



CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
<b>Awarding Institution</b>	University of the West of England
<b>Teaching Institution</b>	University of the West of England
<b>Delivery Location</b>	Frenchay
<b>Faculty responsible for programme</b>	Health and Applied Sciences
<b>Department responsible for programme</b>	HSS
<b>Modular Scheme Title</b>	
<b>Professional Statutory or Regulatory Body Links</b> <i>Name of PSRB</i> <i>Type of approval</i> <b>Dates</b>	BACP The course operates within the BACP Ethical Framework. The BACP does not accredit certificate level courses.
<b>Highest Award Title</b>	<b>Certificate in Counselling Skills</b>
<b>Default Award Title</b>	None
<b>Interim Award Titles</b>	None
<b>UWE Progression Route</b>	Students who complete this course are eligible to apply for the Diploma in Professional Studies, Counselling. They may also apply for other UWE courses such as the Doctorate in Counselling Psychology, provided they have also completed a BPS validated Psychology degree.
<b>Mode(s) of Delivery</b>	Part-time only
<b>Codes</b>	<b>UCAS:</b> L50057 <b>JACS:</b> <b>ISIS2:</b> <b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>	<i>The Quality Assurance Agency's Framework for Higher Education Qualifications</i> <a href="http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-counselling-psychotherapy.pdf">http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-counselling-psychotherapy.pdf</a>
<b>CAP Approval Date</b>	10 October 2012
<b>Valid until Date</b>	September 2018
<b>Version</b>	2.2

## Part 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.*

## Part 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:

Learning Outcomes	Teaching, Learning and Assessment Strategies
<b>A Knowledge and Understanding</b>	
<p>A Knowledge and understanding of</p> <ol style="list-style-type: none"> <li>1. Person Centred Counselling skills.</li> <li>2. Gestalt Counselling skills or Psychodynamic Counselling Skills (dependent on second module taken).</li> <li>3. The importance of culture and diversity in counselling skills practice.</li> <li>4. Ethical frameworks and codes of conduct in relation to using counselling skills.</li> <li>5. Further generic counselling skills such as using questions and challenging.</li> </ol>	<p>Teaching/learning methods and strategies:</p> <p><i>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</i></p> <p>Assessment:</p> <p><i>Testing of the knowledge base is through assessed coursework (1&amp;2) and through observation of counselling skills practice and supervision [1-5].</i></p>

<b>B Intellectual Skills</b>	
<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>Teaching/learning methods and strategies:</p> <p><i>Intellectual skills are developed through workshops, group exercises and supervision.</i></p> <p>Assessment:</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>
<b>C Subject, Professional and Practical Skills</b>	
<p><b>C Subject, Professional and 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> <li>8. Understanding group processes.</li> </ol>	<p>Teaching/learning methods and strategies:</p> <p><i>Workshops, group exercises, skills practice and supervision.</i></p> <p>Assessment:</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, 6, 7 &amp; 8 are assessed through supervision and a self-development journal</i></p>
<b>D Transferable Skills and other attributes</b>	
<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>Teaching/learning methods and strategies:</p> <p><i>Skills 1,2 4, 5 &amp; 6 are taught through group work, supervision and skills practice</i></p> <p>Assessment:</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>

## Part 4: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**, including: level and credit requirements, interim award requirements module diet, including compulsory and optional modules

<b>ENTRY</b> 	Level 1	<b>Compulsory Modules</b> <ul style="list-style-type: none"> <li>USPJKN-30-1 Person Centred Counselling Skills</li> </ul>	<b>Optional Modules</b> Select one of the following 30 credit modules: <ul style="list-style-type: none"> <li>USPJKM-30-1 Gestalt Counselling Skills</li> <li>or:</li> <li>USPKJ9-30-1 Psychodynamic Counselling Skills</li> </ul>	<b>Award</b> <b>Certificate in Counselling Skills</b> Credit requirements: 60 credits at level 1
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**GRADUATION**

## Part 5: Entry Requirements

The University's Standard Entry Requirements apply with the following additions/exceptions\*:

\*Applicants 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. Applicants must demonstrate evidence of personal development and/or relevant life experience. There are no formal academic entry requirements but applicants should demonstrate their ability to be able to cope with university level study.

## Part 6: Assessment

Approved to University Regulations and Procedures

### Assessment Map

The programme encompasses a range of **assessment methods** including; essays, personal reflections, skills practise and supervision. These are detailed in the following assessment map:

#### **Assessment Map for *Certificate in Counselling Skills***

#### **Person Centred Counselling Skills:**

Person-Centred Essay 2000 words

This will assess students' understanding of Person-Centred counselling theory (Learning Outcomes A, B & D) and relating this to their practice and self-evaluation (Learning Outcome C)

Portfolio:

The portfolio assesses students' practice in counselling skills, and their capacities as reflective practitioners and their understanding and adherence to working within ethical codes and

## Part 6: Assessment

appropriate boundaries. (Learning outcome C, D and A).

**And either:**

### **Gestalt Counselling Skills**

Gestalt Essay 2000 words

This will assess students' understanding of Gestalt counselling theory (Learning Outcomes A, B and D) and relating this to their practice and self-evaluation (Learning Outcome C).

Portfolio:

The portfolio assesses students' practice in counselling skills in their employment or voluntary work, and their self-awareness and personal development over the course. It also their abilities to use supervision to reflect on their practice. (Learning outcome C, D and A).

**Or:**

### **Psychodynamic Counselling Skills**

Psychodynamic essay 2000 words

This will assess students' understanding of Psychodynamic counselling theory (Learning Outcomes A, B and D) and relating this to their practice and self-evaluation (Learning Outcome C).

Portfolio:

The portfolio assesses students' practice in counselling skills in their employment or voluntary work, and their self-awareness and personal development over the course. It also their abilities to use supervision to reflect on their practice. (Learning outcome C, D and A).

## Part 6: Assessment

		Written Essay 50% (Coursework)	Portfolio 50% (Practical)
<b>Compulsory Modules Level 1</b>	<b>USPJKN-30-1</b>	B (100%)	A (Pass/fail)
<b>Optional Modules Level 1</b>	<b>USPJKM-30-1</b>	B (100%)	A (Pass/fail)
	<b>USPKJ9-30-1</b>	B (100%)	A (Pass/fail)

## Part 7: Student Learning

### Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

Class contact time encompasses a range of face to face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the Certificate in Counselling Skills programme teaching is a mix of *scheduled, independent and 'placement' learning*

**Scheduled learning** includes lectures, seminars, tutorials, demonstration, practical classes and workshops. These sessions constitute three hours per week for 24 weeks plus two whole-day workshops. Students must also meet with a peer supporter for one hour per week for the duration of the course.

**Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion. This is supported by Blackboard and full use of print and electronic resources available to students through the university library. Students also keep a personal journal which forms the basis of personal reflections. The amount of time devoted to such activities is variable and to some extent dependent on individual student needs. However, it is unlikely that anyone could complete such activities satisfactorily in less than four hours a week.

**Placement learning:** Students do not undertake a formal placement but are expected to make use of counselling skills in an appropriate environment. This may be as part of their paid work or as a volunteer in a helping capacity. This should be for a minimum of four hours a

## Part 7: Student Learning

week.

### Description of 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.*

## Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

QAA subject benchmark statements: this course conforms to the level 4 descriptors of the Quality assurance Agency's framework for Higher Education Qualifications.

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. The course provides equality of opportunity by incorporating a flexible admissions policy allowing people from non-traditional backgrounds to compete for places. We particularly welcome applications from ethnic minority groups, people with disabilities and people without formal qualifications who can demonstrate their ability to contribute to the course.

The current programme develops employment enhancing skill in line with the UWE 2020 'Ready and Able Graduate' strategy in that it provides outstanding learning with a practice-orientated learning experience. The students are taught by academic staff who are experts in their field and practising counsellors. The programme develops employment enhancing skills and aligns students well to further education and training as counsellors.

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, available on the University's website.