

University of Plymouth
Academic Partnerships
CORNWALL COLLEGE
Programme Specification
**Diploma in Person Centred-Counselling &
Therapy**
Academic Year 2021-2022



If you require any part of this Handbook in larger print, or an alternative format, please contact:

HE Operations

E-mail: (cchea@cornwall.ac.uk)

Please note:

All the information in this Handbook is correct at the time of printing.

The Cornwall College Group is proud of its teaching and research and it undertakes all reasonable steps to provide educational services in the manner set out in this Handbook and in any documents referred to within it. It does not, however, guarantee the provision of such services. Should industrial action or circumstances beyond the control of the College interfere with its ability to provide educational services, the University undertakes to use all reasonable steps to minimise the resultant disruption to those services.

PROGRAMME SPECIFICATION

Programme Title: Diploma in Person Centred Counselling and Therapy

Internal Programme Codes: 2756

Partner Delivering Institution: Plymouth University

State Date: September 2021

First Award Date: July 2023

Date(s) of Revision(s) to this Document: 31 March 2016, 8 September 2016, 20 Sept 2016, 29 Jan 2019, 13 May 2019/5 Aug 21/19 Oct 2021

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PS1. Programme Details

Awarding Institution:	University of Plymouth
Partner Institution and delivery site (s):	Cornwall College Camborne
Accrediting Body:	British Association of Counselling and Psychotherapy
Language of Study:	English
Mode of Study:	Part-time
Final Award:	Diploma at level 5
Intermediate Award:	None
Programme Title:	Diploma in Person Centred Counselling and Therapy
UCAS Code:	N/A
HECOS Code:	100495
Benchmarks:	Informed by QAA benchmark statement for counselling and psychotherapy
Date of Programme Approval:	May 2016

PS2. Brief Description of the Programme

This BACP accredited Diploma in Person Centred Counselling and Therapy will interest students who wish to gain a professional counselling qualification. It is designed to equip learners with the skills and attributes that will enable them to work competently, professionally and ethically in the workplace. This programme has a clear focus on contemporary social issues comprising modules on personal and professional development, counselling practice, and counselling psychology. Industry relevance is maintained through links local service providers and a programme of guest speakers.

Programmes of study in counselling and psychotherapy prepare students to be self-reflective, ethical practitioners committed to career-long professional development and to the maintenance of professional standards

The course is offered on a part time basis enabling learners to remain in employment whilst pursuing the qualification. The Diploma provides the opportunity to continue to degree level whilst also to developing their knowledge in areas of professional and personal interest.

Learners complete 100 supervised client hours during the course within a placement setting. It is strongly suggested that learners undertake Personal therapy as an aspect of their own personal development. The programme has been developed and is delivered by qualified counsellors and supervisors who remain in practice.

The Diploma in Person Centred Counselling and Therapy follows the QAA Code of Practice on Placement Learning, as well as BACP guidelines for client work, training placements and supervision in counsellor training courses. The programme is aligned to the QAA benchmarks for counselling and psychotherapy and the BACP “Gold book” criteria

PS3. Details of Accreditation by a Professional/Statutory Body (If Appropriate)

Accredited by the British Association of Counselling Psychotherapy (BACP)

PS4. Exceptions to Plymouth University Regulations

(Note: Plymouth University’s Academic Regulations are available internally on the intranet: <https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations>)

None

PS5. Programme Aims

1. To offer opportunities to develop counselling to a safe professional standard
2. To enable students to practise counselling in a professional manner, working within the BACP Ethical Framework.
3. To help students evaluate their strengths and utilise them in working with clients whilst being mindful as the limits of competence
4. To enable students to develop their critical and analytical skills and to offer students opportunities to extend their knowledge and understanding of persons and the problems they face in contemporary society
5. To help students develop the capacities needed to continue their professional development
6. To enable students to develop their ability to offer the core conditions of empathy, congruence and unconditional positive regard
7. To develop ability to plan and manage their learning, developing strategies to meet learning goals including problem solving, communication and presentation skills.

PS6. Programme Intended Learning Outcomes (ILO)

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

1. Evaluate Person Centred theory in depth within a framework of current psychological thinking and apply theoretical and experiential understanding to the facilitation of the counselling process

2. Evaluate commonality and difference between the person-centred approach and other models to develop a personal and professional philosophy of counselling drawing on both personal experience and contemporary research.
3. Develop the ability to offer the core conditions within a counselling relationship and develop the counselling skills to a level of professional competence drawing on a range of therapeutic responses, strategies and interventions to inform practice
4. Respond appropriately to the effect of their own values, beliefs, attitudes and behaviours when working as a counsellor
5. Maintain the ethical principles that underpin counselling and therapy and integrate into practice legal, professional and organisational requirements pertaining for example to equal opportunities, diversity and anti-discrimination
6. Recognise professional strengths and limitations that may affect therapeutic practice, and develop appropriate self-support and self-care strategies and engage in personal therapy as appropriate
7. Establish and maintain a secure frame for therapeutic work maintaining clear professional boundaries in all relationships with clients
8. Plan and manage learning, taking responsibility for meeting identified learning needs through negotiation with peers, tutors & other supporters of learning and to develop study skills at Level 5

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:

- This programme offers you a professional qualification which is accredited by the British Association for Counselling and Psychotherapy (BACP) and underpinned by the BACP Framework for Ethical Practice.
- The experienced teaching team will complement your studies with their experience in the voluntary, private and statutory sectors - many of whom hold individual BACP accreditation and maintain current practices in counselling and supervision.
- The programme team seek to create a Person-Centred learning climate within which you can develop the personal and relational awareness, as well as the academic and professional knowledge, skills and understanding needed to practice as counsellors
- The Diploma includes a practice element of 100 of counselling practice.
- On qualifying, you can apply for full membership of the BACP and join the BACP National Register.
- Past students who have completed have progressed into roles including different counselling agencies (E.G. Bereavement, alcohol), schools and private practice. Alternatively, graduates may progress to the BA (Hons) Counselling.
- The college counselling programme is valued by previous students as a supportive environment for learning.

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 = 12

Target student numbers per stage = 18

Maximum student numbers per stage = 24

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.

Upon successful completion of the Diploma Person-Centred Counselling and Therapy graduates will have the opportunity to progress to the BA (Hons) Counselling Studies at Cornwall College.

PS10. Admissions Criteria

Qualification(s) Required for Entry to this Programme:

Level 2 Counselling Skills Course (Minimum of 75 contact hours and not distance learning)

Level 4 – Certificate in Advanced Counselling studies

Some students may be able to progress directly from the Level 2 to the Level 5 Diploma and this is considered on individual merit and a minimum of 120 UCAS points

Application process:

- Formal Interview
- Personal Statement (see below)
- Written task
- Attendance at an information session
- Satisfactory DBS

The following will be assessed through a personal statement and interview:

- Self-awareness, maturity and stability
- Ability to make use of and reflect upon life experience
- Capacity to cope with the emotional demands of the programme
- Ability to cope with the intellectual and academic requirements
- Ability to form a helping relationship characterised by empathy, acceptance and genuineness
- Awareness of the nature of prejudice and oppression
- Awareness of issues of difference and equality
- Ability to recognise the need for personal and professional support
- Commitment to self-development
- Preparedness to undertake personal therapy whilst completing the course

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):

All modules for the Diploma are covered by a single EE

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:

British Association of Counselling and Psychotherapy

Placement managers and placement supervisors – 2 meetings per year

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.

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 Structure

College:	Cornwall Camborne	College,	Programme Title:	Diploma In Person-Centred Counselling & Therapy
Academic Year:	2021-2022		Mode of Attendance Course Duration:	Part Time Over 2 Years
Plymouth Code:	Programme 2756		Total Credits:	120 Credits at Level 5
FHEQ Level 5 For: Diploma in Person Centred Counselling and Therapy Part Time (2756)				
P/T Route Year	When in Year? (i.e. autumn, spring etc.)	Structure as Agreed at Programme Approval		
		Core or Option Module	Credits	Module
1	All Year	Core	20	CORC2224 Counselling Psychology 1
1	All Year	Core	20	CORC2225 Personal and Professional Development 1
1	All Year	Core	20	CORC2226 Counselling Practice 1
2	All Year	Core	20	CORC2216 Counselling Practice 2
2	All Year	Core	20	CORC2217 Personal and Professional Development 2
2	All Year	Core	20	CORC2218 Counselling Psychology 2

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

Developing graduate attributes 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:

The table below maps the BACP core curriculum to the QAA subject benchmarks.

QAA - SUBJECT BENCHMARK STATEMENTS FOR COUNSELLING AND PSYCHOTHERAPY	BACP – CORE CURRICULUM	Teaching and Learning Strategy / Methods	Module	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>Professional autonomy and accountability and Professional relationships</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Maintain the ethical principles that underpin counselling and psychotherapy integrate into practice legal, professional and organisational requirements pertaining to equal opportunities, diversity and anti-discrimination</p> <p>Recognise the social and cultural context of their practice</p> <p>Recognise potential limitations of their preferred theoretical model or models in work with specific clients</p> <p>Ensure a consistent commitment to continuing professional and personal development, including self-awareness and fitness to</p>	<p>The professional role and responsibility of the therapist</p> <p>The practitioner will have relevant knowledge to inform his or her ability to:</p> <p>Show a commitment to personal and professional development including self-awareness and an awareness of fitness to practice in relation to clients.</p> <p>Reflect on personal development including ways in which life experiences affect self and relationships with peers, clients and other professionals.</p> <p>Demonstrate the psychological and emotional robustness necessary to work with intense feelings and uncertainties.</p> <p>Engage in rigorous self-examination, monitoring thoughts, feelings, physical sensations and behaviour in the therapeutic relationship.</p>	<p>Lectures and tutorials</p> <p>Directed independent study</p> <p>Enquiry based learning</p> <p>Workshop group tasks</p> <p>Seminar</p> <p>Use of Virtual Learning Environ (VLE)</p> <p>Group tutorials</p> <p>Reading – both directed and self-directed</p>	<p>Personal and Professional Development</p> <p>CORC 2225</p>	<p>3,5,6</p>	<p>5,6,7, 8</p>	<p>Assessed seminar</p> <p>Professional Practice Portfolio</p> <p>Self and peer assessment</p>	

QAA - SUBJECT BENCHMARK STATEMENTS FOR COUNSELLING AND PSYCHOTHERAPY	BACP – CORE CURRICULUM	Teaching and Learning Strategy / Methods	Module	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>practice</p> <p>Recognise their own professional strengths and limitations that may affect therapeutic practice, and develop appropriate self-support and self-care strategies</p> <p>Recognise the need for, and engage with, their own personal support and/or therapy as appropriate</p> <p>Recognise and cope with uncertainty, responding therapeutically while maintaining firm boundaries</p> <p>Recognise responsibilities to the client, employers, the counselling and psychotherapy professions and to society at large</p> <p>Professional relationships (QAA)</p> <p>Recognise and respect inter-professional and multi-agency approaches to mental health</p> <p>Recognise their own professional limitations, making</p>	<p>Recognise personal and professional limitations and identify ways of addressing these.</p> <p>Recognise and maintain appropriate professional boundaries even when these are challenged by the client or others.</p> <p>Understand the values underpinning the profession, as exemplified in the <i>Ethical Framework</i>.</p> <p>Demonstrate the capacity for reflexivity as applied in therapeutic practice.</p> <p>Understand the importance of supervision, contract for supervision and use it to address professional and developmental needs.</p> <p>Understand the importance of professional development activities.</p> <p>Understand and use a relevant ethical framework to make critical decisions about the practice of counselling and psychotherapy.</p> <p>Manage counselling practice</p>	<p>Personal self-directed study</p>					

QAA - SUBJECT BENCHMARK STATEMENTS FOR COUNSELLING AND PSYCHOTHERAPY	BACP – CORE CURRICULUM	Teaching and Learning Strategy / Methods	Module	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>referrals where appropriate</p> <p>Respect the role of supervision as an essential aspect of clinical practice</p> <p>Analyse ethical dilemmas and work with others as necessary, to formulate appropriate responses</p> <p>Take account of diversity issues and the rights and responsibilities of all clients, regardless of their gender, age, ethnicity, national or ethnic origin, culture, class, ability, sexual orientation, religion and beliefs</p> <p>Respond appropriately to the effect of their own values, beliefs, attitudes and behaviours when working as a counsellor/psychotherapist</p> <p>Work with managers and clients in the delivery, monitoring and evaluation of services</p> <p>Build and sustain professional relationships and work collaboratively, as appropriate</p>	<p>Efficiently, including record and note keeping; provision of an appropriate environment; liaison with other services; reviewing of caseloads and evaluation of practice.</p> <p>Identify and use networks that can be used for the benefit of the service.</p> <p>Communicate clearly with clients, colleagues and other professionals both orally and in writing.</p> <p>Demonstrate a <i>critical</i> awareness of commonly recommended therapeutic approaches that are underpinned by evidence of efficacy and effectiveness.</p> <p>Give and receive feedback constructively, reflect and make appropriate changes.</p> <p>Regularly evaluate and review personal development progress, making links with theoretical knowledge and the counselling process.</p>						

QAA - SUBJECT BENCHMARK STATEMENTS FOR COUNSELLING AND PSYCHOTHERAPY	BACP – CORE CURRICULUM	Teaching and Learning Strategy / Methods	Module	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>to the work context</p> <p>Critically appraise a range of theoretical approaches to practice</p> <p>Make use of supervision to develop their understanding about clinical work and to enhance and protect their well-being.</p>							<p>Personal and professional development 1 and 2</p>
		<p>An explanation for embedding Professional autonomy and accountability and Professional relationships through Teaching & Learning and Assessment at this level of the programme:</p> <p>The nature of the curriculum, the learning outcomes, content of the modules and the assessment process embed the QAA Benchmark Statements for Counselling and Psychotherapy and the BACP core curriculum.</p>					

QAA - SUBJECT BENCHMARK STATEMENTS FOR COUNSELLING AND PSYCHOTHERAPY	BACP – CORE CURRICULUM	Teaching and Learning Strategy / Methods	Module	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
		<p>These are:</p> <ul style="list-style-type: none"> • Knowledge based learning • Therapeutic competencies • Development of self-awareness • Professional development • Skills work • Practice placements <p>The teaching, learning and assessment strategies are designed to enable achievement of intended learning outcomes A range of approaches are therefore employed to ensure that:</p> <ul style="list-style-type: none"> • Students with different learning styles experience a diversity of learning methods • Students experience learning methods appropriate to the learning outcomes • There is parity in the students’ experiences of learning methods • Students learn to maximise their own learning even when the method is not their favoured one. 					
<p>Maintaining a framework for practice (QAA)</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Establish and maintain a secure frame for therapeutic work Maintain clear professional</p>	<p>1.2 Understanding the client (BACP)</p> <p>The practitioner will have relevant knowledge to inform his or her ability to:</p> <p>Devise a strategy for conducting assessment interviews with potential</p>	<p>Lectures and tutorials</p> <p>Directed independent study</p> <p>Workshop group tasks</p>	<p>Personal and professional Development</p> <p>CORC 2225</p> <p>Counselling psychology</p> <p>CORC 2218</p>	<p>1, 3,6, 7</p>	<p>4, 5,7,8</p>	<p>Assessed seminar</p> <p>Essay</p>	

QAA - SUBJECT BENCHMARK STATEMENTS FOR COUNSELLING AND PSYCHOTHERAPY	BACP – CORE CURRICULUM	Teaching and Learning Strategy / Methods	Module	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>boundaries in all relationships with clients</p> <p>Make informed decisions about referral to appropriate agencies</p> <p>Negotiate an appropriate therapeutic contract using all available information</p> <p>Recognise the implicit power imbalance in the counselling/psychotherapy relationship</p> <p>Openly and freely discuss sexual matters when appropriate, whatever the client's sexual orientation or the nature of the client's problem</p> <p>Recognise and make appropriate decisions in response to ethical dilemmas</p> <p>Be aware of psychopharmacological interventions commonly used in the treatment of mental health problems and be sensitive to the impact that prescribed medication may have on the therapeutic relationship and</p>	<p>clients.</p> <p>Devise and use a comprehensive risk assessment strategy.</p> <p>Use all available information including pre-assessment information; client presentation; therapist response to the client and quantitative or qualitative measures or assessment tools to make a collaborative decision with clients regarding an appropriate therapeutic contract.</p> <p>Reflect on, and synthesise complex and sometimes contradictory information in order to facilitate an understanding of underlying psychological difficulties.</p> <p>Access and interpret research evidence and organisational guidance about appropriate and effective interventions for particular presentations of personal difficulties.</p> <p>Demonstrate awareness of diversity and the rights and responsibilities of all clients, regardless of their gender, age, ethnicity, culture, class, ability,</p>	<p>Seminar</p> <p>Use of Virtual Learning Environ (VLE)</p> <p>Group tutorials</p> <p>Reading – both directed and self-directed</p> <p>Personal self-directed study</p>					

QAA - SUBJECT BENCHMARK STATEMENTS FOR COUNSELLING AND PSYCHOTHERAPY	BACP – CORE CURRICULUM	Teaching and Learning Strategy / Methods	Module	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>process of counselling/psychotherapy</p> <p>Recognise signs and symptoms associated with mental distress and regularly update knowledge about mental health and well-being</p> <p>Recognise and make appropriate decisions in response to ethical dilemmas and legal responsibilities when assessing potential risk to the client or others</p> <p>Recognise the potential for physical signs and symptoms to accompany, mimic or be indicative of severe forms of psychological distress and respond appropriately</p> <p>Apply consistently a comprehensive, in-depth and research-informed body of knowledge in their practice</p> <p>Recognise that specific knowledge and skills are required to work with particular</p>	<p>sexuality, religion and belief.</p> <p>Openly and freely discuss sexual matters, when appropriate with a client, whatever the client’s sexual orientation or the nature of the client’s problem.</p> <p>Make informed decisions about referral and the compatibility of counselling/psychotherapy and psychopharmacological interventions in conjunction with other professionals.</p> <p>Recognise the signs and symptoms associated with mental distress and regularly update knowledge about mental health and wellbeing.</p> <p>Identify ethical and legal responsibilities with regard to potential risk including critical decision making with respect to autonomy of the client and potential harm to self or others.</p> <p>Recognise physical signs and symptoms that may accompany, mimic or be indicative of severe</p>						

QAA - SUBJECT BENCHMARK STATEMENTS FOR COUNSELLING AND PSYCHOTHERAPY	BACP – CORE CURRICULUM	Teaching and Learning Strategy / Methods	Module	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>client groups, for example children and young people.</p>	<p>forms of psychological distress.</p> <p>Understand the inter-relatedness of social and psychological factors.</p> <p>Understand the inter-relatedness of psychological and physical illness and recognise that symptoms of physical illness may be indicative of the mental pain/distress/state of the client and vice versa.</p> <p>Critically appraise conceptualisations of the nature of severe psychological distress.</p> <p>Draw on empirical and theoretical sources to make an initial estimation of the number of sessions that may be most appropriate for clients with particular presenting difficulties.</p> <p>Apply consistently a comprehensive, in-depth and research-informed body of knowledge in their practice.</p> <p>Critically appraise theoretical frameworks which underpin therapeutic practice.</p>						

QAA - SUBJECT BENCHMARK STATEMENTS FOR COUNSELLING AND PSYCHOTHERAPY	BACP – CORE CURRICULUM	Teaching and Learning Strategy / Methods	Module	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
							Counselling practice 1 and 2
		<p>An explanation for embedding Maintaining a framework for practice through Teaching & Learning and Assessment at this level of the programme:</p> <p>The nature of the curriculum, the learning outcomes, content of the modules and the assessment process embed the QAA Benchmark Statements for Counselling and Psychotherapy and the BACP core curriculum.</p> <p>These are:</p> <ul style="list-style-type: none"> • Knowledge based learning • Therapeutic competencies • Development of self-awareness • Professional development • Skills work • Practice placements <p>The teaching, learning and assessment strategies are designed to enable achievement of intended learning outcomes</p> <p>A range of approaches are therefore employed to ensure that:</p> <ul style="list-style-type: none"> • Students with different learning styles experience a diversity of learning methods • Students experience learning methods appropriate to the learning outcomes • There is parity in the students’ experiences of learning methods • Students learn to maximise their own learning even when the method is not their favoured one. 					

QAA - SUBJECT BENCHMARK STATEMENTS FOR COUNSELLING AND PSYCHOTHERAPY	BACP – CORE CURRICULUM	Teaching and Learning Strategy / Methods	Module	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>The therapeutic process (QAA)</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Demonstrate familiarity with a model of assessment compatible with their core theoretical model in order to determine the client's therapeutic needs</p> <p>Assess the components which underpin therapeutic alliances, which may include client motivation, commitment to the therapeutic process and contractual arrangements</p> <p>Be able to communicate the scope and limits of confidentiality clearly and ethically to clients</p> <p>set and maintain appropriate professional boundaries</p> <p>Establish and sustain a</p>	<p>The therapeutic process (BACP)</p> <p>The practitioner will have relevant knowledge to inform his or her ability to:</p> <p>Establish and maintain an effective, collaborative therapeutic alliance with the client, with due regard to the physical, contractual and ethical framework.</p> <p>Manage the beginning, middle and end of a therapeutic relationship according to their theoretical perspective of practice.</p> <p>Develop and sustain a relationship with the client that offers sufficient safety and security, understanding and warmth to explore complex emotional concerns and clearly defines the boundaries of the relationship.</p> <p>Clearly agree roles and responsibilities with the client whilst in a therapeutic relationship.</p> <p>Negotiate and agree with clients' appropriate and achievable</p>	<p>Lectures and tutorials</p> <p>Directed independent study</p> <p>Learning from work experience</p> <p>Enquiry based learning including problem based learning – for example ethical dilemmas</p> <p>Workshop group tasks</p> <p>Seminar</p> <p>Use of Virtual Learning Environ</p>	<p>Counselling Practice</p> <p>CORC 2216</p> <p>Counselling psychology</p> <p>CORC 2218</p>	<p>1,2,6,7</p>	<p>1,2,3,7</p>	<p>DVD and critique</p> <p>Essay</p>	

QAA - SUBJECT BENCHMARK STATEMENTS FOR COUNSELLING AND PSYCHOTHERAPY	BACP – CORE CURRICULUM	Teaching and Learning Strategy / Methods	Module	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>therapeutic alliance</p> <p>Understand and manage the impact of diversity and difference on the therapeutic relationship</p> <p>Use research literature on the impact of the therapeutic alliance to enhance relationships with clients</p> <p>Recognise ways in which the relationship is conceptualised in a range of different theoretical models</p> <p>Recognise and manage difficulties and ruptures in the therapeutic alliance</p> <p>Recognise and manage distortions in the client's perception of the therapist and of their experience of therapy</p> <p>Draw on a range of therapeutic responses, strategies and interventions to inform practice manage problematic situations, including violation of the therapeutic contract</p>	<p>therapeutic goals or outcomes and the process by which these can be achieved.</p> <p>Demonstrate awareness of theoretical and research literature regarding the provision of a secure frame for therapy, including physical environment, contractual arrangements and ethics.</p> <p>Apply and monitor a range of appropriate therapeutic interventions and strategies.</p> <p>Acknowledge diversity relating to gender, age, ethnicity, culture, ability, religion, spirituality and sexuality as it impacts on the therapeutic relationship or the process of therapy.</p> <p>Acknowledge changes that have occurred for the client during the course of therapy whether they be practical, behavioural, emotional or relational.</p> <p>Acknowledge difficulties and ruptures encountered as part of the</p>	<p>(VLE)</p> <p>Group tutorials</p> <p>Reading – both directed and self-directed</p> <p>Personal self-directed study</p> <p>Case studies</p> <p>Skills Practice</p> <p>Self and peer assessment</p>					

QAA - SUBJECT BENCHMARK STATEMENTS FOR COUNSELLING AND PSYCHOTHERAPY	BACP – CORE CURRICULUM	Teaching and Learning Strategy / Methods	Module	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
<p>Adapt responses and strategies to open-ended or time-limited contracts</p> <p>Apply appropriate strategies and interventions in work with specific client populations and client issues</p>	<p>therapeutic process in order to find ways of making progress and re-establishing a positive therapeutic alliance.</p> <p>Recognise and work with distortions in the client’s perception of the therapist or of their experience in therapy.</p> <p>Support clients when in crisis by providing information about self-care strategies and making clear arrangements for future meetings or contact.</p> <p>Anticipate the types of ‘out of session’ communication that clients might use, such as email, letters, text, telephone and visits, and determine an appropriate policy for managing and responding.</p> <p>Recognise ways in which breaks and holidays may affect the therapeutic relationship or therapeutic process and make appropriate arrangements for clients to seek support in case of emergency.</p>						

QAA - SUBJECT BENCHMARK STATEMENTS FOR COUNSELLING AND PSYCHOTHERAPY	BACP – CORE CURRICULUM	Teaching and Learning Strategy / Methods	Module	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
	<p>Apply a theoretically and empirically informed body of knowledge consistently and effectively during the therapeutic process.</p> <p>Clearly communicate imminent endings for the client and work to ensure these are managed safely and appropriately.</p> <p>Negotiate an end date with the client allowing sufficient time to process the ending in accordance with a consistent, coherent and in-depth perspective.</p>						
		<p>An explanation for embedding The therapeutic process through Teaching & Learning and Assessment at this level of the programme</p> <p>The nature of the curriculum, the learning outcomes, content of the modules and the assessment process embed the QAA Benchmark Statements for Counselling and Psychotherapy and the BACP core curriculum.</p> <p>These are:</p> <ul style="list-style-type: none"> • Knowledge based learning • Therapeutic competencies • Development of self-awareness • Professional development 					

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		<ul style="list-style-type: none"> • Skills work • Practice placements <p>The teaching, learning and assessment strategies are designed to enable achievement of intended learning outcomes A range of approaches are therefore employed to ensure that:</p> <ul style="list-style-type: none"> • Students with different learning styles experience a diversity of learning methods • Students experience learning methods appropriate to the learning outcomes • There is parity in the students’ experiences of learning methods • Students learn to maximise their own learning even when the method is not their favoured one. 					
<p>The social, professional and organisational context for therapy (QAA)</p> <p>By the end of this level of this programme the students will be able to demonstrate for a threshold pass:</p> <p>Identify some of the philosophical assumptions underpinning the practice of counselling and psychotherapy</p> <p>Appraise the interrelatedness of truth claims, belief and ideology, and their influence on</p>	<p>The social, professional and organisational context for therapy (BACP)</p> <p>The practitioner will have relevant knowledge to inform his or her ability to:</p> <p>Take an active role as a member of a professional community.</p> <p>Show a critical awareness of the history of ideas, the cultural context and social and political theories that inform and influence the practice of counselling and psychotherapy.</p> <p>Identify and critique the philosophical</p>	<p>Lectures and tutorials</p> <p>Directed independent study</p> <p>Learning from work experience</p> <p>Workshop group tasks</p> <p>Seminar</p>	<p>Personal and Professional Development</p> <p>CORC 2217</p>	<p>4,5,7</p>	<p>5,6,8</p>	<p>Assessed Seminar</p>	

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<p>professional practice</p> <p>Interpret and apply relevant policies and codes of the employing organisation, including equal opportunities statements, disability statements and widening participation strategies</p> <p>Appraise the range of psychological services and interventions available to clients</p> <p>Recognise the potential importance of diversity in the therapeutic relationship</p> <p>Reflect on the role and function of counselling and psychotherapy in society</p> <p>Recognise ways in which government policies and recommendations such as those in the National Institute for Health and Clinical Excellence (N.I.C.E.) guidelines may impact on mental health service provision and client well-being</p> <p>Recognise that power</p>	<p>assumptions underpinning the practice of counselling and psychotherapy.</p> <p>Understand the inter-relatedness of truth claims, belief and ideology and their influence on professional practice.</p> <p>Interpret and apply relevant policies and codes of the employing organisation, including equal opportunities statements, disability statements and widening participation strategies.</p> <p>Explore sensitively and respectfully with clients their culture and associated values recognising cultural differences, for example, in terms of predispositions to individualism and collectivism, emotional involvement and detachment.</p> <p>Reflect on the role and function of counselling and psychotherapy in society and understand national politics in relation to mental health service provision and client wellbeing.</p>	<p>Use of Virtual Learning Environ (VLE)</p> <p>Group tutorials</p> <p>Reading – both directed and self-directed</p> <p>Personal self-directed study</p>					

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<p>relationships and dynamics within groups and organisations have the potential to impact on therapy</p> <p>Critically appraise published research on counselling and psychotherapy and integrate relevant research findings into practice</p> <p>Implement methodologies to audit and evaluate the process and outcome of therapy</p> <p>Be familiar with the legal and ethical framework in which the therapy takes place</p> <p>Deliver the counselling/psychotherapy services with due regard to the practice setting.</p>	<p>Demonstrate a clear commitment to best practice and work within an ethical framework for professional practice.</p> <p>Demonstrate understanding of the relevant legislation that affects the practice of counselling and psychotherapy.</p> <p>Make a contract with the appropriate organisation for the provision of therapy, including the extent of the provision with regard to time, place and resources.</p> <p>Demonstrate an awareness of power relationships and dynamics within groups and organisations and their potential impact on therapy.</p> <p>Work in multidisciplinary teams with other professionals and participate effectively to maximise therapeutic outcomes as appropriate.</p> <p>Critically appraise published research on counselling and psychotherapy and integrate relevant research</p>						

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	<p>findings into practice.</p> <p>Understand methodologies to evaluate the process and outcome of therapy.</p> <p>Monitor and review the effectiveness of own practice.</p> <p>Participate in therapeutic practice audit and other quality assurance procedure</p>						<p>Counselling psychology 1 and 2</p> <p>Personal and professional development 1 and 2</p> <p>Counselling practice 1 and 2</p>
		<p>The social, professional and organisational context for therapy</p> <p>The nature of the curriculum, the learning outcomes, content of the modules and the assessment process embed the QAA Benchmark Statements for Counselling and Psychotherapy and the BACP core curriculum.</p>					

QAA - SUBJECT BENCHMARK STATEMENTS FOR COUNSELLING AND PSYCHOTHERAPY	BACP – CORE CURRICULUM	Teaching and Learning Strategy / Methods	Module	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
		<p>These are:</p> <ul style="list-style-type: none"> • Knowledge based learning • Therapeutic competencies • Development of self-awareness • Professional development • Skills work • Practice placements <p>The teaching, learning and assessment strategies are designed to enable achievement of intended learning outcomes</p> <p>A range of approaches are therefore employed to ensure that:</p> <ul style="list-style-type: none"> • Students with different learning styles experience a diversity of learning methods • Students experience learning methods appropriate to the learning outcomes • There is parity in the students’ experiences of learning methods • Students learn to maximise their own learning even when the method is not their favoured one. 					

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: 5					
WBL/WRL Activity:	Logistics	Prog Aim	Prog Intended LO	Range of Assessments	Related Core Module(s)
Placement	Placement within a counselling agency	1,2	1,2,4,5,7	100 counselling hours	Personal and professional development