ACADEMIC PARTNERSHIPS PROGRAMME QUALITY HANDBOOK 2020-21

BA (Hons) Counselling

Contents

Welcome and Introduction

We would like to extend a very warm welcome to you as you commence your studies on the BA (Hons) Counselling programme which is delivered by City of Bristol College in partnership with Plymouth University.

We are delighted that you have chosen to study with us.

As a student of this programme of study you will be enrolled and registered as a student of both the University and the College, enabling you to study at the College and use its facilities, as well as having student status with Plymouth University.

This Handbook will give you a guide to the structure of the programme including the approach to teaching, learning and assessment. It also contains essential information about the College and University regulations that will enable you to understand the expectations placed on you as a student, and to help you make the best use of your time on the programme.

Please take time to familiarise yourself with the contents of this handbook as it will answer many of the questions you might have.

This Programme Quality handbook contains important information including:

The approved programme specification.
Module records.

The programme has been designed to equip you with the skills and knowledge base required to work within the Counselling field and offer graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

The BA (Hons) Counselling encourages a world view of contemporary counselling in the 21st century, including exciting developments in the present and future of the profession. It provides the opportunity for students to carry out a small - scale research study in an area of Counselling which interests them and gain valuable research knowledge and skills.

It embraces sociocultural issues of our time including:

➢ Working with climate change, pandemics, ecological, economic, health and other anxieties in Counselling and Supervision
➢ Developing and managing sustainable and ethical practice using digital and online platforms
➢ Responding to personal and professional crisis

- ➢ Creative development of supportive coaching and mentoring skills/styles
- ➢ Working transculturally and with clients and colleagues from diverse backgrounds
- ➢ Working with clients, colleagues and stakeholders from LGBTQ communities

The course is delivered through a mixture of independent study, teaching and academic support through the personal academic tutoring system.

You will be taught through a combination of blended learning including:

- Lectures: Key elements of essential theory will be presented and contextualised through discussion, and areas for further study will be explored and then used to guide self-guided study periods.

- Assignment writing and study skills workshops: In the early stages of the course students will be able to attend workshops on assignment writing and study skills appropriate to Level 6. These reflect our intake of students from diverse backgrounds and support non-traditional learners.

- Seminars: In which specific areas of study are discussed within smaller study groups to identify differentiation and personalisation of the learning materials

- Self-guided Study: A high proportion of self-guided study is expected, in which the student reflects upon, reads around and further develops the learning from the in-class sessions. At Level 6 we place emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement.

- Tutorials: Learning in all modules will be supported through both group and individual tutorials

This combination of delivery methods will allow you to reflect on your developmental progress and build up a professional profile of skills, competencies and experiences that will enable you to flourish and gain confidence in existing and new professional roles.

Note: The information in this handbook should be read in conjunction with the current edition of:

- Your University Student Institution Handbook which contains student support based information on issues such as finance and studying at HE is available at: (Institution to add link)
- Your Module Guides available on Moodle and MS Teams platforms
- Your University of Plymouth Student Handbook is available on Moodle and MS Teams

We would like to take this opportunity to wish you every success with your studies and look forward to working with you over the next academic year.

Programme Specification

1 Final Award Title

BA (Hons) Counselling

Level X Intermediate Award Title(s):
N/A

Level X Intermediate Award Title(s):
N/A

UCAS Code: TBC

HECOS Code:100476

1.1 Institutions:

Awarding: University of Plymouth

Teaching institution**:** City of Bristol College

1.2 Accrediting Body:

The team intend to apply for programme accreditation with the National Counselling Society (NCS) at the earliest available opportunity.

1   Distinctive Features of the Programme and the Student Experience

1.1 City of Bristol College:

The City of Bristol College has a number of strengths, in particular students will benefit from our particular 'HE in FE' experience, including:

- HE experience and rigour in a welcoming community setting.
- A strong HE Counselling team with well-established stakeholder relationships.
- Current vocational experience of staff as counselling professionals and practitioners.
- Excellent staff to student ratios.

- Emphasis on nurturing and support where the student voice is valued.
- Classroom enrichment reflecting the wide range of student backgrounds.

1.2 Programme features:

The BA (Hons) Counselling top-up award is a level 6 course designed to build upon previous counselling training and enhance knowledge and understanding of the counselling profession. The programme provides both a theoretical base and will also equip students with research knowledge and skills.

The programme is offered as a full-time top-up honours degree programme and is modular in structure, focusing on a number of essential themes in contemporary Counselling practice.

It progresses students' ability to build, sustain and advance professional working relationships in order to support meeting diverse clients' needs.

It continues to integrate reflective practice wherein students are required to reflect upon occurrences in the workplace and use their experiences to inform and evaluate their own practice.

Students are offered the opportunity to expand their knowledge of Ethical Practice, Governance, Research Methodologies and Methods within a Contemporary Counselling context.

Graduates will be well-placed at the forefront of the counselling profession as well-informed and self-aware professionals with an ability to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively.

The curriculum and module content has been selected and developed to ensure direct relevance to enhance both graduate and employability skills.

Graduates of the programme may expect to:

- Gain skills and experience in the exercise of initiative, personal responsibility and decision making within complex and unpredictable working environments.

- Equip self for working supportively and effectively within counselling settings where contemporary issues arise.

- Gain in depth research and study skills through the development of a research proposal and conducting a small-scale study contributing towards their employability.

- Develop coaching skills and techniques which will enhance their ability to support others and enhance own professional development portfolio.

- Enhance their opportunities for further professional/academic study / training at higher level.

2   Relevant QAA Subject Benchmark Group(s)

The programme development has been informed by the following:

Counselling and Psychotherapy (2013)

The Revised Quality Code for Higher Education (3 May 2018)

SEEC Credit Level Descriptors for Higher Education accessed 19 December 2019)

3 Programme Structure

Programme Structure for BA (Hons) Counselling – 120 L6 credits

Full – Time: 1 Academic year

Level 6				
Module Code	**Module Title**	**No. of Credits**	**Core / Optional**	**Sem**
COBC3025	Collaborative Practice: Identifying & working with Counselling Stakeholders	20	CORE	1
COBC3026	Dissertation	40	CORE	1 & 2
COBC3027	Leadership in a Counselling setting	20	CORE	1
COBC3028	Counselling within a contemporary context: working with culture, diversity and difference	20	CORE	2
COBC3029	Coaching and Mentoring	20	CORE	2

Part – Time: 2 Academic years

Level 6				
Module Code	**Module Title**	**No. of Credits**	**Core / Optional**	**Sem**
COBC3025	Collaborative Practice: Identifying & working with Counselling Stakeholders	20	CORE	Sem 1, YR1
COBC3026	Dissertation	40	CORE	Sem 1 YR 2, Sem 2 YR 2
COBC3027	Leadership in a Counselling setting	20	CORE	Sem 1, YR 1
COBC3028	Counselling within a contemporary context: working with culture, diversity and difference	20	CORE	Sem 2, YR1
COBC3029	Coaching and Mentoring	20	CORE	Sem 1, YR 2

4 Entry requirements and Admissions criteria

4 .1 Entry to the programme will be via UCAS or APL and the University of Plymouth regulations will apply.

All applicants must have GCSE (or equivalent) Maths and English at Grade C or above and have achieved a Foundation Degree in a related subject, or achieved 120 Level 4 Credits and 120 Level 5 (or higher) Credits in related subjects.

All candidates will be required to attend an interview before joining the programme. Interviewers will be seeking evidence of:

- Ability to write and discuss assignments at level 6
- Recent reading of counselling research literature
- Reflection on learning and workplace experiences from recent and relevant courses

5 Programme Aims

The programme is intended to:

1. Equip students with the knowledge and skills for systematic understanding and critical enquiry of contemporary counselling issues to become an autonomous and effective professional able to work across a range of complex counselling operational settings.

2. Develop students' skills and understanding of leadership and management, promoting personal responsibility, role identity and enhancing skills for conflict resolution whilst developing a strong awareness of the infrastructure underlying counselling settings.

3. Promote student confidence and flexibility in analysis, problem solving, research and enquiry through evaluation of data, assimilating information for reliability, validity and significance to reach coherent conclusions and recommendations.

4. Support students in developing critically reflective techniques and processes which enhance personal and professional development towards effective performance in teams and own role in a range of organisational contexts.

5. Enhance students' knowledge, skills and understanding of ethical considerations, accountability for safe practice and strategies for managing the impact of diversity and difference on service delivery with particular reference to the main Counselling Professional bodies' ethical codes and frameworks

6 Programme Intended Learning Outcomes

6.1 Knowledge and understanding

On successful completion graduates should have developed an in-depth knowledge base and systematic understanding of:

1. Theories, models and approaches, their inter-relationship with other fields and relevance to supporting effective policy and practice.
2. Contemporary counselling policy, legislation, ethical frameworks and regulation including their impact on service delivery.
3. How leadership and management arrangements influence the delivery of services and outcomes for recipients of services.
4. How coaching can influence reflective professional development, feedback and delivery of services and outcomes.

6.2 Cognitive and intellectual skills

On successful completion graduates should have developed conceptualisation, critical analysis and thinking in relation to:

1. The theoretical paradigms and professional rationales concerning transcultural interventions in evidence-based practice.
2. The complex challenges of multicultural service provision in relation to the diverse determinants of healthcare and wellbeing.
3. The contemporary issues at the forefront of the subject including the influence of social policy and political ideology on provision.

4. The diversity of values, beliefs, experience and culture associated with and influencing the provision, design and delivery of services.

6.3 Key and transferable skills

On successful completion graduates should have developed the ability to:

1. Critically evaluate relevant issues, alongside information and data that may be drawn from a wide range of disciplines and sources.
2. Articulate and synthesise views from a range of data, using appropriate manual and electronic systems, to create a coherent and unified research proposal and small scale study.
3. Analyse and evaluate research and research methodologies to develop appropriate application for own study area.
4. Work with minimal supervision within agreed guidelines taking responsibility for accessing support and taking personal responsibility for auctioning personal/group outcomes.

6.4 Employment related skills

On successful completion graduates should be able to:

1. Use coaching and communication skills and techniques to establish criteria for effective professional and interpersonal communication in a wide range of situations.
2. Take responsibility for own learning and development using reflection and feedback to analyse own capabilities, appraising alternatives, planning and implementing actions.
3. Reflect on practice and recognise ethical issues relating to equal opportunities, non - discriminatory practice and diversity.
4. Identify appropriate courses of action in relation to such issues in compliance with professional codes of conduct and practice.

6.5 Practical skills

On successful completion graduates should have developed:

1. The ability to work effectively within a team using leadership, management, coaching skills and strategies to support self and others, responding proactively to a range of professional situations.
2. Observational techniques and skills to identify and evaluate own role within poorly defined and flexible contexts.
3. Strategies for evaluating own professional competencies and identified techniques and processes for ongoing professional development.
4. Flexibility and adaptability to enable effective working in complex and unpredictable contexts by selecting and applying skills and knowledge in unfamiliar situations.

7 Progression criteria for Final and Intermediate Awards:

The University of Plymouth regulations will apply.

The BA (Hons) Counselling may be awarded following successful completion of 120 credits at L6.

8 Non Standard Regulations:
N/A

9 Transitional Arrangements:
N/A

Appendices:

Appendix 1:
Programme Specification Mapping (UG) – core modules

Appendix 1: Programme Specification Mapping (UG): module contribution to the meeting of Programme Learning Outcomes
CORE MODULES: tick those Programme Learning Outcomes the module contributes to through its

Core Modules		Programme Learning Outcomes contributed to (for more information see Section 7)																		
		Knowledge & understanding **7.1**				Cognitive & intellectual skills **7.2**				Key & transferable skills **7.3**				Employment related skills **7.4**				Practical skills **7.5**			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
	COBC3025 Collaborative Practice: Identifying & Working with Counselling Stakeholders	X	X				X	X	X	X				X	X	X		X			X
	COBC3026 Dissertation	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
	COBC3027 Leadership in a Counselling setting	X	X	X		X	X	X	X	X	X	X	X	X		X	X	X	X	X	X
	COBC3028 Counselling within a contemporary context: working with culture, diversity and difference	X	X			X			X	X	X	X				X					X
	COBC3029 Coaching and Mentoring				X	X		X	X	X				X	X	X	X	X	X	X	X
Level 6 LOs																					
Confirmed Prog LOs																					

assessed learning outcomes. Insert rows and columns as required

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: COBC 3025   **MODULE TITLE:** Collaborative Practice: Identifying & Working with Counselling Stakeholders

CREDITS:20   **FHEQ LEVEL:6**   **HECOS CODE:100476**

PRE-REQUISITES: None   **CO-REQUISITES:None**   **COMPENSATABLE: Yes** *(if No identify programmes in notes box below)*

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

SHORT MODULE DESCRIPTOR:
Collaborative Practice: Identifying & Working with Counselling Stakeholders examines multi - agency working and inter - professional collaborative practice in building sustainable Counselling provision. It encourages students to reflect on current trends, structures and contexts, the nature and sustainability of Counselling provision, and highlights the need for flexible and effective teamwork in the context of contemporary Counselling settings.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	50%	**P1** (Practical)	50%
E2 (Clinical Examination)		**A1** (Generic Assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked: Counselling

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
Collaborative Practice: Identifying & Working with Counselling Stakeholders introduces students to the importance of working with a range of community stakeholders in addressing counselling needs.

To enable students to:

- Identify the stakeholders involved in Counselling provision and widening participation initiatives.
- Identify a range of disciplines and provisions which impact on Counselling.
- Identify a range of challenges, demands and barriers which impact on Counselling including

personal, social, cultural, sustainability and environmental issues.
- Demonstrate an approach to their practice that is informed by up to date relevant theoretical and practice perspectives.
- Develop as autonomous learners at HE level.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes).

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Demonstrate a systematic understanding of, and critically evaluate principles of collaborative professional practice; 2. Identify and critically review the roles of stakeholders in contemporary Counselling settings; 3. Place conceptual understanding of diverse stakeholders' needs within Counselling frameworks with reference to resources, sustainability and infrastructure; 4. Develop flexible and effective working relationships with colleagues and stakeholders, utilising a range of communication skills with reference to mutual needs and objectives.	(Please expand this box as necessary to include all required information) 7.1.1 7.1.2. 7.2.2. 7.2.3. 7.2.4. 7.3.1. 7.4.1. 7.4.2. 7.4.3. 7.5.1. 7.5.4.
DATE OF APPROVAL: 04/03/2020	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: September 2020	**SCHOOL/PARTNER:** City of Bristol College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Full-Time: Semester 1** **Part-Time: Semester 1, Year 1**

Notes:

Additional Guidance for Learning Outcomes:
To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards
- Framework for Higher Education Qualifications http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp
- Subject benchmark statements http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. <u>Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.</u> Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2020/21

NATIONAL COST CENTRE: 103, Nursing & Allied Health Professions

MODULE LEADER: Jan Tatham

OTHER MODULE STAFF: Kevin Kirwan, Rachel Allen

Summary of Module Content

This module focuses on interprofessional practice between collaborative organizations & sectors.
Through a series of tutorials, and specialist tutoring students will be introduced to the role of counselling in collaborative professional practice across a range of settings.

Students will:

- Identify a range of contemporary issues encountered by Counselling Management professionals working with community stakeholders, including: Mental Health, Safeguarding, Substance Abuse/Addictions and other contemporary issues.
- Explore sustainability issues relevant to Counselling provision in a range of contexts.
- Develop appropriate flexible solutions/responses to provisioning relating to contemporary
- issues including climate crisis.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	15	Weekly 1 hour lecture (15 week term)
Seminar Sessions	15	Weekly 1 hour seminar (15 week term)
Tutorials	5	Weekly 1 hour tutorial
Self - directed Study	165	
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		
Test		
Coursework	Case study report: This project entails students' ability to research, review, critically evaluate, consolidate, extend, and apply a range of knowledge and understanding demonstrating engagement with widening participation in Counselling settings **Module Learning Outcomes**: 1, 2 & 3	100%
Practical	Presentation of findings (for identified stakeholder group): The project report and presentation designed to demonstrate a capacity to research, organise and present information in a structured format and deliver a coherent and structured presentation **Module Learning Outcomes**: 2,3 & 4	100%
Clinical Examination		
Generic Assessment		

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		
Coursework (in lieu of the original assessment)		
Coursework	New case study report. **Module Learning Outcomes**: 1, 2 & 3	100%
Practical	New presentation of findings (for identified stakeholder group). **Module Learning Outcomes**: 2,3 & 4	100%
Clinical Examination		
Generic Assessment		
Test		

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	**Approved by**: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: COBC3026　　**MODULE TITLE:** Dissertation
CREDITS: 40　　　　　　　　 **FHEQ LEVEL:** 6　　　**HECOS CODE:100476**
PRE-REQUISITES: None　　　 **CO-REQUISITES:** None　 **COMPENSATABLE:** No

SHORT MODULE DESCRIPTOR:

The Dissertation module is a student-led small-scale research project which culminates in a 10,000 word final dissertation. The topic is chosen by the student and approved by the student's dissertation supervisor. It must be related to a relevant counselling discipline, subject, or theme.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	100%	**P1** (Practical)	
E2 (Clinical Examination)		**A1**			
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked: Counselling

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

The aim of this module is to provide students with an organizing focus for their final year. Learning to define, research, and write a dissertation helps students to develop valuable transferable skills including time management, research initiative, problem-solving, independent motivation, effective written communication and the ability to find and use a range of relevant sources.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes).

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Produce a structured critical proposal for a research topic of interest; 2. Critically analyse a range of research methodologies, approaches and methods employed in Counselling research; 3. Critically evaluate a range of published research findings pertinent to own research study and present in a literature review; 4. Carry out a small - scale research study based on the proposal submitted; 5. Analyse data and findings gathered from the research study carried out to inform conclusion and write up of dissertation.	7.1.1. 7.1.2. 7.2.1. 7.2.2. 7.2.3. 7.2.4. 7.3.1. 7.3.2. 7.3.3. 7.3.4. 7.4.1. 7.4.2. 7.4.3. 7.4.4 7.5.1. 7.5.2 7.5.4
DATE OF APPROVAL: 04/03/2020	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: September 2020	**SCHOOL/PARTNER:** City of Bristol College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Full-Time: Semesters 1 & 2** **Part-Time: Semesters 1, 2 Year 2**

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp
- Subject benchmark statements http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx

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ACADEMIC YEAR: 2020/21   **NATIONAL COST CENTRE:** 103, Nursing & Allied Health Professions

MODULE LEADER: Jan Tatham   **OTHER MODULE STAFF: Kevin Kirwan, Louise Gregory**

Summary of Module Content

Students will develop analytical skills and knowledge related to carrying out a small-scale research study, exploring appropriate research methodologies, methods and approaches which may be used when carrying out Counselling research and developing an understanding of research ethics. They will also identify and consider practical considerations and limitations when reflecting on their area of research.

Taught sessions will include:

- Research process, structure & approaches
- Identifying and selecting a study area
- Developing a rationale
- Research aims, questions and hypothesis
- Searching the literature and carrying out a literature review
- Research design - methodologies
- Ethics
- Sampling techniques
- Data collection and analysis
- Interpretation of results

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lecture Sessions	10	Afternoon lectures, 3.3 hours each (first 3 weeks)
Seminar Sessions	15	Hourly weekly group seminar workshops (15 week term)
Tutorials	30	Individual weekly tutorials (2 hours)
Self - directed Study	345	Under supervision, to be reviewed in tutorials
Total	**400**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT:

Element Category	Component Name	Component Weighting
Written exam		
Test		
Coursework	The dissertation will be submitted in three parts: a literature review, an outline proposal, and the research paper **Module Learning Outcomes: 1,2,3,4, & 5.**	100%
Practical		
Clinical Examination		
Generic Assessment		

REFERRAL ASSESSMENT:

Element Category	Component Name	Component Weighting
Written exam		
Coursework (in lieu of the original assessment)	Referral on dissertation to be discussed by Award Board **Module Learning Outcomes**: 1,2,3,4, & 5.	100%
Coursework		
Practical		
Clinical Examination		
Generic Assessment		
Test		

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	**Approved by**: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: COBC3027   **MODULE TITLE:** Leadership in a Counselling Setting

CREDITS: 20   **FHEQ LEVEL:** 6   **HECOS CODE:**100476

PRE-REQUISITES: None   **CO-REQUISITES:** None   **COMPENSATABLE:** Yes

SHORT MODULE DESCRIPTOR:

This module examines the key theories and practice skills required for effective leadership, management and administration in Counselling settings. It considers leadership theory from an individual, team and organisational perspective, and considers problem solving approaches, as well as ways of dealing with conflict, unhealthy behaviours, and notions of quality, diversity and individual values, whilst focusing on Counselling service users and project management.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions] – see Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	60%	**P1** (Practical)	40%
E2 (Clinical Examination)		**A1** (Generic Assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked: Counselling

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

Students are expected to identify, analyse, and critically evaluate Counselling organisational structures, culture and the leadership approaches that can drive and support teams and individuals to achieve organisational mission and goals.

Students will:

- Develop and apply an understanding of criteria associated with leadership in relevant Counselling settings.

- Produce independently-reasoned, interpretive analyses of the complex demands and strategies involved in successful leadership in Counselling provision.

- Practice autonomy and develop confidence in devising interpretive strategic planning for leadership in Counselling settings.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes.

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
At the end of the module the learner will be expected to be able to: 1. Demonstrate a coherent and detailed knowledge of leadership models appropriate to Counselling settings; 2. Critically evaluate relevant team theories and contingency models appropriate to Counselling settings; 3. Identify and communicate a range of organisational and leadership models/ theories to various audiences, including both specialist and non-specialist stakeholders; 4. Demonstrate autonomy, independence, and self-awareness in organizing and delivering work.	7.1.1. 7.1.2. 7.1.3. 7.2.1. 7.2.2. 7.2.3. 7.2.4. 7.3.1. 7.3.2. 7.3.3. 7.3.4. 7.4.1. 7.4.3. 7.4.4. 7.5.1 7.5.2. 7.5.3. 7.5.4.

DATE OF APPROVAL: 04/03/2020	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: September 2020	**SCHOOL/PARTNER:** City of Bristol College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Full-Time Semester 1** **Part-Time Semester 1 Year 1**

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp
- Subject benchmark statements http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

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ACADEMIC YEAR: 2020/21

NATIONAL COST CENTRE: 103, Nursing & Allied Health Professions

MODULE LEADER: Kevin Kirwan

OTHER MODULE STAFF: Jan Tatham, Louise Gregory

Summary of Module Content:

This module focuses on types of 'leadership', identifying the roles, responsibilities, and responses of key individuals within counselling organisations and settings. Students will engage in exploring strategies to motivate and assess accountability, quality, strategy and policy within counselling environments.

Students will develop knowledge, understanding and skills in:

- Theories of leadership and the formation of organisational culture in Counselling settings
- Inter-professional Counselling team development
- Working with Diversity, value & individualised care
- Communication, motivation, and problem solving

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures	15	Weekly 1 hour lecture (15 week term)
Seminar Sessions	15	Weekly 1 hour seminar (15 week term)
Tutorials	15	Weekly 1 hour tutorial
Self - directed study	155	
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT:

Element Category	Component Name	Component Weighting
Written exam		
Test		
Coursework	An Organisational report (case study) from a chosen Counselling setting **Module Learning Outcomes: 1,2 & 4.**	100%
Practical	Individual presentation **Module Learning Outcomes: 1,2,3 & 4.**	100%
Clinical Examination		
Generic Assessment		

REFERRAL ASSESSMENT:

Element Category	Component Name	Component Weighting
Written exam		
Coursework (in lieu of the original assessment)		
Coursework	A new Organisational report (case study) from a chosen Counselling setting **Module Learning Outcomes: 1,2 & 4.**	100%
Practical	A new individual presentation **Module Learning Outcomes: 1,2,3 & 4.**	100%
Clinical Examination		
Generic Assessment		
Test		

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date:	**Approved by**: Date:

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: COBC 3028   **MODULE TITLE:** Counselling within a contemporary context: working with culture, diversity and difference

CREDITS: 20   **FHEQ LEVEL: 6**   **HECOS CODE: 100476**
PRE-REQUISITES: None   **CO-REQUISITES: None**   **COMPENSATABLE: Yes** *(if No identify programmes in notes box below)*

SHORT MODULE DESCRIPTOR
The focus of this module is on the development of cultural understanding within contemporary counselling contexts. The influences and implications of, and for culture, identity, ethnicity, class, disability, gender, sexuality and contemporary issues will be explored in relation to counselling and supervisory relationships.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	50%	**P1** (Practical**)**	50%
E2 (Clinical Examination)		**A1** (Generic Assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked: Counselling

Professional body minimum pass mark requirement: N/**A**

MODULE AIMS:
The aim of this module is to enable learners to develop greater cultural understanding and to enhance professional competencies for working transculturally across a diverse range of contemporary issues within contemporary counselling settings.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes).

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
At the end of the module the learner will be expected to be able to: 1. Demonstrate understanding of cultural and contemporary issues which may affect both client and counsellor across a range of Counselling settings; 2. Explore how boundaries, ethical codes and supervision may be utilised to support safe practice in transcultural and contemporary counselling; 3. Critically analyse theoretical models of transcultural counselling and demonstrate how these may be applied to self and clients in relation to contemporary issues; 4. Evaluate own cultural competencies; creating and reflecting on portfolio resources and tools for enhancing transcultural and contemporary practice, understanding and skills development.	(Please expand this box as necessary to include all required information) 7.1.1. 7.1.2. 7.2.1. 7.2.4. 7.3.1. 7.3.2. 7.3.3. 7.4.3. 7.5.4.
DATE OF APPROVAL: 04/03/2020	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: September 2020	**SCHOOL/PARTNER:** City of Bristol College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Full-Time: Semester 2, Part-Time: Semester 2 Year 1**

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications
  http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp

  Subject benchmark statements
  http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law).QAA Quality Code
  http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.asx

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. <u>Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.</u> Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2020/21

NATIONAL COST CENTRE: 103, Nursing & Allied Health Professions

MODULE LEADER: Jan Tatham

OTHER MODULE STAFF: Kevin Kirwan, Louise Gregory

Summary of Module Content

This module focuses on transcultural models of Counselling, the impact of cultural influences and diversity on counselling/supervisory relationships and Counselling provision and settings.

Students will:

- Identify and critically evaluate current skills and competencies for working transculturally.
- Develop a 'portfolio' of skills, attitudes, competencies and resources.
- Explore working with a range of diverse contemporary issues.
- Enhance current skills, competencies and alternate resources/interventions for promoting effective ethical counselling practice when working with contemporary counselling issues.
- Use contemporary Counselling research to inform the development of knowledge and cultural competencies.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures/seminars	30	Weekly 2 hour lecture (15 week term)
Tutorials	15	Weekly hour-long tutorial
Self -directed study	155	
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		
Test		
Coursework	Written reflective piece using a case study from practice **Module Learning Outcomes**: 1,2,3 & 4.	100 %
Practical	Personal and professional cultural awareness & development: individual presentations **Module Learning Outcomes:** 1,2,3 & 4.	100 %
Clinical Examination		
Generic Assessment		

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		
Coursework (in lieu of the original assessment)		
Coursework	New Title for: Written reflective piece using a case study from practice **Module Learning Outcomes:** 1,2,3 & 4.	100 %
Practical	New Title for: Personal and professional cultural awareness & development: individual presentations **Module Learning Outcomes:** 1,2,3 & 4.	100 %
Clinical Examination		
Generic Assessment		
Test		

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	**Approved by**: Date: XX/XX/XXXX

UNIVERSITY OF PLYMOUTH MODULE RECORD

SECTION A: DEFINITIVE MODULE RECORD. *Proposed changes must be submitted via Faculty/AP Quality Procedures for approval and issue of new module code.*

MODULE CODE: COBC 3029   **MODULE TITLE:** Coaching and Mentoring

CREDITS: 20   **FHEQ LEVEL: 6**   **HECOS CODE: 100476**

PRE-REQUISITES: None   **CO-REQUISITES: None**   **COMPENSATABLE: Yes** *(if No identify programmes in notes box below)*

SHORT MODULE DESCRIPTOR: *(max 425 characters)*
This module focuses on the identification, practice and development of integrative coaching and mentoring skills to assist with the development of high performing teams in Counselling organisations. Learners will develop the skills required to initiate, maintain and conclude a coaching and/or mentoring interaction. Learners will also explore some of the main theoretical approaches which underpin coaching and mentoring and explore how they may be applied appropriately in Counselling settings.

ELEMENTS OF ASSESSMENT *[Use HESA KIS definitions]* – see *Definitions of Elements and Components of Assessment*					
E1 (Examination)		**C1** (Coursework)	60%	**P1** (Practical)	40%
E2 (Clinical Examination)		**A1** (Generic Assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked: Counselling

Professional body minimum pass mark requirement: N/A

MODULE AIMS:
The aim of this module is to enable learners to investigate the role of coaching and mentoring for supporting effective performance in Counselling settings. Students will explore coaching and mentoring models appropriate to Counselling settings and focus on evaluating and developing current skills and competencies to ethically integrate professional coaching and mentoring strategies/interventions.

ASSESSED LEARNING OUTCOMES: (additional guidance below; please refer to the Programme Specification for relevant award/ programme Learning Outcomes).

At the end of the module the learner will be expected to be able to:

Assessed Module Learning Outcomes	Award/ Programme Learning Outcomes contributed to
1. Demonstrate a systematic understanding of how theoretical perspectives apply in the utilisation of coaching and mentoring to manage performance in Counselling settings; 2. Carry out a simulated coaching interaction, providing a rationale for strategy and ethical application of theoretical perspectives in Counselling contexts; 3. Analyse the role, responsibilities, characteristics and behaviours of an effective coach and mentor; 4. Critically analyse and evaluate own skills in coaching practice, personal effectiveness, leadership, communication and interpersonal skills to manage performance in a Counselling setting.	(Please expand this box as necessary to include all required information) 7.1.4. 7.2.1. 7.2.3. 7.2.4. 7.3.1. 7.4.1. 7.4.2. 7.4.3. 7.4.4. 7.5.1. 7.5.2. 7.5.3. 7.5.4.
DATE OF APPROVAL: 04/03/2020	**FACULTY/OFFICE:** Academic Partnerships
DATE OF IMPLEMENTATION: September 2020	**SCHOOL/PARTNER:** City of Bristol College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	**SEMESTER: Full-Time: Semester 2** **Part-Time: Semester 1 Year 2**

Notes:

Additional Guidance for Learning Outcomes:

To ensure that the module is pitched at the right level check your intended learning outcomes against the following nationally agreed standards

- Framework for Higher Education Qualifications http://www.qaa.ac.uk/publications/information-and-guidance/publication/?PubID=2718#.VW2INtJVikp
- Subject benchmark statements http://www.qaa.ac.uk/ASSURINGSTANDARDSANDQUALITY/SUBJECT-GUIDANCE/Pages/Subject-benchmark-statements.aspx
- Professional, regulatory and statutory (PSRB) accreditation requirements (where necessary e.g. health and social care, medicine, engineering, psychology, architecture, teaching, law)
- QAA Quality Code http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx

SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

Items in this section must be considered annually and amended as appropriate, in conjunction with the Module Review Process. <u>Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students.</u> Further details for current students should be provided in module guidance notes.

ACADEMIC YEAR: 2020/21   **NATIONAL COST CENTRE:** 103, Nursing & Allied Health Professions

MODULE LEADER: Louise Gregory   **OTHER MODULE STAFF: Jan Tatham, Kevin Kirwan**

Summary of Module Content

This module focuses on the understanding and evaluation of theories of coaching and mentoring assessing potential benefits to Counselling settings and provision. It explores the role of coaching interactions individually and across teams in Counselling services, developing students' skills in facilitating effective professional performance and autonomous direction.

Students will:

5. Develop an understanding of, and evaluate different coaching and mentoring models and the Counselling contexts in which they may be applied.
6. Discuss how to assess workplace behaviours and review performance of self and others.
7. Explore strategies for goal setting and achievement through simulated coaching and mentoring interactions.
8. Enhance current skills in managing difficult employee situations and endings.

SUMMARY OF TEACHING AND LEARNING *[Use HESA KIS definitions]*		
Scheduled Activities	**Hours**	**Comments/Additional Information (briefly explain activities, including formative assessment opportunities)**
Lectures		
Seminar sessions	30	Weekly 2 hour lecture (15 week term)
Tutorials	15	Weekly 1 hour tutorial
Self - directed study	155	Research into literature, reading, watching videos, working on assignments etc
Total	**200**	**(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)**

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		
Test		
Coursework	Reflective Journal **Module Learning Outcomes: 1,3, & 4.**	100%
Practical	Assessed Coaching session **Module Learning Outcomes: 2 & 4.**	100%
Clinical Examination		
Generic Assessment		

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Written exam		
Coursework (in lieu of the original assessment)		
Coursework	New Reflective Journal **Module Learning Outcomes: 1,3, & 4.**	100%
Practical	New Assessed Coaching session **Module Learning Outcomes: 2 & 4.**	100%
Clinical Examination		
Generic Assessment		
Test		

To be completed when presented for Minor Change approval and/or annually updated	
Updated by: Date: XX/XX/XXXX	**Approved by**: Date: XX/XX/XXXX