



UNIVERSITY OF  
PLYMOUTH

# ACADEMIC PARTNERSHIPS PROGRAMME QUALITY HANDBOOK 2020-21

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## FdA Counselling

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# Welcome and Introduction

Welcome to FdA Counselling delivered at the Ashley Down campus of City of Bristol College.

This programme will support the student in learning about the key theoretical, practical and ethical elements, which characterise an integrative approach to counselling. The course team offer a diverse range of practice experience, aiding the student to embed the theoretical and academic work within a workplace context. The geographical location of the College within one of the UKs largest urban environments, offers the student the opportunity to apply their learning in a range of diverse counselling placements, with which the College have existing relationships. Throughout the course of study the student will be offered a safe and ethical context for the development of a broad range of specific counselling and related interpersonal skills, such that at the conclusion of the programme they will feel equipped and ready to practice counselling in a range of professional contexts. The curriculum will prepare the student with the skills and knowledge to progress to studies at level 6 via the top up level 6 BA with the University of Plymouth.

This programme has been designed to equip you with the skills and knowledge base required to work in your chosen specialism or other graduate opportunities. It is also a platform from which you can undertake additional vocational and academic qualifications.

This Programme Quality handbook contains important information including:  
The approved programme specification  
Module records

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 available on the Moodle site for your course
- Your Module Guides available at  
Level 4 <https://moodle.cityofbristol.ac.uk/moodle/course/view.php?id=8994>
- Level 5 Full-Time students:  
<https://moodle.cityofbristol.ac.uk/moodle/course/view.php?id=9054>
- Level 5 Part-Time students:  
<https://moodle.cityofbristol.ac.uk/moodle/course/view.php?id=9046>
- Your University of Plymouth Student Handbook available at:  
<https://www.plymouth.ac.uk/your-university/governance/student-handbook>

# Programme Specification

## Programme Structure

### Level 4

Code and Title	CAT Points	P/T Study Period	F/T Study Period
COBC1197 Introduction to the Person-Centred Approach	20	SEM 1, YR 1	SEM 1, YR 1
COBC1198 Developing Counselling Skills	20	SEM 1, YR 1	SEM 1, YR 1
COBC1199 Professional Practice 1	20	SEM 2, YR 1	SEM 1, YR 1
COBC1200 Steps Toward Integrative Practice	20	SEM 2 YR 1	SEM 2, YR 1
COBC1201 Humanistic Approaches to Counselling	20	SEM 1, YR 2	SEM 2, YR 1
COBC1202 Working with Loss and Grief	20	SEM 1, YR 2	SEM 2, YR 1

### Level 5

Code and Title	CAT Points	P/T Study Period	F/T Study Period
COBC2169 Human Development in Relation to Counselling	20	SEM 2, YR 2	SEM 1, YR 2
COBC2170 Personal Development and Enhanced Counselling Skills	20	SEM 2, YR 2	SEM 1, YR 2
COBC2171 Accessing and Applying Research Methodology	20	SEM 1, YR 3	SEM 1, YR 2
COBC2172 Mental Health within a Counselling Context	20	SEM 1, YR 3	SEM 2, YR 2
COBC2173 Professional Practice 2: Consolidating Practice Knowledge and Skills	20	SEM 2, YR 3	SEM 2, YR 2
COBC2174 Creative Approaches to Counselling	20	SEM 2, YR 3	SEM 2, YR 2

All of the above are core modules.

### **Programme awards are:**

- **Certificate of Higher Education:** achievement of 120 credits at Level 4.
- **Progression to Stage 2 of the Foundation Degree in Counselling:** achievement of 120 credits at Level 4.
- **FdA Counselling:** 120 credits at Level 4 and 120 credits at Level 5

### **Programme Aims**

The main educational aims of the FdA Counselling are to provide the student, with opportunities to develop:

1. A broad knowledge and understanding of the philosophy, theories and principles of counselling.
2. The ability to apply a range of counselling skills and an understanding of their place in both a helping relationship and a formal counselling relationship.
3. A range of counselling skills and an understanding of professional practice issues.
4. Awareness of psychopathology, and methods for assessment of ability to support clients presenting with issues of mental disorder.
5. Awareness of the ethical and legal issues, including Health and Safety, involved in professional practice
6. An appreciation of the importance of continuing professional development and of personal development.
7. Academic skills, including skills of systematic inquiry and an awareness of evidence based research in counselling which will promote access to further levels of study.
8. Capabilities in understanding and working with group dynamics.

### **Programme Intended Learning Outcomes**

#### **Knowledge and understanding**

On successful completion graduates should have developed:

1. The professional role and responsibility of the therapist/counsellor
2. Knowledge of therapeutic process in a range of theoretical orientations and models of helping and counselling
3. Knowledge of professional ethical frameworks such as those of the BACP and the NCS
4. Knowledge of legal issues relevant to working with diverse client groups
5. Clear understanding of the importance of developing self-awareness and self-evaluation in relation to the process of personal and professional development
6. Awareness of Physical, psychological, social and cultural factors in human growth and development

## **Cognitive and intellectual skills**

On successful completion graduates should have developed:

1. The ability to describe and critically reflect upon own practice
2. The knowledge and skills to enable them to describe and critically analyse a diverse range of counselling theories.
3. The knowledge and skills to enable them to analyse complex situations involving a range of theories
4. The skills to reflect upon, record and critically evaluate own learning process
5. The academic knowledge and skills to enable them to evaluate and use a range of research skills
6. The heightened acuity to identify potential connections between aspects of subject knowledge

## **Key and transferable skills**

On successful completion graduates should have developed the ability to:

### ***At Level 4***

1. Analyse current theory and practice in counselling skills with guidance using given classifications/principles
2. Synthesise and organise their own reading material
3. Integrate and apply the theory appropriately to their workplace practice
4. Evaluate theoretical principles, knowledge and understanding in relation to the helper role
5. Recognise the difference between formal counselling and using counselling skills Demonstrate the competent use of counselling skills
6. Have experienced some personal development

### ***At Level 5***

7. Analyse a range of information with minimum guidance using given current counselling theory and practise and can compare alternative methods and techniques for obtaining data
8. Reformat a range of ideas and information and integrate this into their current practice.
9. Communicate a range of ideas relating to theoretical concepts of counselling.
10. Evaluate the relevance and significance of the theoretical principles in relation to counselling practice.
11. Have a critical awareness of the importance of the therapeutic relationship.
12. Identify how this knowledge relates to wider social and cultural knowledge and can identify ethical issues and choose appropriate measures for their resolution.
13. Demonstrate increasing critical self-awareness and personal development
14. required for their counselling practice.
15. Provide evidence of self-reflective practice in relation to their professional role
16. Demonstrate their understanding of supervision and its appropriateness to the counselling context

## **Employment related skills**

On successful completion graduates should have developed:

1. An awareness of a variety of social, professional and organisational contexts for therapy
2. The knowledge and skill to adopt a range of flexible client-led approaches
3. Understanding of how to set-up and manage a safe and supportive environment for helping and counselling others
4. The ability to work with clients from different cultural backgrounds and with differing needs
5. Effective strategies in recording, monitoring and evaluating their own work by reflecting on their strengths and weaknesses for personal development and action planning
6. The ability to communicate effectively both orally and in writing
7. The knowledge and skills to use ICT and numerical skills where appropriate

## **Practical skills**

On successful completion graduates should have developed:

1. A range of Counselling Skills commensurate with those employed in a professional counselling role
2. Have successfully undertaken 100 hours of supervised client placement work with a recognised counselling agency
3. The skills and knowledge to set-up and ethically maintain a counselling practice
4. To engage in and manage a role within a multi-disciplinary professional context
5. The relevant and professional knowledge and skills to establish and maintain a course of counselling with a range of clients in diverse contexts.
6. The relevant professional knowledge and skills to establish and maintain an appropriate level of professional support through supervision which is consistent with the guidance of a counselling professional body.

## Admissions Criteria, including APCL, APEL and DAS arrangements

Entry Requirements for FD Counselling		
1	A-level/AS-level	80-120 UCAS tariff points usually made up of A2/AS Levels with at least an A2 in a relevant subject 5 GCSEs Grade A-C or equivalent and which include English Language and Mathematics. Level 2 Functional/Key Skills are welcome as a substitute for English and Mathematics, <b>plus items 4, 5, 6 &amp; 7</b>
2	BTEC National Diploma/QCF Extended Diploma	BTEC National Diploma in a related subject, <b>plus items 4, 5, 6 &amp; 7</b>
3	Access to Higher Education at level 3	Candidates are interviewed before an offer is made. Pass an Access to HE Diploma at Level 3, <b>plus items 4, 5, 6 &amp; 7</b>
4	Counselling Skills qualification	A minimum of level 2 in Counselling Skills is required by all candidates. Equivalent work experience can be taken into account in this particular.
5	Interview	All candidates must undergo an interview with a course tutor and be deemed suitable for the course.
6	DBS Check	All candidates must obtain a satisfactory DBS check at the start of the course. This component must remain satisfactory throughout the programme and is reviewed at the commencement of each academic year.
7	International Students	International students or those people for whom English is not their first language, must have IELTS Level 6.0 or a recognised equivalent.
8	International Baccalaureate	International Baccalaureate. If overseas and not studying English within IB, must have IELTS 6.0 overall with 5.5 in all other elements.
9	Accreditation of Prior Learning	Students may apply for entry into the course using accreditation of prior learning in accordance with Plymouth University guidelines.

## Progression criteria for Final and Intermediate Awards

The progression route for the FdA in Counselling will be the BA (Hons.) Counselling delivered at the City of Bristol College.

### Exceptions to Regulations None

### Transitional Arrangements

Not applicable

### Mapping and Appendices:

ILO's against Modules Mapping (Template attached)

Assessment against Modules Mapping

Module Title	Written Assignment	Oral Assessment and Presentation	Practical Assessment
Introduction to the Person-Centred Approach (COBC1197)	✓	✓	
Developing Counselling Skills (COBC1198)	✓	✓	
Professional Practice 1: Moving into Professional Practice (COBC1199)	✓	✓	
Steps Toward Integrative Practice (COBC1200)	✓		
Humanistic Approaches to Counselling (COBC1201)	✓	✓	
Working with Loss and Grief (COBC1202)	✓	✓	
Human Development in Relation to Counselling (COBC2169)	✓		
Personal Development and Enhanced Counselling Skills (COBC2170)		✓✓	
Accessing and Applying Research Methodology (COBC2171)	✓✓		
Mental Health within a Counselling Context (COBC2172)	✓		
Professional Practice 2: Consolidating Practice Knowledge and Skills (COBC2173)	✓	✓	
Creative Approaches to Counselling (COBC2174)	✓	✓	

Appendix – Learning Outcomes map

LEVEL 4				
FHEQ Descriptors	QAA Subject Benchmark(s) for Counselling	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
<p><b>Students will have demonstrated:</b></p> <p>Knowledge of the underlying concepts and principles associated with their areas of study;</p> <p>Ability to evaluate and interpret these within the context of that area of study;</p> <p>Ability to present, evaluate and interpret qualitative and quantitative data;</p>	<p>6.3QAA (2013: 10)</p> <p>6.5QAA (2013: 11)</p> <p>6.6QAA (2013: 12)</p> <p>6.7QAA (2013: 13)</p> <p>QAA Characteristic Statement 1.3 (2015: 3)</p>	<p>7.1, 7.2, 7.3, 7.5, 7.6, 7.7, 7.8</p>	<p>8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5</p> <p>8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.2.6</p> <p>8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.3.5, 8.3.6</p> <p>8.4.1, 8.4.2, 8.4.3, 8.4.4, 8.4.5, 8.4.6, 8.4.7</p> <p>8.5.1</p>	<p>COU 01: 1, 2, 3, 4, 5</p> <p>COU 02: 1, 2, 3, 4, 6, 7</p> <p>COU 03: 1, 2, 3, 4, 5, 6</p> <p>COU 04: 1, 2, 3, 4, 5</p> <p>COU 05: 1, 2, 3, 4, 5</p> <p>COU 06: 1, 2, 3, 4, 5, 6, 7</p>
<p><b>Students will be able to:</b></p> <p>Evaluate the appropriateness of different approaches to solving problems related to their area of study;</p>	<p>6.3 QAA (2013: 10)</p> <p>6.4.5 QAA (2013: 11)</p> <p>6.4.6 QAA (2013: 11)</p> <p>6.4.7 QAA (2013: 11)</p> <p>6.7.5 QAA (2013: 13)</p> <p>QAA Characteristic Statement 1.3 (2015: 3)</p>	<p>7.1, 7.2, 7.3, 7.4, 7.5, 7.7</p>	<p>8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5</p> <p>8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.2.6</p> <p>8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.3.5, 8.3.6, 8.3.7</p> <p>8.4.1, 8.4.2, 8.4.3, 8.4.4, 8.4.5, 8.4.6, 8.4.7</p> <p>8.5.1</p>	<p>COU 01: 1, 2, 3, 4, 5</p> <p>COU 02: 1, 2, 3, 6, 7</p> <p>COU 03: 1, 2, 3, 4, 5, 6</p> <p>COU 04: 1, 2, 3, 4, 5</p> <p>COU 05: 1, 2, 3, 4, 5</p> <p>COU 06: 2, 3, 4, 5, 6, 7</p>

LEVEL 4				
FHEQ Descriptors	QAA Subject Benchmark(s) for Counselling	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
Communicate the results of their study accurately and reliably and with structured and coherent argument	6.6.1 QAA (2013:12) 6.6.2 QAA (2013:12) 6.6.3 QAA (2013:12) 6.6.4 QAA (2013:12) 6.6.5 QAA (2013:12) 6.6.6 QAA (2013:12) 6.6.7 QAA (2013:12) 6.6.8 QAA (2013:12) 6.7.9 QAA (2013:13)	7.5, 7.6, 7.7, 7.8	8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.2.6 8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.3.5, 8.3.6, 8.3.7	COU 01: 2, 4 COU 02: 4, 5, 6, 7 COU 03: 1, 2, 3, 4, 5, 6 COU 04: 1, 2, 3, 4, 5 COU 05: 1, 2, 3, 4, 5 COU 06: 1, 3, 4, 5, 7
Undertake further training and develop new skills within a structured and managed environment	6.5.1 QAA (2013:11) 6.5.2 QAA (2013:11) 6.5.3 QAA (2013:11) 6.5.4 QAA (2013:11) 6.5.7 QAA (2013:11) 6.5.15 QAA (2013:12) 6.7 QAA (2013:13)	7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8	8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.2.6 8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.3.5, 8.3.6, 8.3.7 8.4.1, 8.4.2, 8.4.3, 8.4.4, 8.4.5, 8.4.6, 8.4.7 8.5.1	COU 01: 1, 2, 3, 4, 5 COU 02: 1, 2, 3, 4, 5, 6, 7 COU 03: 1, 2, 3, 4, 5, 6 COU 04: 1, 2, 3, 4, 5 COU 05: 1, 2, 3, 4, 5 COU 06: 1, 2, 3, 4, 5, 6, 7
<b>Students will also have:</b> The qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility	6.3 QAA (2013:10) 6.4 QAA (2013:11) 6.5 QAA (2013:11) 6.6 QAA (2013:12) 6.7 QAA (2013:13) QAA Characteristic Statement 1.3 (2015:3), and 2.2 (2015:4)	7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8	8.3.1, 8.3.2, 8.3.3, 8.3.4, 8.3.5, 8.3.6, 8.3.7 8.4.1, 8.4.2, 8.4.3, 8.4.4, 8.4.5, 8.4.6, 8.4.7 8.5.1	COU 01: 1, 2, 3, 5 COU 02: 1, 2, 3, 4, 5, 6, 7 COU 03: 1, 2, 3, 4, 5, 6 COU 04: 1, 2, 3, 4, 5 COU 05: 1, 2, 3, 4, 5 COU 06: 1, 2, 3, 4, 5, 6, 7

LEVEL 5				
FHEQ Descriptors	QAA Subject Benchmark(s) for Counselling	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
<p><b>Students will have demonstrated:</b></p> <p>Knowledge and critical understanding of the well-established principles of their area of study and the way in which those principles have developed;</p> <p>Ability to apply underlying concepts and principles outside the context in which they were first studied, including where appropriate, the application of those principles in an employment context;</p> <p>Knowledge of the main methods of enquiry in the subject relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study;</p>	<p>6.3 QAA (2013: 10) 6.4 QAA (2013: 11) 6.5 QAA (2013: 11) 6.6 QAA (2013: 12) 6.7 QAA (2013: 13) QAA Characteristic Statement 1.3 (2015:3), and 2.2 (2015:4)</p>	<p>7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8</p>	<p>8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.2.6 8.3.8, 8.3.9, 8.3.10, 8.3.11, 8.3.12, 8.3.13, 8.3.14, 8.3.15, 8.3.16 8.4.1, 8.4.2, 8.4.3, 8.4.4, 8.4.5, 8.4.6, 8.4.7 8.5.1</p>	<p>COU 07: 1, 2, 3, 4, 5, 6 COU 08: 1, 2, 3, 4 COU 09: 1, 2, 3, 4, 5 COU 10: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 COU 11: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 COU 12: 1, 2, 3, 4, 5</p>

LEVEL 5				
FHEQ Descriptors	QAA Subject Benchmark(s) for Counselling	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
An understanding of the limits of the knowledge, and how this influences analyses and interpretations based on that knowledge	6.3 QAA (2013: 10) 6.4 QAA (2013: 11) 6.5 QAA (2013: 11) 6.6 QAA (2013: 12) 6.7 QAA (2013: 13) QAA Characteristic Statement 1.3 (2015:3)	7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8	8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.2.6 8.3.8, 8.3.9, 8.3.10, 8.3.11, 8.3.12, 8.3.13, 8.3.14, 8.3.15, 8.3.16 8.4.1, 8.4.2, 8.4.3, 8.4.4, 8.4.5, 8.4.6, 8.4.7 8.5.1	COU 07: 1, 2, 3, 4, 5, 6 COU 08: 1, 2, 3, 4 COU 09: 1, 2, 3, 4, 5 COU 10: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 COU 11: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 COU 12: 1, 2, 3, 4, 5
<p><b>Students will be able to:</b></p> <p>Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis;</p> <p>Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively;</p> <p>Undertake further training, develop existing skills and acquire new competences</p>	6.3 QAA (2013: 10) 6.4 QAA (2013: 11) 6.5 QAA (2013: 11) 6.6 QAA (2013: 12) 6.7 QAA (2013: 13) QAA Characteristic Statement 1.3 (2015:3)	7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8	8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.2.6 8.3.8, 8.3.9, 8.3.10, 8.3.11, 8.3.12, 8.3.13, 8.3.14, 8.3.15, 8.3.16 8.4.1, 8.4.2, 8.4.3, 8.4.4, 8.4.5, 8.4.6, 8.4.7 8.5.1	COU 07: 1, 2, 3, 4, 5, 6 COU 08: 3, 4 COU 09: 1, 2, 3, 4, 5 COU 10: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 COU 11: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 COU 12: 1, 2, 3, 4, 5

LEVEL 5				
FHEQ Descriptors	QAA Subject Benchmark(s) for Counselling	Programme Aims	Programme Outcomes	Core Modules linked to outcomes
that will enable them to assume significant responsibility within organisations.				
<p><b>Students will also have:</b></p> <p>The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making</p>	<p>6.3 QAA (2013: 10) 6.4 QAA (2013: 11) 6.5 QAA (2013: 11) 6.6 QAA (2013: 12) 6.7 QAA (2013: 13) QAA Characteristic Statement 2.2 (2015:4)</p>	<p>7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8</p>	<p>8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.2.6 8.3.8, 8.3.9, 8.3.10, 8.3.11, 8.3.12, 8.3.13, 8.3.14, 8.3.15, 8.3.16 8.4.1, 8.4.2, 8.4.3, 8.4.4, 8.4.5, 8.4.6, 8.4.7 8.5.1</p>	<p>COU 07: 1, 2, 3, 4, 5, 6 COU 08: 1, 2, 3, 4 COU 09: 1, 2, 3, 4, 5 COU 10: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 COU 11: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 COU 12: 1, 2, 3, 4, 5</p>

## Module Records

### SECTION A: DEFINITIVE MODULE RECORD.

**MODULE CODE:** COBC1197

**MODULE TITLE:** Introduction to the Person-Centred Approach

**CREDITS:** 20

**FHEQ LEVEL:** Four

**JACS CODE:** B940

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:** No

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

The module guides the student in an examination of the counselling/helping relationship within an ethical context of the National Counselling Society and British Association for Counselling and Psychotherapy Ethical Frameworks and further contextualised within the Person-Centred Approach as the essential core theory underpinning the whole course.

ELEMENTS OF ASSESSMENT					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL** Group to which module should be linked:

FdA Counselling

**Professional body minimum pass mark requirement:** 40%

#### **MODULE AIMS:**

This module aims to introduce students to basic concepts which underpin the practical skills work. Students will explore the tenets of the Person-centred Approach and relational approaches which inform a humanistic approach to integrative working, alongside counselling ethical frameworks, such as that of the British Association for Counselling and Psychotherapy and the National Counselling Society, which guide all aspects of health and safety in the helping relationship. Students will be equipped with a toolbox of study skills to enable them to complete the academic demands of working at HE level.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

1. Demonstrate understanding of the professional helper role.
2. Outline basic key concepts of the Person-centred Approach.
3. Identify what creates a safe and therapeutic environment for helping/counselling to take place.
4. Evaluate one of the models of helping (such as that proposed by Egan), and outline a range of at least three other counselling theories.
5. Demonstrate understanding of how these theories impact on practical application in triad and Helping Placement work.

<b>DATE OF APPROVAL:</b> 12/05/2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 01/09/2017	<b>SCHOOL/PARTNER:</b> COBC
<b>DATE(S) OF APPROVED CHANGE:</b> None applicable	<b>SEMESTER:</b> Semester 1 of Year 1 (P/T & F/T)

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

*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:** Amanda Johnson

**OTHER MODULE STAFF:** Amanda Johnson

### Summary of Module Content

The module will support the student to develop their knowledge of the person-centred approach to counselling, whilst developing their skill in demonstrating the core conditions of the approach in interactions with their peer group.

The module also supports the early stages of understanding integration within a humanistic counselling context, offering the opportunity to explore the initial tentative steps toward consideration of how this might ultimately be achieved as an expression of individual practice.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	34	Classroom based learning led by tutor
Seminar	5	Classroom based learning led by student/s
Practical Classes	12	Tutor supervised skills based practical work
Guided Independent Study	147	Learning using own resources and those provided by the college, including the module resource guide – see module handbook.
Tutorial	2	Individual tutorial with tutor
<b>Total</b>	<b>200 hours</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments</b> <i>Include links to learning objectives</i>
Practical	P	Oral Assessment and Presentation	50%	Each student will conduct a <i>professional</i> discussion around their experience of working with a developing awareness, and incorporation of, person-centred values and methods into their interpersonal practice (LO 1, 2, 4 & 5).
Coursework	C	Written assignment 1500 words.	50%	The student will produce carefully researched and properly referenced notes regarding theory and methods for development and incorporation, which support their professional discussion (LO 1, 2, 3 & 5).

## **SECTION A: DEFINITIVE MODULE RECORD..**

**MODULE CODE:** COBC1198

**MODULE TITLE:** Developing Counselling Skills

**CREDITS:** 20

**FHEQ LEVEL:** Four

**JACS CODE:** B940

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:** No

### **SHORT MODULE DESCRIPTOR:** (max 425 characters)

In this module the student will be supported in developing their understanding and application of generic counselling skills. Each student will have the opportunity to research the subject further, and working within their peer group, conduct a seminar focussing on a specific area of formative development within their skills.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></b>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

### **SUBJECT ASSESSMENT PANEL Group to which module should be linked:**

FdA Counselling

**Professional body minimum pass mark requirement:** 40%

### **MODULE AIMS:**

The module aims to develop both generic and theory specific counselling skills. The student will develop their acuity of the attitudes espoused within the conditions characterised as core to relational counselling. The student will develop a range of skills associated with the approaches studied within the context of the module.

### **ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

1. Demonstrate effective use of basic counselling skills, and working effectively with the core conditions.
2. Apply and evaluate a range of techniques and ways of working taken from other approaches.
3. Establish, maintain and conclude a helping relationship
4. Give and receive constructive feedback (both written and oral).
5. Evaluate self and peers when using effective counselling skills.

<b>DATE OF APPROVAL:</b> 12/05/2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 01/09/2017	<b>SCHOOL/PARTNER:</b> COBC
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 1 of year 1 (both P/T & F/T)

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

*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:** Amanda Johnson,

### **Summary of Module Content**

The module will be delivered through a combination of directed and self-directed learning, in which personal and professional development formatively assessed using self and peer reflection and feedback.

The student will develop necessary basic counselling skills along with the main core of conditions associated with relational/humanistic models of counselling.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	34	Classroom based learning led by tutor
Seminar	17	Classroom based learning led by student/s
Tutorial	2	Individual tutorial with tutor
Self-guided learning	147	Learning using own resources and those provided by the college, including the module resource guide – see module handbook.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Practical	P_	Practical skills assessment	50%	The student will produce a video recorded session of their developing counselling skills, in collaboration with two peers. Each of the group will undertake the listening, speaking and observation roles and adopt an appropriate rotation of these roles. The video will be assessed against learning outcomes 1, 2, 3, 4 & 5
Coursework	C_	Written Assignment 2000 words	50%	Once the skills have been recorded and watched by the individual they will write a reflective evaluation of the work they demonstrated in their recording. The written reflection will be assessed against learning outcome 1 – 5

## **SECTION A: DEFINITIVE MODULE RECORD**

**MODULE CODE:** COBC1199

**MODULE TITLE:** Professional Practice 1:  
Moving into Professional Practice

**CREDITS:** 20

**FHEQ LEVEL:** Four

**JACS CODE:** B940

**PRE-REQUISITES:**  
None

**CO-  
REQUISITES:**  
None

**COMPENSATABLE:** No

### **SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

The module aims to provide an introduction to becoming a reflective practitioner and support the student in exploring a range of issues through a consideration of the spectrum of Helping placements to which the group belongs. Students will during the module have completed their 30 hours of Helping Placement, and present their learning to the group by means of individual defended presentations.

As part of this module the student will also be expected to demonstrate a minimum of 10 hours of personal therapy. This can be undertaken at any time during the first stage of the programme.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></b>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)		<b>P1</b> (Practical)	Pass/Fail
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:**  
FdA Counselling

**Professional body minimum pass mark requirement:** 40%

### **MODULE AIMS:**

This module introduces the concept of the 'Reflective Practitioner', and introduces the use of reflective journals and the principal activity of using writing for reflection.

Transition theory will be examined from the perspective of the student moving from their helping placement to their counselling placement at the Professional level.

The National Counselling Society ethical framework will be re-visited and potential ethical dilemmas explored.

Students will begin to think about supervision models in preparation for placements.

Presentations on the Helping placement will be assessed at the end of the module, and these will include reflective notes.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

1. Analyse the workings of Reflective Practice and the role of the Reflective Practitioner.
2. Identify and evaluate the role of support mechanisms in achieving ethical probity.
3. Explore and reflect on the initial limits to own practice and examine the client referral process.
4. Demonstrate an awareness of supervisory practice.
5. Evaluate own Helping role and devise a strategy for appropriate communication of feedback within the learner group.

<b>DATE OF APPROVAL:</b> 12/05/2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 01/09/2017	<b>SCHOOL/PARTNER:</b> COBC
<b>DATE(S) OF APPROVED CHANGE:</b> Not applicable	<b>SEMESTER:</b> Semester 2 of year 1 P/T Semester 1 of year 1 F/T

## **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. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. 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:** Amanda Johnson

**OTHER MODULE STAFF:** Amanda Johnson

### **Summary of Module Content**

This module seeks to directly address the issues that inform professional practice as a beginning counsellor.

The student will be encouraged to become self-directive in their approach to their studies, and to begin to interrogate professional support mechanisms within a counselling context.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	32	Classroom based learning led by tutor
Seminar	9	Classroom based learning led by student/s
Practical classes	10	Tutor supervised skills based practical work
Tutorial	2	Individual tutorial with tutor
Self-guided learning	147	Learning using own resources and those provided by the college, including the module resource guide – see module handbook.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Practice	P_	Oral assessment and presentation	50%	The student will conduct a defended presentation addressing their initial experiences of professional practice as it has been experienced in the helping placement. (LO: 1 – 5)
Coursework	C_	Written assignment 1500 words	50%	The student will provide appropriately referenced written notes which reflect the content of the presentation and identify source texts and other materials that they have consulted in their research whilst preparing for the presentation. (LO: 1 – 5)
Practice	P_			The student will undertake a minimum of 10 hours of personal therapy with a recognised

		Personal Therapy	Pass or Fail	counselling practitioner. The counselling provider will be required to acknowledge that this therapy has taken place by signing and dating the appropriate document from the course handbook.
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## **SECTION A: DEFINITIVE MODULE RECORD**

**MODULE CODE:** COBC1200

**MODULE TITLE:** Steps Toward Integrative Practice

**CREDITS:** 20

**FHEQ LEVEL:** Four

**JACS CODE:** B940

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:** N

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module will support a consideration of models of integration within a range of counselling contexts. The student will research the key elements of humanistic counselling that lend themselves to integration within an ethical and effective approach to counselling.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></b>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100% Pass/Fail	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:**

FdA Counselling

**Professional body minimum pass mark requirement:** 40%

### **MODULE AIMS:**

This module aims to provide a framework within three of the main approaches to counselling, which can be researched and evaluated for their use in creating an effective integration. The student will approach a study of models of the person from these theoretical perspectives, creating a personal synthesis from critical consideration of the body of research in this area.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

1. Identify and examine the key concepts underpinning each of three identified approaches to counselling.
2. Extrapolate strengths and limitations for each approach.
3. Relate client issues/stories to different approaches to illustrate and apply their understanding of the key theoretical concepts in relation to their workplace settings.
4. Source and evaluate relevant research in relation to identified models within potential integrations.

<b>DATE OF APPROVAL:</b> 12/05/2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 01/09/2017	<b>SCHOOL/PARTNER:</b> COBC
<b>DATE(S) OF APPROVED CHANGE:</b> Not applicable	<b>SEMESTER:</b> Semester 2 of year 1 P/T Semester 2 of year 1 F/T

## **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. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. 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:** Rachel Allen

**OTHER MODULE STAFF:** Rachel Allen

### **Summary of Module Content**

The module addresses integration within humanistic approaches.

The adoption of an integrative approach within a person-centred core.

The maintenance of ethical probity when adopting an integrative framework.

The evaluation of efficacy when using integration.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	36	Classroom based learning led by tutor
Seminar	8	Classroom based learning led by student/s
Practical classes	9	Tutor supervised skills based practical work
Guided independent study	147	Learning using own resources and those provided by the college, including the module resource guide – see module guide.
Tutorials	2	Individual tutorial with tutor
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	C_	Essay 3000 words.	100%	The student will write an essay in which they discuss models of integration which they have researched, in relation to three humanistic approaches including the person-centred. The essay must demonstrate key theoretical elements as well as personal and professional development.

**SECTION A: DEFINITIVE MODULE RECORD..****MODULE CODE:** COBC1201**MODULE TITLE:** Humanistic Approaches to Counselling**CREDITS:** 20**FHEQ LEVEL:** Four**JACS CODE:** B940**PRE-REQUISITES:**  
None**CO-REQUISITES:**  
None**COMPENSATABLE:** No**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

This module offers an opportunity to explore humanistic approaches to counselling, identifying and researching relevant theories and techniques within the context of the study. The student will then explore and critically evaluate potential adoption of relevant elements of the approaches within their current and future practice.

**ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)**

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:**

FdA Counselling

**Professional body minimum pass mark requirement:** 40%**MODULE AIMS:**

The module aims to develop greater awareness of common themes within humanistic approaches to counselling. It will also support research into the approaches and awareness of integration within humanistic practice, identifying potential ethical tensions which may arise within such this context.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

1. Outline and evaluate Humanistic approaches – Gestalt, Transactional Analysis, Person-Centred, Psychosynthesis and the Existentialist Approach.
2. Compare a range of Humanistic approaches, drawing out similarities and differences.
3. Evaluate theoretical models of counselling on the basis of professional and personal experience.
4. Evaluate and contrast different theoretical models and apply these to practice, both in class practice sessions and in a helping placement.
5. Analyse the development of integration commensurate with expanding awareness of further models of humanistic working.

<b>DATE OF APPROVAL:</b> 12/05/2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 01/09/2017	<b>SCHOOL/PARTNER:</b> COBC
<b>DATE(S) OF APPROVED CHANGE:</b> Not applicable	<b>SEMESTER:</b> Semester 1 of year 2 P/T Semester 2 of year 1 F/T

## SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT

*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:** Amanda Johnson

**OTHER MODULE STAFF:** Amanda Johnson

### Summary of Module Content

Research the various humanistic approaches to counselling. Identification of commonality. Critical evaluation of utility of the various approaches. Relate material to theories of integration, and analyse potential for integration within own developing skill set.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	31	Classroom based learning led by tutor
Seminar	8	Classroom based learning led by student/s
Practical classes	12	Tutor supervised skills based practical work
Guided independent study	147	Learning using own resources and those provided by the college, including the module resource guide – see module handbook.
Tutorials	2	Individual tutorial with tutor
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Practice	P_	Oral assessment and presentation	50%	The cohort will work in small groups each group undertaking a video recorded group discussion. Each member will be expected to prepare for the discussion and undertake practice as a group to prepare to demonstrate the satisfactory acquisition of the learning outcomes.
Coursework	C_	Coursework 1500 words.	50%	Each student will be expected to submit a complete set of properly referenced notes which reflect their contribution to the discussion.

## **SECTION A: DEFINITIVE MODULE RECORD.**

**MODULE CODE:** COBC1202

**MODULE TITLE:** Working with Loss and Grief

**CREDITS:** 20

**FHEQ LEVEL:** Four

**JACS CODE:** B940

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:** No

**SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

The module aims to explore the 'grieving process', the concept of loss and models involving tasks, stages and process. Students will demonstrate the use of counselling skills in working with clients' grief in response to loss.

The assessment of the module supports the creative expression of the work undertaken as well as more formal identification of the student's personal response to the issue of their own losses.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></b>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50% Pass/Fail	<b>P1</b> (Practical)	50%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:**  
FdA Counselling

**Professional body minimum pass mark requirement:** 40%

**MODULE AIMS:**

This module introduces a range of classical and contemporary theories and models of loss and grieving. It will focus on the process of grieving and the concept of loss in relation to counselling as a therapeutic process. The module will also identify normal grief and distinguish it from complicated grieving.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

1. Apply and evaluate models of grief in interactive classroom practice sessions and further relate this to work in their professional practice.
2. Evaluate the application of theories of loss and grief within counselling practice
3. Identify and analyse cultural aspects affecting the conceptualisation of loss and grief
4. Discuss ethical issues around diversity and inclusivity in the context of working with issues of death and dying.
5. Monitor and evaluate care of self and others in a manner that facilitates ethical practice.

<b>DATE OF APPROVAL:</b> 12/05/2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 01/09/2017	<b>SCHOOL/PARTNER:</b> COBC
<b>DATE(S) OF APPROVED CHANGE:</b> Not applicable	<b>SEMESTER:</b> Semester 1 of year 2 P/T Semester 2 of year 1 F/T

## **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. Some parts of this page may be used in the KIS return and published on the extranet as a guide for prospective students. 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:** Amanda Johnson

**OTHER MODULE STAFF:** TBC (staff member to be recruited)

### **Summary of Module Content**

The module outlines the main historical and contemporary approaches to modelling the loss process.

The key counselling approaches which address loss are identified and evaluated for application within a humanistic practice.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	34	Classroom based learning led by tutor
Seminar	5	Classroom based learning led by student/s
Practical classes	12	Tutor supervised skills based practical work
Tutorial	2	Individual tutorial with tutor
Guided independent study	147	Learning using own resources and those provided by the college, including the module resource guide – see module handbook.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Practice	P_	Oral assessment and presentation	50%	Each student will produce a poster which outlines the affects and issues arising from the experience of significant life losses, and will include bereavement as part of this consideration. The poster will highlight their rigour in researching the subject, allusion to their personal and professional relationship to the subject, and they will be expected to defend their work during a period of questioning intrinsic to the assessment of the presentation (Los addressed: 2 – 5)
Coursework	C_	Written assignment 1500 words.	50%	The student will produce a reflective account discussing their personal experience of loss and discussing the

				way this may influence their approach to counselling.
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**SECTION A: DEFINITIVE MODULE RECORD..****MODULE CODE:** COBC2169**MODULE TITLE:** Human Development in Relation to Counselling**CREDITS:** 20**FHEQ LEVEL:** Five**JACS CODE:** B940**PRE-REQUISITES:**  
None**CO-REQUISITES:**  
None**COMPENSATABLE:** No**SHORT MODULE DESCRIPTOR:** (*max 425 characters*)

The module aims to support students to develop a sound knowledge of human development, identifying key areas such as transitions, systems theory, and attachment in childhood and adulthood. The module will develop understanding of issues affecting clients as they experience the change processes associated with the human lifespan, in turn supporting the student to work more effectively with these issues.

**ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)**

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:**

FdA Counselling

**Professional body minimum pass mark requirement:** 40%**MODULE AIMS:**

This module explores human development in relation to ages, stages and diversity of lived experience. The study will seek to elaborate development in terms of different cultural constructs of identity whilst encouraging personal exploration of the ways in which knowledge of self and other influence the counsellor's insight of the perceptual world view of the client.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

1. Identify and critically evaluate conceptual models of Human development.
2. Critically analyse the main aspects of Transition Theory.
3. Identify and critically evaluate the influence of physical, psychological, social and cultural factors in human growth and development
4. Critically analyse and evaluate how a range of theories in human development can be used to inform the counselling process.
5. Describe and analyse a range of diverse cultural attitudes toward the developing human being, and consider how these factors inform the ethical practice of counselling.

<b>DATE OF APPROVAL:</b> 12/05/2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 01/09/2017	<b>SCHOOL/PARTNER:</b> COBC

<b>DATE(S) OF APPROVED CHANGE:</b> Not applicable	<b>SEMESTER:</b> Semester 2 of year 2 P/T Semester 1 of year 2 F/T
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## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

*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:** Rachel Allen

**OTHER MODULE STAFF:** Rachel Allen

### **Summary of Module Content**

The module identifies some of the main models of human development from various perspectives (sociological, developmental psychology, biological).

The module considers counselling models which are appropriate for use within a lifespan approach to working.

Key theoretical elements such as transition, attachment and systems theory are evaluated for their utility within ethical counselling practice.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	34	Classroom based learning led by tutor
Seminar	5	Classroom based learning led by student/s
Practical classes	12	Tutor supervised skills based practical work
Guided independent study	147	Learning using own resources and those provided by the college, including the module resource guide – see module handbook.
Tutorial	2	Individual tutorial with tutor
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	C_	Report 4000 words.	100%	From the study of developmental and social processes undertaken during the module, the student will produce a written report that reflects understanding of the material and the way in which it has been synthesised and incorporated into their personal and professional development.

## **SECTION A: DEFINITIVE MODULE RECORD**

**MODULE CODE:** COBC2170

**MODULE TITLE:** Personal Development and Enhanced Counselling Skills

**CREDITS:** 20

**FHEQ LEVEL:** Five

**JACS CODE:** B940

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:** No

**SHORT MODULE DESCRIPTOR:** (max 425 characters)

The module aims to enhance the student's level of counselling skills and awareness of self-development by using a range of creative materials and techniques to explore the subject within the context of the Counselling Placement.

**ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)**

<b>E1</b> (Examination)		<b>C1 50%</b> (Coursework)		<b>P1</b> (Practical)	<b>50%</b>
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:**

FdA Counselling

**Professional body minimum pass mark requirement:** 40%

**MODULE AIMS:**

The module aims to support the student in incorporating appropriate creativity within their counselling practice in placement.

Personal development within a creative approach will be identified and evaluated.

The study will introduce models of reflection as a supportive means of enhancing professional practice and ethical probity.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

1. Use counselling skills from a range of approaches/creative techniques to support diverse client groups in an appropriate manner.
2. Use creative techniques to gain different perspectives on self
3. Critically analyse strategies for the evaluation of their own practice and create an action plan for development.
4. Critically evaluate reflectivity within the student's own practice and develop a strategy for integration of learning in own working practices.

<b>DATE OF APPROVAL:</b> 12/05/2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 01/09/2017	<b>SCHOOL/PARTNER:</b> COBC
<b>DATE(S) OF APPROVED CHANGE:</b> Not applicable	<b>SEMESTER:</b> Semester 2 of year 2 P/T Semester 1 of year 2 F/T

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

*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:** Jan Tatham, Rachel Allen

### **Summary of Module Content**

Ethical consideration of creative approaches to counselling in an appropriate manner.

Development of the use of models of reflection in supporting ethical probity.

Establishment of self-evaluative care.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	28	Classroom based learning led by tutor
Seminar	5	Classroom based learning led by student/s
Practical classes	18	Tutor supervised skills based practical work
Guided independent study	147	Learning using own resources and those provided by the college, including the module resource guide – see module handbook.
Tutorial	2	Individual tutorial with tutor
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Practical	P_	Presentation 2000 words.	50%	The student will undertake a creative piece of work illustrating their personal development on the course so far. They will use media of their own choosing for the creative work. Each student will then present this work to their peer group, using appropriately referenced sources that link their insights to appropriate theory.
Coursework	P_	Written reflective assignment 2000 words.	50%	The student will submit a written reflective piece which evidences their ability to critically analyse and evaluate own stage of current practice development in relation to enhanced counselling skills by reference to a range of strategies. This will include demonstration of the students' ability to develop an action plan for future development of skills. Students will include reflections on own practice and discuss how their learning around enhanced counselling skills may be

				embedded into their own working practices.
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**SECTION A: DEFINITIVE MODULE RECORD.**

**MODULE CODE:** COBC2171

**MODULE TITLE:** Accessing and Applying Research Methodology

**CREDITS:** 20

**FHEQ LEVEL:** Five

**JACS CODE:** B940

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:** No

**SHORT MODULE DESCRIPTOR:** This module will offer the counselling student the opportunity to consider research as an independent discipline as well as within a counselling context. The student will be encouraged to identify an area that they would like to research within their current or future practice, and to take the first steps toward approaching this research subject.

**ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)**

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50% 50% Total: 100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:**  
FdA Counselling

**Professional body minimum pass mark requirement:** 40%

**MODULE AIMS:**

The module aims to introduce the student to the main methodologies, methods and approaches to research, and relate these to research within a counselling context.

There will be consideration of research ethics and these will be related and integrated with the ethics of counselling work, to identify correlates and tensions between the two endeavours.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

1. Critically analyse a range of research methodologies, approaches and methods.
2. Identify and critically evaluate some of the ethical considerations involved in carrying out research within a counselling context.
3. Produce a structured critical appraisal of a research topic of interest
4. Critically evaluate a range of published research findings pertinent to a relevant area of research interest.
5. Conduct a literature review in relation to a research topic of interest, and analyse relevance of resources.

<b>DATE OF APPROVAL:</b> 12/05/2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 01/09/2017	<b>SCHOOL/PARTNER:</b> COBC

<b>DATE(S) OF APPROVED CHANGE:</b> Not applicable	<b>SEMESTER:</b> Semester 1 of year 3 P/T Semester 1 of year 2 F/T
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## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

*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:** Jan Tatham

### **Summary of Module Content**

Research methodologies, methods and approaches.

Research ethics.

Establishing practical considerations when thinking of an area for further research.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	34	Classroom based learning led by tutor
Seminar	5	Classroom based learning led by student/s
Practical classes	12	Tutor supervised skills based practical work
Tutorial	2	Individual tutorial with tutor
Guided independent study	147	Learning using own resources and those provided by the college, including the module resource guide – see module handbook.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	C_	Report 2000 words.	50%	The student will produce a report which identifies and critically evaluates the methodologies and methods of research used within counselling
Coursework	C_	Written assignment 2000 words.	50%	The student will produce a rationale for an area that they would like to research in greater detail. They will outline and justify the methodology and methods they would adopt in undertaking the research piece if it were to be conducted.

## SECTION A: DEFINITIVE MODULE RECORD.

**MODULE CODE:** COBC2172 **MODULE TITLE:** Mental Health within a Counselling Context

**CREDITS:** 20

**FHEQ LEVEL:** Five

**JACS CODE:** B940

**PRE-REQUISITES:** None

**CO-REQUISITES:** None

**COMPENSATABLE:** No

**SHORT MODULE DESCRIPTOR:** (max 425 characters)

In this module the student is encouraged to heighten their awareness of what constitutes good mental health for self and others, and to identify ways in which this can deteriorate into mental disorder. The study will consider statutory health care provision and the way in which counsellors can work as part of a multi-disciplinary approach to care.

**ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see [Definitions of Elements and Components of Assessment](#)**

<b>E1</b> (Examination)		<b>C1</b> (Coursework)	100%	<b>P1</b> (Practical)	
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:**

FdA Counselling

**Professional body minimum pass mark requirement:** 40%

### **MODULE AIMS:**

This module will facilitate the consideration of that which constitutes good mental health, and identify reasons for its absence.

The student will explore ethical practice in terms of client assessment, supervision and appropriate referral systems.

Through the work of the module the student will be supported to develop an understanding of their attitudes towards working with clients from diverse backgrounds in a respectful and congruent manner.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

1. Outline and critically assess the Mental Health Acts and Mental capacity Act
2. Identify positive mental health and critically evaluate the conditions for its maintenance.
3. Identify and critically evaluate different approaches to clients with short term or enduring mental health problems and explore the parameters for an ethically sound referral system.
4. Critically analyse assessment, diagnosis and the range of treatment procedures in the mental health services of the UK, demonstrating critical awareness of methodological limitations.
5. Appraise and critically evaluate a range of counselling approaches and methods for working with clients experiencing a range of mental health issues (e.g. suicide, depression, anxiety, self-harm, eating disorders), and within a range of cultural contexts.

<b>DATE OF APPROVAL:</b> 12/05/2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 01/09/2017	<b>SCHOOL/PARTNER:</b> COBC
<b>DATE(S) OF APPROVED CHANGE:</b> Not applicable	<b>SEMESTER:</b> Semester 1 of year 3 P/T Semester 2 of year 2 F/T

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

*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:** Rachel Allen

### **Summary of Module Content**

This module opens a consideration of mental health its presence and absence in the general population, and the extent to which poor mental health can be improved through access to humanistic counselling services.

The student will examine ethical working practices and the ways in which these are modified when working with clients who have a diagnosis of mental disorder. The limits of normal contractual provision are examined and the student will be invited to consider a personal response to working with mental disorder.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	34	Classroom based learning led by tutor
Seminar	5	Classroom based learning led by student/s
Group work	12	Tutor supervised skills based practical work
Tutorial	2	Individual tutorial with tutor
Guided independent study	147	Learning using own resources and those provided by the college, including the module resource guide – see module handbook.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Coursework	C_	Written assignment 4000 words.	100%	The essay requires the student to consider the characteristics of good mental health and identify the clinical signs of its deterioration. The student will explore ethical approaches to working with a range of mental health issues, and explore appropriate mechanisms for referral.

## **SECTION A: DEFINITIVE MODULE RECORD.**

**MODULE CODE:** COBC2173

**MODULE TITLE:** Professional Practice 2:  
Consolidating Practice Knowledge and  
Skills

**CREDITS:** 20

**FHEQ LEVEL:** Five

**JACS CODE:** B940

**PRE-REQUISITES:**  
None

**CO-  
REQUISITES:**  
None

**COMPENSATABLE:** No

### **SHORT MODULE DESCRIPTOR:** *(max 425 characters)*

The module offers the student the opportunity to examine the underpinning knowledge, facts and experiences that enable students to counsel professionally and ethically. It will equip students with the skills to be able to use supervision effectively and appropriately in their chosen counselling setting. It will examine personal and professional development in order to optimise their professional roles.

As part of this module the student will also be expected to demonstrate a minimum of 10 hours of personal therapy. This can be undertaken at any time during the second stage of the programme.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></b>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)		<b>P1</b> (Practical)	Pass/Fail
<b>T1</b> (Test)					

### **SUBJECT ASSESSMENT PANEL Group to which module should be linked:**

FdA Counselling

**Professional body minimum pass mark requirement:** 40%

### **MODULE AIMS:**

This module will explore and assess a student's ability to counsel effectively and safely, to reflect on and develop their understanding of personal and professional development, and to use supervision appropriately within their chosen context.

### **ASSESSED LEARNING OUTCOMES:** (additional guidance below)

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

1. Identify a developing awareness of models of supervision and have the ability to critically evaluate them for incorporation in their own practice.
2. To interpret and use Supervision effectively, as part of developing awareness of ethical practice.
3. Synthesise and organise their own personal development and critically evaluate the experience of being a member of a Personal Development Group (PDG)
4. Identify within their practice the process of a developing 'inner-supervisor'

5. Critically evaluate their needs in a professional development context demonstrating ways in which professional developmental opportunities can be met.

<b>DATE OF APPROVAL:</b> 12/05/2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 01/09/2017	<b>SCHOOL/PARTNER:</b> COBC
<b>DATE(S) OF APPROVED CHANGE:</b> Not applicable	<b>SEMESTER:</b> Semester 2 of year 3 P/T Semester 2 of year 2 F/T

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

*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:** Louise Gregory

### **Summary of Module Content**

The module seeks to develop the existing skills of reflection on practice that the student has acquired to date and enhance them with further exploration of the process of supervision, with an emphasis on the awareness of the internal self-supervisor.

As part of the material considered in the module, additional models of reflective practice will be explored and critiqued. Further to this multiple constructs of the supervisory process will be identified and evaluated for effectiveness in both current practice as well as future work.

As part of the exploration undertaken the integration of humanistic models will be examined for efficacy and the student will be encouraged to identify their own integrative tendencies, examining these in light of ethical probity.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	34	Classroom based learning led by tutor
Group work	17	Tutor supervised supervision group
Self-guided learning	40	Learning using own resources and those provided by the college, including the module resource guide – see module handbook.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Practical	P_	Oral assessment and presentation 2000 words.	50%	The student will undertake a full session audio recording of a client session within their placement practice. They will then choose a fifteen minute section of the recording that allows them to reflect on their strengths and areas for development in their working practices. They will transcribe the fifteen minute section and then present the chosen audio section to a small group of peers who will also have access to the transcribed material. The peer group and tutor will offer feedback to the student.
Coursework	C_		50%	Using their own reflections on the recorded session as well as the

		Written assignment 2000 words.		feedback received from peers and the tutor, the student will write an evaluation of their work they undertook with the client in the recorded material.
Practice	P_	Personal Therapy	Pass or Fail	The student will undertake a minimum of 10 hours of personal therapy with a recognised counselling practitioner. The counselling provider will be required to acknowledge that this therapy has taken place by signing and dating the appropriate document from the course handbook.

## **SECTION A: DEFINITIVE MODULE RECORD.**

**MODULE CODE:** COBC2174

**MODULE TITLE:** Creative Approaches to Counselling

**CREDITS:** 20

**FHEQ LEVEL:** Five

**JACS CODE:** B940

**PRE-REQUISITES:**  
None

**CO-REQUISITES:**  
None

**COMPENSATABLE:** Y/N (if No identify programmes in notes box below)

**SHORT MODULE DESCRIPTOR:** (max 425 characters)

In this module, which further considers the use of creative approaches in counselling work, the student will have the opportunity to experience diverse media ranging from the incorporation of creative writing, journaling and art therapy, to the use of expressive movement in terms of dance and dramatherapy, as well as media such as sand tray work.

<b>ELEMENTS OF ASSESSMENT [Use HESA KIS definitions] – see <a href="#">Definitions of Elements and Components of Assessment</a></b>					
<b>E1</b> (Examination)		<b>C1</b> (Coursework)	50%	<b>P1</b> (Practical)	50%
<b>E2</b> (Clinical Examination)		<b>A1</b> (Generic assessment)			
<b>T1</b> (Test)					

**SUBJECT ASSESSMENT PANEL Group to which module should be linked:**

FdA Counselling

**1.1.1. Professional body minimum pass mark requirement: 40%**

### **MODULE AIMS:**

To introduce different creative media which may be used appropriately within a counselling environment.

To heighten awareness of the student around ethical practice when using diverse media. To identify support mechanisms to promote safe working practices in novel counselling environments.

To identify and introduce appropriate metrics for establishing efficacy when using a multi- media approach to counselling.

**ASSESSED LEARNING OUTCOMES:** (additional guidance below) At

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

1. Identify and critically evaluate an appropriate range of creative approaches that can be ethically utilised within a counselling context
2. Utilising an identified model of assessment, critically evaluate the outcomes of creative interventions upon client well-being.
3. Critically analyse the appropriate use of creative approaches to therapy with particular client groups and outline the theory of positive affect

4. Demonstrate critical awareness of the limitations of creative approaches within a therapeutic context.
5. Create a schedule for inclusion of creative work within a critically evaluated integrative approach to therapy.

<b>DATE OF APPROVAL:</b> 20/03/2017	<b>FACULTY/OFFICE:</b> Academic Partnerships
<b>DATE OF IMPLEMENTATION:</b> 01/09/2017	<b>SCHOOL/PARTNER:</b> COBC
<b>DATE(S) OF APPROVED CHANGE:</b> XX/XX/XXXX	<b>SEMESTER:</b> Semester 2 of year 3 P/T Semester 2 of year 2 F/T

## **SECTION B: DETAILS OF TEACHING, LEARNING AND ASSESSMENT**

*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:** Rachel Allen

**OTHER MODULE STAFF:** Jan Tatham

### **Summary of Module Content**

The module seeks to develop the existing skills of reflection on practice that the student has acquired to date and enhance them with further exploration of the process of supervision, with an emphasis on the awareness of the internal self-supervisor.

As part of the material considered in the module, additional models of reflective practice will be explored and critiqued. Further to this multiple constructs of the supervisory process will be identified and evaluated for effectiveness in both current practice as well as future work.

As part of the exploration undertaken the integration of humanistic models will be examined for efficacy and the student will be encouraged to identify their own integrative tendencies, examining these in light of ethical probity.

<b>SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]</b>		
<b>Scheduled Activities</b>	<b>Hours</b>	<b>Comments/Additional Information</b>
Lecture	34	Classroom based learning led by tutor
Group work	17	Tutor supervised supervision group
Self-guided learning	40	Learning using own resources and those provided by the college, including the module resource guide – see module handbook.
<b>Total</b>	<b>200</b>	<b>(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)</b>

<b>Category</b>	<b>Element</b>	<b>Component Name</b>	<b>Component weighting</b>	<b>Comments Include links to learning objectives</b>
Practical	P_	Oral assessment and presentation 2000 words.	50%	The student will undertake a full session audio recording of a client session within their placement practice. They will then choose a fifteen minute section of the recording that allows them to reflect on their strengths and areas for development in their working practices. They will transcribe the fifteen minute section and then present the chosen audio section to a small group of peers who will also have access to the transcribed material. The peer group and tutor will offer feedback to the student.
Coursework	C_		50%	Using their own reflections on the recorded session as well as the

		Written assignment 2000 words.		feedback received from peers and the tutor, the student will write an evaluation of their work they undertook with the client in the recorded material.
Practice	P_	Personal Therapy	Pass or Fail	The student will undertake a minimum of 10 hours of personal therapy with a recognised counselling practitioner. The counselling provider will be required to acknowledge that this therapy has taken place by signing and dating the appropriate document from the course handbook.