

# Counselling

This programme is only offered at: **This programme is offered only at Hackney Community College.** This programme is no longer recruiting.

<b>Final award</b>	Foundation Degree
<b>Intermediate awards available</b>	Cert HE.
<b>UCAS code</b>	B942
<b>Details of professional body accreditation</b>	N/A
<b>Relevant QAA Benchmark statements</b>	Foundation Degree Benchmarks Statements
<b>Date specification last up-dated</b>	Nov 2013

## Profile

### The summary - UCAS programme profile

#### **BANNER BOX:**

A professional counsellor training programme at undergraduate level, which reflects contemporary developments in counselling as the profession prepares for statutory regulation. The programme is designed to equip students with the skills and knowledge required for practice as a person-centred counsellor, to facilitate the necessary self awareness, personal and professional development and to enable progression to Year 3 of the BSC (Hons) Counselling. The Programme takes two years full-time – one day per week in college. Entry on to the BSc at UEL is dependant on successful completion of the Foundation Degree.

#### **ENTRY REQUIREMENTS**

For admission to the Foundation Degree in Counselling programme candidates will normally require

- NQF Level 2 qualification in counselling skills and NQF Level 3 in counselling skills/studies
- We also accept people with Access, NVQ and a variety of other pre-University level qualiications including International and European Baccalaureate
- Students may also be admitted through Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes.
- In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International qualifications will be checked for appropriate matriculation to UK Higher Education undergraduate programmes
- There is a minimum age limit of 21 (at the time of the start of the course).

The consideration of applications will be in the light of the following BACP accreditation of training courses requirements:

- Self-awareness, maturity and stability
- Ability to make use of and reflect upon life experience

- Capacity to cope with the emotional demands of the course
- 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 the nature of prejudice and oppression
- Awareness of issues of difference and equality
- Ability to recognise the need for personal and professional support
- Competence in generic skills including: literacy, administrative skills, self-management skills, communication and interpersonal skills
- Commitment to self-development

The interview will give candidates the opportunity to demonstrate that they have achieved appropriate levels of

- Personal qualities, including empathy, acceptance and genuineness
- Reflexivity
- The capacity to cope with the emotional and intellectual demands of contracted counselling with clients
- The ability to be self critical and respond constructively to feedback
- Awareness of issues of difference and equality
- Commitment to self-development

## **ABOUT THE PROGRAMME**

### **What is Counselling?**

Counselling encompasses a broad set of attitudes, skills and techniques that are essentially aimed at helping an individual with gaining increased understanding of themselves so as to solve or manage problems, work through or achieve reconciliation with past experiences, and/or work towards developmental aims and goals for the future.

Increasingly one of the best empirically supported approaches in the realm of therapy, the Person-Centred approach has a depth and enjoys a variety of explanatory models that would make it the envy of many other therapeutic disciplines. The paradigm-change provoked by Person-Centred thinkers, from the frame of ‘treatment of patients’ to the ‘mutual encounter of persons’ has influenced the orientation and the development of theory and practice in many other schools of therapy, with an increasing emphasis on the relational foundations of all counselling and psychotherapeutic practices and a growing respect for the rights, choices and potentialities of all clients.

In summary, the approach is relationship and resource-oriented (as opposed to goal and solution focused), dialogical, puts the client first, (meaning that the client is not simply the centre of the relationship but is the expert,) and consists in the presence of the therapist as non-directive, immediate, open and embodying the ‘core conditions’ of empathy, unconditional positive regard, and congruence

### **Counselling at Hackney Community College**

- An opportunity to develop a critical understanding of the body of person-centred counselling theory and research

- An approach that enables students to develop their own synthesis securely grounded in the core model
- A strong emphasis on personal and professional development, the core qualities of counselling, practical skills training and workplace learning
- An emphasis on working in groups: skills training and clinical supervision groups, and within the whole programme group, on interactive structured exercises and activities.
- A well established and successful tradition of counsellor training at the college
- Programme staff with extensive clinical experience and many years experience as trainers.
- In a School of Caring Professions with other staff with relevant expertise, Learning Resources Centre, shop and cafeteria.
- A commitment to experiential learning for which the person-centred framework provides a theoretical basis, the main elements of which are:
  - *Learning through experience*, including the experience of therapeutic practice both within the course and the workplace and the dynamic relationship between the two
  - *Learning through personal development*, because of the importance given to the development of the personal attitudes, qualities and responsiveness of the therapist
  - *Learning through relationship*, with tutors recognising students as co seekers of learning
  - *Learning through self-directed work*, to include assignments and self-assessment, as much as is practicable, given external constraints

## Programme structure

Normally a 2 year full-time programme which includes supervised counselling placements. There is a requirement for completion of a minimum of 10 hours' personal therapy with an appropriately qualified counsellor by the end of the course.

The training consists of **8 modules**:

### Year 1

Module number	Module title	Credits	Semester
1	Continuing Personal Development (1)	40	1-2
2	The Core Model	40	1-2
3	Comparative Theories	20	1
4	Ethical and Professional Issues	20	2

### Year 2

5	Continuing Personal Development (2)	40	3-4
6	The Core Model and Practice	40	3
7	Diversity and Difference in Counselling Practice	20	4
8	Client Work in Therapeutic Counselling	20	3-4

All Year 1 modules must be passed to enable progression to Year 2. All 8 modules must be passed to enable progression to Year 3 of the BSc Counselling.

## **Learning environment**

The programme provides a blend of teaching and learning approaches, including traditional lectures, seminars and workshop activities; on-line discussions and electronic support; group and individual tutorial sessions; pair, triad and small group experiential work; skills practice labs, reflective journals, professional logs, group and individual supervision, and placement/work-based learning.

## **Assessment**

Assessment is by a mix of coursework, practical skills assessments and examination. It includes self and peer, as well as tutor assessment. Coursework includes essays, reflective journals, logs, audiotapes, research reports, group presentations and case studies. All assessment at both levels is by coursework. Students receive individual feedback on their coursework designed to enhance their learning and improve performance on subsequent assessments. Students also have to receive a satisfactory report from their clinical supervisors at level 2.

## **Work experience/placement opportunities**

Year 2 of the programme includes Module 8 Client Work in Therapeutic Counselling which supports students during supervised counselling practice placements. Placements will be with a provider of counselling services, and total 150 hours of client work plus 50 hours of other work-based learning. Students are responsible for finding and organising their own placements. Information and contact details are available for a range of local organisations working with diverse client groups who have taken HCC counselling students for placements in the past or who have placements available.

Transparent, safe, ethical and professional systems and structures must be in place. Key considerations would include the suitability of counselling rooms, personal safety, client reception, allocation of clients to students, information for clients, reasonable adjustments for students with a disability, confidentiality, insurance, and clear lines of responsibility to include risk assessment, induction, training, mentoring and line management support, client referral and the provision of clinical supervision, or monitoring of supervision provided by independent supervisors who are not part of the agency. The placement must provide the opportunity to demonstrate proficiency in the relevant assessment criteria at the appropriate level. The quality and depth of experience offered in the workplace must match training, proficiency, ability and current experience. The Programme Leader must formally approve all placements before work can commence. In the event of a satisfactory placement not being found by the end of the first year the college reserves the right to prevent progress onto Year Two.

Web link for more details regarding the work based learning policy:

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

## **Project work**

## **Added value**

- Person-Centred core model that enables students to develop their own personal synthesis.
- Eligibility for progression to Year 3 of the BSc in Counselling at the University of East London
- Prepares students for a career as an appropriately qualified professional counsellor in relation to impending regulation of the profession.

## **IS THIS THE PROGRAMME FOR ME?**

### **If you are interested in...**

- Becoming a qualified professionally trained counsellor
- Developing the qualities and skills needed to help people help themselves
- Securing a clear and confident understanding of the core model in theory and practice

### **If you enjoy...**

- Learning more about yourself and other people
- Listening to people and engaging in genuine, exploratory relationships
- Being accepting of others and non-judgemental
- Learning by a variety of different methods, and taking responsibility for your own learning and development

### **If you want...**

- A comprehensive professional training programme which encompasses theory, practice, research, and personal and professional development
- A programme which is both personally and academically challenging
- Progression to the BSc (Hons) degree in Counselling

## **Your future career**

At present there is no statutory regulation of counsellors in the UK, but there are plans to introduce a register in 2011. We have done our best to design a programme which is a thorough and contemporary preparation for a career as a professional counsellor, and which will equip you with the skills, qualities, knowledge and development you need. The programme has been carefully designed around the best information available about what will be required for programmes leading to registration.

## **How we support you**

- Students joining the Foundation Degree are offered an induction programme in the week before classes begin. Returning students also receive induction to the next level or year of their programme.
- All students are allocated a personal tutor.
- First year students are supported by a programme designed to help them develop study skills, covering IT skills, library use, report and essay writing, the ethics of study and research, and working in groups.
- In year 2 of the programme students will have regular course-based clinical supervision groups to support them in their client work on placement.

- Support and help with career choice, job applications and preparation of CVs is included in the programme.
- Specialist support (for example, for financial advice, careers advice, counselling and learning support) is also available from both central college and university services. The University has a student Special Needs advisor.

### **Bonus factors**

- Excellent established links with local counselling agencies.
- The Psychology Help Desk at UEL offers a valuable one-stop source of information and advice, as well as a centre for handing in and retrieving course work, booking equipment and rooms, and assistance with IT problems.

## **Outcomes**

### **Programme aims and learning outcomes**

#### **This programme is designed to enable you to:**

- Develop in-depth understanding of the Person-Centred framework (the core model) both theoretically and in its personal and practical implementations
- Demonstrate a level of self awareness, informed by the conceptual framework of the core model, appropriate to professional counselling practice
- Present evidence that you can monitor your internal experience when working with clients
- Reflect on and explicitly monitor being true to yourself when in the role of counsellor
- Show that you can engage in genuine relationship-focused therapeutic work with a diverse client group
- Demonstrate critical awareness of the context of counselling in contemporary society including ethical and non-discriminatory practice.
- Present evidence of understanding the key concepts of two counselling approaches other than the core model
- Engage in and demonstrate effective supervised counselling in a workplace setting
- Gain a professional qualification in counselling which can lead to professional accreditation as a counsellor
- Graduate as someone who is capable of pursuing a successful, ethical and useful career as a professional counsellor
- Prepare for progression to Year 3 of the BSC in Counselling at UEL and Continuing Professional Development
- Have the potential to take an active role as a member of a professional community

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

##### **Knowledge**

- The important role of personal development in the core model
- In-depth knowledge of the core model both theoretically and in its practical implementation
- Critical awareness of other important theoretical models and counselling approaches

- Critical awareness of the context of counselling in contemporary society including ethical, safe and non-discriminatory practice.
- Understanding of a range of common client presenting issues
- The implications of the core model for clinical supervision
- An understanding of client assessment and referral procedures

### **Thinking skills**

- Using the core model as a basis to develop your self awareness
- Reflective and critical thinking
- Problem-solving
- Evaluating the impact of diversity issues on your counselling practice
- Resolving ethical dilemmas
- Developing your own perspective on effective counselling
- Exploring theoretical integration and resolving or reconciling contradictions

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

- To use a journal for effective, in-depth personal development
- To develop confidence to tolerate and learn from the uncertainty which may stem from having your assumptions and attitudes challenged
- To give and receive effective feedback
- To work within the six necessary and sufficient conditions of the core model
- To use a range of therapeutic interventions with confidence and appropriate to the client and context.
- To work effectively and ethically with clients.
- To make appropriate use of clinical supervision
- To be accountable for your own practice and decision-making
- To manage your own case load
- To maintain a competent Professional Log

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

- To establish effective working relationships
- To work both independently and as part of a team
- Communication and presentation skills
- Making written and oral reports
- Self appraisal and setting personal learning goals
- Self presentation as self-aware and non-defensive

## **Structure**

### **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
- 1 - equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 - equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 - equivalent in standard to the third year of a full-time undergraduate degree programme
- M - equivalent in standard to a Masters degree

### Credit rating

The overall credit rating of this programme is 240 credits.

### Typical duration

The expected duration of this programme is two years full-time at HCC and a further one year for the BSc (Hons) at UEL.

### How the teaching year is divided

The teaching year begins in September and ends in June and is divided into 2 semesters. A typical student will study for one day per week and will register for 120 credits in an academic year.

### What you will study when

This programme is part of a modular degree scheme. A student registered in a full-time attendance mode will take two six 40 credit modules and two 20 credit modules per year totalling 120 credits at level one and 120 credits at level 2.

The training consists of **8 modules of study**:

UEL LEVEL	Module Code	NUMBER AND TITLE	SKILLS MODULES (Insert Y where appropriate)	CREDITS	STATUS SINGLE
1		Continuing Personal Development (1)		40	Core
1		The Core Model		40	Core
1		Comparative Theories	Y	20	Core
1		Ethical and Professional Issues		20	Core

2	Continuing Personal Development (2)		40	Core
2	The Core Model and Practice		40	Core
2	Diversity and Difference in Counselling Practice		20	Core
2	Client Work in Therapeutic Counselling	Y	20	Core

Modules are defined as 'Core' because they must be taken

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

In order to gain the Foundation Degree you will need to obtain 120 credits at Level 1 and 120 at Level 2 and have completed a minimum of 10 hours' personal therapy with an appropriately qualified counsellor by the end of the course.

### **Further information**

For the award of the Foundation Degree in Counselling, students will also have to show evidence of completion of a minimum of **150** hours of supervised practice (exclusive of missed sessions), and an additional **50** hours in work-based learning or other duties related to service provision during the programme. (Depending on placement arrangements, students may be required to pay for some additional external individual supervision in order to meet BACP requirements.) It is expected that the majority (ideally all) of these practice and placement hours will be completed during the time of the course but it is acknowledged that in certain circumstances some students may not manage to complete all of their client hours within the time available.

Provided that they have achieved sufficient hours within Module 8 to complete the assessment tasks and meet the assessment criteria, students can pass these modules. If, at the completion of the taught modules, such students have not accumulated the required number of client hours, the award of Foundation Degree in Counselling will be deferred for up to a year to enable the hours to be completed. Students in this position will also be required to submit evidence of supervision to BACP standards for all of their client work. Staff will support students in developing appropriate arrangements to enable them to manage and continue to develop during this period..

### **Foundation Degree Classification**

Where a student is eligible for the award then the award classification is determined by calculating the arithmetic mean of all marks and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification:

- 70% - 100% First Class Honours
- 60% - 69% Second Class Honours, First Division
- 50% - 59% Second Class Honours, Second Division
- 40% - 49% Third Class Honours

0% - 39% Not passed

## **Assessment**

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

#### **Teaching and learning**

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

- Pair, triad, small and large group experiential work
- Workshops
- Lectures
- Seminars
- Clinical placement experience
- Private reading/study

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

- Pair, triad, small and large group experiential work
- Seminar and supervision groups
- Discussion in workshops
- Experiential group
- Written assignments
- Reflection on practice/experience

##### **Practical skills are developed through:**

- Pair, triad, small and large group experiential work
- Workshops
- Demonstrations
- Skills training labs
- Giving and receiving feedback
- Clinical supervision
- Clinical placement
- Professional Log recording

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

- Group and experiential exercises
- Workshops
- Skills training
- Clinical placement
- Independent Study
- Peer support
- Giving and receiving feedback
- Self appraisal, self presentation

## **Assessment**

### **Knowledge is assessed by**

- Essays
- Examinations
- Coursework

### **Thinking skills are assessed by**

- Essays
- Coursework
- Project work
- Reflective journals
- Professional Log
- Skills analyses and evaluation

### **Practical skills are assessed by**

- Audio recordings and transcripts
- Supervisor Report

### **Skills for life and work (general skills) are assessed by**

- Coursework
- Supervisor report

## **Quality**

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

#### **Before this programme started**

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.

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

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

- End-of-Module evaluations
- Student representation on programme committees
- Direct student feedback through online (UEL plus and Psycc) feedback

Students are notified of the action taken through:

- Circulating the minutes of the programme committee
- Feedback from student representatives
- Summaries of student feedback and action taken on UELPlus

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

The following methods are used for gaining the views of other interested parties:

- Questionnaires to former students
- Annual student satisfaction questionnaire
- Discussion with professional bodies
- Links with potential employers

## **Further Information**

### **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>
-	-	-	-	-

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

Further information about this programme is available from:

- The UEL web site <http://www.uel.ac.uk>
- The HCC website <http://www.tch.ac.uk>
- The programme handbook
- Module study guides
- UEL Manual of General Regulations <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>
- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework/>
- UEL Guide to Undergraduate Programmes
- School web pages <http://www.uel.ac.uk/psychology/index.htm>
- BACP website [www.bacp.co.uk](http://www.bacp.co.uk)