

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data		
Awarding Institution	University of the West of England	
Teaching Institution	University of the West of England	
Delivery Location	University of the West of England.	
Faculty responsible for programme	Health and Applied Sciences	
Department responsible for programme	Health and Social Sciences	
Modular Scheme Title		
Professional Statutory or Regulatory Body Links	BACP – British Association for Counselling and Psychotherapy	
Highest Award Title	Diploma in Professional Studies: Counselling	
Default Award Title	<i>None</i>	
Fall-back Award Title	<i>None</i>	
Interim Award Titles	<i>None</i>	
UWE Progression Route		
Mode(s) of Delivery	<i>PT</i>	
Codes	UCAS: L510147	JACS:
	ISIS2:	HESA:
Relevant QAA Subject Benchmark Statements		
CAP Approval Date	19 June 2013	
Valid from	September 2013	
Valid until Date	September 2019	
Version	3	

Part 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 professional counsellors in a variety of settings
- To enable students to situate counselling in the context of social, political and mental health fields / organisations

Part 2: Educational Aims of the Programme

- To introduce students to basic skills of research, evaluation, consultation and supervision
- To enable students to learn about processes within 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 a minimum of 120 hours of supervised counselling practice within a Placement Agency upon completion of the course.

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	USPJUC-30-2	USPJUA-30-2	USPJNJ-30-3	USPJUD-30-3	USPJUB-30-3
A) Knowledge and understanding of:						
1. The Core Integrative / Relational Counselling Model	X	X	X	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
7. Different life stage theories	X	X			X	
8. Power and inequality issues in the counselling relationship	X	X	X		X	X
9. Formulation from a range of theoretical perspectives	X	X			X	X
10. Appropriate theories of group process				X	X	
11. Relevant counseling research to inform counseling practice	X	X		X	X	X
12. The BACP Ethical Framework and its application to counseling practice	X	X	X		X	X
13. Types of medication and their effects						X
14. Mental health issues						X
15. Responsibilities of other mental health professionals						X
16. Research methods					X	
(B) Intellectual Skills						
1. Apply theoretical concepts to practice	X	X	X	X	X	X
2. Critically reflect on own experience within large group and intergroup settings		X	X		X	X
3. Evaluate issues of values and ethics in counselling	X	X			X	X
4. Critically reflect on own experience of counselling		X	X	X	X	X
5. Make appropriate judgements on a range of professional issues in counselling						X
6. Critically reflect on own behaviour and that of others		X	X	X	X	X
7. Analyse correspondence between childhood experience and issues presented in adult clients	X	X	X		X	X
8. Qualitatively evaluate the influence of families of origin on the	X	X	X		X	X

Part 3: Learning Outcomes of the Programme

interaction between client and counsellor						
9. Critical discussion	X	X	X	X	X	X
10. Discriminate between different concepts as proposed by differing theoretical schools of counselling	X				X	X
11. Ability to carry out literature research and apply to practice and personal development					X	X
12. Provide a coherent and critical appraisal of the relevant literature	X			X	X	X
(C) Subject/Professional/Practical Skills						
1. Make effective use of opportunities for self-development	X	X	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
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 practices			X	X		
8. Demonstrate an understanding of a range of client issues	X	X	X	X	X	X
9. Demonstrate a critical understanding of the process of managing the therapeutic frame	X	X	X		X	
10. Counsel in a helpful and effective way	X	X	X		X	
11. Demonstrate ability to practise safely and competently	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	
16. Examine issues of power and equality	X	X	X	X	X	X
17. Complete a small-scale research project					X	
(D) Transferable skills and other attributes						
1. Communicate effectively orally and in writing	X	X	X	X	X	X
2. Use self and life experience reflectively		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
6. Practise and promote anti-discrimanatory practice	X	X	X	X	X	X
7. Work professionally with other professional groups and agencies				X	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.

Students attend one day per week over 30 days per academic year.

This is an experiential course that fully integrates theory with personal and professional development.

A day of Induction activity is included in the Programme prior to formal teaching commencing in order to orient students to the resources and facilities available to them. This is also an important day for bringing the group together for the first time and introduces them to the experiential nature of the course from the outset.

Technology Enhanced Learning (TEL) is integral to the programme for example all Modules are supported through Blackboard.

Part 4: Student Learning and Student Support

We are actively exploring ways of developing TEL across all Modules. Our current thinking is that we shall be working towards the introduction of Link for Tutorial contact from September 2014.

In addition, students will be involved in audio and video recordings of their counselling skills practice, powerpoint presentations and sharing articles on-line.

The Theory and Practice of Counselling 1 and 2 Modules have a strong TEL component.

This features in the students engagement in producing powerpoint presentations and sharing relevant articles with each other around chosen topics.

Students access Placement information via an online placement database and newsletter, specifically aimed at this Programme.

A Student Handbook is provided at Induction that includes information on the Faculty, the University, its regulations and procedures and is supplemented by more specific Module guidelines. Students are supported during their time at UWE by central student support services.

Student autonomy and self-direction is also developed through interaction with peers and private study, and direction to psychology/HLS bookable social learning areas and UWE wide social learning facilities where students can meet to exchange ideas.

- Students on the DPS – Counselling have the opportunity to gain a deeper understanding of the relational approach to counselling through academic learning, personal and professional development which are integrated throughout the course, as well as placement working with clients. There is a placement Co-ordinator to facilitate communication between the course tutors and the placement supervisors.
- All students will participate in a placement outside of the course which offers supervised counselling practice.
- All students will be involved in personal weekly therapy outside of the course.
- Career planning and preparation: there will be opportunities on the course to consider potential opportunities to work as a counsellor. Students are provided with information around Individual Accreditation with BACP and local networking groups.
- 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 individual tutorials.

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

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion.

Placement learning: Will include a practice placement - students will be involved in working with a number of clients as designated by the placement provider on a weekly basis. They will receive regular monthly counselling supervision with a qualified and experienced practitioner within the placement setting, according to BACP's requirement of a minimum of one and a half hours per month.

Description of any Distinctive Features

Students are engaged in a supervised counselling practice placement weekly, and continuously, whilst they are attending the Programme over the two year period. This allows for constant and on-going integration of learning between the placement experience and what is being taught and facilitated at the University. This is a key feature of the course. (120 supervised counselling practice hours)

Part 4: Student Learning and Student Support

Students are also engaged in weekly, one-to-one personal therapy for the duration of the Programme. (60 hours) Again this is an integral component of the Programme which offers an integrated approach to personal development.

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

Part 5: Assessment

Approved to [University Regulations and Procedures](#)

Assessment Strategy

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

The DPS – Counselling is assessed by both formative (e.g. written assignments and skills / supervision practice) and summative (e.g. Viva, Logs of Counselling Practice Hours) assessment across the course. Assessments have been chosen in order to be valid (assess appropriate learning outcomes identified within the Programme), discriminate by ability (differentiating between students) reliable and fair. The purpose of assessment on this programme is to demonstrate to students and stakeholders (placement providers and potential employers) the quality of learning ability amongst graduates of the Programme. Furthermore, feedback on assessment throughout the Programme is designed to support students' ongoing learning and development.

Learners have different strengths and preferences for different assessment methods. Consequently, this Programme deliberately utilizes a range of alternative assessment approaches:

Written assignments / essays, case study and research project
Presentations
Counselling skills practice
Supervision of counselling practice
Logs of counseling practice hours
Logs of supervised counselling practice
Supervisor's report from placement
Logs / record of personal therapy
Reflections on personal and professional development

Student performance on placement is commented on through a Supervisor's Report at the end of each year. We do not and cannot expect Placement Supervisors to assess students formally as we do not pay them to do so, however, they are asked to complete a Report in which they are invited to comment about the student's strengths and areas for further development.

The staff team hold responsibility overall for assessing students' performance. We work in a co-operative way with placement managers / supervisors to support students.

Students are expected to provide evidence of their client practice hours through a Counselling Practice Log, a Supervision of Counselling Practice Log and a Supervisor's Report. These are all signed off by the Placement Supervisor as evidence of successful completion.

Students are also attending one-to-one personal weekly therapy for the duration of the course. They provide a signed Therapist Form at the beginning and at the end of the academic year verifying that they are attending personal therapy. This will be for a minimum of 30 Therapy hours per academic year. A signed form is all that is required as the nature of the therapy undertaken is confidential to both student (client) and therapist. However, the learning that takes place for the student as 'client' is crucial

Part 5: Assessment

to the personal and professional development of a sound and competent counselling practitioner. This will be assessed within their written assignments, particularly the Case Study in Year 1, and the Viva in Year 2, where they are asked to comment on and integrate their learning from their personal therapy. This is indeed relevant to ALL assignments, whether written or practical.

Students must complete a minimum of 120 Supervised Counselling Practice Hours, which must be signed off by their Placement Agency (Counselling Supervisor), and by a member of the Core Teaching Staff Team at UWE.

Students must complete 60 Personal Therapy Hours in total which must be signed off by their Therapist / Counsellor.

A Supervisor's Report will be completed and signed off at the end of each Year.

Assessment Map

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


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/Supervised Group Discussion
Compulsory Modules Level 2	USPJNH-30-2	A 50	B 50			
	USPJUA-30-2		A 100			
	USPJUC-30-2	A 100				
Compulsory Modules Level 3	USPJNJ-30-3					A 100
	USPJUD-30-3	A 50		B 50		
	USPJUB-30-3	A 50	B 50			

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
		USPJUA-30-2 Personal Awareness and Self Development 1		
		USPJUC-30-2 Counselling Practice, Supervision and Research 1		
	Year 3	USPJNJ-30-3 Personal and Professional Development in Counselling		Target Awards Diploma in Professional Studies: Counselling
		USPJUB-30-3 Theory and Practice of Counselling 2		
		USPJUD-30-3 Counselling Practice, Supervision and Research 2		

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

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.

The learning outcomes have been developed with reference to the qualification descriptors in the QAA Framework for Higher Education Qualifications, and in particular those that describe a higher qualification at Level 6. Diploma in Professional Studies – Counselling.

[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 Ethical Framework

BACP GOLD STANDARDS CRITERIA

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.

External Examiner feedback
Placement Provider feedback
Supervisor's Report
BACP Gold Standards Criteria
BACP accreditation and re-accreditation processes
Staff-student Liaison
Student feedback

There are regular placement meetings usually held termly at UWE, (for the past 15 years) and these are an important approach to working co-operatively with placement agencies who offer our students the opportunity to work as volunteer counsellors with their clients.

All students and placement providers are provided with a Placement Handbook outlining the requirements of the course in line with the BACP's Gold Standards Criteria.

Placements are approved and monitored through the Programme Leader, in liaison with the Placement Co-ordinator at UWE. The placement provider completes a form outlining the qualifications of the Supervisor and the Professional Body to which the Supervisor is accountable. There is a Health and Safety Policy in place, along with a Complaints Procedure and Policy.

Part 8: Reference Points and Benchmarks

An annual Placement Fair and Keynote Speaker now features as part of the widening approach to promoting placements and enabling students to find out more about the differing potential placements on offer to them. This also gives the placement providers an opportunity to meet with the staff team as well as current and prospective students.

All students are supervised within their placements and are supervised within and throughout the duration of the course itself, by members of the academic staff team on the Diploma, who are also counselling practitioners.

We have had a representative Placement Provider involved in the re-refresh process and this has provided us with the opportunity to consult at development meetings, as well as getting feedback online. Students have given invaluable feedback to date in response to their involvement in the 2 Modules (over the past academic year), which were re-freshed, and went through CAP last summer.

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](#).