Programme Specification

Section 1: Basic Data

Awarding institution/body	University of the West of England
Teaching institution	University of the West of England
Faculty responsible for programme	Faculty of Health and Life Sciences
Programme accredited by	BACP
Highest award title	DPS COUNSELLING
Default award title	
Interim award title	N/A
Modular Scheme title (if different)	
UCAS code (or other coding system if relevant)	*L50147*
Relevant QAA subject benchmarking group(s)	
On-going/valid until* (*delete as appropriate/insert end date)	*On-going*
Valid from (insert date if appropriate)	

Authorised by: Quality and Standards Committee   **Date:**

Version Code: 1

Section 2: Educational aims of the programme

- *To provide a professional training and qualification in counselling which is accredited by the BACP (British Association for Counselling and Psychotherapy)*
- *To enhance the understanding, self-awareness and skills of students to a level satisfactory for recognition as professional counsellors*
- *To enable students to function effectively in the role of counsellor, client and supervisee*
- *To prepare students to work as counsellors in a variety of settings*
- *To enable students to situate counselling in the context of social and political organisations*
- *To introduce students to basic skills of research, evaluation, consultation and supervision*
- *To enable students to learn about processes within and between groups*
- *To fulfil the training requirement needed for eligibility for Individual Accreditation with BACP*

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:	**Teaching/learning methods and strategies:**
1. The Core Integrative / Relational Counselling Model 2. A range of client issues 3. The process of counselling 4. Different theoretical models 5. Different learning cycles 6. A range of professional issues 7. Different life stage theories 8. Power and inequality issues in the counselling relationship 9. Theoretical concepts regarding cognitive and affective development 10. Appropriate theories of group process	*Acquisition 1 – 10 is through lectures, videos, experiential exercises and small and large group work.* *Additional support is provided through tutorials, skills practice and supervision* **Assessment:** **Testing of the knowledge base is through assessed coursework in the form of written assignments, oral presentations, tasks undertaken under examination conditions e.g. self, peer and tutor feedback** **1-10 will be assessed by written assignments, student presentations and controlled tasks**

B Intellectual Skills

B Intellectual Skills	*Teaching and Learning methods and strategies*
1. Apply theoretical concepts to practice 2. Critically reflect on own experience within large group and intergroup settings 3. Evaluate issues of values and ethics in counselling 4. Critically reflect on own experience of counselling 5. Make appropriate judgements on a range of professional issues in counselling 6. Critically reflect on own behaviour and that of others 7. Analyse correspondence between childhood experience and issues presented in adult clients 8. Qualitatively evaluate the influence of families of origin on the interaction between client and counsellor 9. Critical discussion 10. Discriminate between different concepts as proposed by differing theoretical schools of counselling 11. Ability to carry out literature research and apply to practice and personal development 12. Provide a coherent and critical appraisal of the relevant literature	*Acquisition of 1 – 12 is developed through small and large group work, experiential exercises, interactive workshops and independent research* *Assessment* *A variety of assessment methods are employed to test a learner's ability to demonstrate skills. 1 – 12 are tested by written assignments, oral presentations, group tasks, independent research and project*

C Subject, Professional and Practical Skills

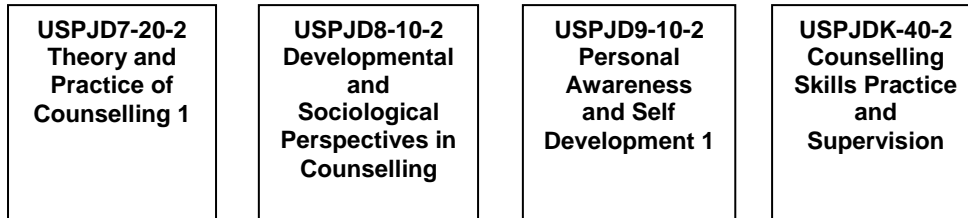| C Subject/Professional/Practical Skills	Teaching/learning methods and strategies
- *able to: …* 1. Make effective use of opportunities for self-development 2. Describe experiences of increasing self-awareness 3. Understand impact of counsellor in the therapeutic relationship 4. Critically examine counselling as a form of cultural practice 5. Discuss the aetilogy of psychological distress with reference to social and family networks, past and present. 6. Demonstrate an appreciation of political and social issues 7. Demonstrate an application of learning from large group and intergroup settings to counselling practice 8. Demonstrate an understanding of a range of client issues 9. Demonstrate a critical understanding of the process of managing the therapeutic frame 10. Counsel in a helpful and effective way 11. Demonstrate specific counselling skills 12. Demonstrate an awareness of the value of counselling supervision and own supervisory needs 13. Make effective use of supervision 14. Counsel effectively as qualified individuals within an agency setting	Acquisition of 1 – 14 are through personal therapy, personal development groups, supervision groups, skills practice, role-play, audio and video taping. **Assessment** 1 – 14 are assessed by : Personal and professional development appraisal based on self, peer and tutor feedback in relation to skills and supervision, Case study with audio tape, written personal reflections, written assignments

D Transferable Skills and other attributes

D Transferable skills and other attributes	Teaching/learning methods and strategies
- *able to*: … 1. Communicate effectively orally and in writing 2. Use self and life experience reflectively 3. Be accountable and responsible in their working practices 4. Demonstrate commitment to ongoing personal and professional development 5. Give and receive feedback effectively 6. Practise and promote anti-discrimanatory practice 7. Work professionally with other professional groups and agencies 8. Identify their plans for future professional development	Acquisition of 1 – 9 is through lectures, experiential exercises, small and large group work, oral presentations, personal therapy, independent research, personal development groups, supervision groups, skills practice, and role-play. ## Assessment 1 – 8 will be assessed by skills groups, supervision groups, personal development reviews, large group, written assignments and oral presentations.

DPS Counselling
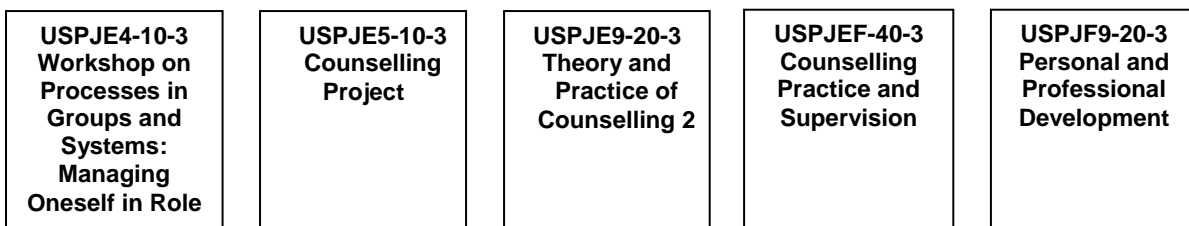**Section 4: Programme structure**

One day a week attendance over two year period.
Compulsory Modules to be completed and achieved for Diploma.

STRUCTURE DIAGRAM

Year 2 All Modules Compulsory

USPJD7-20-2 Theory and Practice of Counselling 1	USPJD8-10-2 Developmental and Sociological Perspectives in Counselling	USPJD9-10-2 Personal Awareness and Self Development 1	USPJDK-40-2 Counselling Skills Practice and Supervision

Year 3 All Modules Compulsory

USPJE4-10-3 Workshop on Processes in Groups and Systems: Managing Oneself in Role	USPJE5-10-3 Counselling Project	USPJE9-20-3 Theory and Practice of Counselling 2	USPJEF-40-3 Counselling Practice and Supervision	USPJF9-20-3 Personal and Professional Development

level 1
Compulsory modules
Core modules
Optional modules
Interim Awards: **N/A**

level 2
Compulsory modules - **USP JD7-20-2 Theory and Practise of Counselling 1** - **USP JD8-10-2 Developmental and Sociological Perspectives in Counselling** - **USP JD9-10-2 Personal Awareness and Self Development 1** - **USP JDK-40-2 Counselling Skills Practise and Supervision**
Core modules
Optional modules
Interim Awards: N/A

Year out

level 3
Compulsory modules - **USPJE4-10-3 Workshop on Processes in Groups and Systems: Managing Oneself in Role** - **USPJE5-10-3 Counselling Project** - **USPJE9-20-3 Theory and Practise of Counselling 2** - **USPJEF-40-3 Counselling Practise and Supervision** - **USPJF9-20-3 Personal & Professional Development**
Core modules
Optional modules

Award/s:
 	
    Diploma in Professional Studies – Counselling
    180 credits

Section 5: Entry requirements

1. *Certificate in Counselling Skills (100 hours minimum)*
2. *Evidence of personal development and professional practice*

Section 6: Assessment Regulations

University Academic Regulations and Procedures

Section 7: Student learning: distinctive features and support

- Personal and Professional development :

Students are required to be in personal therapy for the duration of the course. They will be required to maintain a personal journal in which they will monitor their personal and professional development.

The process of being a client, counsellor, supervisee and observer and becoming more self-aware offers students a unique learning opportunity and provides structured complimentary support to their professional training at UWE.

During both years students will be engaged in skills and supervision groups which will require self, peer and tutor feedback as part of the assessment and ongoing learning opportunity. They will also be involved in Personal Development Groups.

There will be an opportunity to learn more about roles and systems during a whole week experience that takes place between the first and second year of the course.

All students will be working as a student Counsellor within a Counselling Practice Setting or Placement.

- Theory and Practice

Students will engage in theory-based workshops and skills practice in both years. There is an emphasis on interactive and experiential modes of learning. In Year One the Core Theoretical Model is introduced: this is an integrative, relational approach. Other approaches are introduced in Year Two. Students will be encouraged to explore ways of incorporating social, political and cultural awareness into their counselling practice. During skills practice workshops, students will use audio and video feedback, role-play and supervision. There will be an emphasis on the integration of theory, practice and personal development throughout the course. Skills and Supervision groups will support students in both years. In both years students will practise in appropriate counselling settings.

Section 8 Reference points/benchmarks

BACP training requirement for Individual Accreditation met until 2008

General Criteria for counsellor training :

Specific Criteria for Counsellor training :

BACP Website : www.bacp.co.uk

UWE Website : www.uwe.ac.uk

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 Academic Registrar.