

FdSc Counselling

University Centre Weston

in partnership with

Bath Spa University

UCAS code: B940

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

Student Course Handbook

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# Introduction

## Welcome

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

## Purpose of Handbook

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

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

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

Ctrl+Click [here](file:///H:/My%20Documents/My%20Weston%20College/Weston%20HE/BSU%20Collaborative%20Provision/Counselling/BSU%20Counselling%20Degree_direct_course%20handbook%202015-16%20RIBFAC%20edit.docx#Contents) to return to the table of contents

# Course content

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

## Course Distinctiveness

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

To prepare you for professional practice in the 21st century we have developed a unique counselling programme. You study various counselling practice theories as well as relevant theories on neuroscience, trauma, attachment and mental health. Our programme is based on Carl Rogers original thoughts which were further developed by Dave Mearns and Brian Thorne and more recently Janet Tolan and Mick Cooper to find greater application in the 21st century. As you progress through the programme it integrates a number of humanistic counselling theories (e.g. Transactional Analysis, Gestalt Therapy and Existentialist Therapy) with its central focus on person-centred counselling practice. A strong foundation in person-centred counselling practice provides an excellent platform to integrate further theoretical orientations and feedback from one of our many counselling placement supervisors, states that “person-centred trained counsellors make the best CBT practitioners”.

**Digital Literacy**

## Professional Regulation

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

We have also adopted BACP’s Ethical Framework for the Counselling Profession (2018; [www.bacp.co.uk](http://www.bacp.co.uk)) and you are expected to familiarise yourself with the framework and apply it to your counselling practice and to a number of academic assessments.

We apply the framework as follows:

* 100 supervised 1:1 (and face-to-face) counselling hours in a counselling setting (this cannot include private practice settings and during the first year it needs to be a well-established team that has senior counsellors, who are able to support and if necessary mentor you);
* 25 hours can be with children and young people under the age of 18, but only if you have considerable experience of working with children and young people and only with the agreement of the programme coordinator (you are encouraged to check your knowledge and experience in working with children and young people against BACP’s competencies framework which is available on [www.bacp.co.uk](http://www.bacp.co.uk));
* Supervision needs to be attended fortnightly and a minimum of 1½ hrs per month; your supervisor should demonstrate considerable experience in the field of your counselling placement. You will enter into a formal contract with your supervisor regardless of the arrangement with your placement (e.g. placement may automatically provide an internal supervisor; or you can choose from a number of supervisors; or you may be asked to find your own supervisor); UCW vets the suitability of supervisors and requests a copy of their qualification, insurance cover, a recent CV and a supervision contract with students prior to the commencement of supervision;
* You can attend 2 placements at any one time, but should not work with more than 4 clients per week during your first year of studies;
* Case studies in year 1 and year 2 can only be with consent from adult clients and the placement supervisor’s confirmation of the consent.

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

## Career progression

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

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

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

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

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Figure 1: Framework for Higher Education Qualifications

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

Each programme has an identified link tutor from its validating partner University whose role it is to support the UCW team and students. The link tutor will attend Student Staff Liaison Committee and Programme Team meetings to engage with staff and students, and they will moderate samples of all assignments to ensure that academic standards are met and maintained. We have a strong and long-standing working relationship with our link tutor at Bath Spa University. His rigorous scrutiny of programme documentations, assessment schedules and students assignments have contributed to the development of an excellent, high quality professional programme that is unique in the UK.

The link tutor for your programme is Dr Robert Irwin:

|  |  |  |
| --- | --- | --- |
| Name | Email | Tel |
| Dr Robert Irwin | [r.irwin@bathspa.ac.uk](mailto:r.irwin@bathspa.ac.uk) | 01225 876539 |

## Course Structure

### Full-time Route

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

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

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

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

### Year One

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

### Year Two

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

### Part-time Route

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

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

### Year One

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

### Year Two

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

### Year Three

|  |  |  |  |
| --- | --- | --- | --- |
| **Level** | **Title** | **Credits** | **Code** |
| **5** | The Reflective Practitioner | **40** | **PS5502** |
| **5** | Mental Well-being: Theory, Practice and Research | **40** | **PS5503** |

**If you are using the electronic version please click on the module title for the full module descriptors for each unit.**

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

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# Course Aims

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

**This programme is designed to give you the opportunity to:**

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

**What will you learn?**

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

**Subject-Based Practical skills**

**Your practical skills will show how you have:**

* Applied multiple perspectives to counselling issues, recognising that counselling involves a range of research methods, theories, evidences and applications.
* Applied counselling skills effectively and ethically adhering to the BACP Ethical Framework.
* Accessed supervision with reflectivity and reflexivity to enhance your counselling practice.
* Identified and evaluated general patterns in behaviour, psychological functioning and experience applying a life-span perspective.
* Presented and evaluated case studies from your placement practice.
* Employed evidence-based reasoning to your counselling practice.
* Examined practical, theoretical and ethical issues associated with the use of different research methodologies, paradigms and methods of analysis in counselling.
* Practiced as a mature and reflective counsellor with a professional attitude towards counselling work.

**Knowledge**

**You will achieve knowledge and understanding of:**

* Differences and similarities of counselling approaches.
* Different theories and approaches to change and decision-making processes.
* The critical and analytical response to both theory and practice.
* Team-work and group dynamics.
* Consequences of life events on healthy development and change.
* Your own limitations and aspirations in your counselling practice.
* Common ethical issues in counselling practice and how to resolve them.
* The regulatory and legislative frameworks in conjunction with counselling practice (e.g. BACP ethical framework; Mental Health Act; Data Protection Act; Equality Act).
* The implicit and explicit aspects of yourself and others relevant in a counselling relationship.
* The impact of yourself on others, in particular in the context of counselling practice.
* The theory and principles of research relevant to your counselling practice.

**Thinking skills**

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

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

**Skills for life and work (general skills)**

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

### Key Skills and Personal Development Planning

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

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

**IT:** The ability to make effective use of information technology (IT) is an essential skill. Examples of IT skills that will be supported and developed by using Moodle, our online virtual learning environment, word processing and appropriate digital software packages including PowerPoint. You will find that in addition to the facilities offered by the programme team, there are a range of 'open access' IT resources offered within the College and by Library Plus and Information Services.

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

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

**Transferable skills – will enable you to:**

* Communicate ideas, core theories, arguments and analyses effectively in speech and writing to multi-professional audiences.
* Communicate to a variety of audiences using media tools as appropriate.
* Critically analyse information and evidence from a variety of sources.
* Use ICT to support your own development and the counselling placement.
* Work as a member of a team.
* Present your work to various audiences.
* Solve theoretical and practical problems that have occurred, or are likely to occur when working as a counsellor.
* Reflect on, evaluate and improve your own practice.
* Participate and engage in professional development activities as appropriate.
* Work towards your registration with BACP.

## 

## Assessment

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

**Fitness to practise**

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

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

These questions could include: any concerns about your practise; academic performance; conduct inside or outside of UCW or any issues raised by University staff, other students, health professionals, placement providers or service users. If a concern arose we would make you aware of it and deal with the matter appropriately under the UCW’s Fitness to Practice policy and procedure. Any professional suitability concerns could result in your placement being informed that you are not fit to practice or to withholding the qualification enabling you to be a professional counsellor.

### Anonymity and Confidentiality of Clients and Placement Settings

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

## Assessment scheme

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

### Formative and Summative Assessment

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

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

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Type/Module** | Personal and Professional Development Part 1 | Core Theory and Contemporary Practice | Life Events, Development and Change | Personal and Professional Development Part 2 | The Reflective Practitioner | Mental Well-Being: Theory, Practice and Research |
| **PS4501** | **PS4502** | **PS4503** | **PS5501** | **PS5502** | **PS5503** |
| *Indicative – Summative* | | | | | | |
| Tutor-marked individual assignments including case studies, case reviews and reflective work | ✓ | ✓ |  | ✓ | ✓ | ✓ |
| Tutor-marked individual assignments including book reviews, literature reviews and essays | ✓ | ✓ | ✓ |  | ✓ | ✓ |
| Tutor-marked individual assignments including presentations | ✓ |  | ✓ |  |  |  |
| Work-based assessment including practice evaluation, placement reports and supervision reports | ✓ | ✓ |  | ✓ |  |  |
| Group presentations including peer interviews, powerpoint presentations |  |  | ✓ |  |  | ✓ |
| *Indicative – Formative* | | | | | | |
| Rough drafts and mini assignments | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Development work and research ideas | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

## Progressing onto Honours Degree

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

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

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

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# Learning Environment

## Learning and Teaching Methods

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

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

A variety of learning methods will be used, which might include:

* Seminars – some will be student-lecturer co-created
* Student presentations (individual and group) in class and online
* Case studies
* Experiential learning – this includes online learning environments
* Reflective learning – this includes your weekly online journal
* Skills practice
* Group work and group discussions in class and online
* Workshops
* Visiting speakers/expert practitioners will be used during the programme; we have arranged at least one guest speaker for each module.
* Residential weekend
* Fieldwork – placement and other training
* Lectures
* Information and communications technology (ICT) based activities

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

## Work-based Learning

Practicing counselling in a placement under clinical supervision is one of the essential parts of this programme. All modular content has relevance to clinical practice and the integration of theory, practice and research in counselling and psychological therapies when you are in work-based settings. During work-based learning you acquire counselling competencies and an increasing proficiency. Regardless of where you are in your programme, you are expected to show a professional aptitude and attitude required by the professional standards for counselling and psychological therapies. Work-based learning defines the first steps in your professional career as you progress towards becoming a registered member with the British Association for Counselling and Psychotherapy (BACP).

You need to complete a minimum of **100, one to one counselling hours** and we encourage students to practice in at least two different settings during their training (these could be consecutive). Your placement sessions are accompanied by fortnightly supervision sessions that amount to a minimum of **1½ hours supervision per month** whilst you are studying. This is a requirement by BACP and you are responsible to ensure that you are meeting this requirement. In most cases your placement provider meets this supervisory requirement without any extra costs to you. In some circumstances, you may need to find your own supervisor for which there could be a charge. Please ensure that you are aware of the arrangements prior to starting with your placement provider. We strongly recommend that you have met with your supervisor prior to starting client work.

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

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

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

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

Please note:

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

## Digital Facilities and Platforms

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

**Online course materials**

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

Office365 is free to download for students from [www.office.com](http://www.office.com)

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

**Remember, the Office365 applications are free for students,** so don’t click on the “Buy Office365” button by mistake.

## Residential Weekend

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

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

## Personal Development Group

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

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

In your PDG you develop increasing self-awareness and compassionate self-care, process experiences and transfer skills into the counselling space with clients. At times this might be a very challenging experience that requires additional tutorial support from your personal tutor and possibly personal counselling/psychotherapy.

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

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

## Personal Counselling

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

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

## Group Supervision

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

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

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# How Quality is assured

## Quality monitoring and evaluation

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

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

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

### How we monitor the quality of this programme

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

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

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

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

### The role of the Programme Committee

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

## External examiners

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

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

The external examiner for your programme:

|  |  |  |
| --- | --- | --- |
| Name (including prefix e.g. Dr.) | Role in institution | Name of institution |
| Dr. Tina Alwyn | Reader | Cardiff Metropolitan University |

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

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

## External references

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

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

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# Module Descriptors

**Module PS4501-40**

|  |  |  |
| --- | --- | --- |
| Code | PS4501-40 | |
| Title | **Personal and Professional Development Part 1** | |
| Subject area | Counselling | |
| Pathway | Foundation Degree | |
| Level | 4 | |
| Credits | 40 | |
| Contact time | 135 hrs | |
| Core/Optional | Core | |
| Module Co-ordinator | Steve Heigham | |
| Description & Aims | | |
| This module is designed to provide opportunities to develop self-awareness and professional competencies by exploring different positions the developing counsellor can take in their practice. Key practice elements, such as reflectivity, responsiveness to challenge, commitment to continuing professional and personal development in the context of students’ counselling practice in placement are explored and practiced. Professional counsellors embed their counselling practice into ethical principles and legal requirements to guarantee application of safe practice, professional attitude and attributes and the active involvement in the supervision process.  Two distinct, but integrated elements form this module.  Firstly, the personal development group (PDG) where you reflect on your own needs, progress and development – this could cover personal and professional aspects. It follows humanistic counselling ideas and students are encouraged to take responsibility for how this group provides most effective learning experiences. As therapeutic change is mediated by the therapeutic relationship of two or more people, each participant in this relationship will contribute as an active ingredient to the forming and developing of this relationship. In the PDG students experience this process with their peers and the facilitator.  The student-led group is facilitated by a counsellor. Your learning is captured in weekly reflective journal writing which contribute to the quality of your assignments.  Secondly, students attend weekly group supervision that initially introduces theoretical concepts of supervision relevant to humanistic counselling practice, and later in the year focuses on reflective practice to which students bring case material from their placements.  How does self-reflection inform our counselling practice? What do we gain from the process of self-reflection? How does the counsellor transfer insight from self-reflection back into the counselling space? Students will debate potential answers in the context of supervision models. Students explore the challenges of receiving and giving critical and constructive feedback that enhances professional and personal growth. Self-reflection in supervision and personal counselling/ psychotherapy contributes to the evaluation of the effectiveness of the students’ counselling practice.  Both elements share the same values, principles and personal moral qualities outlined in the ethical framework by the British Association for Counselling and Psychotherapy (BACP). | | |
| Outline Syllabus & Teaching & Learning Methods | | |
| Students’ learning in this module emphasises experiential and kinaesthetic approaches to learning, including creative exploration, role play of counselling practice and art 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.  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. | | |
| Intended Learning Outcomes | | How assessed |
| * Reflect and work on personal issues that resonate with client work | | Reflective summary |
| * Use self-awareness to enhance personal and professional development (e.g. therapeutic relationship and counselling process) | | Reflective Summary |
| * Demonstrate knowledge and understanding of ethical and legal commitments in counselling practice | | Essay |
| * Apply counselling theory to understand self and others | | Book Review |
| * Actively access clinical supervision to maintain and develop safe and informed counselling practice | | Reflective summary |
| * Demonstrate professional attitudes and attributes for counselling practice | | Presentation |
| Assessment Scheme | | Weighting % |
| *Formative:*   * Contribution to discussion * Development of ideas * Reflective approach to personal and clinical challenges * Case presentations in supervision * Reflective journal * Learning from Placement Supervision * Learning from Personal Counselling * Group and individual tutorials | |  |
| *Summative:* | |  |
| 1. Presentation for Placement and 1,000 word Evaluation | | 20% |
| 1. 2,000 word Essay (Ethical Principles and Safe Practice) | | 20% |
| 1. 2,000 word Book Review | | 20% |
| 1. 3,000 Reflective Summary of Personal and Professional Development | | 40% |
| 1. Placement Report | | Pass/Fail |
| 1. Supervisor Report | | Pass/Fail |
| *Generic transferable key skills*   * Problem solving: placement, PDG, supervision and workshops. * Analysis and Research: journals, notebooks and reviews. All preparatory works both written and practical. * IT: internet research, word processing, e-mail, digital recordings. * Numeric: business planning and management. * Communication: basic literacy through written work, oral engagement in tutorials and group discussions, seminars and critiques. Visual presentations. * Planning and time management: meeting deadlines for assessments and placement commitments. * Reflection and evaluation: self and peer group assessment, reflective journals and business planning. * Team work: collaboration in group workshops, and skills based presentations. | |  |
| Reading Lists/Key Texts & Websites | | |
| **Essential Reading**   * BACP (2018) Ethical Framework. <http://www.bacp.co.uk/ethical_framework/> * Bond, T. (2009) *Standards & Ethics for Counselling in Action*. 3rd edition. London: Sage. * Bor, R. and Watts, M. (2011) *The Trainee Handbook: A Guide for Counselling and Psychotherapy Trainees.* 3rd edition. London: Sage. * Carroll, M. and Gilbert, M. (2005) On Being a Supervisee. Creating Learning Partnerships. London: Vukani Publishing. * 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.   **Suggested Reading**   * Axline, V.M. (1990) *Dibs in Search of Self. Personality Development in Play Therapy.* New edition. London: Penguin. * Cooper, M. (2003) *Existential Therapies.* London: Sage. * Germer, C. K. (2009) *The Mindful Path to Self-Compassion: Freeing Yourself from Distractive Thoughts and Emotions.* London: Guilford Press. * Hawkins, P. and Shohet, R. (2007) *Supervision in the Helping Professions (Supervision in Context*). 3rd edition. Buckingham: Open University Press. * Hayes, S.C. (2005) *Get out of your mind and into your life: the new acceptance and commitment therapy*. Oakland, CA: New Harbinger Publications. * House, R. and Bates, Y. *eds.* (2004). *Ethically Challenged Professions: Enabling Innovation and Diversity in Psychotherapy and Counselling.* Ross-on-Wye: PCCS Books. * Kraemer, K. (2001) *Martin Buber’s “I and Thou”: Practicing Living Dialogue*. Paulist Press International. * Mitchells, B. and Bond, T. (2011) *Legal Issues Across Counselling & Psychotherapy Settings: A Guide for Practice (Legal Resources Counsellors & Psychotherapists).* London: Sage. * Ooijen, E. Van (2003) *Clinical Supervision Made Easy: The 3-step Method.* London: Churchill Livingstone. * Proctor, G. (2002) *The dynamics of power in counselling and psychotherapy: ethics, politics and practice*. Ross-on-Wye: PCCS Books. * Rogers, C. (1951) *Client-Centred Therapy*. Boston, MA: Houghton-Mifflin. * Rogers, C. (1961) *On Becoming a Person*. Boston, MA: Houghton-Mifflin. * Rothschild, B. (2006) *Help for the Helper: The Psychophysiology of Compassion Fatigue and Vicarious Trauma*. London: Norton Professional Books. * William, M. And Penman, D. (2011) *Mindfulness: A practical guide to finding peace in a frantic world.* London: Piatkus. * Yalom, I.D. (2013) *Love’s executioner.* London: Penguin.   [www.psychotherapyarena.com](http://www.psychotherapyarena.com)  [www.ta-tutor.com](http://www.ta-tutor.com)  [www.bacp.co.uk](http://www.bacp.co.uk) | | |
| Learning Resources | | |
| * Workshops * Library Plus * Moodle VLE * Residential retreat | | |

**Module PS4502-40**

|  |  |  |
| --- | --- | --- |
| Code | PS4502-40 | |
| Title | **Core Theory and Contemporary Practice** | |
| Subject area | Counselling | |
| Pathway | Foundation Degree | |
| Level | 4 | |
| Credits | 40 | |
| Contact time | 135 hours | |
| Core/Optional | Core | |
| Module Co-ordinator | Wendy Griffith | |
| Description & Aims | | |
| This module introduces students to the integration of theory, practice and research of core humanistic counselling theories. A major component is person-centred counselling skills practice and how practice needs to be informed by theory and research. Theoretically we focus on humanistic models in Counselling and Psychological Therapies and students enter into contemporary debates on pluralism, eclecticism and integration of models referring to most recent research findings. Towards the end of year 1, students begin to articulate their own core counselling approach.  The module also emphasises the importance of outcome measures and evaluation of effectiveness to enhance students understanding of evidence-based practice and practice-based evidence.  In the context of counselling practice students explore the role of contracts, review, evaluation and process in the client work. Initially in role-play and later in client work, students develop and practice counselling skills and become proficient in the common factors that enhance positive outcome and change.  Students take a closer look at the counselling relationship. This includes developing awareness of the spoken and unspoken agenda of the client, power balance and imbalance in the counselling relationship and the impact of culture on the counselling process. Students accumulate skills and understanding to work with relational depth with their clients.  They are expected to actively contribute to the module and provide case studies for group discussions. | | |
| Outline Syllabus & Teaching & Learning Methods | | |
| The module balances learning by doing and lecture/seminar-type sessions. Initially, most learning takes place in role-play counselling practice and reflective observation supported by peers and tutor. The practice is then interspersed with lectures and seminars on humanistic counselling approaches followed by critical debates on contemporary issues. Students are encouraged to maintain independent study groups for further reading and research. In addition, students learning will be informed by placement experiences.   * Counselling skills practice * Placement practice and supervision * Lecturers – seminars * Workshops * Group tutorials/individual tutorials * Independent study | | |
| Intended Learning Outcomes | | How assessed |
| * Establish and maintain professional boundaries in the context of humanistic counselling practice | | Practice Evaluation |
| * Demonstrate proficiency in person-centred counselling skills | | Practice Evaluation |
| * Evaluate humanistic counselling skills and the impact on the therapeutic relationship (assessment, beginning, middle and ending) | | Case Study/Practice Evaluation |
| * Identify and work with the client’s agenda | | Case Study/Practice Evaluation |
| * Demonstrate awareness of the client’s spoken and unspoken agenda in the context of the counselling alliance | | Case Study |
| * Demonstrate awareness of your own limitations and counselling proficiency | | Case Study |
| * Compare and contrast contemporary humanistic counselling approaches | | Essay |
| * Critically reflect on the significance of the counselling relationship | | Essay |
| * Develop and articulate a rationale for your humanistic counselling practice | | Case Study |
| * Understand the relevance of outcome measures in counselling practice | | Case Study |
| Assessment Scheme | | Weighting % |
| *Formative:*   * Counselling skills practice * Peer and tutor observations * Reflective approach to personal and clinical challenges * Reflective journal * Learning from Placement Supervision * Learning from Personal Counselling * Group and individual tutorials | |  |
| *Summative:* | |  |
| 1. 2,500 word Essay | | 25% |
| 1. 2,500 word Counselling Skills Evaluation (based on recording) | | 35% |
| 1. 3,000 word Case Study | | 40 % |
| *Generic transferable key skills*   * Problem solving: placement, PDG, supervision and workshops. * Analysis and Research: journals, notebooks and reviews. All preparatory works both written and practical. * IT: internet research, word processing, e-mail, digital recordings. * Numeric: business planning and management. * Communication: basic literacy through written work, oral engagement in tutorials and group discussions, seminars and critiques. Visual presentations. * Planning and time management: meeting deadlines for assessments and placement commitments. * Reflection and evaluation: self and peer group assessment, reflective journals and business planning. * Team work: collaboration in group workshops, and skills based presentations. | |  |
| Reading Lists/Key Texts & Websites | | |
| Essential Reading   * BACP (2018) Ethical Framework. <http://www.bacp.co.uk/ethical_framework/> * Bor, R. and Watts, M. (2011) *The Trainee Handbook: A Guide for Counselling and Psychotherapy Trainees.* 3rd edition. London: Sage. * Cooper, M. and McLeod, J. (2011) *Pluralistic Counselling and Psychotherapy.* London: Sage. * Luca, M. (2004) *The Therapeutic Frame in the Clinical Context: Integrative Perspectives*. London: Brunner-Routledge. * Rogers, C.R. (1957) The necessary and sufficient conditions of therapeutic personality change. *Journal of Consulting Psychology,* 21, (2), 95-103. * Tolan, J. (2003) *Skills in Person-Centred Counselling and Psychotherapy*. London: Sage. * Wosket, V. (1999) *The Therapeutic Use of Self. Counselling Practice, Research and Supervision*. London: Routledge.   Suggested Reading   * Cohn, H.W. (1997) *Existential thought and therapeutic practice: an introduction to existential psychotherapy* [eBook (DawsonEra)] * Cowan, E. (2004) *Ariadne’s Thread: Case Studies in the Therapeutic Relationship.* NY: Clarion Books. * Faris, A. and Ooijen, E. Van (2011) *Integrative Counselling & Psychotherapy: A Relational Approach.* London: Sage. * Flaskas, C., Mason, B., Perlesz, A. (2004) [*The Space Between: Experience, Context and the Process in the Therapeutic Relationship (Systemic Thinking & Practice)*](http://www.amazon.co.uk/Space-Between-Experience-Therapeutic-Relationship/dp/1855753650/sr=1-3/qid=1171536018/ref=sr_1_3/026-6111253-6102809?ie=UTF8&s=books)*.* London: Karnac. * Hayes, S.C. (2005) *Get Out of Your Mind & Into Your Life. The New Acceptance and Commitment Therapy*. Oakland, CA: New Harbinger Publications. * Joyce, P. and Sills, C. (2009) Skills in Gestalt Counselling and Psychotherapy. 2nd edition. London: Sage. * Kahn, M. (1997) *Between Therapist and Client: The New Relationship.* Rev edition. NY: Owl Books. * Kearns, A. (2005) *The Seven Deadly Sins: Issues in Clinical Practice and Supervision for Humanistic and Integrative Practitioners.* London: Karnac. * Lapworth, P. and Sills, C. (2009) *Integration in Counselling and Psychotherapy.* 2nd edition. London: Sage. * Levine, P. (1997) *Waking the Tiger: Healing Trauma - The Innate Capacity to Transform Overwhelming Experiences.* US: North Atlantic Books * McLeod, J. (2003) *An Introduction to Counselling.* 3rd edition. Buckingham: Open University Press. * Mearns, D. (2002) Further theoretical propositions in regard to self theory within person-centered therapy. *Person-Centered and Experiential Psychotherapies,* 1, (1-2), 14-27. * Mearns, D. and Thorne, B. (2007) *Person-centred Counselling in Action (Counselling in Action Series)*, 3rd edition. London: Sage. * Merry, T. (2002) *Learning and Being in Person-Centred Counselling*. Ross-on-Wye: PCCS Books. * Shaw, R. (2003) *The Embodied Psychotherapist. The Therapist’s Body Story.* London: Routledge. * Spandler, H. and Stickley, T. (2011) No hope without compassion: the importance of compassion in recovery-focused mental health services. *Journal of Mental Health,* 20, (6), 555-566. * Watzlawick, P., Weakland, J., & Fish, R. (1974) *Change: Principles of problem resolution and problem formation.* New York: Norton.   [www.counselingsources.com](http://www.counselingsources.com)  [www.coreims.co.uk](http://www.coreims.co.uk)  [www.ta-tutor.com](http://www.ta-tutor.com)  [www.bacp.co.uk](http://www.bacp.co.uk) | | |
| Learning Resources | | |
| * Workshops * Video recordings * Library Plus * Moodle VLE * Residential retreat | | |

**Module PS4503-40**

|  |  |  |
| --- | --- | --- |
| Code | PS4503-40 | |
| Title | **Life Events, Development and Change** | |
| Subject area | Counselling | |
| Pathway | Foundation Degree | |
| Level | 4 | |
| Credits | 40 | |
| Contact time | 135 hours | |
| Core/Optional | Core | |
| Module Co-ordinator | Claire Plews | |
| Description & Aims | | |
| This module emphasises on a number of theories that introduce students to developmental perspectives and how life experiences shape the brain and consequently ‘steer’ emotional expression, behaviours, perceptions and other cognitive processes into ‘fixed’ patterns of communicating and relating to oneself, others and the environment. Students will explore individual differences and the diversity of people who we may encounter in client work, and how these diverse clients may benefit from a range of humanistic counselling techniques.  Key areas such as traumatic life experiences, opportunities to form stable attachments, responses to stress, loss and grief are addressed during the course of the module to develop knowledge, understanding and confidence to widening access to counselling provision and equal opportunities.  Students are encouraged to take a comparative approach and familiarise themselves with current theoretical and practical streams of counselling practice. | | |
| Outline Syllabus & Teaching & Learning Methods | | |
| Theoretical content is delivered in series of lectures and seminars with expert input including documentaries and other Video/DVD material. Students’ learning is also based on peer presentations and experiential work, such as role play and other creative forms that encourage integration between theory and practice as well as critical self-reflection. Students are encouraged to maintain independent study groups for further reading and research. In addition, students learning will be informed by placement experiences. | | |
| Intended Learning Outcomes | | How assessed |
| * Understand basic principles of neuropsychology in the context of counselling theory and practice | | Essay |
| * Critically evaluate life experiences and their impact on emotional expression, behaviours and cognitive process | | Essay |
| * Understand models of stress | | Presentation/Literature Review/Interview |
| * Understand models of trauma and its impact on development across the life-span | | Presentation/Literature Review/Interview |
| * Compare and contrast models of loss and grief | | Presentation/Literature Review/Interview |
| * Critically evaluate the impact of theory on counselling practice | | Presentation/Literature Review/Interview |
| Assessment Scheme | | Weighting % |
| *Formative:*   * Group discussions * Presentations * Group and individual tutorials | |  |
| *Summative:* | |  |
| 1. Presentation of rational for literature review | | 10% |
| 1. 3,000 word Essay | | 30% |
| 1. Interactive Interview with peer (recorded) | | 20% |
| 1. 4,000 word Literature Review | | 40% |
| Reading Lists/Key Texts & Websites | | |
| Essential Reading   * Boland, A., Cherry, M.G. and Dickson, R. (eds.) (2014) *Doing a Systematic Review. A Student’s Guide*. London: Sage. * Bowlby, J. (1988) *A secure base*. London: Routledge. * Gerhardt, S. (2004) *Why love matters: How Affection Shapes a Baby’s Brain*. London: Routledge. * Palmer, S. and Milner, P. (1998) *Integrative Stress Counselling: A Humanistic Problem-Focused Approach*. London: Sage. * Rothschild, B. (2000) *The Body Remembers. The Psychophysiology of Trauma and Trauma Treatment*. London: Norton Professional Books * Worden, W. (2009) *Grief Counselling and Grief Therapy.* 4th edition. London: Routledge.   Suggested Reading   * Board, R. de (1997) *Counselling for Toads. A Psychological Adventure.* London: Routledge. * Boss, P. (2006) *Loss, Trauma and Resilience. Therapeutic Work with Ambiguous Loss*. London: Professional Norton Books * Cottis, T. (2008) *Intellectual Disability, Trauma and Psychotherapy.* London: Routledge. * D’Ardenne, P. (1989) *Transcultural Counselling in Action*. London: Sage. * Damasio, A. (2000) *The Feeling Of What Happens: Body, Emotion and the Making of Consciousness*. London: Vintage. * Davies, D. and Neal, C. *eds.* (2000) *Therapeutic Perspectives on Working with Lesbian, Gay and Bisexual Clients.* Buckingham: Open University Press. * Gilbert, P. (2010) *The Compassionate Mind.* London: Constable. * Greenberger, D. and Padesky, C.A. (1995) *Mind over Mood. Change How You Feel by Changing the Way You Think*. NY: The Guilford Press. * Joshi, V. (2005) *Stress – From Burn-Out to Balance*. London: Sage Publications. * Lendrum, S. and Syme, G. (1992) *Gift of Tears: A Practical Approach to Loss and Bereavement Counselling.* London: Routledge. * Levine, P. (1997) *Waking the Tiger: Healing Trauma – The Innate Capacity to Transform Overwhelming Experiences*. Berkley, CA: North Atlantic Books. * Metzinger, T. (2010) *The Ego Tunnel: The Science of the Mind and the Myth of the Self.* London: Basic Books. * Palmer, S. and Dryden, W. *eds.* (1996) *Stress Management and Counselling: Theory, Practice, Research and Methodology.* London: Cassell. * Sanderson, C. (2006) *Counselling Adult Survivors of Sexual Abuse.* 3rd revised edition. *London*: Jessica Kingsley. * Sugarman, L. (2001) *Life-Span Development. Frameworks, Accounts and Strategies.* 2nd edition. London: Psychology Press. * Wilkinson, M. (2006) *Coming into Mind. The mind-brain relationship. A Jungian clinical perspective.* London: Routledge. | | |
| Learning Resources | | |
| * Training DVDs * Workshops * Coursework * Placement * Library Plus * Moodle VLE | | |

**Module PS5501-40**

|  |  |  |
| --- | --- | --- |
| Code | PS5501-40 | |
| Title | **Personal and Professional Development Part 2** | |
| Subject area | Counselling | |
| Pathway | Foundation Degree | |
| Level | 5 | |
| Credits | 40 | |
| Contact time | 135 | |
| Pre-requisites | Modules: PS4501, PS4502, PS4503 | |
| Core/Optional | Core | |
| Module Co-ordinator | Wendy Griffith | |
| Description & Aims | | |
| This module continues with and builds on reflective process that students accessed during Part 1 (PS4501-40). Students actively engage in their increasing self-awareness and professional competencies.  Reflectivity, responsiveness to challenge, commitment to continuing professional and personal development in the context of students’ counselling practice in placement remain essential components of this module.  In both areas, personal and professional developments, students are expected to demonstrate insight and willingness to explore challenges openly and non-defensively and if necessary access personal counselling.  There will be a continued commitment to humanistic counselling practice in the PDG and group supervision. As therapeutic change is mediated by the therapeutic relationship of two or more people, each participant in this relationship will contribute as an active ingredient to the forming and developing of this relationship. In the PDG students experience this process with their peers and the facilitator.  The student-led group continues to be facilitated by a counsellor, however with more emphasis on students’ responsibility to contribute to the process with minimal prompts. Your learning is captured in weekly reflective journal writing which contribute to the quality of your assignments.  Students continue to attend weekly group supervision and students facilitate the group session with their own case material from their placements. Students explore the challenges of receiving and giving critical and constructive feedback that enhances professional and personal growth. During this module students tackle the more complex issues that arise out of the counselling relationship and develop skills to manage these effectively by remaining user-centred and self-reflective throughout. More focus will be on the arising dynamics in the longer-term counselling process and how these dynamics can be contained safely within safe boundaries. This process includes the application of professional reviews with the client, the application of appropriate language and the professional facilitation of the client’s enhanced understanding of self and the counselling process. Students are also introduced to counselling groups and how to work with group dynamics effectively.  Self-reflection in supervision and personal counselling/psychotherapy continues to contribute to the evaluation of the effectiveness of the students’ counselling practice.  Both elements share the same values, principles and personal moral qualities outlined in the ethical framework by the British Association for Counselling and Psychotherapy (BACP). | | |
| Outline Syllabus & Teaching & Learning Methods | | |
| Students’ learning is informed by experiential learning in the PDG and by placement experiences with a range of organisations. Students are encouraged to critically reflect on self and others and manage their responses professionally. Further, learning will be informed by personal counselling/psychotherapy and personal supervision. The teaching style is mainly informed by the process of facilitation.   * Reflective Practice in PDG and Group Supervision * Presentations in Group Supervision * Placement supervision * Individual tutorials * Independent study * Residential retreat weekend | | |
| Intended Learning Outcomes | | How assessed |
| * Demonstrate an in-depth understanding and management of personal responses to people and the working environment | | Analytical Summary |
| * Demonstrate self-awareness about relational patterns expressed in different environments | | Analytical Summary |
| * Demonstrate awareness of relational patterns and their impact on counselling practice | | Analytical Summary |
| * Demonstrate proficiency in receiving and giving constructive feedback | | Placement Portfolio |
| * Demonstrate proficiency in ethical practice | | Placement Portfolio |
| * Demonstrate responsible self-care as a proficient counsellor | | Placement Portfolio |
| * Demonstrate analytical and reflective application of skills in the context of theoretical frameworks | | Placement Portfolio |
| * Demonstrate professional attitude and attributes in placement settings | | Placement Portfolio |
| * Demonstrate competent contributions in a multi-disciplinary team | | Placement Portfolio |
| Assessment Scheme | | Weighting % |
| *Formative:*   * Contribution to discussion * Development of ideas * Reflective approach to personal and clinical challenges * Case presentations in supervision * Reflective journal * Learning from Placement Supervision * Learning from Personal Counselling * Group and individual tutorials | |  |
| *Summative:* | |  |
| 1. 3,000 word Analytical Summary of Personal Development and Professional Proficiency (incl peer and tutor feedback) | | 40% |
| 1. Placement Portfolio:  * 3,000 word Critical Evaluation * Shared Placement Report * Shared Supervision Report * 100 hrs supervised Counselling Hours log | | 60% |
| *Generic transferable key skills*   * Problem solving: placement, PDG, supervision and workshops. * Analysis and Research: journals, notebooks and reviews. All preparatory works both written and practical. * IT: internet research, word processing, e-mail, digital recordings. * Numeric: business planning and management. * Communication: basic literacy through written work, oral engagement in tutorials and group discussions, seminars and critiques. Visual presentations. * Planning and time management: meeting deadlines for assessments and placement commitments. * Reflection and evaluation: self and peer group assessment, reflective journals and business planning.   Team work: collaboration in group workshops, and skills based presentations. | |  |
| Reading Lists/Key Texts & Websites | | |
| Essential Reading:   * BACP (2018) Ethical Framework. <http://www.bacp.co.uk/ethical_framework/> * Budd, S. and Sharma, U. *eds.* (1994) *The Healing Bond: Patient-Practitioner Relationship and the Therapeutic Responsibility*. London: Routledge * Casement, P. (1985) *On Learning from the Patient*. London: Routledge. * Clarkson, P. and Wilson, S. (2003) *The Therapeutic Relationship*. 2nd revised edition. London: Whurr Publishers.   Suggested Reading:   * Bryan-Jeffries, R. (2005) *Person-Centred Counselling Supervision: Personal and Professional*. Oxford: Radcliffe Publishing. * Cowan, E. (2004) *Ariadne’s Thread: Case Studies in the Therapeutic Relationship.* NY: Clarion Books. * Crouch, A. (2000) [*Inside Counselling: Becoming and Being a Professional Counsellor*](http://www.amazon.co.uk/Inside-Counselling-Becoming-Professional-Counsellor/dp/0803975295/sr=1-9/qid=1171540731/ref=sr_1_9/026-6111253-6102809?ie=UTF8&s=books). London: Sage. * Gentlin, E.T. (2003) *Focusing: How To Open Up Your Deeper Feelings and Intuition.* NY: Bantam Book. * Joseph, S. and Worsley, R. (2005) *Person-Centred Psychopathology: A Positive Psychology of Mental Health.* Ross-on-Wye: PCCS Books. * Kearns, A. (2005) *The Seven Deadly Sins: Issues in Clinical Practice and Supervision for Humanistic and Integrative Practitioners.* London: Karnac Books. * Mearns, D. and Copper, M. (2005) *Working at Relational Depth in Counselling and Psychotherapy.* London: Sage. * Levitt, E. B. *ed.* (2005) *Embracing Nondirectivity: Reassessing Person-centred Theory and Practice in the 21st Century*. Ross-on-Wye: PCCS Books. * O’Brien, M. and Houston, G. (2007) *Integrative Therapy: A Practitioner’s Guide*. 2nd edition. London: Sage. * Page, S. (1999) [*The Shadow and the Counsellor: Working with the Darker Aspects of the Person, the Role and the Profession*](http://www.amazon.co.uk/Shadow-Counsellor-Working-Aspects-Profession/dp/0415131456/sr=1-16/qid=1171540905/ref=sr_1_16/026-6111253-6102809?ie=UTF8&s=books). London: Routledge. * 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. * Totton, N. (2010) *The Problem with Humanistic Therapies*. London Karnac Books. * Tudor, K. and Worrall, M. (2003) The Freedom to Practise: Person-centred Approaches to Supervision. Ross-on-Wye: PCCS Books. * Woolfe, R., Strawbridge, S., Douglas, B. and Dryden, W. (2009) *Handbook Counselling Psychology*. 3rd edition. London: Sage. * Worsley, R. and Joseph, S. (2007) *Person-Centred Practice: Case Studies in Positive Psychology.* Ross-on-Wye: PCCS Books.   [www.counselingsources.com](http://www.counselingsources.com)  [www.reviews.ctpdc.co.uk](http://www.reviews.ctpdc.co.uk)  www.bacp.co.uk | | |
| Learning Resources | | |
| * Placement * Supervision * Portfolio * Library Plus * Personal Development Group * Moodle VLE | | |

**Module PS5502-40**

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| --- | --- | --- |
| Code | PS5502-40 | |
| Title | **The Reflective Practitioner** | |
| Subject area | Counselling | |
| Pathway | Foundation Degree | |
| Level | 5 | |
| Credits | 40 | |
| Contact time | 135 hours | |
| Pre-requisites | Modules: PS4501, PS4502, PS4503, PS5501 | |
| Core/Optional | Core | |
| Module Co-ordinator | Steve Heigham | |
| Description & Aims | | |
| This module emphasises the necessity to develop a sound theoretical base to enhance competencies, effectiveness and skills through the concept of evidence-based practice and practice-based evidence and how these outcomes inform counselling practice. Essential to the learning experience is a small scale research project in the form of a systematic investigation of literature in an area of professional interest related to the students’ current counselling practice.  The module starts with an introduction to philosophical perspectives to research in the social sciences and to appropriate research methodologies in counselling and psychological therapies. Students are encouraged to articulate their own research interests and define research hypothesis and questions that can be investigated with the intense study of literature.  In the latter part of the module emphasis shifts to students’ counselling practice and how evidence informs their current practice. Case presentations reflective of the experienced counselling trainee spark discussions and debates on contemporary approaches in counselling and psychological therapies in the context of a variety of settings (e.g. NHS, education, voluntary sector). | | |
| Outline Syllabus & Teaching & Learning Methods | | |
| * Research briefing * Lectures – seminars * Group seminars and presentations * Workshops * Placement * Individual tutorials * Independent study | | |
| Intended Learning Outcomes | | How assessed |
| * Identify and describe appropriate research methodologies | | Systematic Literature Review |
| * Articulate research interests and develop research questions (hypotheses) | | Systematic Literature Review |
| * Critically review and evaluate counselling and psychological therapies literature | | Systematic Literature Review |
| * Understand and manage evidence-based practice and practice-based evidence | | Case Study |
| * Manage a complex client case load with theoretical and practical competences and proficiencies | | Case Study |
| * Work with relational depth | | Case Study |
| * Integrate diversity issues in practice evaluation | | Case Study |
| * Implement policies and procedures that are responsive to clients’ needs | | Case Study |
| Assessment Scheme | | Weighting % |
| *Formative:*   * Research briefing * Case presentations * Peer and tutor feedback * Individual and group tutorials | |  |
| *Summative:* | |  |
| 1. 5,000 word Systematic Literature Review | | 50% |
| 1. 4,000 word Case Study | | 50% |
| *Generic transferable key skills*   * Problem solving: placement, PDG, supervision and workshops. * Analysis and Research: journals, notebooks and reviews. All preparatory works both written and practical. * IT: internet research, word processing, e-mail, digital recordings. * Numeric: business planning and management. * Communication: basic literacy through written work, oral engagement in tutorials and group discussions, seminars and critiques. Visual presentations. * Planning and time management: meeting deadlines for assessments and placement commitments. * Reflection and evaluation: self and peer group assessment, reflective journals and business planning.   Team work: collaboration in group workshops, and skills based presentations. | |  |
| Reading Lists/Key Texts & Websites | | |
| Essential Reading   * BACP (2018) Ethical Framework. <http://www.bacp.co.uk/ethical_framework/> * Boland, A., Cherry, M.G. and Dickson, R. (eds.) (2014) *Doing a Systematic Review. A Student’s Guide*. London: Sage. * Cooper, M. (2008) *Essential Research Findings in Counselling and Psychotherapy: The Facts are Friendly*. Ross-on-Wye: PCCS Books. * Freeman, C., and Power, M. (2007) *Handbook of Evidence-based Psychotherapies: A Guide for Research and Practice.* London: John Wiley and Sons. * McLeod, J. (2010) *Case Study Research in Counselling and Psychotherapy*. London: Sage. * McLeod, J. (2011) *Qualitative Research in Counselling and Psychotherapy*. 2nd edition. London: Sage. * Papadopoulos, L., Cross, M. and Bor, R. (2003) *Reporting in Counselling and Psychotherapy: A Trainee’s Guide to Preparing Case Studies and Reports*. London: Routledge. * Ridley, D. (2008) *The Literature Review: A step-by-step Guide for Students*. London: Sage.   Suggested Reading   * Ansdell, G. and Pavlicevic, M. (2001) *Beginning Research in the Arts Therapies. A Practical Guide.* London: Jessica Kingsley Publishers. * Bell, J. (2010) *Doing your research project: A guide for first-time researchers in Health, Education and Social Science*. 5th edition. Maidenhead: Open University Press. * Elley, C.R., Kerse, N., Arroll, B., and Robinson, E. (2003) Effectiveness of counselling patients on physical activity in general practice: cluster randomised controlled trial. *British Medical Journal,* 326, 793-801. * Etherington, K. (2004) *Becoming a Reflexive Researcher: Using Our Selves in Research*. London: Jessica Kingsley Publications. * Flick, U. (2006) *An introduction to qualitative research*. 3rd edition. London: Sage. * Judd, F., Weissman, M., Davis, J., Hadgins, G. and Piterman, L. (2004) Interpersonal Counselling in general practice. *Australian Family Physician*, 33, (4), 332-337. * Kritek, P.B. (2002) *Negotiating at an Uneven Table: A Practical Approach to Working with Difference and Diversity*. 2nd edition. San Francisco, CA: Jossey Bass Wiley. * McLeod, J. (2000) *Qualitative Research in Counselling and Psychotherapy*. London: Sage * McLeod, J. (2003) *Doing Counselling Research*. 2nd revised edition. London: Sage * Mulhauser, G. (2008) Evaluating Therapeutic Effectiveness in Counselling And Psychotherapy. <http://counsellingresource.com/types/effectiveness.html> * Rowland, N. and Goss, S. *eds.* (2002) *Evidence-based Counselling and Psychological Therapies: Theory and Applications*. London: Routledge. * Sanders, P. and Wilkins, P. (2010) *First Steps in Practitioner Research: A guide to understanding and doing research in counselling and health and social care.* Ross-on-Wye: PCCS Books. * Woolfe, R., Strawbridge, S., Douglas, B. and Dryden, W. (2009) *Handbook Counselling Psychology*. 3rd edition. London: Sage. * Yalom, I.D. (2003) *The Gift of Therapy: Reflections on being a therapist*. London: Piatkus Books.   [www.counselingsources.com](http://www.counselingsources.com)  [www.bacp.co.uk](http://www.bacp.co.uk) | | |
| Learning Resources | | |
| * Placement * Supervision * Research databases * Library Plus * Case studies * Moodle VLE | | |

**Module PS5503-40**

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| --- | --- | --- |
| Code | PS5503-40 | |
| Title | **Mental well-being: Theory, Practice and Research** | |
| Subject area | Counselling | |
| Pathway | Foundation Degree | |
| Level | 5 | |
| Credits | 40 | |
| Contact time | 135 hours | |
| Pre-requisites | Modules: PS4501, PS4502, PS4503, PS5501, PS5502 | |
| Core/Optional | Core | |
| Module Co-ordinator | Steve Heigham | |
| Description & Aims | | |
| 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 emotional needs.  This module introduces students to mental health conditions, their classification, assessment of client needs and how mental health conditions were traditionally perceived and treated – there will be some focus on the medical model, psychiatric services and medication. More recent service developments have included people with mental health needs and their carers, which has strengthened the recovery-model movement that started in the 1990s in America and is now a widely accepted and applied approach in the UK.  Students will become familiar with mental health terminology and how current research impacts on contemporary practice. This enhances students’ ability to work effectively in multi-professional teams, make appropriate referrals and understand the larger picture of mental health services in the UK. | | |
| Outline Syllabus & Teaching & Learning Methods | | |
| * Lectures – seminars * Group seminars and presentations * Workshops * Placement * Placement Supervision * Individual tutorials * Independent study | | |
| Intended Learning Outcomes | | How assessed |
| * Identify and describe common mental health ‘conditions’ and their treatment | | Essay/Case Review |
| * Critically evaluate different models of mental health | | Essay |
| * Understand diagnostic systems in mental health | | Presentation |
| * Demonstrate knowledge and understanding of clinical assessment in the context of placement setting | | Presentation |
| * Understand mental health services in the UK | | Presentation |
| * Critically reflect on the role of counselling and psychological therapies in mental health | | Case Review |
| * Critically evaluate limitations of counsellor and counselling agency in relation to mental health | | Case Review |
| Assessment Scheme | | Weighting % |
| *Formative:*   * Group and Individual Presentations * Peer and Tutor Feedback * Group Discussions * Individual Tutorials | |  |
| *Summative:* | |  |
| 1. Presentation on Mental Health Services:  * Individual - based on interviewing a mental health professional * Group – diagnosis and assessment in mental health | | 30% |
| 1. 3,000 word Essay on Mental well-being | | 30% |
| 1. 3,000 word Case Review | | 40% |
| *Generic transferable key skills*   * Problem solving: placement, PDG, supervision and workshops. * Analysis and Research: journals, notebooks and reviews. All preparatory works both written and practical. * IT: internet research, word processing, e-mail, digital recordings. * Numeric: business planning and management. * Communication: basic literacy through written work, oral engagement in tutorials and group discussions, seminars and critiques. Visual presentations. * Planning and time management: meeting deadlines for assessments and placement commitments. * Reflection and evaluation: self and peer group assessment, reflective journals and business planning.   Team work: collaboration in group workshops, and skills based presentations. | |  |
| Reading Lists/Key Texts & Websites | | |
| Essential Reading   * American Psychiatric Association, et al. (2013) *Diagnostic and statistical manual of mental disorders : DSM-5*. Fifth edition. USA: American Psychiatric Association. * Claringbull, N. (2011) *Mental Health in Counselling and Psychotherapy.* London: Learning Matters. * Department of Health (2011) *No Health Without Mental Health. A Cross-Government Mental Health Outcomes Strategy for People of All Ages.* Available from: http://[www.dh.gov.uk/mentalhealthstrategy](http://www.dh.gov.uk/mentalhealthstrategy) [Accessed 15 February 2011]. * Milner, J. and O’Byrne, P. (2003) *Assessment in Counselling: Theory, Process and Decision Making.* London: Palgrave Macmillan. * Nettleton, S. (2006) *The Sociology of Health and Illness*. 2nd edition. Cambridge: Polity. * Rapp, C.A. and Goscha, R.J. (2006) *The Strengths Model. Case Management with People with Psychiatric Disabilities.* Oxford: Oxford University Press.   Suggested Reading   * Bebbington, P.E., Brugha, T.S., Meltzer, H., Jenkins, R., Ceresa, C., Farrell, M. & Lewis, G. (2000) Neurotic disorders and the receipt of psychiatric treatment. *Psychological Medicine,* 30, 1369–1376. * Bracken, P. and Thomas, P. (2001) Postpsychiatry: A new direction for mental health. *British Medical Journal,* 322, (7288), 724-727*.* * Brugha, T.S., Bebbington, P.E., Singleton, N., Melzer, D., Jenkins, R., Lewis, G., Farrell, M., Bhugra, D., Lee, A. and Melzer, H. (2004) Trends in service use and treatment for mental disorders in adults throughout Great Britain. *British Journal of Psychiatry,* 185, 378-384. * Campbell, J. and Schraiber, R. (1989) *The well-being project: Mental health clients speak for themselves.* Sacramento, CA: California Department of Mental Health. * Finley, J.R. and Lenz, B.S. (2005) *The Addictions Counsellors Documentation Source Book – The Complete Paperwork Resource for Treating Clients with Addictions.* 2nd edition.London: John Wiley. * Hemmings, A. and Field, R. *eds.* (2007) *Counselling and Psychotherapy in Contemporary Private Practice*. London: Routledge. * Lahad, M. (2001) *Creating a Safe Place: Helping children and families recover from child sexual abuse.* London: Jessica Kingsley Publishers. * Lockley, P. (1999) *Counselling Women in Violent Relationships*. London: Free Association Books. * Lysaker, P.H. and Lysaker, J.T. (2001) Psychosis and the disintegration of dialogical self-structure: Problems posed by schizophrenia for the maintenance of dialogue, *British Journal of Medical Psychology*, 74, 23-33. * Mitchels, B. and Bond, T. (2010) *Essential Law for Counsellors and Psychotherapists (Legal Resources Counsellors & Psychotherapists).* London: Sage. * Murphy-Parker, D., Robinson, P. and Bryant-Jefferies, R. (2003) *Counselling a Recovering Drug User: A Person-Centred Dialogue*. London: Radcliff Publishing. * Ralph, R.O. (2000) *Review of Recovery Literature. A synthesis of a Sample of Recovery Literature*. Maine, NE: National Technical Assistance Center for State Mental Health Planning (NTAC)/National Association for State Mental Health Program Directors (NASMHPD). * Sandella, D.L. (2007) Integrative Perspectives. Releasing the Inner Magician (RIM): Awakening the Unconscious for Insight and Healing. *Perspectives in Psychiatric Care,* 43, (2), 102-104. * Stallard, P.A. (2005) *Clinicians Guide to Think Good, Feel Good: Using CBT with Children and Young People*. London: Wiley Blackwell Publishers. * World Health Organisation (1992) *ICD-10: The ICD-10 Classification of Mental and Behavioral Disorders: Clinical Description and Diagnostic Guidelines.* NY: World Health Organisation.   [www.bacp.co.uk](http://www.bacp.co.uk)  [www.nice.org.uk](http://www.nice.org.uk) | | |
| Learning Resources | | |
| Placement  Supervision  Mental Health Service Provision  Presentation equipment  Case Review | | |

# Appendices

## Appendix 1. Marking Criteria

Marks will be allocated using the following qualitative guidelines:

|  |  |
| --- | --- |
| 70% + | Work of distinguished quality, which is based on extensive research and/or strong technical and creative competence. Clear and logical organisation; consistent scheme of references, used entirely appropriately. An authoritative grasp of concepts, methodology and content appropriate to the programme discipline and to the assessment task will be demonstrated. There is clear evidence of originality and insight and an ability to sustain an argument and/or solve discipline related problems, based on critical analysis and/or evaluation. The ability to synthesise material effectively and the potential for skilled innovation in thinking and practice will be evident. |
| 60% - 69% | Work of good quality, which is based on a wide range of properly referenced sources and/or creative input, demonstrating a sound and above average level of understanding of concepts, methodology and content appropriate to the programme discipline and to the assessment task. There is clear evidence of critical judgement in selecting, ordering and analysing content to construct a sound argument based on responses which reveal occasional insight and/or originality. Ability to solve discipline related problems will be effectively and consistently demonstrated. Draws on an appropriate range of properly referenced sources. |
| 50% - 59% | Work of sound quality which is based on satisfactorily referenced sources and/or creative input and which demonstrates a grasp of relevant material and key concepts, together with ability to structure and organise arguments or materials effectively. The work may be rather standard, but will be mostly accurate, clearly communicated and provide some evidence of ability to engage in critical analysis and/or evaluation. There will be no serious omissions or irrelevancies. In dealing with solutions to technical problems, appropriate methods will be chosen. Coherent organisation in general with effective use of references and acknowledgement of sources. |
| 40% - 49% | Work of satisfactory quality, which covers the basic subject matter adequately and is appropriately organised and presented, but which is primarily descriptive or derivative rather than analytical or creative. Study may be limited and narrowly focussed. There may be some misunderstanding of key concepts and limitations in the ability to select relevant material or techniques, and/or in communication or other relevant key skills, so that the work may be flawed by some errors, omissions or irrelevancies. There will be some evidence of appropriate research and ability to construct an argument, but it may be narrowly focused. In dealing with solutions to technical problems, established and appropriate methods will generally be chosen, but these may be applied uncritically. |
| 39% or below | Work which indicates some evidence of engagement with the subject material and learning process, but which is essentially misinterpreted, misdirected, misunderstood or poorly organised and sketchy or otherwise just failing to meet threshold standards at the level concerned. |

## Appendix 2. HE Student Policies and Procedures

Policies relating to HE Students can be found on Moodle at:

<https://moodle.weston.ac.uk/mod/glossary/view.php?id=93970>