



**CORPORATE AND ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

<b>Part 1: Basic Data</b>		
<b>Awarding Institution</b>	University of the West of England	
<b>Teaching Institution</b>	University of the West of England	
<b>Delivery Location</b>	University of the West of England.	
<b>Faculty responsible for programme</b>	Health and Life Sciences	
<b>Department responsible for programme</b>	Life Sciences	
<b>Modular Scheme Title</b>		
<b>Professional Statutory or Regulatory Body Links</b>	BACP	
<b>Highest Award Title</b>	Diploma in Professional Studies: Counselling	
<b>Default Award Title</b>	<i>None</i>	
<b>Fall-back Award Title</b>	<i>None</i>	
<b>Interim Award Titles</b>	<i>None</i>	
<b>UWE Progression Route</b>		
<b>Mode(s) of Delivery</b>	<i>PT</i>	
<b>Codes</b>	<b>UCAS: L510147</b>	<b>JACS:</b>
	<b>ISIS2:</b>	<b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>		
<b>CAP Approval Date</b>	10 October 2012	
<b>Valid from</b>	September 2012	
<b>Valid until Date</b>	September 2018	
<b>Version</b>	2.	

<b>Part 2: Educational Aims of the Programme</b>
<ul style="list-style-type: none"> <li>• <i>To provide a professional training and qualification in counselling which is accredited by the BACP (British Association for Counselling and Psychotherapy)</i></li> <li>• <i>To enhance the understanding, self-awareness and skills of students to a level satisfactory for recognition as professional counsellors</i></li> <li>• <i>To enable students to function effectively in the role of counsellor, client and supervisee</i></li> <li>• <i>To prepare students to work as counsellors in a variety of settings</i></li> <li>• <i>To enable students to situate counselling in the context of social and political</i></li> </ul>

## Part 2: Educational Aims of the Programme

*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 fulfill the training requirement needed for eligibility for Individual Accreditation with BACP*

## Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

*The Diploma in Professional Studies – Counselling Programme offers a professional qualification in counselling. It is Accredited with the BACP and includes the following components which are all equally weighted in the training: Theory, Personal Development and Professional Practice.*

*Students will complete 60 hours of personal therapy and 120 hours of supervised counselling practice within a Placement Agency.*

## 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:

<i>Learning Outcomes:</i>	USPJNH-30-2	USPJD9-10-2	USPJDK-40-2	USPJNJ-30-3	USPJE5-10-3	USPJE9-20-3	USPJEF-40-3
<b>A) Knowledge and understanding of:</b>							
1. The Core Integrative / Relational Counselling Model	x		x			x	
2. A range of client issues					x	x	x
3. The process of counselling	x		x		x	x	x
4. Different theoretical models	x		x		x	x	
5. Different learning cycles	x					x	
6. A range of professional issues			x		x	x	x
7. Different life stage theories	x						
8. Power and inequality issues in the counselling relationship	x		x			x	x
9. Formulation from a range of theoretical perspectives	x					x	x
10. Appropriate theories of group process				x			
11. Relevant counseling research to inform counseling practice	x			x		x	
12. The BACP Ethical Framework and its application to counseling practice	x		x			x	x
<b>(B) Intellectual Skills</b>							
1. Apply theoretical concepts to practice	x			x		x	x
2. Critically reflect on own experience within large group and intergroup settings				x			
3. Evaluate issues of values and ethics in counselling						x	x
4. Critically reflect on own experience of counselling		x			x		x
5. Make appropriate judgements on a range of professional issues in counselling						x	x

### Part 3: Learning Outcomes of the Programme

6. Critically reflect on own behaviour and that of others		x	x	x	x	x	x
7. Analyse correspondence between childhood experience and issues presented in adult clients	x		x				x
8. Qualitatively evaluate the influence of families of origin on the interaction between client and counsellor	x						x
9. Critical discussion		x	x	x	x	x	x
10. Discriminate between different concepts as proposed by differing theoretical schools of counselling	x					x	
11. Ability to carry out literature research and apply to practice and personal development					x		
12. Provide a coherent and critical appraisal of the relevant literature	x			x	x		
<b>(C) Subject/Professional/Practical Skills</b>							
1. Make effective use of opportunities for self-development		x	x	x			x
2. Describe experiences of increasing self-awareness		x	x	x			x
3. Understand impact of counsellor in the therapeutic relationship	x		x	x	x	x	x
4. Critically examine counselling as a form of cultural practice	x		x	x		x	x
5. Discuss the aetiology of psychological distress with reference to social and family networks, past and present.	x		x			x	x
6. Demonstrate an appreciation of political and social issues	x			x		x	x
7. Demonstrate an application of learning from large group and intergroup settings to counselling practice				x			
8. Demonstrate an understanding of a range of client issues	x		x		x	x	x
9. Demonstrate a critical understanding of the process of managing the therapeutic frame	x		x	x		x	x
10. Counsel in a helpful and effective way	x		x				x
11. Demonstrate ability to practise safely and competently	x		x				x
12. Demonstrate specific counselling skills			x				x
13. Demonstrate an awareness of the value of counselling supervision and own supervisory needs			x				x
14. Make effective use of supervision			x				x
15. Counsel effectively as qualified individuals within an agency setting			x	x			x
16. Examine issues of power and equality	x		x	x		x	x
<b>(D) Transferable skills and other attributes</b>							
1. Communicate effectively orally and in writing	x	x	x	x	x	x	x
2. Use self and life experience reflectively		x	x	x	x		x
3. Be accountable and responsible in their working practices	x	x	x	x		x	x
4. Demonstrate commitment to ongoing personal and professional development	x	x	x	x			x
5. Give and receive feedback effectively		x	x	x	x	x	x
6. Practise and promote anti-discriminatory practice	x	x	x				x
7. Work professionally with other professional groups and agencies				x			x
8. Identify their plans for future professional development				x	x		x

### Part 4: Student Learning and Student Support

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

*The Programme Is a part-time course over 2 years.*

- *Induction activities; all students will have been introduced to the programme through an induction day at the start of the course.*
- *Career planning and preparation; there will be opportunities on the course to consider potential opportunities to work as a counsellor.*

#### Part 4: Student Learning and Student Support

*All students will participate in a placement outside of the course which offers supervised counselling practice. All students will be involved in personal therapy outside of the course.*

- *Support is available to students with disabilities through the disability support unit.*
- *Each student has a personal tutor who will support the student relevant to their individual needs.*

On the DPS – counselling programme teaching is a mix of theory sessions, practical counselling skills sessions, personal development groups/s, group work, supervision of counselling practice, student presentations and tutorials.

**Scheduled learning** includes lectures, seminars, tutorials, skills practice sessions, supervision of counselling practice, supervision of counselling project, personal development groups and group work sessions.

Scheduled sessions may vary slightly depending on the module choices made.

**Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module choices made.

**Placement learning:** Will include a practice placement

#### Description of any Distinctive Features

The DPS – Counselling is a practitioner course leading to a professional qualification in counselling, accredited with the BACP.

#### Part 5: Assessment

A: Approved to [University Regulations and Procedures](#)

#### Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Professional Counsellors need to be competent within a number of personal and professional areas of development.

The following forms of assessment allow for all competencies to be assessed. These include a range of written, verbal and practical assessments throughout the two year period of the course.

*Written assignments / essays, case study and project*

*Presentations*

*Counselling skills practice*

*Supervision of counselling practice*

*Logs of supervised counselling practice*

*Supervisor's report from placement*

## Part 5: Assessment

*Logs / record of personal therapy*  
*Reflections on personal and professional development*

### Assessment Map

The programme encompasses a range of **assessment methods** including; essays, presentations, skills practice, supervision of counselling practice, self, peer and tutor feedback,


These are detailed in the following assessment map:

#### Assessment Map for *Diploma in Professional Studies: Counselling*

		Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules Level 2	USPJNH-30-2	A (25)	A (25) B (50)			
	USPJD9-10-2					A (100)
	USPJDK-40-2					A (100)
Compulsory Modules Level 3	USPJNJ-30-3		B (50)			A (50)
	USPJE5-10-3			A (100)		
	USPJE9-20-3	A (25)	B (75)			
	USPJEF-40-3					A (100)

## Part 6: 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

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
	Year 2	USPJNH-30-2 Theory and Practice of Counselling 1	None	None
		USPJD9-10-2 Personal Awareness and Self Development 1		
		USPJDK-40-2 Counselling Skills Practice and Supervision		
	Year 3	USPJNJ-30-3 Personal and Professional Development in Counselling	None	Target Awards  Diploma in Professional Studies: Counselling
		USPJE5-10-3 Counselling Project		
		USPJE9-20-3 Theory and Practice of Counselling 2		
		USPJEF-40-3 Counselling Practice and Supervision		

**Graduation**

## Part 7: Entry Requirements

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

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

*Students, who have not completed the Certificate in Counselling Skills at UWE, will need to show evidence of completing a similar Counselling Skills Certificate of 100 hours duration in order to gain 60 credits needed towards the Diploma in Professional Studies – Counselling.*

*This will need to be equivalent to QAA Level 3.*

## 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 UK Quality Code for HE](#)

National qualification framework  
Subject benchmark statements

DPS – COUNSELLING YEAR 1 LEVEL 2 = LEVEL 5 (QAA)

DPS – COUNSELLING YEAR 2 LEVEL 3 = LEVEL 6 (QAA)

### [University strategies and policies](#)

Any occupational standards:

BACP FRAMEWORK

The Diploma in Professional Studies- Counselling is an Accredited course with the BACP.

Feedback is gained annually from students and staff in terms of meeting the learning outcomes.

Feedback is gained regularly from Placement Providers.

External Examiner's Reports.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

BACP accreditation and re-accreditation processes

Student feedback

Placement providers feedback

External examiner feedback

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](#).