University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Approaches for addressing emotional barriers to learning					
Module Code	UTTGTB-30-3		Level	3	Version	1.1
Owning Faculty	ACE		Field	PECES		
Contributes towards	BA HONS EDUCATION IN PROFESSIONAL PRACTICE					
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard	
Pre-requisites	NA		Co- requisites	NA		
Excluded Combinations	UTLGDB-20-3		Module Entry requirements			
Valid From	September 2013		Valid to	September 2019		

CAP Approval Date	30 May 2013, 20 May 2014

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will have: 1. An understanding of emotional barriers to learning (Comp A,B); 2. A critical understanding of various models of counselling and mentoring in an educational setting(Comp A,B); 3. Understand how to engage with children, young people or adults within a specific support role to reduce emotional barriers to learning(Comp A,B); 4. Capacity to analyse the issues relating to emotional support within a formal educational setting and awareness of the tensions that may arise around confidentiality and record keeping (Comp A,B); 5. The capability to adopt an ethical stance in relation to their practices, demonstrating sensitivity to maintenance of appropriate boundaries (Comp B); 6. The ability to make informed judgements (Comp B); 7. The ability to communicate effectively (Comp A); Transferable skills form part of the educational experience but will not be formally assessed include the following: • the ability to use the skills required for active listening • the ability to work effectively in collaboration with others; • enhanced their capacity to engage with discursive skills
Syllabus Outline	• An understanding of the concepts and skills associated with counselling and mentoring approaches. • Understanding of how emotional issues can act as barriers to learning. • Understand the use of 'holistic' counselling and mentoring approaches in a support setting and how to develop this appropriately

	• Engage in ways of learning about the child, young person or client through case study, recognising individual needs and cultural factors • Recognise the roles and responsibilities of other professionals in relation to provision of counselling for children, young people, client and families • Experience and role play practical aspects of supporting and mentoring skills, including active listening, paraphrasing, reflection of feeling, feedback, focusing, structuring, facilitative challenging, goal setting and assisting action • Engage in personal and professional reflection to enhance counselling and mentoring awareness • Discuss and clarify ethical issues and tensions around issues of confidentiality and maintaining boundaries in educational settings • Evaluate the role of counselling within the professional practice of a range of additional adults working within formal and informal educational settings • Explore some of the areas where counselling/mentoring approaches could be beneficial in an educational setting, for reducing barriers to learning Understand the ethical protocols required for such professional practice
Contact Hours	Contact time for this module will take the form of lectures, seminars, tutorials, workshops, presentations, directed study, online engagement and e-mail contact. The following structure represents a typical delivery; the precise delivery pattern will vary from year to year. Whole cohort events: 32.5 hours Guided study (group & individual tasks, including online engagement): 13.5 hours Work – related learning activities 26 hours Total contact scheduled hours 72 hours
Teaching and Learning Methods	**Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. **Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make. **Placement learning**: This is an important aspect within this programme and includes on average 100 hours per 30 credit module. Participants are expected to be in the workplace throughout their study.
Key Information Sets Information	This programme is a top up of one year at level 3 for those who have achieved 240 credits through a Foundation Degree either in UWE Federation programmes or outside the university. This has led to the programme being timetabled to take place on one day of the week to enable all participants to continue working and to study alongside this process in a similar manner to when they were studying their FdA. The hours entered in the table below reflect this reality in that scheduled contact time is low whilst placement study time is relatively high.

	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
	300	72	128	100	300	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	75%
Practical exam assessment percentage	25%
	100%

Reading Strategy	**Essential reading:** Students are encouraged to read a wide range of articles and texts concerning counselling and related skills many of which are available electronically. There are several texts available which will be listed in the module handbook and a copy of each is provided in the Library. Where texts are available as e-books, these will be available on the library website. **Further reading:** All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out. **Access and skills:** Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend the GDP sessions on selection of appropriate databases and search skills. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library. **Indicative reading list:** The list included as part of the module specification provides an indication of the type and level of texts which students might be expected to refer to as part of the work on this module. Current advice on additional reading will be found in the module handbook and on Blackboard.
Indicative Reading List	Axline V. M (1990) *Dibs in search of self: Personality Development in Play therapy* London:Penguin Bomber L (2007) *Inside I'm hurting: Practical strategies for supporting children with*

	attachment difficulties in schools London: Worth Publishers Geldard K & Geldard D (2007) *Counselling Children: A practical introduction* London: Sage Publishers Hornby G (2003) *Counselling pupils in school: skills and strategies for teachers* London: Routledge Falmer Lawrence D, (2001), *Building Self Esteem With Adult Learners,* London: Sage Macconville, R. (2006)*Teaching peer support for caring and cooperation: a six-step method : talk time* London: Paul Chapman Prever M (2010) *Counselling and supporting Children and Young people: A person-Centred Approach* London: Sage Publishers Sharry J (2003) *Counselling Children, Adolescents and Families: A strengths-based approach* London: Sage Publishers

Part 3: Assessment

Assessment Strategy	The Department of Education views assessment and assessment feedback as an integral part of the learning and teaching process and, as such, provides a range of assessment opportunities which are innovative and creative yet rigorous and able to fulfil the requirements of both the University of West of England and relevant professional bodies. There will be both a variety of assessment types and methods utilised throughout each of the programmes and a variety of forms of feedback incorporating formative and summative perspectives on academic and professional development. Assessment Criteria adhered to within the Education Department as follows for level 3 : **A: Conceptual Domain** The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories. **B: Literature domain** The assignment demonstrates that the student can reference appropriate literature and utilise it in the development of analysis and discussion of ideas. **C: Contextual Domain** The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (eg personal, locational, historical, political etc) influencing the area of study. **E: Ethical Domain** The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study, showing sensitive engagement with an appropriate ethical framework for interpretation of ideas or for practice. **Formative Assessment** Students will be encouraged to maintain a reflective journal throughout this module to enhance their awareness of counselling practices, this will not be formally assessed though students will draw upon it in their directed tasks for Component B. Feedback on students' progress in their studies on this module will be provided during face to face meetings, via on line means, during seminars and in small group tutorials. **Summative Assessment** Component A an 8 minute presentation forms the controlled conditions aspect of this module and will be held in-class during the time allocated for the module. Component B will comprise of a portfolio of tasks developed within the module and appropriate to the needs of the learners in line with the learning outcomes for the module

Identify final assessment component and element	Component B		
% weighting between components A and B (Standard modules only)		**A:** **25**	**B:** **75**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**
A 6 minute poster presentation on a topic chosen from the learning outcomes of the module, to a tutor and group of peers. Students will be required to talk about their poster and there will be a further 2 minutes to answer questions from the tutor. **ASSESSMENT CRITERIA** **AL3, BL3**	100%
Component B **Description of each element**	**Element weighting**
A portfolio of directed tasks (3750 words). **ASSESSMENT CRITERIA** **AL3, BL3 CL3, EL3**	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
A 6 minute poster presentation on a topic chosen from the learning outcomes of the module, to a tutor. Students will be required to talk about their poster and there will be a further 2 minutes to answer questions from the tutor. **ASSESSMENT CRITERIA** **AL3, BL3**	100%
Component B **Description of each element**	**Element weighting**
A portfolio of directed tasks (3750 words). **ASSESSMENT CRITERIA** **AL3 , BL3, CL3, EL3**	100%
If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.	