

Dip HE & BA(Hons) in Person-Centred Counselling & Psychotherapy

Programme Specification



1. Programme title	Dip HE in Person-Centred Counselling <i>with top up award</i> BA(Hons) in Person-Centred Counselling & Psychotherapy
2. Awarding institution	Middlesex University
3. Teaching institution	<i>City College Southampton</i>
4. Details of accreditation by professional/statutory/regulatory body	BACP level 6
5. Final qualification(s) available	<i>BA(Hons) in Person-Centred Counselling & Psychotherapy or Diploma Higher Education in Person-Centred Counselling</i>
6. Year of validation / last review	2008/ 2014
Year of amendment	2019
7. Language of study	English
8. Mode of study	Full time

9. Criteria for admission to the programme

In all cases admission to the programme is subject to a selection process involving: 1 or 2 interviews, a written application and 2 appropriate references (references from personal counsellors not accepted).

Year One:

Must have: A level 3 Certificate in Counselling Skills

Year Three:

Must have: Level 5 Diploma/FdA/Dip HE in Person-Centred or Humanistic Counselling

100hrs prior one-to-one client hours
 A supervised clinical counselling placement/job
 Relevant insurance
 BACP membership

10. Aims of the programme

The programme aims to provide students with the appropriate experience, qualification and knowledge to have a successful career in counselling. It aims to provide in-depth knowledge of theory and practice in person-centred counselling and psychotherapy, encourage students to integrate learning with practice, enable each student to develop a personal philosophy and style of counselling. Whilst also developing self-understanding and attitudes that reflect the person-centred way of being, appreciate diversity and culture, and provide appropriate knowledge of ethical and lawful practice. The programme will enable the student to become familiar with a wide range of relevant literature and develop awareness and skills in research.

11. Programme outcomes

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of :

A1 - Key concepts and history of Client-Centred Therapy / The Person-Centred Approach (PCA)

A2 - Maintain clear professional boundaries in all relationships with clients

A3 - A wide range of counselling contexts and expressive practice

A4 - Past and contemporary humanistic theories related to child/personality development and mental health

A5 - 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, sexual orientation, religion and beliefs

A6 - Integrate into practice legal, professional and organisational requirements pertaining to equal opportunities, diversity and antidiscrimination

A7 - Implement an appropriate

Teaching/learning methods

Students gain knowledge and understanding through:

- ❖ Reading relevant literature
- ❖ Sourcing On-line workshops and learning
- ❖ Self-directed learning
- ❖ Watching presentations and PowerPoint
- ❖ Practical application of theory
- ❖ Reflecting on personal experiences and life history
- ❖ Working with relevant Case studies
- ❖ Having a clinical placement and case work
- ❖ Presenting knowledge and understanding of relevant topics through group presentation

Assessment methods

Students' knowledge and understanding is assessed by:

- ❖ Written feedback
- ❖ Graded assessment
- ❖ Verbal feedback
- ❖ Observation of triad skills work
- ❖ Observation and application of PCEPS assessment
- ❖ Fitness to Practice Observation

<p>strategy for assessing clients using appropriate consultation where necessary, which may include risk assessment</p> <p>A8 - Critically evaluate wider theories of phenomenology, psychology and psychopathology</p>	<ul style="list-style-type: none"> ❖ Summative assessment of written work, presentations, and clinical practice analysis
<p>B. Cognitive (thinking) skills</p> <p>On completion of this programme the successful student will be able to:</p> <p>B1 - Present and organise ideas and information coherently</p> <p>B2 - Comprehend and compare different personality theories in relation to PCA</p> <p>B3 - Recognise potential limitations of PCA in work with specific clients</p> <p>B4 - Engage in multi-professional reflection on aspects of clinical practice and theory</p> <p>B5 - Research skills that enable them to read and interpret research evidence related to practice</p> <p>B6 - Apply a unique approach to psychotherapy that embraces person-centred principles</p> <p>B7 - Comprehend, compare and evaluate wider theories relating to psychotherapy</p> <p>B8 - Critically analyse and access from a range of sources</p>	<p>Teaching/learning methods</p> <p>Students learn cognitive skills through:</p> <ul style="list-style-type: none"> ❖ Critical thinking ❖ VLE ❖ Self-directed learning ❖ Evaluating reflective work ❖ Analysing recorded clinical practice ❖ Appraising self/peer performance ❖ Group discussion ❖ Q & A sessions after tutor presentations ❖ Tutor presentations ❖ Volunteer in multi-disciplinary placements <p>Assessment methods</p> <p>Students' cognitive skills are assessed by:</p> <ul style="list-style-type: none"> ❖ Written feedback ❖ Graded assessment ❖ Verbal feedback ❖ Socratic questioning ❖ Assessment of written work (research proposal and dissertation) and presentations (Viva) relating to research skills and theory, and evidenced based practice ❖ Self-reflective assessment
<p>C. Practical skills</p> <p>On completion of the programme the successful student will be able to:</p> <p>C1 - Build and sustain professional relationships and work collaboratively, as appropriate to the work context</p> <p>C2 - Establish and sustain a therapeutic alliance</p> <p>C3 - Respond appropriately to the effect of their own values, beliefs, attitudes and behaviours when working as a counsellor/psychotherapist</p>	<p>Teaching/learning methods</p> <p>Students learn practical skills through:</p> <ul style="list-style-type: none"> ❖ Working with relevant Case studies ❖ Having a clinical placement and case work ❖ Practical application of theory ❖ Practical/Tutor demonstrations ❖ Fitness to practice observation ❖ Self-directed learning ❖ Group presentations of Diagnostic methods and the Mental health sector ❖ Summer School (encounter group)

<p>C4 - Recognise and respect inter-professional and multi-agency approaches to mental health</p> <p>C5 - Make use of supervision to develop their understanding about clinical work and to enhance and protect their well being</p> <p>C6 - Critically evaluate mental health problems as set out by the DSM V with a PCA outlook</p> <p>C7 - Transfer and apply skills</p>	<p>Assessment methods</p> <p>Students' practical skills are assessed by:</p> <ul style="list-style-type: none"> ❖ Written feedback ❖ Graded assessment ❖ Verbal feedback ❖ Observation of triad skills work ❖ Observation and application of PCEPS assessment ❖ Fitness to Practice Observation ❖ Summative assessment of written work, presentations, and clinical practice analysis ❖ Supervision reports
<p>D. Graduate skills</p> <p>On completion of this programme the successful student will be able to:</p> <p>D1 - Form good, supportive, challenging and trusting relationships with others in which sensitive personal material can be considered</p> <p>D2 - Identify appropriate sources of information and to extract relevant information to suit specific contexts</p> <p>D3 - Communicate effectively both orally and in writing</p> <p>D4 - Use virtual learning environments (e-forum)</p> <p>D5 - Work on their own initiative and in cooperation with others</p> <p>D6 – Numeracy</p> <p>D7 - Accept accountability for own decision making and demonstrate the most stringent way of practising psychotherapy</p>	<p>Teaching/learning methods</p> <p>Students acquire graduate skills through:</p> <ul style="list-style-type: none"> ❖ Critical thinking ❖ VLE ❖ Self-directed learning ❖ Evaluating reflective work ❖ Analysing recorded clinical practice ❖ Appraising self/peer performance ❖ Group discussion ❖ Q & A sessions after tutor presentations ❖ Tutor presentations ❖ Researching topics <p>Assessment methods</p> <p>Students' graduate skills are assessed by:</p> <ul style="list-style-type: none"> ❖ Written feedback ❖ Graded assessment ❖ Verbal feedback ❖ Written and verbal assessment of working at own initiative and team work ❖ Fitness to Practice Observation ❖ Summative assessment of written work, presentations, and clinical practice analysis ❖ Supervision reports

12. Programme structure (levels, modules, credits and progression requirements)

12.1 Overall structure of the programme

YEAR	Term 1	Term 2	Term 3	All 3 Terms
1 Level 4	COBA 101 <i>Person-Centred Theory (1):</i> 30 credits	COBA 102 <i>Counselling Contexts:</i> 30 credits	COBA 103 <i>Culture and Diversity:</i> 30 credits	COBA 104 <i>Clinical Practice/Supervision:</i> 30 credits
2 Level 5	COBA 205 <i>Person-Centred Theory (2):</i> 30 credits	COBA 206 <i>Expressive Person-Centred Practice:</i> 30 credits	COBA 207 <i>Professional Development:</i> 30 credits	COBA 208 <i>Clinical Practice/Supervision:</i> 30 credits

Exit with Diploma Higher Education in Person-Centred Counselling (240 credits)

Enter under APEL

3 Level 6	COBA 309 <i>Research Methodologies & Ethics:</i> 20 Credits	COBA 310 <i>Psychopathology, Psychology, Psychiatry & PCA:</i> 30 credits	COBA 311 <i>Advanced Clinical Practice/Supervision:</i> 30 credits	COBA 312 <i>Dissertation and Viva:</i> 40 credits
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Exit with BA (Hons) in Person-Centred Counselling and Psychotherapy (360 credits)

12.2 Levels and modules

Level 4

COMPULSORY

OPTIONAL

PROGRESSION
REQUIREMENTS

Students must take all of the following: COBA 101: Person-Centred Theory (1) COBA 102: Counselling Contexts COBA 103: Culture and Diversity COBA 104: Clinical Practise/Group Supervision	N/A	Pass Pass Pass Pass
Level 5		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: COBA 205: Person-Centred Theory (2) COBA 206: Expressive Person-Centred Practice COBA 207: Professional Development COBA 208: Clinical Practice/Group Supervision	N/A	Pass Pass Pass Pass
Level 6		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Students must take all of the following: COBA 309: Psychopathology, Psychology, Psychiatry and PCA COBA 310: Research Methodologies & Ethics COBA 311: Advanced Clinical Practice/Group Supervision COBA 312: Dissertation & Viva	N/A	Pass Pass Pass Pass

12.3 Non-compensatable modules

Module level	Module code
N/A	N/A

13. Information about assessment regulations

Please see specific guidance on completing this section

Assignments are assessed using the Middlesex University 20 point grading scale. Students who receive compensation on a module will be given one opportunity to address the unmet criteria. Failure to achieve a pass after submitting will result in a fail and the student will have to re-take the relevant module before progression is possible.

14. Placement opportunities, requirements and support

There are many local organisations that offer our students placements. Your placement is your real-work opportunity and why most people join the course. You can apply to local services such as Cruise Bereavement, Off The Record, Rape Crisis, No limits and more.

Students must check with their primary tutor that the placement is appropriate before undertaking it. There is a formal process to assess all new-to-the-college placement providers. A member of the staff-team will, if necessary, visit the new placement to determine its suitability. If a visit, due to limits concerning time or location, is not viable the information will be gained via phone or email contact.

15. Future careers / progression

Students who successfully complete the Dip HE and those who complete the BA (Hons) programme will be qualified in professional counselling, therefore will be able to apply for employment in the NHS, EAPs, education, the voluntary sector and/or begin a private practice.

Students who complete the BA (Hons) will be qualified to apply for employment in mental health settings and further their education at Level 7 (MA/MSc).

16. Particular support for learning (if applicable)

City College has a fully equipped Learning Resource Centre that includes: books, journals, data projection and interactive whiteboard facilities, computers and internet access. The classroom is fully equipped with an interactive Smartboard, TV, VCR, DVD and recording equipment. City College also has a highly trained Learning Support Team to offer assistance to all college students.

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17. JACS code (or other relevant coding system)	B940
18. Relevant QAA subject benchmark group(s)	N/A

19. Reference points
<ul style="list-style-type: none"> • British Association for Counselling and Psychotherapy Ethical Framework • British Association for Counselling and Psychotherapy Accreditation Criteria • British Association for Counselling and Psychotherapy Accredited Course Criteria • Middlesex University and School of Health and Education: Learning, Teaching and Assessment Policies • QAA Foundation Degree Qualification Benchmark Statement • QAA Counselling & Psychotherapy Benchmark Statement • QAA Framework for Higher Education Qualifications

20. Other information
<p><i>All disabilities will be assessed individually and, where possible, assistance offered so the applicant can attend the programmes.</i></p> <p><i>DBS (old CBR) checks are not required for course enrolment, however all placements/employers will require an enhanced one.</i></p>

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

Curriculum map for *Dip HE & BA (Hons) in Person-Centred Counselling & Psychotherapy*

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding		Practical skills	
A1	Key concepts and history of Client-Centred Therapy / The Person-Centred Approach (PCA)	C1	Build and sustain professional relationships and work collaboratively, as appropriate to the work context
A2	Maintain clear professional boundaries in all relationships with clients	C2	Establish and sustain a therapeutic alliance
A3	A wide range of counselling contexts and expressive practice	C3	Respond appropriately to the effect of their own values, beliefs, attitudes and behaviours when working as a counsellor/psychotherapist
A4	Past and contemporary humanistic theories related to child/personality development and mental health	C4	Recognise and respect inter-professional and multi-agency approaches to mental health
A5	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, sexual orientation, religion and beliefs	C5	Make use of supervision to develop their understanding about clinical work and to enhance and protect their well being
A6	Integrate into practice legal, professional and organisational requirements pertaining to equal opportunities, diversity and antidiscrimination	C6	BA only: Critically evaluate mental health problems as set out by the DSM V with a PCA outlook
A7	Implement an appropriate strategy for assessing clients using appropriate consultation where necessary, which may include risk assessment	C7	BA only: Transfer and apply skills
A8	BA only: Critically evaluate wider theories of phenomenology, psychology and psychopathology		
Cognitive skills		Graduate Skills (both Dip HE & BA)	
B1	Present and organise ideas and information coherently	D1	The ability to form good, supportive, challenging and trusting relationships with others in which sensitive personal material can be considered
B2	Comprehend and compare different personality theories in relation to PCA	D2	The ability to identify appropriate sources of information and to extract relevant information to suit specific contexts
B3	Recognise potential limitations of PCA in work with specific clients	D3	The ability to communicate effectively both orally and in writing
B4	Engage in multi-professional reflection on aspects of clinical practice and theory	D4	The ability to use virtual learning environments (e-forum)
B5	Research skills that enable them to read and interpret research evidence related to practice	D5	The capacity to work on their own initiative and in cooperation with others
B6	Apply a unique approach to psychotherapy that embraces person-centred principles	D6	Numeracy
B7	BA only: Comprehend, compare and evaluate wider theories relating to psychotherapy	D7	Accept accountability for own decision making and demonstrate the most stringent way of practising psychotherapy

B8	BA only: Critically analyse and access from a range of sources		
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Module Title	Module Code by Level	Programme outcomes																											
		A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6	D7		
Level Five																													
Person-Centred Theory (1)	COBA101	X								X																			
Counselling Contexts	COBA 102			X		X				X				X															
Culture and Diversity	COBA 103			X		X				X			X						X										
Clinical Practice / Group Supervision	COBA 104	X	X			X				X					X			X	X	X		X				X	X		
Level Five																													
Person-Centred Theory (2)	COBA 205	X								X				X															
Expressive Person-Centred Practice	COBA 206			X		X				X				X					X										
Professional Development	COBA 207		X				X	X		X			X												X				
Clinical Practice / Group Supervision	COBA 208	X	X		X	X		X		X					X			X	X	X		X			X	X	X		
Level Six																													
Psychopathology, Psychology, Psychiatry and PCA	COBA 309	X			X				X	X	X	X		X	X	X	X							X	X				
Research Methodologies and Ethics	COBA 310		X				X		X	X				X			X					X				X			
Advanced Clinical Practice/ Group Supervision	COBA 311	X	X	X		X		X	X	X		X			X			X	X	X	X	X	X	X		X	X		
Dissertation and Viva	COBA 312					X			X	X		X		X		X	X							X		X	X		