



PROGRAMME SPECIFICATION

Programme Title: BA (Hons) Counselling Studies (Top up)

Partner Delivering Institution: Cornwall College

State Date: September 2019-2020

First Award Date: July 2020

Date(s) of Revision(s) to this Document: 10 Feb 2020/16 April 2020



**UNIVERSITY OF
PLYMOUTH**

PS1. Programme Details

Awarding Institution:	University of Plymouth
Partner Institution and delivery site (s):	Cornwall College, Camborne
Accrediting Body:	N/A
Language of Study:	English
Mode of Study:	Full Time and Part Time
Final Award:	BA (Hons)
Intermediate Award:	N/A
Programme Title:	Counselling Studies (Top up)
UCAS Code:	B941
HECoS Code:	100495
Benchmarks:	No benchmarks currently exist for this subject area. The framework for higher educational qualifications (FHEQ) has been used to inform the design of the programme. The team have also been guided by subject benchmark statements for psychology and sociology
Date of Programme Approval:	July 2006

PS2. Brief Description of the Programme

This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation (approx. 200-250 words)

Module title: Counselling in a Contemporary Context: Identity, Diversity and Differences

Short module summary:

Drawing on a range of post-modern philosophical, sociological and cultural understandings of identity, this module critically explores the constructs of identity, diversity and differences in relation to counselling in contemporary society. The influences of ethnicity, disability and sexuality are examined and applied to the role of counsellor and the identities of clients.

Module title: Group Facilitation Training

Short module summary:

This module examines how personal development occurs through group activities, and enables students to develop skills in facilitating groups and critiquing practice.

Module title: Counselling Independent Research study

Short module summary:

This module aims to provide students with the opportunity to explore a subject of their choice related to counselling (subject to approval of the course team), and research the topic independently with academic supervision.

Module title: Person Centred Supervision

Short module summary: This module provides students with a foundation in person centred supervision training. It is suitable for practitioners in a variety of professional settings e.g. social work, youth work, health etc., who wish to offer person centred supervision.

Module title: Person Centred group Supervision

Short module summary: This module enables supervisory students to develop the skills and knowledge of group supervision.

Module title: Person Centred Therapeutic Supervision

Short module summary: This module is intended for counsellors and psychotherapists who wish to offer person centred supervision to other counsellors, therapists or trainees.

PS3. Details of Accreditation by a Professional/Statutory Body (if appropriate)

Not Applicable

PS4. Exceptions to Plymouth University Regulations

(Note: Plymouth University's Academic Regulations are available internally on the intranet: <https://staff.plymouth.ac.uk//extexam/academicregs/intranet.htm>)

"None"

PS5. Programme Aims

This programme will deliver:

- a) Provide the opportunities and support needed to enable students, from a variety of socio-economic and academic backgrounds to achieve an honours degree.
- b) Develop critical understanding of the theoretical and practical complexities inherent within the counselling discourse.
- c) Make use of emerging knowledge and research in the field of counselling in order to provide academic insight into the counselling process and issues of contemporary relevance.
- d) Enhance employability by offering pathways which will enable students to specialise in areas of relevance to their employment destinations.

- e) Promote enhanced practice through the systematic understanding of real life applications of theory to a range of experience and behaviour.

Offer within the programme, optional modules, of interest and relevance to counselling practitioners, which may be taken as discrete units by those suitably qualified.

PS6. Programme Intended Learning Outcomes (ILO)

By the end of this programme the student will be able to:

ILO1: knowledge and understanding – Demonstrate a critical understanding of the research process. Recognise and account for issues of contemporary relevance within the discipline of counselling and be able to devise and sustain arguments coherently.

ILO2: cognitive and intellectual skills – Critically explore how differences and diversities in identities shape the lives and needs of clients. Appreciate the uncertainty, ambiguity and limits of knowledge within the discipline. Demonstrate a critical understanding of the research process.

ILO3: transferable skills – Communicate information, ideas, problems and solutions to a range of audiences. Critically explore how differences and diversities in identities shape the lives and needs of clients. Undertake an independent study, making use of scholarly reviews and primary sources. Critically appraise relevant research, theoretical underpinnings and their relation to practice.

ILO4: employment – Select and undertake a pathway that enhances their employability.

ILO5: practical – Apply relevant theory to processes in groups, and respond appropriately to a range of interpersonal experiences and behaviours. Enhance their practice through the application of conceptual understanding and techniques of analysis and enquiry. Demonstrate awareness of ethical principles in relation to personal study and the practice of counselling.

PS7. Distinctive Features

This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation:

Cornwall College has wide experience in counselling courses, having offered a range for over twenty years. It is our intention to ensure that our students are equipped for the employment market with respected and recognised qualifications, regularly reviewed and updated in line with developments in the profession.

PS8. Student Numbers

The following provides information that should be considered nominal, and therefore not absolutely rigid, but is of value to guide assurance of the quality of the student experience, functional issues around enabling progression opportunities to occur and staffing and resource planning:

Minimum student numbers per stage = 10

Target student numbers per stage =15

Maximum student numbers per stage =30

PS9. Progression Route(s)

Approved “progression route(s)” are those where successful achievement in this programme enables direct alignment to join a stage of another programme. This is an approach employed primarily for Foundation Degree students to “top-up” to complete a Bachelor degree, but may be employed for other award types.

This is in part an automated admissions criterion and therefore progression may be impacted on by availability of a position on the progression award; however progression opportunity, if not available in the first year of application, is guaranteed within 3 years.

Progression arrangements with institutions other than Plymouth University carry an increased element of risk. It is necessary for the delivering partner institution to obtain formal agreement from that institution to guarantee progression for existing students on the programme. For progression to Plymouth University, should there be the need to withdraw the progression route programme(s) then either this will be delayed to provide progression or appropriate solutions will be found. This arrangement is guaranteed for existing students that complete their programme of study with no suspensions or repeat years and who wish to progress immediately to the University.

The **Counselling Supervision** pathway is intended for counsellors seeking to develop their professional roles by becoming supervisors of counsellors. Successful completion of the three modules leads to the Counselling Supervision Award.

The **Therapeutic Approaches** pathway focuses on a range of counselling approaches. These modules will be of interest to practising counsellors, but there is no requirement to be working with clients

The contribution of marks from prior levels of study to the progression award is governed by University regulations.

PS10. Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
APEL / APCL ¹ possibilities:	240 Credits
Interview / Portfolio requirements:	Interview Required
Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required:	No

PS11. Academic Standards and Quality Enhancement

The Programme Leader/Manager (or the descriptor) leads the Programme Committee in the Plymouth University's annual programme monitoring process (APM), as titled at the time of approval. APM culminates in the production, maintenance and employment of a programme level Action Plan, which evidences appropriate management of the programme in terms of quality and standards. Any formally agreed changes to this process will continue to be followed by the Programme Leader/Manager (or other descriptor) and their Programme Committee.

Elements of this process include engaging with stakeholders. For this definitive document it is important to define:

Subject External Examiner(s):

An Interim visit by External Examiner (EE) (usually between January and February) will review work that has been marked, consult students and feed back to the programme manager and module leaders and course team.

Subject Assessment Panel (SAP) reviews the assessment marking and is scrutinised by the subject EE. Representatives of the team review and present their module marks for each student on the programme.

The annual Award Assessment Board (AAB) takes place with Programme Manager, the awarding body's partnership member and the External to receive the students work and confer progression or award.

Additional stakeholders specific to this programme:

Students have the opportunity to discuss the programme independently, twice a year in the Student Review. This forms part of the discussion for the annual programme monitoring in the autumn and spring of each academic year.

The Student Perception Questionnaire (SPQ) is administered during the year and feeds into the programme review.

¹ Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

Students Representatives attend Annual Programme Monitoring (APM) to contribute student views alongside Module Leaders, the Programme Manager and the Assistant Registrar to monitor module delivery and the course provision.

Curriculum meetings take place once a month to review progression, department provision, resources and staffing.

PS12. Programme Structure²

College	Cornwall College	Programme Title	BA (Hons) Counselling Studies
Academic Year	2020-2021	Mode of Attendance	Full Time
Plymouth Programme Code	3408	Course Duration	
		Total Credits	120 at Level 6

For: Full Time				
F/T Route Year	When in Year? (i.e. Autumn, Spring etc)	Core or Optional	Credits	Module
FHEQ - Level 6 (120 credits) Year 1				
FT	AY	CORE	20	CORC394 – Advanced Integrative Theory and Practice
FT	AY	CORE	20	CORC3007 – Counselling Independent Research Study
FT	AY	CORE	20	COUN301 – Counselling in a Contemporary Context: Identity, Diversity and Difference
(SELECT 3 FROM THE FOLLOWING)				
FT	AY	Optional	20	CORC363 – Transpersonal Approaches
FT	AY	Optional	20	COUN304 – Introduction to Person Centred Supervision
FT	AY	Optional	20	COUN305 – Person Centred Group Supervision 2
FT	AY	Optional	20	COUN306 – Person Centred Therapeutic Supervision 3
FT	AY	Optional	20	COUN308 – Working with Rage and Anger
FT	AY	Optional	20	COUN309 – Cognitive Behavioural Therapy
FT	AY	Optional	20	COUN310 – Transactional Analysis Theory
FT	AY	Optional	20	COUN311 – Gestalt Counselling

NB: it should be noted that only the Supervision modules will be offered; applicants will be guided as such at the point of application (COUN304/305/306).

College	Cornwall College	Programme Title	BA (Hons) Counselling Studies
Academic Year	2020-2021	Mode of Attendance	Part time (indicative)
Plymouth Programme Code	5099	Course Duration	
		Total Credits	120 at Level 6 (60 credits in each academic year)

For: Part Time				
P/T Route Year	When in Year? (i.e. Autumn, Spring etc)	Core or Optional	Credits	Module
FHEQ - Level 6 (120 credits) Year 1				
PT1	AY	CORE	20	CORC394 – Advanced Integrative Theory and Practice
PT1	AY	CORE	20	CORC3007 – Counselling Independent Research Study
PT1	AY	CORE	20	COUN301 – Counselling in a Contemporary Context: Identity, Diversity and Difference
FHEQ - Level 6 (120 credits) Year 2 (SELECT 3 FROM THE FOLLOWING)				
PT2	AY	Optional	20	CORC363 – Transpersonal Approaches
PT2	AY	Optional	20	COUN304 – Introduction to Person Centred Supervision
PT2	AY	Optional	20	COUN305 – Person Centred Group Supervision 2
PT2	AY	Optional	20	COUN306 – Person Centred Therapeutic Supervision 3
PT2	AY	Optional	20	COUN308 – Working with Rage and Anger
PT2	AY	Optional	20	COUN309 – Cognitive Behavioural Therapy
PT2	AY	Optional	20	COUN310 – Transactional Analysis Theory
PT2	AY	Optional	20	COUN311 – Gestalt Counselling

NB: it should be noted that only the Supervision modules will be offered; applicants will be guided as such at the point of application (COUN304/305/306).

PS13. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment

Developing graduate attributed and skills, at any level of HE , is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and where and how these are operationalised. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature, are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.

Ordered by graduate attributes and skills, the following table provides a map of the above, plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:

FHEQ level: 6					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core Modules</u>
<p>Knowledge / Understanding:</p> <p>No benchmarks currently exist for this subject area. The framework for higher educational qualifications (FHEQ) has been used to inform the design of the programme. The team have also been guided by subject benchmark statements for psychology and sociology</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> identity and difference power dynamics in counselling 	<p>Primary:</p> <ul style="list-style-type: none"> Lectures and tutorials Directed independent study Tutorials <p>Secondary/Supplementary:</p>	b,c,d, f		<ul style="list-style-type: none"> Assessed discussions Essays/projects/dissertations Examinations/tests 	a,b,c,d,e Counselling in a contemporary context:

FHEQ level: 6					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<ul style="list-style-type: none"> BACP Ethical Framework Regulation of the counselling profession Research methodology Group dynamics <p>Detailed knowledge and understanding of a specific counselling topic of their choice</p>	<ul style="list-style-type: none"> Case studies Problem-solving exercises 			<ul style="list-style-type: none"> Coursework/group work on practical application questions 	<p>Identity, Diversity and Differences</p> <p>d,e,g Personal Development through Groupwork</p> <p>e,f,h Dissertation</p>
<p>An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: K and U is developed through a range of different learning opportunities and assessment tasks. These tasks are designed to draw on existing understanding so the student can progress own knowledge and understanding through discussion, reflective activities, personal case studies and taught sessions. Learning material is up to date and reflects the professionalism of the Counselling sector.</p>					
<p>Cognitive and Intellectual Skills:</p> <p>No benchmarks currently exist for this subject area. The framework for higher educational qualifications (FHEQ) has been used to inform the design of the programme. The team have also been guided by subject benchmark statements for psychology and sociology</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <ul style="list-style-type: none"> Critiques of rival theories and frameworks Abstract analysis and synthesis 	<p>Primary:</p> <ul style="list-style-type: none"> Class exercises and discussion Tutorial/seminar discussions 	a,b,c,d,f		<ul style="list-style-type: none"> Assessed discussions Essays/projects/dissertations Examinations/tests 	<p>a,b,c,f Counselling in a contemporary context</p>

FHEQ level: 6					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core Modules</u>
<ul style="list-style-type: none"> Intelligent application of appropriate principles in assessing policy or practice Ability to construct a research proposal Ability to select and evaluate appropriate research methodology Ability to critically appraise relevant research. Communicate critical, coherent and detailed knowledge in a suitable format 	<ul style="list-style-type: none"> Feedback via coursework assessment process (essay and dissertation) student seminar presentation. Independent study Secondary/Supplementary: None.			<ul style="list-style-type: none"> Coursework/group work on practical application questions 	and Personal development through Groupwork a,b,c,d,e,f Dissertation
<p>An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Cognitive and intellectual skills are continually developed through a range of different learning opportunities and assessment tasks. These tasks are designed to draw on existing understanding so the student can progress own knowledge and understanding through discussion, reflective activities, personal case studies and taught sessions. Having to think, write and communicate at this level requires students to develop these skills. These are integral skills that are developed over time through class activities, development of professional counselling practice and writing essays.</p>					
<p>Key Transferable Skills:</p> <p>No benchmarks currently exist for this subject area. The framework for higher educational qualifications (FHEQ) has been used to inform the design of the programme. The team have also been guided by subject benchmark statements for psychology and sociology</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: the ability to manage their own learning, and to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to the discipline.</p>	Primary: Learning and Teaching Strategy/Method Library and other research exercises Group work awareness and practice	a.		<ul style="list-style-type: none"> Coursework of all types Seminar presentation Group work assessments 	all core modules

FHEQ level: 6					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
the ability to communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences	Tutorial support for dissertation Secondary/Supplementary: None				
<p>An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: Key transferable skills are developed through a range of different learning opportunities and assessment tasks. These tasks are designed to draw on existing understanding so the student can progress own knowledge and understanding through discussion, reflective activities, personal case studies and taught sessions. Learning material is up to date and reflects the professionalism of the Counselling sector. Students have opportunities on the programme to develop effective communication skills through activities that require them to work in groups, to feedback individual research projects and to write and present work to a high literary standard and the latest presentation IT formats.</p>					
<p>Employment Related Skills:</p> <p>No benchmarks currently exist for this subject area. The framework for higher educational qualifications (FHEQ) has been used to inform the design of the programme. The team have also been guided by subject benchmark statements for psychology and sociology</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: qualities and transferable skills necessary for employment requiring: - the exercise of initiative and personal responsibility; - decision making in complex and unpredictable contexts and</p>	<p>Primary: Strategy/Method</p> <p>Library and other research exercises Group work awareness and practice Tutorial support for dissertation</p> <p>Secondary/Supplementary: None</p>	e,f		Project work Competence in a range of business-related communication techniques	The Personal development through groupwork module enhances employability, but these skills are largely addressed in

FHEQ level: 6					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
- the learning ability needed to undertake appropriate further training of a professional or equivalent nature.					the individual pathways, and also through PDP which is carried out through the tutorial system.
<p>An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: Employability related skills are developed through a range of different learning opportunities and assessment tasks. These tasks are designed to draw on existing understanding so the student can progress own knowledge and understanding through discussion, reflective activities, personal case studies, works and taught sessions. Learning material is up to date and reflects the professionalism of the Counselling sector. . Many assignments/projects require students to complete observations, pieces and apply theory to practice. These activities make a clear link between academic theoretical learning and that of practice.</p>					
<p>Practical Skills:</p> <p>No benchmarks currently exist for this subject area. The framework for higher educational qualifications (FHEQ) has been used to inform the design of the programme. The team have also been guided by subject benchmark statements for psychology and sociology</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Specific computer and information technology skills Observational techniques</p>	<p>Primary:</p> <ul style="list-style-type: none"> • Laboratory work • Projects • Designated tasks • Lectures and tutorials • Learning from work <p>Secondary/Supplementary:</p>	<p>a, b, c</p> <p>f</p>		<p>Project work Competence in a range of business-related communication techniques</p>	<p>a) & b) all core modules</p> <p>c) & d) Personal Development</p>

FHEQ level: 6					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related <u>Core</u> Modules
	None				through groupwork
<p>An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: Employability related skills are developed through a range of different learning opportunities and assessment tasks. These tasks are designed to draw on existing understanding so the student can progress own knowledge and understanding through discussion, reflective activities, personal case studies, works and taught sessions. Learning material is up to date and reflects the professionalism of the Counselling sector. . Many assignments/projects require students to complete observations, pieces and apply theory to practice. These activities make a clear link between academic theoretical learning and that of practice.</p>					

PS14. Work Based/ Related Learning

WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, for all types of HE Programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:

FHEQ level: 6					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
Plan, design and execute practical activities using appropriate techniques and procedures	Throughout the programme	Level 6	apply graduate Counselling attributes and skills; apply career management skills: apply lifelong learning skills: business and organisational awareness demonstrate an international outlook	Key knowledge and understanding is assessed via a combination of : Essays/projects/dissertations Examinations/tests Coursework/group work on practical application questions Reflective assignments	ALL Core Modules
<p>An explanation of this map: Work Based Learning is embedded throughout level 6 of this programme. Many assignments require students to complete observations, reflect on practice and apply theory to practice. These activities make a clear link between academic theoretical learning and that of professional practice</p>					

Appendix A – Modules

UNIVERSITY OF PLYMOUTH MODULE RECORD (approved by UTLQC June 2017)

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: CORC394 **MODULE TITLE:** Advanced Integrative Theory and Practice

CREDITS: 20 **FHEQ LEVEL:** 6 **HECoS CODE:** 100495

PRE-REQUISITES: N **CO-REQUISITES:** N **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR (*max 425 characters*)

This module introduces students to the principles integration with an emphasis on a pluralistic approach to practice. It offers the opportunity for students to consider in depth their own approach and philosophical position as a therapist within a clinical setting

ELEMENTS OF ASSESSMENT [<i>Use HESA KIS definitions</i>] – see Definitions of Elements and Components of Assessment					
E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	
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: This module reflects research evidence of an underlying shift towards integration with emphasis on shared decision making, collaboration and negotiation across the client-therapist relationship. It will enable students to articulate their understanding of integrative theory and the critiques of it in order to critically examine their own rationale and context for their own practice.

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. Critically evaluate the impact of shared decision making, collaboration and negotiation within the client / counsellor relationship	6.4 b
2. To evaluate their own understanding of integration as a therapeutic paradigm	6.3 a
3. To critically examine and critique contemporary evidence based research in relation to the efficacy of integration	6.2 a
4. To consider the implication of advanced integrative theory in the context of their own practice	6.3 c

DATE OF APPROVAL: 31/01/2018	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: September 2018	SCHOOL/PARTNER: Cornwall College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: All year

Notes:

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: 2020-2021

MODULE LEADER: Deb Williams

NATIONAL COST CENTRE: 130

OTHER MODULE STAFF:

Summary of Module Content

- Theoretical overview of an integrative psychotherapy framework
- Pluralistic approach with an emphasis on shared decision making
- Reflection on clinical practice
- Identifying and critiquing the philosophical assumptions underpinning their practice of counselling and psychotherapy

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	10	Core Material
Seminar	15	Student-led discussion sessions
Tutorial	10	Additional support sessions.
Project Supervision	5	Additional support sessions
Guided Independent Study	160	Students are expected to put in time outside of taught sessions.
Total	<u>200</u>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Course work	<p>Essay 4000 words to meet LO's 1 to 4</p> <p>"Using contemporary research, critically evaluate the efficacy of integration as a therapeutic paradigm. Critically evaluate the impact of shared decision making, collaboration and negotiation within the client / counsellor relationship. What are the implications of integrative theory to your own practice?"</p>	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Course work	<p>Essay 4000 words to meet LO's 1 to 4</p> <p>"Using contemporary research, critically evaluate the efficacy of integration as a therapeutic paradigm in comparison with Person Centred Counselling. Consider the implication of advanced integrative theory in the context of working with a client and the impact of shared decision making with them"</p>	100%

Title(s) of award-bearing programmes to which this module contributes			
BA (Hons) Counselling Studies			
External Examiner responsible for the module			Susan Simpson
Updated by	Debs Williams	Date	21 January 2020

UNIVERSITY OF PLYMOUTH MODULE RECORD (approved by UTLQC June 2017)

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: CORC3007 **MODULE TITLE:** Counselling Independent Research Study

CREDITS: 20 **FHEQ LEVEL:** 6 **HECoS CODE:** 100962

PRE-REQUISITES: N **CO-REQUISITES:** N **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This dissertation module provides students with the opportunity to explore in depth a negotiated subject related to counselling, and research the topic independently under academic supervision.

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 (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked: Counselling

Professional body minimum pass mark requirement: N/A

MODULE AIMS: To provide the opportunity to gain detailed knowledge and understanding of a specific counselling topic of the students' own choosing. To apply knowledge and understanding of the research process. To enable students to manage their own learning in the application of time management skills and evaluation of the research process. Provide opportunities for debate of ethical procedures, values and codes of practice.

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. Systematically review a body of knowledge on a negotiated topic using a selection of sources.	6.3.b
2. Demonstrate a critical understanding of the research process.	6.5.b
3. Communicate critical, coherent and detailed knowledge of their chosen subject in an appropriate written format.	6.3.c
4. Demonstrate critical awareness of ethical procedures, values and codes of practice.	6.3.a

DATE OF APPROVAL: 15 May 2006	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 1 September 2006	SCHOOL/PARTNER: Cornwall College
DATE(S) OF APPROVED CHANGE: 31/01/2018	SEMESTER: All Year

Notes:

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: 2019-2020

NATIONAL COST CENTRE: 103

MODULE LEADER: Deborah Williams

OTHER MODULE STAFF: None

Summary of Module Content

Development of a counselling research question, in consultation with the counselling team

Selection and evaluation of an appropriate research methodology, accounting for ethical issues and access to research subjects.

Critical review of existing research literature, scholarly reviews and primary sources

Presentation of findings in a suitable written format.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	10	Core Material
Seminar	15	Student-led discussion sessions
Tutorial	10	Additional support sessions.
Project Supervision	5	Additional support sessions.
Guided Independent Study	160	Students are expected to put in time outside of taught sessions.
Total	<u>200</u>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	<p>Independent Research Essay 4000 words to meet LO's 1 to 4</p> <p>The research question is developed by the student and approved by the module leader. The title must be related to the field of counselling and review contemporary research.</p>	100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	<p>Independent Research Essay 4,000 words to meet LO's 1 to 4</p> <p>(For non-submissions)</p> <p>A different research question is developed by the student and approved by the module leader. The title must be related to the field of counselling and must review contemporary research.</p> <p>(For F1 submissions)</p> <p>The original essay amended through using the feedback received by tutors through a tutorial</p>	100%

Title(s) of award-bearing programmes to which this module contributes		
BA (Hons) Counselling Studies		
External Examiner responsible for the module		Susan Simpson
Updated by	Debs Williams	Date 21 January 2020

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

MODULE CODE: COUN301		MODULE TITLE: Counselling in a Contemporary Context: Identity, Diversity and Differences			
CREDITS: 20		FHEQ Level: 6		JACS CODE: B940 (HECoS 100495)	
PRE-REQUISITES: None		CO-REQUISITES: None		COMPENSATABLE: Yes	
<p>SHORT MODULE DESCRIPTOR: (max 425 characters) This module, drawing on a range of philosophical, sociological and cultural understandings of identity, critically explores these constructs in relation to counselling in contemporary society. The influences of ethnicity, disability and sexuality are examined and applied to the role of counsellor and the identities of clients.</p>					
ELEMENTS OF ASSESSMENT Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	100%	P1 (Practical)	% or Pass/Fail (delete as appropriate)
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				
SUBJECT ASSESSMENT PANEL Group to which module should be linked: Camborne					
Professional body minimum pass mark requirement: N/A					
<p>MODULE AIMS: To develop a critical understanding of socio-cultural theory and relevant research, which supports counselling and therapeutic practices.</p>					
<p>ASSESSED LEARNING OUTCOMES: (additional guidance below) At the end of the module the learner will be expected to be able to:</p> <ol style="list-style-type: none"> 1. Systematically deconstruct concepts of contemporary identity politics. 2. Critically appraise relevant research, theoretical underpinnings and their relation to practice. 3. Critically analyse how differences and diversity in identities shape the lives and needs of clients. 4. Identify relevant legislation and demonstrate critical awareness of ethical procedures and codes of practice 					
DATE OF APPROVAL:		15 May 2006	FACULTY/OFFICE:		Academic Partnerships
DATE OF IMPLEMENTATION:		01 Sep 2006	SCHOOL/PARTNER:		Cornwall College
DATE(S) OF APPROVED CHANGE:			TERM/SEMESTER: All Year		
Additional notes (for office use only):					

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: 2020-2021	NATIONAL COST CENTRE: 103
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MODULE LEADER: Nicola James	OTHER MODULE STAFF: None
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SUMMARY of MODULE CONTENT

Concepts of identity and difference; power dynamics in counselling; dynamics of difference in ethnicity, disability and sexuality; eco-psychology; research and practice; narrative approaches; critiquing the counselling culture; ethics in everyday practice; regulation and its effects on the profession.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	10	Core Material
Seminar	10	Student-led discussion sessions
Tutorial	5	Additional support sessions
Project Supervision	5	
Demonstration	5	
Supervised Time in Studio/Workshop	5	
Work based learning	5	
Guided Independent Study	155	Students are expected to put in time outside of taught sessions.
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E		% Total = 100%	
	T		% Total = 100%	
Coursework	C1	Essay	100% Total = 100%	4000 word essay to cover all ALOs.
Practical	P		% Total = 100%	

Updated by: HE Operations	Date: 25/08/15	Approved by: HE Operations	Date: 10/02/2020
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Recommended Texts and Sources:

Bauman, Z (1995) *Life in Fragments*, Oxford, Blackwell

Elliott, A and Frosh, S (1995) *Psychoanalysis in context: paths between theory and modern culture*, London, Routledge

Frosh, S (1991) *Identity Crisis: Modernity, Psychoanalysis and the Self*, Basingstoke, Palgrave Macmillan

Hollway, W and Jefferson, T (2000) *Doing Qualitative Research Differently: free association, narrative and the interview method*, London, Sage

Howard, A. (2004) *Counselling and identity: self-realisation in a therapy culture*, Basingstoke, Palgrave Macmillan.

Lago, C & Smith, B (2003) *Anti-discriminatory Counselling Practice* London, Sage

Wheeler, S (ed) (2006) *Difference and Diversity in Counselling* Basingstoke, Palgrave Macmillan

Journals:

Disability and Society

Gender and Society

Self and Society: a forum for contemporary society

Social Policy and Society

Therapy

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

MODULE CODE: COUN308		MODULE TITLE: Working with Rage and Anger			
CREDITS: 20		FHEQ Level: 6		JACS CODE: B940 (HECoS 100495)	
PRE-REQUISITES: None		CO-REQUISITES: None		COMPENSATABLE: Yes	
<p>SHORT MODULE DESCRIPTOR: (max 425 characters) Students will explore the nature of anger and rage, and consider a range of related counselling and psychotherapy theory and interventions. Please note that there is a requirement to be in practice, with a minimum of one year post-qualified experience.</p>					
ELEMENTS OF ASSESSMENT Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	100%	P1 (Practical)	% or Pass/Fail (delete as appropriate)
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				
SUBJECT ASSESSMENT PANEL Group to which module should be linked: Camborne					
Professional body minimum pass mark requirement: Camborne					
<p>MODULE AIMS: To inform students about current provision for working with anger and rage. To enable students to draw on their experiences, case study material and psychotherapeutic theory, to deepen their understanding of the phenomena of anger and rage.</p>					
<p>ASSESSED LEARNING OUTCOMES: (additional guidance below) At the end of the module the learner will be expected to be able to:</p> <ol style="list-style-type: none"> 1. Systematically analyse personal patterns of rage and anger and suggest how these may impact on client work 2. Critically appraise personal and professional critical learning experiences related to this phenomena 3. Systematically differentiate between anger and rage 4. Critically evaluate a range of counselling and psychotherapy theories relating to anger and rage 5. Make informed judgements on the ways in which anger and rage may manifest in the therapeutic relationship 6. Systematically identify potential effective strategies for working with clients who exhibit rage and anger. 					
DATE OF APPROVAL:		15 May 2006	FACULTY/OFFICE:		Academic Partnerships
DATE OF IMPLEMENTATION:		01 Sep 2006	SCHOOL/PARTNER:		Cornwall College
DATE(S) OF APPROVED CHANGE:			TERM/SEMESTER: All Year		
Additional notes (for office use only):					

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: 2020-2021	NATIONAL COST CENTRE: 103
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MODULE LEADER: Nicola James	OTHER MODULE STAFF: None
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<p>SUMMARY of MODULE CONTENT</p> <p>Aetiology of anger and rage The therapeutic relationship Anger, rage and pathological indications Current management strategies</p>

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	15	Core Material
Seminar	10	Student-led discussion sessions
Tutorial	5	Additional support sessions.
Demonstration	10	
Practical Classes and Workshops	5	
Guided Independent Study	155	Students are expected to put in time outside of taught delivery sessions.
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E		% Total = 100%	
	T		% Total = 100%	
Coursework	C1	Essay Assignment	40% 60% Total = 100%	1500 word essay 2000 word assignment
Practical	P		% Total = 100%	

Updated by: HE Operations	Date: 25/08/15	Approved by: HE Operations	Date: 10/02/2020
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Recommended Texts and Sources:

- Gabbard GO & Wilkinson SM, 2000, *Management of Counter transference with Borderline Patients*, New Jersey, Aaronson
- Gendlin ET, 2003, *Focussing: How to Open Up Your Deeper Feelings and Intuition*, Rider & Co
- Goleman, D. (2004) *Emotional intelligence: why it can matter more than IQ*, London, Bloomsbury.
- Golomb E, 1992, *Trapped in the Mirror*, Denver, William Morrow and Co
- Hooks, B 1996, *Killing Rage: Ending Racism*, New York, Owl Books
- Joines V & Stewart I, 2002, *Personality Adaptations*, Nottingham, Lifespace Publishing
- Goleman D, 1996, *Emotional Intelligence*, London, Bloomsbury Publishing
- Kalsched D, 1996, *The Inner World of Trauma*, London, Brunner-Routledge
- Klein J, 1987, *Our Need for Others and its Roots in Infancy*, London, Routledge
- Learner, H. G. (2004) *The dance of anger: a woman's guide to changing the patterns of intimate relationships* (1st Perennial Currents Ed.), London, Perennial Currents
- Masterson JF, 1998, *The Search for the Real Self*, New York, Free Press
- Meichenbaum, D. (2003) *Treatment of individuals with anger control problems and aggressive behaviours*, Florida, The Melissa Institute.
- O'Neill H, 2000, *Managing Anger*, London, Whurr Publishers
- Parker Hall S, 2005, *Grasping Anger by the Tale*, Unpublished MSc dissertation
- Rogers CR, 1961, *A therapist's view of psychotherapy: On Becoming A Person*, Suffolk, Constable
- Schore, A. N. (2003) *Affect dysregulation and disorders of the self*, New Jersey, W. W. Norton.

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

MODULE CODE: COUN309		MODULE TITLE: Cognitive Behavioural Therapy			
CREDITS: 20		FHEQ Level: 6		JACS CODE: B940 (HECoS 100495)	
PRE-REQUISITES: None		CO-REQUISITES: None		COMPENSATABLE: Yes	
<p>SHORT MODULE DESCRIPTOR: (max 425 characters) This module aims to provide students with the means to develop knowledge of key aspects of Cognitive Behavioural theory and practice in relation to moderate mental health disorders. Please note that there is a requirement to be in practice, with a minimum of one year post-qualified experience</p>					
ELEMENTS OF ASSESSMENT Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	100%	P1 (Practical)	% or Pass/Fail (delete as appropriate)
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				
SUBJECT ASSESSMENT PANEL Group to which module should be linked: Camborne					
Professional body minimum pass mark requirement: N/A					
<p>MODULE AIMS: To provide the opportunity to gain critical understanding of theoretical concepts of CBT models and their relationship to practice. To apply knowledge and understanding of CBT to individual cases for common mental health issues. To enable students to develop critical evaluation of relevant theory and research.</p>					
<p>ASSESSED LEARNING OUTCOMES: (additional guidance below) At the end of the module the learner will be expected to be able to:</p> <ol style="list-style-type: none"> 1. Critically analyse their own personal competencies 2. Demonstrate ability to make informed judgements by systematically applying CBT concepts and theoretical principles to real life experiences and behaviour 3. Communicate critical, coherent and specific knowledge of CBT in a written format 4. Demonstrate critical awareness of ethical guidelines and codes of practice 					
DATE OF APPROVAL:		15 May 2006	FACULTY/OFFICE:		Academic Partnerships
DATE OF IMPLEMENTATION:		01 Sep 2006	SCHOOL/PARTNER:		Cornwall College
DATE(S) OF APPROVED CHANGE:			TERM/SEMESTER: All Year		
Additional notes (for office use only):					

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: 2020-2021	NATIONAL COST CENTRE: 103
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MODULE LEADER: Andrew Thornton	OTHER MODULE STAFF: None
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SUMMARY of MODULE CONTENT

Overview of CBT approach including historical background and present day understanding
 Key aspects of practice – including assessment, case formulation , engagement process, interpersonal skills and techniques appropriate to all stages of therapy
 Current research findings

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	15	Core Material
Seminar	5	Student-led discussion sessions
Tutorial	5	Additional support sessions
Demonstration	5	
Practical Classes and Workshops	10	
Work-based learning	5	
Guided Independent Study	155	Students are expected to put in time outside of taught sessions.
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E		% Total = 100%	
	T		% Total = 100%	
Coursework	C1	Presentation Essay	25% 75% Total = 100%	3000 word essay.
Practical	P		% Total = 100%	

Updated by: HE Operations	Date: 25/08/15	Approved by: HE Operations	Date: 10/02/2020
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Recommended Texts and Sources:

- Beck, J. S. (1995) *Cognitive Therapy Basics and Beyond*. Guilford: New York
- Gilbert, P (2000) *Overcoming Depression: a self-help guide using Cognitive-behavioural techniques*. 2nd edn. London: Robinson
- Greenberger D & Padesky, C (1995) *Clinician's Guide to Mind over Mood* Guilford: New York
- Greenberger D & Padesky, C (1995) *Mind over Mood A cognitive therapy treatment manual for clients* Guilford: New York
- Leahy, R.I. (2003) *Cognitive therapy techniques: A Practitioner's guide*. Guilford Press
- Leahy, R.I. (2005) *Contemporary Cognitive therapy*. Guilford Press
- Persons, J. B. (1989) *Cognitive Therapy in practice. A case formulation approach*. Norton: New York
- Segal, Z.V., Williams, J.M.G., Teasdale, J.D (2001) *Mindfulness-based cognitive-behavioural techniques*. London: Robinson
- Wells A (1997) *Cognitive Therapy of Anxiety Disorders* Wiley Chichester
- Young J. E & Klosko J. S. (1994) *Reinventing Your Life*. New York: Plume
- Behaviour Research and Therapy*
- www.babcp.com

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

MODULE CODE: COUN310		MODULE TITLE: Transactional Analysis Theory			
CREDITS: 20		FHEQ Level: 6		JACS CODE: B940 (HECoS 100495)	
PRE-REQUISITES: None		CO-REQUISITES: None		COMPENSATABLE: Yes	
SHORT MODULE DESCRIPTOR: (max 425 characters) This module aims to provide students with the means to develop and explore key concepts of Transactional Analysis theory.					
ELEMENTS OF ASSESSMENT Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	100%	P1 (Practical)	% or Pass/Fail (delete as appropriate)
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				
SUBJECT ASSESSMENT PANEL Group to which module should be linked: Camborne					
Professional body minimum pass mark requirement: N/A					
MODULE AIMS: To gain an understanding of core TA concepts. To enable students to then apply and critically evaluate these concepts in their personal and professional relationships.					
ASSESSED LEARNING OUTCOMES: (additional guidance below) At the end of the module the learner will be expected to be able to: 1. Demonstrate effective application of TA core concepts to current personal and professional relationships. 2. Critically analyse personal effectiveness in their use of TA concepts within current settings. 3. Demonstrate coherent and specific knowledge of TA in a written format. 4. Critically evaluate the efficacy of TA in personal and professional development.					
DATE OF APPROVAL:		01 Feb 2007	FACULTY/OFFICE:		Academic Partnerships
DATE OF IMPLEMENTATION:		01 Sep 2007	SCHOOL/PARTNER:		Cornwall College
DATE(S) OF APPROVED CHANGE:			TERM/SEMESTER: All Year		
Additional notes (for office use only):					

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: 2020-2021	NATIONAL COST CENTRE: 103
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MODULE LEADER: Malachy Dunne	OTHER MODULE STAFF: None
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<p>SUMMARY of MODULE CONTENT Overview of TA theory including historical background. Core TA concepts. Current development and research.</p>

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information
Lecture	15	Core Material
Seminar	10	Student-led discussion sessions.
Tutorial	5	Additional support sessions
Practical Classes and Workshops	15	
Guided Independent Study	155	Students are expected to put in time outside of taught sessions.
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E		% Total = 100%	
	T		% Total = 100%	
Coursework	C1	Presentation Essay	30% 70% Total = 100%	3000 word assignment.
Practical	P		% Total = 100%	

Updated by: HE Operations	Date: 25/08/15	Approved by: HE Operations	Date: 10/02/2020
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Recommended Texts and Sources:

Berne, E. (1961) *Transactional Analysis in Psychotherapy*. New York. Grove Press.

Berne, E. (1964) *Games People Play*. New York. Grove Press.

Berne, E. (1966) *Principles of Group Treatment*. New York. Oxford University Press.

Steiner, C. (1974) *Scripts People Live: Transactional Analysis of Life Scripts*. New York. Grove Press.

Stewart, I. (1989). *Transactional Analysis Counselling in Action*. London. Sage Publications.

Stewart, I. (1996) *Developing Transactional Analysis Counselling*. London: Sage Publications.

Stewart, I. & Joines, V. (1987) *TA Today Nottingham*. Lifespace Publishing

Tilney, T. (1998) *Dictionary of Transactional Analysis*. London: Whurr Publications.

Transactional Analysis Journal.

www.ita.org.uk

www.eatanews.org

UNIVERSITY OF PLYMOUTH MODULE RECORD (approved by UTLQC June 2017)

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: COUN304 **MODULE TITLE:** Introduction to Person Centred Supervision

CREDITS: 20 **FHEQ LEVEL:** 6 **HECOS CODE:** 100495

PRE-REQUISITES: No **CO-REQUISITES:** No **COMPENSATABLE:** N

SHORT MODULE DESCRIPTOR: *(max 425 characters)* This module produces students with a foundation in person centred supervision training. It is suitable for practitioners in a variety of professional settings, e.g. social work, youth work, health etc. (repeated and implies practice).

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

E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	P/F
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:

To introduce students to the different models of supervision and the functions and legalities associated with it. To enable students to offer effective, ethical Person-Centred supervision to practitioners working in the various fields of human relationships. To support students in becoming reflective practitioners.

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. Form and sustain a supervisory relationship at a professionally competent level of supervisory effectiveness.	6.4 b
2. Offer a range of systematic interventions appropriate to the supervisory relationships and the stage of the supervisee's development.	6.1 b
3. Critically analyse supervisory roles, responsibilities and boundaries.	6.2 b 6.2a
4. Demonstrate a critical understanding of the ethical, legal and professional issues relevant to supervision.	6.3 a , 6.4a

DATE OF APPROVAL: 15 May 2006	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 1 September 2006	SCHOOL/PARTNER: Cornwall College
DATE(S) OF APPROVED CHANGE: N/A	SEMESTER: All Year

Notes:

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 UNISTATs 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: 2020-2021

NATIONAL COST CENTRE: 103

MODULE LEADER: Deborah Williams

OTHER MODULE STAFF:

Summary of Module Content

A review of the theory and philosophy of the Person Centred Approach –

- Diversity issues
- Ethical issues
- Maintaining and communicating a facilitative set of attitudes in a supervisory context
- The working alliance
- Roles and responsibilities of a supervisor
- Boundaries
- Models of supervision.

SUMMARY OF TEACHING AND LEARNING [Use HESA UNISTATs definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	35	Core Material
Tutorial	6	Additional 1:1 sessions
Seminar	10	Student-led discussions
Practical	10	Undertake 10 hours of individual supervision practice
Guided-Independent Study	139	Students are expected to put in additional time outside of taught sessions. This would cover preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Case study 4000 words to meet LO's 1 to 4 A reflective portfolio evidencing 10 hours supervision practice, and demonstrating how the student has monitored, reviewed and evaluated their own work. This must include how they demonstrate a critical understanding of the ethical, legal and professional issues relevant to supervision	100%
Practical	Associated with the requirement to undertake 10 hours of individual supervision practice.	P/F

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Case study 4000 words to meet LO's 1 to 4 A reflective portfolio evidencing 10 hours supervision practice, and demonstrating how the student has monitored, reviewed and evaluated their own work during a single supervision session. Demonstrate a critical understanding of the ethical, legal and professional issues relevant to supervision	100%
Practical	Associated with the requirement to undertake 10 hours of individual supervision practice.	P/F

Title(s) of award-bearing programmes to which this module contributes		
BA (Hons) Counselling Studies		
External Examiner responsible for the module		Susan Simpson
Updated by	Debs Williams	Date 21 January 2020

UNIVERSITY OF PLYMOUTH MODULE RECORD (approved by UTLQC June 2017)

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: COUN305 MODULE TITLE: Person Centred Group Supervision

CREDITS: 20 FHEQ LEVEL: 6 HECOS CODE: 100495

PRE-REQUISITES: CO-REQUISITES: N COMPENSATABLE: N

SHORT MODULE DESCRIPTOR: (max 425 characters)

This module enables supervisory students to develop the skills and knowledge of group supervision.

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

E1 (Examination)		C1 (Coursework)	100%	P1 (Practical)	P/F
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:

To enable students to evaluate the roles of supervisor and supervisee in group settings. To enable students to offer effective group supervision and to manage, supervise and hold group issues within a Person-Centred supervisory setting. To demonstrate the legal and ethical issues relating to group supervision.

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
<ol style="list-style-type: none"> 1. Systematically apply the knowledge and skills of person centred supervision to a group supervisory context. 2. Critically evaluate the way in which the tasks and roles of supervisor and supervisee are fulfilled in group settings. 3. Critically analyse the social, cultural and organisational contexts in which supervision take place. 4. Demonstrate a detailed understanding of the ethical and legal issues relevant to supervision. 	<p>6.1.a</p> <p>6.1.b 6.4a</p> <p>6.5.a</p> <p>6.3.a</p>

DATE OF APPROVAL: 15 May 2006	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 1 September 2006	SCHOOL/PARTNER: Cornwall College
DATE(S) OF APPROVED CHANGE: N/A	SEMESTER: All Year

Notes:

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 UNISTATs 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: 2020-2021

NATIONAL COST CENTRE: 103

MODULE LEADER:

OTHER MODULE STAFF:

Summary of Module Content

- Boundaries in group supervision
- Differing facilitator styles in group supervision
- Group dynamics and how they affect group supervision
- Managing group supervision
- Managing conflicting needs
- Creativity and group supervision
- CPD and supervisor self-care.

SUMMARY OF TEACHING AND LEARNING [Use HESA UNISTATs definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	35	Core Material
Tutorial	6	Additional 1:1 sessions
Seminar	10	Student-led discussions
Practical	6	Undertake 6 hours of group supervision practice
Guided-Independent Study	144	Students are expected to put in additional time outside of taught sessions. This would cover preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks.
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Assessed professional group discussion lasting 40 minutes to meet LO 3 “How do issues of difference and equality impact upon the supervision relationship?”	50%
	Filmed assessment and critique to meet LO’s 1,2,4 Submit a recording of a 1 hour group supervision session and provide a 2000 word self-reflective critique	50%
Practical	Associated with the requirement to undertake 6 hours of group supervision practice.	P/F

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Assessed professional individual discussion lasting 20 minutes to meet LO 3 “How do issues of difference and equality impact upon the supervision relationship?”	50%
	Filmed assessment and critique to meet LO’s 1,2,4 Submit a recording of a different 1 hour group supervision session and provide a 2000 word self-reflective critique	50%
Practical	Associated with the requirement to undertake 6 hours of group supervision practice.	P/F

Title(s) of award-bearing programmes to which this module contributes		
BA (Hons) Counselling Studies		
External Examiner responsible for the module		Susan Simpson
Updated by	Debs Williams	Date 21 January 2020

UNIVERSITY OF PLYMOUTH MODULE RECORD (approved by UTLQC June 2017)

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: COUN306 **MODULE TITLE:** Person Centre Therapeutic Supervision

CREDITS: 20 **FHEQ LEVEL:** 6 **HECoS CODE:** 100495

PRE-REQUISITES: N **CO-REQUISITES:** N **COMPENSATABLE:** Y

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module is intended for counsellors and psychotherapists who wish to offer person centred supervision to other counsellors, therapists or trainees.

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 (Generic assessment)			
T1 (Test)					

SUBJECT ASSESSMENT PANEL to which module should be linked: Counselling

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

To assist students to:

Develop a range of skills, knowledge and professional attitudes that will enable them to practice as ethically and legally safe supervisors. Develop their ability to become competent and reflective supervisors and analyse the organisational implications to supervision.

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. Systematically demonstrate a range of skills, knowledge and facilitative attitudes that will enable effective person-centred supervision.	6.4.b
2. Critically evaluate their own practice as supervisor and supervisee.	6.2.b
3. Critically analyse the institutional implications of these models as they affect people working in a variety of organisational contexts.	6.1.a
4. Demonstrate an understanding of the ethical, legal and professional issues relevant to supervision.	6.3.a

DATE OF APPROVAL: 15 May 2006	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 1 September 2006	SCHOOL/PARTNER: Cornwall College
DATE(S) OF APPROVED CHANGE: 31/01/2018	SEMESTER: All Year

Notes:

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: 2019-2020

NATIONAL COST CENTRE: 103

MODULE LEADER: Deborah Williams

OTHER MODULE STAFF: None

Summary of Module Content

- Developing core person centred supervision skills – including the developing and managing the supervisory relationship, roles, and responsibilities, contracting and managing supervisory boundaries.

SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	10	Core Material
Seminar	15	Student-led discussion sessions
Tutorial	10	Additional support sessions.
Project Supervision	5	Additional support sessions
Guided Independent Study	160	Students are expected to put in time outside of taught sessions.
Total	<u>200</u>	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Filmed assessment and critique to meet LO's 1,2,4	50%
	Submit a recording of a 1 hour individual supervision session and provide a 2000 word self-reflective critique	
	Report 2000 words to meet LO 3	50%
	Critically analyse the implications of providing supervision in a variety of organisational contexts	

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Filmed assessment and critique to meet LO's 1,2,4	50%
	Submit a different recording of a 1 hour individual supervision session and provide a 2000 word self-reflective critique	
	Report 2000 words to meet LO 3	50%
	Critically analyse the implications of providing supervision in two contrasting organisational contexts	

Title(s) of award-bearing programmes to which this module contributes			
BA (Hons) Counselling Studies			
External Examiner responsible for the module			Susan Simpson
Updated by	Debs Williams	Date	21 January 2020

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: COUN311 **MODULE TITLE:** Gestalt Counselling

CREDITS: 20 **FHEQ LEVEL:**6 **HECOS CODE:** 100495

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

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module is for qualified counsellors who wish to extend their skills and knowledge using a Gestalt model of Counselling. There is a requirement to be a counsellor qualified to diploma level currently in practice.

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

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

SUBJECT ASSESSMENT PANEL to which module should be linked: Camborne

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

Gain a thorough and critical understanding of the concepts of history of Gestalt Counselling

Explore the qualities needed in the therapeutic relationship and the aims and process of counselling as seen in this model.

Develop skills in gestalt counselling.

Learn, reflect and evaluate their skills and being to integrate theory into practice.

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:

1. Demonstrate a critical understanding of the key concepts of Gestalt Counselling.
2. Analyse the history and development of Gestalt Therapy.
3. Explore self, personal history and relationships with reference to Gestalt Therapy.
4. Demonstrate an ability to give and receive feedback appropriately.
5. Demonstrate awareness of ethical guidelines and codes of practice.

DATE OF APPROVAL: 01/02/2007	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 01/09/2007	SCHOOL/PARTNER: Cornwall College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: AY

Notes:

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 UNISTATs 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: 2020-2021

NATIONAL COST CENTRE: 103

MODULE LEADER:

OTHER MODULE STAFF:

Summary of Module Content

This will be a module giving students the time to develop their understanding of and reflect on Gestalt Counselling and the relevant skills. The content will be as follows:

- Principles and values of Gestalt Therapy
- History, development and key concepts of Gestalt Therapy
- Gestalt Practice: skills and techniques
- Current research findings

SUMMARY OF TEACHING AND LEARNING [Use HESA UNISTATs definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	15	
Seminar	10	
Tutorial	5	
Practical Classes and Workshops	15	
Guided Independent Study	155	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework (a) Portfolio	25%
	Coursework (b) 3000 word essay	75%
		100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework (a) Portfolio	25%
	Coursework (b) 3000 word essay	75%
		100%

Title(s) of award-bearing programmes to which this module contributes			
BA (Hons) Counselling Studies			
External Examiner responsible for the module			Susan Simpson
Updated by	Amanda Crowle	Date	10/02/2020

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: COUN311 **MODULE TITLE:** Gestalt Counselling

CREDITS: 20 **FHEQ LEVEL:**6 **HECOS CODE:** 100495

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

SHORT MODULE DESCRIPTOR: *(max 425 characters)*

This module is for qualified counsellors who wish to extend their skills and knowledge using a Gestalt model of Counselling. There is a requirement to be a counsellor qualified to diploma level currently in practice.

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

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

SUBJECT ASSESSMENT PANEL to which module should be linked: Camborne

Professional body minimum pass mark requirement: N/A

MODULE AIMS:

Gain a thorough and critical understanding of the concepts of history of Gestalt Counselling

Explore the qualities needed in the therapeutic relationship and the aims and process of counselling as seen in this model.

Develop skills in gestalt counselling.

Learn, reflect and evaluate their skills and being to integrate theory into practice.

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:

1. Demonstrate a critical understanding of the key concepts of Gestalt Counselling.
2. Analyse the history and development of Gestalt Therapy.
3. Explore self, personal history and relationships with reference to Gestalt Therapy.
4. Demonstrate an ability to give and receive feedback appropriately.
5. Demonstrate awareness of ethical guidelines and codes of practice.

DATE OF APPROVAL: 01/02/2007	FACULTY/OFFICE: Academic Partnerships
DATE OF IMPLEMENTATION: 01/09/2007	SCHOOL/PARTNER: Cornwall College
DATE(S) OF APPROVED CHANGE: XX/XX/XXXX	SEMESTER: AY

Notes:

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 UNISTATs 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: 2020-2021
MODULE LEADER:

NATIONAL COST CENTRE: 103
OTHER MODULE STAFF:

Summary of Module Content

This will be a module giving students the time to develop their understanding of and reflect on Gestalt Counselling and the relevant skills. The content will be as follows:

- Principles and values of Gestalt Therapy
- History, development and key concepts of Gestalt Therapy
- Gestalt Practice: skills and techniques
- Current research findings

SUMMARY OF TEACHING AND LEARNING [Use HESA UNISTATs definitions]		
Scheduled Activities	Hours	Comments/Additional Information (briefly explain activities, including formative assessment opportunities)
Lecture	15	
Seminar	10	
Tutorial	5	
Practical Classes and Workshops	15	
Guided Independent Study	155	
Total	200	(NB: 1 credit = 10 hours of learning; 10 credits = 100 hours, etc.)

SUMMATIVE ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework (a) Portfolio	25%
	Coursework (b) 3000 word essay	75%
		100%

REFERRAL ASSESSMENT

Element Category	Component Name	Component Weighting
Coursework	Coursework (a) Portfolio	25%
	Coursework (b) 3000 word essay	75%
		100%

Title(s) of award-bearing programmes to which this module contributes			
BA (Hons) Counselling Studies			
External Examiner responsible for the module			Susan Simpson
Updated by	Amanda Crowle	Date	10/02/2020

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

MODULE CODE: CORC363		MODULE TITLE: Transpersonal Approaches			
CREDITS: 20		FHEQ Level: 6		JACS CODE: B940	
PRE-REQUISITES: None		CO-REQUISITES: None		COMPENSATABLE: Yes	
<p>SHORT MODULE DESCRIPTOR: (max 425 characters) This module focuses on students' personal development, using imagery, myth, and interpersonal relationships as a way of exploring the deeper implications of events in their lives. It will also provide students with an opportunity to re-examine their motives for working in this sector, and develop strategies for reducing stress and enriching their practice</p>					
ELEMENTS OF ASSESSMENT Use HESA KIS definitions]					
WRITTEN EXAMINATION		COURSEWORK		PRACTICAL	
E1 (Examination)	%	C1 (Coursework)	100%	P1 (Practical)	% or Pass/Fail (delete as appropriate)
E2 (Clinical Examination)	%	A1 (Generic Assessment)	%		
T1 (Test)	%				
SUBJECT ASSESSMENT PANEL Group to which module should be linked: Camborne					
Professional body minimum pass mark requirement: N/A					
<p>MODULE AIMS: To enable students to deepen their self-awareness and capacity for relationship; imaginatively explore the significance of their working practice in their lives; evaluate and utilise self-care strategies.</p>					
<p>ASSESSED LEARNING OUTCOMES: (additional guidance below) At the end of the module the learner will be expected to be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an ability to evaluate own strengths and weaknesses in terms of self-awareness, capacity for relationship, ability to use imagination, capacity for offering support to self and others 2. Construct and present a personal myth or narrative 3. Research and evaluate strategies for personal stress reduction 					
DATE OF APPROVAL:		21 Jan 2015	FACULTY/OFFICE:		Academic Partnerships
DATE OF IMPLEMENTATION:		01 Sep 2015	SCHOOL/PARTNER:		Cornwall College
DATE(S) OF APPROVED CHANGE:			TERM/SEMESTER:		All Year
Additional notes (for office use only):					

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: 2020-2021	NATIONAL COST CENTRE: 103
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MODULE LEADER: Debs Williams	OTHER MODULE STAFF:
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SUMMARY of MODULE CONTENT Myths relevant to those working in Health and Social Care (e.g. Chiron, the Wounded Healer) Exploration of self-using reflection, imagery, journal work Developmental issues in adulthood Aspects of relationship, drawing on interpersonal issues within the learning group Stress management
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SUMMARY OF TEACHING AND LEARNING [Use HESA KIS definitions]

Scheduled Activities	Hours	Comments/Additional Information
Lecture	15	Core Material
Seminar	10	Student-led discussion sessions
Tutorial	5	Additional support sessions.
Practical Classes and Workshops	10	
Guided Independent Study	160	Students are expected to put in time outside of taught sessions.
Total	200	(NB: 1 credit = 10 hours or learning; 10 credits = 100 hours, etc)

Category	Element	Component Name	Component Weighting	Comments include links to learning objectives
Written exam	E		% Total = 100%	
	T		% Total = 100%	
Coursework	C1	Presentation	30%	
		Essay	70%	
			Total = 100%	
Practical	P		%	
			Total = 100%	

Updated by: HE Operations	Date: 25/08/15	Approved by: HE Operations	Date: 10/02/2020
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Recommended Texts and Sources:
