

# Integrative Counselling and Coaching

UNIVERSITY OF EAST LONDON

## POSTGRADUATE PROGRAMME SPECIFICATION

### Postgraduate Dip/MSc in Integrative Counselling and Coaching

This programme is only offered at: UEL Stratford Campus

|   |  |
|---|--|
| <b>Final award</b>                                | MSc  |
| <b>Intermediate awards available</b>              | PGCert, PGDip  |
| <b>Mode of delivery</b>                           | on campus  |
| <b>Details of professional body accreditation</b> | Students can become full members of the Association of Integrative Coach-Therapist Practitioners (AICTP) after completing PGDip and they will also meet the criteria to seek individual membership of BACP. The programme accreditation will be sought after one full cycle of the programme as required by BACP accreditation conditions. |
| <b>Relevant QAA Benchmark statements</b>          | N/A  |
| <b>Date specification last updated</b>            | 25.03.2015   |

### Alternative locations for studying this programme

| <b>Location</b> | <b>Which elements?</b> | <b>Taught by UEL staff</b> | <b>Taught by local staff</b> | <b>Method of Delivery</b> |
|-----------------|------------------------|----------------------------|------------------------------|---------------------------|
| N/A             | N/A                    | N/A                        | N/A                          | N/A                       |

## **The summary - Programme advertising leaflet**

### **Programme content**

The PGDip/MSc in Integrative Counselling and Coaching offers professional training for those who aim to integrate various counselling approaches and coaching in their one to one practice. The programme enables students to acquire the knowledge, skills, attributes and confidence to work in that way. The programme consists of two counselling modules in the first year, the practice of evidence-based coaching and the integrative framework of Personal Consultancy in the second year, as well as the research methods module and the research project in the third year.

### **Integrative Counselling and Coaching at UEL**

- At present, this is the only postgraduate programme of its kind in the UK (and possibly in the World).
- The programme reflects a growing demand for professionals who can combine counselling and coaching.
- It combines academic rigour with practical skills to ensure that all graduates are both highly effective and credible professionals.
- The School has a strong reputation in both, counselling and coaching, so students will benefit from excellent teaching practice.

### **Entry requirements**

Applicants for the PGDip / MSc in Integrative Counselling and Coaching should normally possess a degree of a recognised university or an equivalent. Exceptionally, applicants with demonstrable relevant experience and personal development may be considered, even if they don't have a full degree. All applicants will be expected to find a placement and complete 100 hours of supervised one to one work.

All applicants are also required to provide satisfactory references.

Candidates will also be interviewed and will be expected to demonstrate:

- Self-awareness, maturity and stability
- Ability to cope with the intellectual and academic requirement
- Ability to form a helping relationship

- Ability to be self critical and use both positive and negative feedback
- Awareness of issues of difference and equality
- Competence in generic skills including: literacy, numeracy, information technology, administrative skills, self-management skills; communication and interpersonal skills

Students that apply to enter stages of the programme may be admitted through normal Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes, or through an approved articulation agreement. Therefore such applicants must be able to demonstrate and evidence that they have the required learning outcomes as listed in the modules for which they are seeking exemption.

In the case of applicants whose first language is not English, the University's English Language requirements as detailed on the website at time of application must be met – see <http://www.uel.ac.uk/international/application/english-language-requirements/>

In the case of applicants whose first language is not English, then IELTS \*\*\* (or equivalent) is required.

At UEL we are committed to working together to build a learning community founded on equality of opportunity - a learning community which celebrates the rich diversity of our student and staff populations. Discriminatory behaviour has no place in our community and will not be tolerated. Within a spirit of respecting difference, our equality and diversity policies promise fair treatment and equality of opportunity for all. In pursuing this aim, we want people applying for a place at UEL to feel valued and know that the process and experience will be transparent and fair and no one will be refused access on the grounds of any protected characteristic stated in the Equality Act 2010.

## **Programme structure**

The PGDip/MSc in Integrative Counselling and Coaching comprises of six 30 credit modules at Level 7, spreading over three years (two modules per year). All modules are core modules. Evidence based Coaching, Research methods and dissertation 1 and Research methods and dissertation 2 are shared with students from other PISA programmes. The programme will be offered on a part time basis for students starting in September.

## **Learning environment**

The programme provides a blend of teaching and learning methods, including:

- Lectures and workshops activities
- Seminars and facilitated group discussions
- Electronic support (via or Moodle)
- Group and individual tutorial sessions
- Skills practice sessions
- A group supervision

It is expected that students will have their own individual supervision. However, in line with similar programmes in UEL they will also have Facilitated Peer Supervision in groups in the first two years. On each teaching week, students will be given an hour and half to undertake facilitated peer supervision in groups of maximum six students. If any student has a topic that they need to discuss further, they will be offered an opportunity for 1-1 supervision with a staff member.

The teaching and learning methods used are designed to promote a constructive and critical reflection on a range of theoretical, practical and research issues. Teaching is concerned with identification of a wide range of issues and perspectives which students are encouraged to relate to their own knowledge, experience and actual or future working contexts. Thus, teaching and learning will be closely integrated with students' own experience, encouraging a critical reflection.

We expect that students will take responsibility for the way they learn, as they will need to sustain self-motivation during the times away from the campus. Throughout the programme students will be undertaking independent learning and research, including individual reading, preparation of assignments, placement work, supervision etc. The School makes extensive use of a Virtual Learning Environment (Moodle) which can be used in a number of ways: presentation of lecture notes, discussion boards, surveys and MCQ exams. We also hope that students can take some responsibility for helping others to learn, through sharing experiences and learning with the group (face-to-face and in on-line environments) and thus allowing for new and emerging knowledge to be integrated.

## **Assessment**

All programmes are continuously assessed: there are no exams but students must complete assessed work for each module. Assessment requirements include a range of professionally relevant activities in addition to the more traditional essays, reports and case studies. We also assess how students evaluate their own performance, through reflexive practice. Feedback will be in line with UEL policy and always be used to promote student learning.

Students with disabilities and/or particular learning needs should discuss assessments with the Programme Leader to ensure they are able to fully engage with all assessment within the programme.

### **Relevance to work/profession**

Students are expected to start their work with clients from Term 2 in year one, and to reflect on their practice. This should be a continuous process throughout the programme.

### **Dissertation/project work**

In the first two years every student will be required to research and present at the seminar one topic relevant to the social context of one to one practices. Those students who proceed to the third year will have an opportunity to do research and write a dissertation on a topic of their chose. As a way to encourage students to publish their work, dissertations will be written in a format of a journal article.

### **Added value**

After completing the diploma or masters level you can apply for the membership of BACP as well as the Association of Integrative Coach-Therapist Practitioners (AICTP). Both are relevant for your career in this field. Moreover, this is, at the moment, the only postgraduate programme of its kind in the UK, which makes this qualifications highly competitive.

### **Your future career**

With this qualification you would be able to work as an integrative practitioner and Personal Consultant either independently or within organisations offering such services. The demand of integrative partitions is steadily increasing in private, public and voluntary sectors.

### **How we support you**

The programme leader has overall responsibility for student support.

All students joining the School of Psychology are offered an induction programme in the week before classes begin. During induction week the programme handbook is made

available to all students. This handbook covers all the reference information that students need from who to contact when experiencing difficulties, through to module specifications and assessment criteria.

Every student is allocated a personal tutor on entry, who offers timetabled meetings and is also available by appointment to discuss any issues that students may have.

Module leaders can offer academic advice and support; teaching is supplemented by on-line interactive programme materials & discussion groups via Moodle.

Students can find all the advice, information and support they need at our new, centralised helpdesk at the Stratford campus hub. Opening hours are:

**Term time:** Monday to Friday 8.30am-7pm. Saturday 9am-5pm.

**Outside term time:** Monday to Friday 9am-5pm.

The hub offers a one-stop shop for handing in and returning marked assignments, collection of lecture notes and other study materials, information about research projects and volunteering opportunities, booking of equipment and specialist space, technical support and general information and advice. Help Desk staff have access to the electronic student records system and so can answer simple queries or refer students to a relevant tutor.

Specialist support (for example, for financial advice, careers advice, counselling and learning support) is also available. The University has a student special needs advisor too. Psychology staff receive training in the services offered and on referral procedure. Students may also self-refer.

## **Information**

The following documentation will be available to staff and students:

- Electronic or hard copies of all documentation
- Student handbooks and programme specifications will be available on Moodle
- UEL regulations documentation is available on the UEL website.

All information will be updated annually.

## **Programme aims and learning outcomes**

### **What is this programme designed to achieve?**

This programme is designed to give you the opportunity to:

- Prepare for practice in the area of integrative counselling and coaching drawing on the distinctive perspective and expertise of the staff.
- Develop your potential to take an active role as members of a professional community.
- Develop an understanding of real life application of skills and theory as well as capabilities of pursuing successful, ethical and useful careers.
- Receive counselling and coaching training and enable you to use the Personal Consultancy model as the means of integrating these two.
- Explore and practice the application of integrative work.

### **What will you learn?**

At the end of this programme, you will be able to:

#### **Knowledge**

- 1) demonstrate your understanding and application of the core skills as well as boundaries, contracting, ending and other procedures associated with one to one practices
- 2) demonstrate your understanding and application as well as critically evaluate concepts, skills and interventions associated with counselling, coaching and personal consultancy
- 3) demonstrate critical understanding of the value and possible challenges of integration
- 4) demonstrate understanding of relevant research techniques and methodologies

#### **Thinking skills**

- 5) critically evaluate literature and research in the field of one to one practices
- 6) identify and manage any personal issues, patterns or prejudices that might limit your effectiveness as practitioners and identify aspects for further development
- 7) analyse and critically evaluate your counselling, coaching and integrative work

8) reflexively correlate your experiences of practice with relevant theoretical ideas and debates

### **Subject-Based Practical skills**

9) apply concepts, skills and interventions introduced in the programme in your work with clients

10) establish an effective working alliance with clients and utilise counselling and coaching skills

11) recognise the importance and critically evaluate social context and other issues relevant to one to one practices

12) demonstrate that they work within the BACP Ethical Framework

13) demonstrate a competence of using counselling and coaching techniques and methods in order to work integratively

14) produce a methodologically sound research design and conduct research in this field

### **Skills for life and work (general skills)**

15) use self, peer and professional feedback to monitor and evaluate the progress and development and give constructive and balanced feedback to others

16) work autonomously in planning and implementing a variety of self-development activities, work through personal/professional challenges or issues and monitor your own personal functioning as well as maintain your effectiveness, resilience and ability to help clients

17) managed effectively your professional practice and work load

### **The programme structure**

#### **Introduction**

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).



Credits are assigned to one of 5 levels:

- 0 equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 4 equivalent in standard to the first year of a full-time undergraduate degree programme
- 5 equivalent in standard to the second year of a full-time undergraduate degree programme
- 6 equivalent in standard to the third year of a full-time undergraduate degree programme
- 7 equivalent in standard to a Masters degree

### **Credit rating**

The overall credit-rating of this programme is: 60 M-level credits for PGCert, 120 M-level credits for PGDip and 180 M-level credits for MSc.

### **Typical duration**

This is a part-time programme with enrolment in September. Typical duration for PGCert is one academic year, for PGDip two academic years, and for MSc three academic years.

### **How the teaching year is divided**

The teaching year begins in September and ends in June. A typical student registered in a part-time attendance mode will study one module per semester. Teaching with usually consist of one evening a week (4pm – 8pm) and five whole day (10am – 6pm) Saturdays per module.

### **What you will study when**

| <b>Year</b> | <b>Semester</b> | <b>Code</b> | <b>Module title</b> | <b>Credit</b> | <b>Status</b> | <b>Exit</b> |
|-------------|-----------------|-------------|---------------------|---------------|---------------|-------------|
|-------------|-----------------|-------------|---------------------|---------------|---------------|-------------|

|   |   |        |   |    |      |        |
|---|---|--------|---|----|------|--------|
| 1 | A | TBA    | Core counselling theory and practice        | 30 | Core |        |
|   | B | TBA    | Counselling application                     | 30 | Core | PGCert |
| 2 | A | GC7251 | Evidence based coaching theory and practice | 30 | Core |        |
|   | B | GC7603 | Personal Consultancy                        | 30 | Core | PGDip  |
| 3 | A | TBA    | Research methods                            | 30 | Core |        |
|   | B | TBA    | Dissertation                                | 30 | Core | MSc    |

### **Requirements for gaining an award**

In order to gain PG Certificate, you will need to obtain 60 credits; in order to gain PG Diploma you will need 120 credits and to obtain Masters you will need 180 credits.

### **Teaching, learning and assessment**

#### **Teaching and learning**

#### **Knowledge is developed through:**

- Knowledge based activities (lectures)
- Tutorials
- Guided reading

#### **Thinking skills are developed through:**

- Reflected activities with feedback
- Facilitated group discussions (seminars)
- Group and individual tutorials

#### **Subject-Based Practical skills are developed through:**

- Skills practice session
- Facilitated group supervision
- Group and individual tutorials

### **Skills for life and work (general skills) are developed through:**

- Seeking and working in placements
- Planning activities (e.g. recording of sessions)
- Group and individual tutorials

### **Assessment**

#### **Knowledge**

- Counselling extended essay
- Research proposal

#### **Thinking skills**

- Personal Journal
- Present and discuss social context relevant to one to one practices

#### **Subject-Based Practical skills**

- Critical reflective coaching log of minimum of 12 hours of coaching practice
- Video of a session / viva
- Video of one 20-30 minute coaching session based on advanced preparation and planning
- Case study

#### **Skills for life and work (general skills)**

- Professional log
- Professional Journal Article on the basis of research dissertation undertaken

### **How we assure the quality of this programme**

## **Before this programme started**

The following was checked:

- there would be enough qualified staff to teach the programme
- adequate resources would be in place;
- the overall aims and objectives were appropriate
- the content of the programme met national benchmark requirements
- the programme met any professional/statutory body requirements
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

## **How we monitor the quality of this programme**

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

### **The role of the programme committee**

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

### **The role of external examiners**

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

The external examiner reports for this programme are located on the UEL virtual learning environment (Moodle) on the school notice board under the section entitled 'External Examiner Reports & Responses'. You can also view a list of the external examiners for the UELSchool by clicking on the link below.

<http://www.uel.ac.uk/qa/CurrentExternalExaminers.htm>

### **Listening to the views of students**

The following methods for gaining student feedback are used on this programme:

- Module evaluations
- Student representation on programme committees (meeting twice year)
- Annual student satisfaction questionnaire

Students are notified of the action taken through:

- Circulating the minutes of the programme committee

### **Listening to the views of others**

The following method is used for gaining the views of other interested parties:

- We will be seeking endorsement by AICTP
- We will be seeking accreditation by BACP

### **Where you can find further information**

Further information about this programme is available from:

- Further information about this programme is available from:
- The UEL Website: <http://www.uel.ac.uk>
- The student handbook UEL Plus / Moodle
- Module study guides UEL Plus / Moodle
- UEL Manual of General Regulations <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>