

## Programme Specification

### Section 1: Basic Data

<b>Awarding institution/body</b>	University of the West of England
<b>Teaching institution</b>	University of the West of England
<b>Faculty responsible for programme</b>	Faculty of Health and Life Sciences
<b>Programme accredited by</b>	BACP
<b>Highest award title</b>	CERTIFICATE IN COUNSELLING SKILLS
<b>Default award title</b>	
<b>Interim award title</b>	None
<b>Modular Scheme title (if different)</b>	
<b>UCAS code (or other coding system if relevant)</b>	L50057
<b>Relevant QAA subject benchmarking group(s)</b>	<p><i>The Quality Assurance Agency's Framework for Higher Education Qualifications,</i></p> <p><i>The mission and vision statement of the University of the West of England, in particular in relation to the promotion of educational opportunity, the development of training relevant to regional needs and the development of a high reputation among employers.</i></p>
<b>On-going/valid until* (*delete as appropriate/insert end date)</b>	On-going
<b>Valid from (insert date if appropriate)</b>	
<b>Authorised by:</b> Quality and Standards Committee	<b>Date:</b>
<b>Version Code:</b> 1	

**Section 2: Educational aims of the programme**

1. *To provide a learning environment which facilitates the development of student autonomy in the learning process and encourages self-directed study.*
2. *To develop competence in the use of counselling skills.*
3. *To enable students to reflect on their work.*
4. *To stimulate an interest in and commitment to ongoing personal and professional development and lifelong learning.*
5. *To foster an awareness and appreciation of the significance of wider social, cultural and political domains within which counselling skills are practised.*
6. *To develop an awareness of safe ethical practice.*
7. *To prepare students to apply the use of counselling skills in a wide range of settings.*
8. *To facilitate access to further training in counselling.*

**Section 3: Learning outcomes of the programme**

*The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:*

**A Knowledge and understanding**

Learning outcomes

Teaching, Learning and Assessment Strategies

**A Knowledge and understanding of:**

1. Person Centred Counselling skills.
2. Gestalt Counselling skills.
3. The importance of culture and diversity in counselling skills practice.
4. Ethical frameworks and codes of conduct in relation to using counselling skills.
5. Further generic counselling skills such as using questions and challenging.

**Teaching/learning methods and strategies:**

*Acquisition of 1-5 is through lectures, workshops, seminars...*

*Additional support is provided through ...*

*Throughout, the learner is encouraged to undertake independent reading both to supplement and consolidate what is being taught/learnt and to broaden their individual knowledge and understanding of the subject ...*

**Assessment:**

*Testing of the knowledge base is through assessed coursework (1&2) and through observation of counselling skills practice and supervision [1-5].*

**B Intellectual Skills**

<p><b>B Intellectual Skills</b></p> <ol style="list-style-type: none"><li>1. Evaluation of key counselling texts</li><li>2. Application of counselling theory to skills practice</li><li>3. Synthesis of counselling theories and concepts</li><li>4. Critical thinking in relation to specific concepts but also in relation to the whole notion of counselling</li></ol>	<p><b>Teaching/learning methods and strategies</b></p> <p><i>Intellectual skills are developed through workshops, group exercises and supervision.</i></p> <p>...</p> <p><b>Assessment</b></p> <p><i>A variety of assessment methods is employed including essays, book reviews, a personal development journal, observation of skills practice and supervision. All test a learner's ability to demonstrate skills 1-4</i></p>
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**C Subject, Professional and Practical Skills**

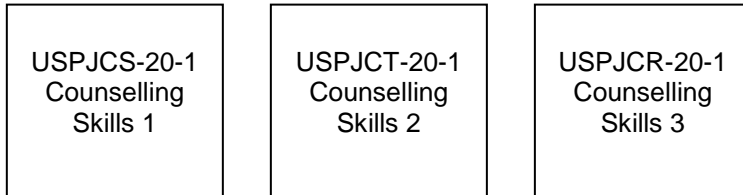
<p><b>C Subject/Professional/Practical Skills</b></p> <p>Students will be able to demonstrate basic competence in</p> <ol style="list-style-type: none"> <li>1. The use of counselling skills.</li> <li>2. Using supervision appropriately.</li> <li>3. Working ethically with clients.</li> <li>4. Giving and receiving peer feedback.</li> <li>5. Knowing the limits of ones competence and making appropriate referrals.</li> <li>6. Working with people from a variety of different backgrounds.</li> <li>7. Reflecting on ones practice.</li> </ol>	<p><b>Teaching and Learning Strategies</b></p> <p>Workshops, group exercises, skills practice and supervision.</p> <p><b>Assessment</b></p> <p><i>Skills 1, 2, 3 are assessed through skills practice and supervision.</i></p> <p><i>Skill 4 is assessed by self, peer and tutor assessments</i></p> <p><i>Skills 5 &amp; 6 &amp; 7 are assessed through supervision and a self development journal</i></p>
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**D Transferable Skills and other attributes**

<p><b>D Transferable skills and other attributes</b></p> <p><i>Students will be able to</i></p> <ol style="list-style-type: none"> <li>1. Communicate effectively both orally and in writing.</li> <li>2. Use self and life experience reflectively.</li> <li>3. Demonstrate commitment to ongoing personal and professional development.</li> <li>4. Give and receive feedback.</li> <li>5. Practice and promote anti-discrimination.</li> <li>6. Evaluate and criticise ideas.</li> </ol>	<p><b>Teaching/learning methods and strategies</b></p> <p><i>Skills 1,2 4, 5 &amp; 6 are taught through groupwork, supervision and skills practice.</i></p> <p><b>Assessment</b></p> <p><i>Skills 1-6 are assessed through skills observation, supervision, essays, self and peer assessment, a self- development journal and book reviews.</i></p>
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**Certificate in Counselling Skills**  
**Section 4: Programme structure – 2009/10**

**STRUCTURE DIAGRAM**



<b>Level 1</b>
<b>Compulsory modules</b> <ul style="list-style-type: none"> <li>• USPJCR-20-1 Counselling Skills 3</li> <li>• USPJCS-20-1 Counselling Skills 1</li> <li>• USPJCT-20-1 Counselling Skills 2</li> </ul>
<b>Core modules</b>
<b>Optional modules</b>
<b>Interim Awards:</b>  <b>Certificate of Higher Education</b>  Credit requirements: 120 (of which 100 are level 1 or above)

<b>Level 2</b>
<b>Compulsory modules</b> N/A
<b>Core modules</b>
<b>Optional modules</b>
<b>Interim Awards:</b> N/A

<b>Year out</b>
N/A

<b>Level 3</b>
<b>Compulsory modules</b> N/A
<b>Core modules</b>
<b>Optional modules</b>
<b>Award/s:</b>

**Section 5: Entry requirements**

*There are no formal entry requirements. Applicants must normally be aged at least 25 years and should either be in employment where counselling skills may routinely be used e.g. teaching, social work, nursing or other support roles OR must undertake to work in a voluntary setting where counselling skills may be practised.*

**Section 6: Assessment Regulations**

University Academic Regulations and Procedures

**Section 7: Student learning: distinctive features and support**

- 1. Students keep a journal throughout the course which reflects their personal and professional development. This forms part of their assessed work and is also intended to support their learning and commitment to reflective practice.*
- 2. There is a continuous programme of workshops which support safe ethical practice and working with diversity. This is monitored continuously through skills observation and periodically through supervision.*
- 3. Students support one another's emotional development through regular weekly peer support. These sessions also serve as an opportunity for further skills practice.*

**Section 8 Reference points/benchmarks**

1. The Quality assurance Agency's framework for Higher Education Qualifications.
2. The Mission and Vision statement of the University of the west of England, in particular in relation to the promotion of educational opportunity, the provision of training relevant to regional needs and the development of a high reputation among employers.

## PROGRAMME SPECIFICATION

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications. These are available on the University Intranet.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Administrator.