will focus mainly on empathic facilitation for open and reflective sharing, discussion and supervision. Students are also encouraged to reflect on learning during their

	personal counselling/ psychotherapy and integrate learning from the personal development group. In order for learning to feel manageable and sensitive to the needs of students, the group will be divided into smaller groups for various elements of this module. There will be opportunities throughout the year for the whole group to mix together both in supervision and PDG. The personal development group leader also has responsibility as a personal tutor, who students can go to for pastoral support for a minimum of their assigned three tutorials a year (once a term) or more if needed.	
20.	Intended learning outcomes *By successful completion of the module, you will be able to :* • *Demonstrate a systematic understanding of the importance of the supervision process within counselling and psychotherapy* • *Apply self-awareness and demonstrate decision making in various settings and unpredictable contexts* • *Demonstrate a reflective and critical understanding of the limits of your knowledge and how this impacts your decision making and development needs within a structured and managed environment.*	*How assessed* S1, F1, F4 S1, F1, F2, F3, F4 S1, F1, F2, F3, F4
21.	Assessment and feedback *Formative exercises and tasks:* F1. Skills analysis F2. Group discussion F3. Group facilitation F4. Placement	
	Summative assessments: S1. Personal development plan (5000 words)	Weighting% 100%

22.	Learning resources
	University Library print, electronic resources and Minerva: ● *Key texts* ● *Bond, T. (2021) Standards & Ethics for Counselling in Action. 5th edition. London: Sage.* ● *Bor, R. and Watts, M. (2016) The Trainee Handbook: A Guide for Counselling and Psychotherapy Trainees. 4th ed. London: Sage.* ● *Borders, D & Brown, L. (2022) The new handbook of counselling supervision. Taylor & Francis LTD.* ● *Carroll, M. and Gilbert, M. (2005) On Being a Supervisee. Creating Learning Partnerships. London: Vukani Publishing.* ● *Johns, Hazel. (2012) Personal Development in Counsellor Training. 2nd ed. London: Sage.* ● *Finlay, L. (2019) Practical ethics in counselling and psychotherapy : a relational approach. Sage.* ● *McLeod, J. (2013) Introduction to counselling. 5th edition. OU Press.* ● *Proctor, G. (2017) The dynamics of power in counselling and psychotherapy: ethics, politics and practice. 2nd ed. PCCS Books.* ● *Rose, C. (2008) The Personal Development Group: The Students' Guide. London: Karnac.* ● *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.* ● *Wright, J. and Bolton G. (2012) Reflective Writing In Counselling and Psychotherapy. London: Sage* ● ● *Key web-based and electronic resources* ● ● *BACP (2018) Ethical framework for the counselling professions. https://www.bacp.co.uk/media/3103/bacp-ethical-framework-for-the-counselling-professions-2018.pdf*
23.	Preparatory work Familiarise self with Bond, T. (2021) Standards & Ethics for Counselling in Action. 5th edition. London: Sage