Counselling & Mentoring

This programme is no longer recruiting.

Final award	BSc (Hons)
Intermediate awards available	Cert HE, Dip HE
UCAS code	BX92
Details of professional body accreditation	N/A
Relevant QAA Benchmark statements	Psychology, Social Policy and Administration, Social Work
Date specification last up-dated	October 2012

Profile

The summary - UCAS programme profile

BANNER BOX:

An exciting contemporary programme studying the knowledge, theory, research, practice, skills and qualities needed by those involved in counselling, mentoring and related sectors

ENTRY REQUIREMENTS

For admission to the BSc (Hons) Counselling & Mentoring programme candidates will normally need:

- 240 UCAS tariff points, with at least 140 points obtained from A2 qualifications or new GNVQ equivalent;
- We will also accept people with Access, NVQ and a variety of other pre-University level qualifications including International and European Baccalaureate
- We will also accept those with relevant professional and vocational qualifications.
- Students may 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.

Candidates will be interviewed and will be required to demonstrate:

- 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, numeracy, information technology, administrative skills, self-management skills, communication and interpersonal skills.
- Commitment to self-development.

ABOUT THE PROGRAMME

What is Counselling & Mentoring?

Counselling and Mentoring encompasses a broad set of skills, approaches and techniques that are essentially aimed at helping individuals, groups and organisations with problem solving, problem management, working through or resolving past issues, or working towards developmental aims and goals for the future, which might include improving performance and meeting career and personal aspirations. Related activities such as coaching and consultancy draw from a similar set of core skills and processes.

The first year of the BSc (Hons) Counselling & Mentoring programme is common with the BSc (Hons) Counselling.

Counselling & Mentoring at UEL

- An opportunity to develop a critical understanding of the body of counselling & mentoring theory and research
- An integrative approach that enables students to develop their own synthesis within an integrative framework.
- A long and well established tradition of counsellor training at the university (counselor training programmes here started in 1972).
- A strong emphasis on the development of the core relationship qualities and practical skills training – including laboratory work in 6 interview rooms with video recording and playback equipment and full technician support.
- An emphasis on working in groups: skills training and seminar groups, and within the whole programme group, on interactive structured exercises and activities.
- A strong emphasis on personal and professional development to prepare students for working with people in a helping or developmental role
- Programme staff with extensive experience, (very) many years experience as trainers; who have written and published widely and who have or still do contribute to the work of professional committees.
- In a School of Psychology with other staff with relevant expertise, library, book shop and canteen.

Programme structure

This is currently offered as a 3 year full time programme.

Students initially enrolled on BSc (Hons) Counselling & Mentoring may apply for transfer to the BSc (Hons) Counselling (the professional training programme in Counselling) after completing the common first year if they have achieved the required profile of results. (See BSc (Hons) Counselling programme specification for further information.)

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; group and experiential exercises; skills practice labs, reflective journals, professional logs, experience portfolios, group and individual supervision, and placement/work-based learning.

Assessment

Assessment is by a mix of coursework, practical skills assessments and examination. Coursework includes essays, reflective journals, logs, portfolios, research reports, group and seminar presentations and a final year project. The majority of assessment at all levels is by coursework. Students receive individual feedback on their coursework designed to enhance their learning and improve performance on subsequent assessments. However, some modules, in particular the psychology modules, are assessed by examination.

Work experience/placement opportunities

A placement experience module is included at level 3 of the programme. Students will undertake work-based learning at an organisation or agency where counselling & mentoring skills (or related activities) can be observed and practised, and through which students can develop their understanding of the context in which these roles are undertaken. Students are responsible for finding and organising their own placements. Information and contact details are available for a range of organisations who have taken UEL students for placements in the past or who have placements available.

Project work

The final year project is a compulsory module for the programme. Students need to conduct a literature review of an area of their choice, and design, carry out, analyse and interpret an original empirical or theoretical investigation in this same area. The student is supported on a one-to-one basis by regular meetings with an academic supervisor with research and/or theoretical expertise in the area. Postgraduate professional training staff are also available to act as supervisors to undergraduate students if appropriate. In addition to this major project there are a number of other smaller project assessments and portfolios to complete earlier in the programme.

Added value

- Integrative model that enables students to develop their own personal synthesis.
- Strong foundation in the core qualities, skills and processes of counseling, mentoring and related activities such as coaching
- Prepares students for a variety of careers which involve working with people of for further professional training or academic study

IS THIS THE PROGRAMME FOR ME?

If you are interested in...

- Working with people in a variety of helping or developmental roles
- Developing the qualities and skills need to help people to help themselves
- Understanding a range of theoretical perspectives relevant to counselling, mentoring, coaching etc.

If you enjoy...

- Learning more about yourself and other people
- Listening to people and engaging in helpful 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 programme which encompasses theory, practice, research, and personal and professional development
- A programme which is both personally and academically challenging

Your future career

The programme will equip students with a range of transferable knowledge and skills relevant to working with people in a supportive, problem-solving, or developmental capacity. This will include self awareness, understanding people, listening and communicating at a high level, forming relationships, problem management, working in groups and facilitating change. These are skills which are highly valued by many employers in a variety of sectors. Examples are health and social care, education, training, management and leadership. Many students are also likely to progress to postgraduate professional training.

The generic skills and knowledge base gained through this programme will also equip graduates with a range of meta-level skills that can be used in a variety of other professions.

How we support you

- Students joining the programme 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 and academic tutor. Additional help is available from year group tutors, the programme leader and leaders of individual modules.
- 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. Research Methodology teaching is supplemented by on-line interactive programme materials & discussion groups.
- 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 central University services. The University has a student special needs advisor.

Bonus factors

Established links with several local counselling agencies and other organizations involved in mentoring, coaching, etc. Students have the chance to participate in and help with real-life research within the School of Psychology.

The Psychology Help Desk 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

What is this programme designed to achieve?

This programme is designed to give you the opportunity to:

- Graduate as someone who is capable of pursuing successful, ethical and useful career related to working with people
- Prepare for progression to further postgraduate study/training in related areas/professions
- Prepare to take an active role in helping and developing individuals and organisations

What will you learn?

Knowledge

- Critical awareness of a variety of theoretical models and counselling, mentoring and coaching approaches.
- In-depth knowledge of an Integrative Process Model.
- Critical awareness of the context of counselling, mentoring and related talking practices in contemporary society including ethical and non-discriminatory practice.
- Knowledge of psychological theory as it can be applied to counselling, mentoring and related activities.
- Understanding of a range of common client presenting issues or issues that individuals and organisations may wish to work with.

Thinking skills

- Reflective and critical thinking
- Research methods
- Problem-solving
- Resolving ethical dilemmas
- Exploring theoretical integration and resolving or reconciling contradictions

Subject-Based Practical skills

- To use a wide range of talking interventions appropriate to the client, relationship or context.

- To work effectively with individuals and/or organisations in helping or developmental roles.
- To make appropriate use of supervision
- To produce collaborative assessments of the needs or aspirations of individuals or organisations and develop plans to address these.
- To be accountable for own practice and decision-making
- To manage own work and time

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 secure, self-aware, non-defensive and confidence-inspiring

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 360 credits.

Typical duration

The expected duration of this programme is three years, attended in full-time mode.

How the teaching year is divided

The teaching year begins in September and ends in June, divided into 2 semesters (September to January, February to June).

A typical student, in full-time attendance mode of study, 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 six 20 credit modules (or fewer, if any are 40 credit modules) per year . An honours degree student will complete modules totalling 120 credits at level one, modules totalling 120 credits at level 2 and modules totalling 120 credits at level 3.

It is possible to bring together modules from one field with modules from another to produce a combined programme. Subjects are offered in a variety of combinations:

- Single - 120 credits at levels one, two and three
- Major - 80 credits at levels one, two and three
- Joint - 60 credits at levels one, two and three
- Minor - 40 credits at levels one, two and three.

Modules are defined as:

- Core - Must be taken
- Option - Select from a range of identified module within the field
- University Wide Option - Select from a wide range of university wide options

The following are the core and optional requirements for the single, major, joint and minor routes for this programme:

LEVEL	UEL Module Code	TITLE	SKILLS MODULES (Insert Y where appropriate)	CREDITS	STATUS SINGLE	STATUS MAJOR	STATUS JOINT	STATUS MINOR
1	GC1001	Core Skills & Processes 1		20	Core	Core	Core	Core
1	GC1003	Core Skills & Processes 2		20	Core	Core	Core	Core
1	GC1002	Personal Development and Skills	Y	20	Core	Core	Core	
1	GC1004	Social Context of Helping		20	Core	Core		
1	PY1107	Individuals, Development		20	Core			

		and Social Behaviour						
1	PY1104	Biological & Cognitive Bases of Behaviour		20	Core			
2	GC2001	Ethical and Professional Issues		20	Core	Core	Core	Option
2	GC2002	Research in Counselling and Mentoring	Y	20	Core	Core	Core	
2	GC2004	Cognitive-behavioural and Solution-focused approaches		20	Core	Option	Option	Option
2	GC2005	Coaching and Mentoring		20	Core	Option	Option	Option
2	GC2006	Personal Development 2		20	Core	Option	Option	Option
2	PY2103	Cognitive Psychology & Psychobiology		20	Option			
2	PY2104	Individual differences & Developmental Psychology		20	Option			
2	PY2105	Conceptual Issues in Psychology & Social Psychology		20	Option			
2	PY2106	Psychology of Mental Health		20	Option			
2	PY2107	Brain damage, Behaviour & the Mind		20	Option			
2	PY2111	Drugs & Behaviour		20	Option			
2	PY2124	Introduction to Critical Psychology		20	Option			

2	PY2125	Critical Community Psychology		20	Option			
2	PY2126	The psychology of physical illness		20	Option			
2	PY2127	Child Psychology in action		20	Option			
2	PY2128	Psychology in the Justice System		20	Option			
2				20	University Wide Option			
3	GC3002	Existential and Insight Oriented Approaches		20	Option	Option	Option	Option
3	GC3005	Integration and Professional Development	Y	20	Core	Core	Core	
3	GC3006	Organisations and Change		20	Core	Option	Option	Option
3	GC3007	Placement Experience		20	Core	Option	Option	Option
3	GC3004	Dissertation		40	Core	Core	Option	Option
3	PY3103	Occupational Psychology		20	Option			
3	PY3104	Critical Social Psychology		20	Option			
3	PY3106	Health Psychology		20	Option			
3	PY3115	Forensic Psychology		20	Option			
3	PY3116	Advanced Developmental Psychology		20	Option			
3	PY3117	Psychology and Difference		20	Option			
3	PY3121	Psychology of Relationships		20	Option			
3	PY3124	Positive Psychology		20	Option			

3	PY3125	Addictive Behaviours	20	Option
3	PY3132	Development through the lifespan	20	Option
3	PY3134	Psychological Perspective on Power Politics and Political Violence	20	Option
3	PY3135	Psychology of Choice	20	Option
3	PY3136	Science, Pseudoscience & Paranormal Belief	20	Option
3	PY3137	Development and difficulties in the early years	20	Option
3	PY3138	Psychology of Criminal Conduct 1	20	Option
3			20	University Wide Option

The Skills Modules listed in the Joint Route are Core, unless the equivalent Skills Modules are taken in your other combined subject.

Notes: Some of the option modules listed at level 3 require students to have completed specific modules at level 2. Students will need to check these requirements carefully when selecting options.

The options listed above are indicative. The specific options available may vary.

Requirements for gaining an award

In order to gain an Honours degree you will need to obtain 360 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 120 credits at level three or higher

In order to gain an **Ordinary degree** you will need to obtain a minimum of 300 credits including:

- A minimum of 120 credits at level one or higher

- A minimum of 120 credits at level two or higher
- A minimum of 60 credits at level three or higher

In order to gain a **Diploma of Higher Education** you will need to obtain at least 240 credits including a minimum of 120 credits at level one or higher and 120 credits at level two or higher

In order to gain a **Certificate of Higher Education** you will need to obtain 120 credits at level one or higher.

In order to gain an Associate Certificate you will need to obtain a minimum if 20 credits at level one or higher

Degree Classification

Where a student is eligible for an Honours degree, and has gained a minimum of 240 UEL credits at level 2 or level 3 on the programme, including a minimum of 120 UEL credits at level 3, the award classification is determined by calculating:

$$\left(\frac{\text{The arithmetic mean of the best 100 credits at level 3}}{} \right) \times 2/3 + \left(\frac{\text{The arithmetic mean of the next best 100 credits at levels 2 and/or 3}}{} \right) \times 1/3$$

and applying the mark obtained as a percentage, with all decimals 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:

- Workshops
- Lectures
- Seminars
- Private reading/study

Thinking skills are developed through:

- Seminar and supervision groups
- Discussion in workshops

- Written assignments
- Reflection on practice/experience

Practical skills are developed through:

- Workshops
- Demonstrations
- Skills training labs
- Giving and receiving feedback
- Professional Log recording

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

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

Assessment

Knowledge is assessed by

- Essays
- Examinations
- Coursework

Thinking skills are assessed by

- Essays
- Examinations
- Coursework
- Project work
- Reflective journals
- Skills Analyses and Evaluation

Practical skills are assessed by

- Video recordings and transcripts
- Coursework
- Experience portfolio

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

- Project Work

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:

- Module evaluations
- Student representation on programme committees (meeting twice per year)

Students are notified of the action taken through:

- circulating the minutes of the programme committee
- feedback from student representatives

Listening to the views of others

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

- Annual student satisfaction questionnaire
- Questionnaires to former students
- Feedback from External Examiners
- Links with the British Association for Counselling & Psychotherapy (BACP) and other professional bodies
- Programme Advisory Committee of former students, employers, other professionals, service users
- Annual feedback from placements

Further Information

Alternative locations for studying this programme

Location	Which elements?	Taught by UEL staff	Taught by local staff	Method of Delivery
-	-	-	-	-

Where you can find further information

Further information about this programme is available from:

- The UEL web site http://www.uel.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