All course materials, including lecture notes and other additional materials related to your course and provided to you, whether electronically or in hard copy, as part of your study, are the property of (or licensed to) UCLan and MUST not be distributed, sold, published, made available to others or copied other than for your personal study use unless you have gained written permission to do so from the Dean of School. This applies to the materials in their entirety and to any part of the materials.
UCLan Mission statement

WE PROMOTE ACCESS TO EXCELLENCE ENABLING YOU TO DEVELOP YOUR POTENTIAL
We value and practise equality of opportunity, transparency and tolerance. We strive for excellence in all we do: locally regionally, nationally and internationally. We work in partnership with business, the community and other educators. We encourage and promote research innovation and creativity.

Student Charter
The Student Charter has been developed by the University and the Students’ Union so that students gain the maximum from their UCLan experience. It is a two-way commitment or ‘contract’ between the University and each individual student. It acts as a means of establishing in black and white what students can expect from the University and the Union in terms of support, and in return what we expect from our students. Read the full Student Charter

Supporting Diversity at UCLan
UCLan recognises and values individual difference and has a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age. During your time at UCLan we expect you to be able to
- experience “an integrated community based on mutual respect and tolerance where all staff and students can feel safe, valued and supported.”
- contribute to creating a positive environment where discriminatory practices and discrimination no longer happen.

Please review the UCLan Equality and Diversity Policy for further information.
1. Introduction

1.1. Welcome

Welcome to the Division of Counselling and Psychological Therapies within the School of Community Health and Midwifery, and to the Advanced Certificate in Counselling for Depression (CfD).

Congratulations on being offered a place. This handbook is here to introduce you to the course, the course team, as well as to give you essential information that you will require during your studies with us.

You can expect to experience quality teaching in the current research and practice of CfD.

On the first day of the course you will also be inducted into the course which will include the programme and the assessment procedures and policies.

We expect you to engage in sessions and to ensure that you are well read in advance of sessions that will augment the teaching that you receive. Postgraduate study is not easy but between you and the staff the rewards are there for the taking.

Please read this handbook and keep it as you will need to refer to it during your course. This is your course for which we will facilitate a range of learning experiences however you must take responsibility for making the most of your opportunities here.

This course handbook offers an overview of the award and the module.

The School of Health Student Handbook includes further information on the programme standards and protocols, study skills and student services. This is available via the course Blackboard site. You should use both these handbooks as they contain a range of useful information and contact details that will help and support you during the course.

As your course leader, please feel free to contact me at any time if you have questions about your course. I wish you well in your studies and future career.

Richard Davis, Course Leader

1.2 Rationale, aims and learning outcomes of the course

This course offers an exciting and rewarding opportunity to develop your skills in evidence based interventions. CfD is a manualised form of psychological therapy as recommended by NICE (NICE, 2009) for the treatment of depression. It is a form of psychological therapy derived from the Skills for Health humanistic competence framework devised by Roth, Hill and Pilling (2009), which provided the basis for the National Occupational Standards (NOS) for psychological therapists. This framework was derived from manuals from randomised controlled trials and exemplar texts which have impacted significantly on practice and hence are predictive of good outcomes for patients. This modality targets the emotional problems underlying depression along with the intrapersonal processes, such as low self-esteem and excessive self-criticism, which often maintain depressed mood. The therapy aims to help
patients contact underlying feelings, make sense of them and reflect on the new meanings which emerge. This, in turn, provides a basis for psychological and behavioural change.

This course offers professional development for counsellors who are already trained in Person-centred or Humanistic approaches and who have significant clinical experience. Hence the training described here intends to both build upon existing knowledge and, more particularly, to align counsellors’ practice with a competence framework which has strong links to research evidence and follows the Curriculum for Counselling for Depression produced by the National IAPT Team.

In sum, this course provides you with a thorough grounding in the theory, evidence base and practice of CfD, allowing you to develop your knowledge and competence in psychological clinical assessment and CfD interventions in accordance with national guidelines.

**Course Aims**

The course aims to provide students with a substantive learning experience that enables them to critically understand and competently apply the IAPT, Nice Competencies Framework of the experiential, relational model for working with depressed clients known as Counselling for Depression (CfD in a variety of contexts, including medical and public sector agencies.

It will develop students’ understanding of research informed practice, outcome monitoring, risk assessment, and the research base for effective psychotherapy practice within a Person-Centred and Emotion-Focused Therapy context.

It will extend and critically develop students’ capacities to offer a therapeutic relationship that facilitates experiential exploration within a relational context and facilitate students’ reflexivity, personal awareness, personal growth and professional development in a group context.

In terms of the **learning outcomes**, you will, upon completion of the course, be able to:

- **A1.** Synthesize knowledge to create new insights and solutions for clients experiencing depression
- **A2.** Critically reflect upon and evaluate the impact of CfD training upon own sphere of practice
- **B1.** Demonstrate mastery in clinical assessment, risk management and outcome monitoring of depression
- **B2.** Proficiently apply and adapt CfD competencies to meet the needs of individuals with a range of depressive presentations
- **B3.** Critically reflect upon own clinical competence and utilise CfD strategies to improve existing skills
- **C1.** Critically appraise broad cultural perspectives on practice, taking into account the importance of individual diversity, and the influences of culture and its impact on individual care
- **C2.** Apply logical and systematic approaches to clinical decision making in complex and unpredictable situations
D1. Recognise and expound the importance of working in accordance with local and national IAPT policies, practices and procedures

References


National IAPT Team (2011) Curriculum for Counselling for Depression iapt@dh.gsi.gov.uk


1.3 Course Team

The two tutors responsible for the delivery of this course will be:

Richard Davis, BA, MSc, PDip Psych, Dip Couns, UKCP Registered Integrative Psychotherapist, IAPT Counselling for Depression accredited, Registered PTUK Supervisor; FHEA.

Richard is a full-time Senior Lecturer in Counselling/Psychotherapy at UCLan and is the current Course Leader. He has extensive experience of management and counselling in both further and higher education settings and in private practice as a practitioner and clinical supervisor. A counsellor since 1995, he has worked at UCLan as a Senior Lecturer since 2004. He is also Course Leader for the Integrative Psychotherapy Course and Course Tutor on the Psychodynamic route of the undergraduate degree. He currently works as a psychotherapist in the University Counselling Service at UCLan. He is a UKCP Registered Integrative Psychotherapist. Richard should be contacted to discuss any issues related to assessment deadlines of tutorial support.

Email: RDavis2@uclan.ac.uk Tel: 01772 893403 Office: Room HA253

Lesley Wilson MSc Counselling; PDip Counselling, Cert. Teaching; MBACP Accred. Counsellor; FHEA.

Lesley is a part-time Senior Lecturer in Counselling and a Fellow at UCLan. She is an accredited counsellor, qualified supervisor and trainer with over 17 years of experience in the field of psychological therapies. She has experience of working within the private, voluntary and statutory services, her career has been divided between adults and children and her practice integrates a number of theoretical models. Lesley was a trainer for National Children’s Charity and has taught at UCLan on undergraduate as well as postgraduate courses. She will be a Course Tutor in 2015. Email: LWilson7@uclan.ac.uk Tele: 01772 893789. Office HA256.

1.4 Academic advisor

You will be allocated either Richard or Lesley as your academic advisor.
1.5 Administration details

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<th>Course Administration</th>
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<td>Administrator</td>
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<td>Campus Admin Services</td>
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Campus Admin Services provides academic administration support for students and staff and are located at Brook Hub and are open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals. Course specific information is also available via school Blackboard sites.

1.6 Communication
The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread. We will normally contact you via email and Blackboard. You should expect to receive a reply to emails that you send to us within 5 working days.

1.7 External Examiner
The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

The External Examiner is Jo Brown, who is a Senior Lecturer at the University of Southampton.

2. Structure of the course

2.1 Overall structure
The Advanced Certificate involves one double module CG4008 Counselling for Depression
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<tr>
<th>Award/Module</th>
<th>Number of Modules for Award</th>
<th>Credits</th>
<th>Module Title</th>
<th>Module Credit Level</th>
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<tr>
<td>Advanced Certificate in Counselling for Depression</td>
<td>1</td>
<td>40</td>
<td>Counselling for Depression</td>
<td>Level 7</td>
<td>Double</td>
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All taught programmes of study at the University of Central Lancashire operate under the Credit Accumulation and Transfer Scheme (CATS). Your progress towards a target award through credit rated course modules is through accumulation of appropriate credits. Each module has a credit rating. For this course, the module is worth 40 credits.

Modules are identified by a module number e.g. CG4008 the ‘CG’ refers to the Division of Counselling & Psychological Therapies.

There will be an initial **5 days of direct tutor contact** which will incorporate a balance of classroom-based lectures/learning activities and individual practice-based skills development together with individual or group seminars to assess skills development in the week long **training PLUS another two days arranged for subsequent times**. Skills development will be undertaken in dyads or triads (groups of 2-3) and will be undertaken in one of the counselling/psychotherapy designated rooms. These rooms are equipped with recording equipment and moveable seating.

**Supervised Clinical Practice**

Supervision is a central component of the training. The seven-day training includes opportunities to practice CfD and to practice relevant skills in role-play sessions within the training group. However, full competence can only be evidenced by implementing the therapy with actual clients. **Following the initial five-days of training students must undertake 80 hours of clinical practice with CfD clients, which must include at least two cases of a minimum duration of 10 sessions.** All clients within this period of practice must be presented for supervision. Supervision will be provided in small groups of trainees. You must receive a minimum of one hour and half hours of supervision per fortnight (or the equivalent group supervision). That will be 9 sessions over the period of 80 clinical hours. It is envisaged that the period of supervised practice could be completed in approximately 12 weeks, thus requiring a total of at least 9 hours of supervision.

**Modules available**

The full module descriptor, giving details of the aims, learning outcomes, content, assessment and reading material is available in Appendix 2 of this handbook.
2.2.1 Progression
Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you will both agree on the most appropriate (and legal) course of study for you.

2.3 Study Time

2.3.1 Weekly timetable
Taught Sessions
The initial five day course is divided into ten half-day teaching sessions. These introduce you to the CFP curriculum and address key areas that need to be covered to ensure that you are familiarised with core features of CfD and IAPT prior to commencing supervised practice. The subsequent two days will occur during the supervised practice period.

However there may be additional and informal material available as - lectures, seminars, activities etc. which the University will mount to ensure that the opportunity to understand and discuss such issues is available to all students. These will be outside of the core period of study and may include relevant materials about such core areas of sustainability, internationalisation, and employability and enterprise.

For details of your Module classes please go to MyUCLan on the Student Portal and the different Timetable options are available on there. Your weekly Timetable can be found here.

2.3.2 Expected hours of study
The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study.
It is also anticipated that you will need to invest a substantial amount of time towards completing the assignments. This involves the making of an audio recordings; some time reflecting on the skills and counselling processes involved. You can therefore expect to study for a minimum of 400 hours to get the most out of this course.

The course is taught using classroom-based lectures/learning activities and individual practice-based skills development together with individual or group seminars to assess skills development in the week long training PLUS another two days arranged for subsequent times. Skills development will be undertaken in dyads or triads (groups of 2-3) and will be undertaken in one of the counselling/psychotherapy designated rooms. These rooms are equipped with recording equipment and moveable seating.

2.3.3 Attendance Requirements
You are required to attend all timetabled learning activities for the course. Notification of illness or exceptional requests for leave of absence must be made to your Course Leader, contact details can be found in Section 1.3

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be
deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Attendance will be monitored through Student Attendance Monitoring (SAM). You can check your attendance record at myUCLan. If your employer is sponsoring your place on this course we will share your attendance information with them.

Each time you are asked to enter your details on SAM you must remember that the University has a responsibility to keep information up to date and that you must only enter your own details on the system. To enter any other names would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

2.4 Data Protection
All of the personal information obtained from you and other sources in connection with your studies at the University will be held securely and will be used by the University both during your course and after you leave the University for a variety of purposes. These are all explained during the enrolment process at the commencement of your studies. If you would like a more detailed explanation of the University’s policy on the use and disclosure of personal information, please contact the Information Governance Officer, Clerk to the Board Service, University of Central Lancashire, Preston, PR1 2HE or email DPFOIA@uclan.ac.uk.

3. Approaches to teaching and learning

3.1 Expertise of staff
Your tutors are experienced professional counsellors and psychotherapists having worked in numerous agencies and organisations. Both Richard and Lesley have completed the CfD course and in current professional practice and clinical supervision. Between them they have many years expertise as psychotherapists, lecturers, trainers and supervisors and are engaged in some form of research or research supervision, whether empirical or practice-based.

UCLan is an organisational Member of the British Association for Counselling/Psychotherapy. All tutors abide by their professional association’s ‘Ethical Framework for Good Practice in Counselling and Psychotherapy’, (BACP/ UKCP) and are subject to their association’s complaints and disciplinary procedures.

3.2 Learning and teaching methods
As you are already qualified in humanistic or person-centred counsellors /psychotherapists you will be familiar with a proportion of the curriculum. However, adhering to a specific competence framework and offering time-limited therapy to clients with particular levels of depression within an IAPT context are likely to be new areas of practice. The training will emphasise these less familiar areas. Wherever appropriate, didactic tutor input should be supplemented with widespread opportunities for experiential and interactive learning. Group-work and role play should be used to support skills development. The CfD competence framework and therapy adherence scale should be used as reference points for good practice.

Individual tutorials will be utilised to assist you in your academic development and assessment of your skills development and you will be encouraged to maintain a personal learning journal in order to develop a reflective way of your own learning and development, something that is normal in counsellor education.
3.3 Study skills
For further information please refer to the School’s Student Handbook (this can be found on Blackboard).
In addition there are a variety of university support services:
WISER https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=33_1
LIS https://portal.uclan.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=25_1

3.4 Learning resources

3.4.1 Learning Information Services (LIS)
Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

LIS provide an informative subject guide for Counselling and Psychotherapy Studies which will assist you in your studies as books may be found in up to 27 different areas of the library under the Dewey decimal classification system.

In addition there are a number of on-line databases (i.e. Psycarticles, PsycINFO, Medline, Cinahl...) that will assist you in your studies and which can be obtained from the library on-line (http://www.uclan.ac.uk/students/library/e_databases.php). Please also see section 3.4.2.

3.4.2 Electronic Resources
LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

Many journals are now available electronically through this site. In particular the journal of BACP (Therapy Today, and Counselling and Psychotherapy Research – CPR) are available in this way. Further information with a more comprehensive list of popular journals will be made available from Blackboard.

In addition BACP publicise a compendium of their published journal articles and which is available through their website and the links to http://www.therapytoday.net/ and the up-to-date archive of material.

3.5 Personal development planning
PDP is defined as ‘a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal educational and career development.’

Personal development planning is centred on student development and seeks to assist you in understanding what, how and when you are learning; it encourages you to monitor, review, plan and take responsibility for your own learning. It is meant to help you:

- understand how you are learning and to relate your learning to a wider context;
- improve your general skills for study and career management;
- articulate your personal goals and evaluate progress towards their achievement; and
- encourage a positive attitude to learning throughout your life and career.

As such you will find that PDP is:
• a structured process that is integral to learning at a higher level;
• concerned with learning in an holistic sense (both academic and non-academic);
• something that an individual does with guidance and support: the latter perhaps
decreasing as personal capability is developed so that it becomes self-sustaining;
• a process that involves self-reflection, the creation of personal records, planning and
monitoring Progress towards the achievement of personal objectives;

This is achieved through a number of means but primarily it is about you taking responsibility
for what you are learning and in your own personal reflection of this learning. You will also
have regular and detailed contact with your advisor through meetings, for which, you should
come prepared to discuss your own personal development.

A key tool to assist this process is the maintenance of your personal learning journal. This
can be in paper or electronic format and you are encouraged to reflect on events that have
happened (factually) as well as to then consider what they might mean to your own personal
learning and development. A large part of this will be the recognition and planning (which your
tutor will assist you with) of learning opportunities which, because of the nature of counselling
skills, can incorporate a wide range of possibilities from sitting listening to someone; the
experience of being listened to; observing other people in any format of therapeutic
engagement or interpersonal relationship.

You may want to visit the Learning Development unit to see what other resources they have
that would contribute to this learning - PDP resources.

3.6 Preparing for your career
Your future is important to us, so to make sure that you achieve your full potential whilst at
university and beyond, your course has been designed with employability learning integrated
into it. This is not extra to your degree, but an important part of it which will help you to show
future employers just how valuable your degree is. These “Employability Essentials” take
you on a journey of development that will help you to write your own personal story of your
time at university:

• To begin with, you will explore your identity, your likes and dislikes, the things that
  are important to you and what you want to get out of life.
• Later, you will investigate a range of options including jobs and work experience,
  postgraduate study and self- employment,
• You will then be ready to learn how to successfully tackle the recruitment process.

You will be able to record your journey using Pebblepad, the university’s e-portfolio system,
which will leave you with a permanent record of all the fantastic things you have achieved
during your time at UCLan.

It’s your future: take charge of it!

Careers offers a range of support for you including:-
• career and employability advice and guidance appointments
support to find work placements, internships, voluntary opportunities, part-time employment and live projects
workshops, seminars, modules, certificates and events to develop your skills
Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

4. Student support, guidance and conduct

Your Course Leader is available to discuss any aspects of student support however, please also consult the School Student Handbook (Section C) which is available through the Blackboard website and which details the support that students can get, as well as the central services run by the University.

The Student Liaison Officer will speak to you during your induction week but is available to discuss all aspects of your studies at UCLan. They can be contacted on extension (01772 895089.

4.1 Academic advisors

You are encouraged to see your academic advisor as your first point of contact to do with anything relating to the academic side of your course or to more pastoral matters (i.e. personal and supportive matters outside of the course direct).

The academic side to this role relates to assisting you to develop your studies, to help you make sense of the course material and to help you make the most of your course. We will help you develop your academic style of writing, to plan for assignments and make sense of assignment feedback but may, at times, refer you to other points of contact within the university who can assist in this process. NB. If you want assistance with your academic work it is always helpful if you come prepared by knowing what it is that you need support with, to formulate any questions that you might have beforehand and to send/bring any draft copies of any work in advance of the meeting. Please e-mail us in advance.

We can also be the first point of contact for pastoral issues however, if you refer to section 4.2 there are also a number of other specialised support services available through the Student Academic Support Service.

4.2 Student Support

The ‘i’ is a central Student Information Centre and your first point of contact. You can obtain information on a wide range of topics including Council Tax Exemption Certificates, Bank and Confirmation of Study Letters, Portable Financial Credits, (continuing students only, Printing and Printer Credit, UCLan Cards, the ‘i’ shop and UCLan Financial Support Bursary (first year students only).

4.3 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.
Assessment arrangements for students with a disability

Arrangements are made for students who have a disability/learning difficulty for which valid supporting evidence can be made available. Contact the Disability Adviser for advice and information, disability@uclan.ac.uk

There is a named lead for students with disabilities within your school – the current named lead is:- Sarla Gandhi ext 3623 (or 01772 893623), and her email address is sgandhi4@uclan.ac.uk

4.4 Health and Safety

As a student of the University you are responsible for the safety of yourself and for that of others around you. You must understand and follow all the regulations and safety codes necessary for a safe campus environment. Please help to keep it safe by reporting any incidents, accidents or potentially unsafe situations to a member of staff as soon as possible.

Safety assessments have been undertaken for each module of your course and you will be advised of all applicable safety codes and any specific safety issues during the induction to your course and modules. You must ensure that you understand and apply all necessary safety codes. These form an essential element of your personal development and contribute to the safety of others.

4.5 Conduct

You will be expected to abide by the Regulations for the Conduct of Students in the University. UCLan expects you to behave in a respectful manner demonstrated by using appropriate language in class, and switching mobile phones / other devices off prior to attending classes.

If your behaviour is considered to be unacceptable, any member of staff is able to issue an informal oral warning and the University will support staff by invoking formal procedures where necessary. You can read more about UCLan expectations in the regulations for the Conduct of Students.

4.6 Students’ Union

The Students’ Union is the representative body for all UCLan students. The organisation exists separately from the University and is led by the elected officers of the Student Affairs Committee (SAC) as well as representatives on the Students’ Council. The Students’ Union building is located at the heart of the Preston campus, and is the hub for all student activities.

Representation and campaigning for students’ rights is at the core of what we do and is encompassed by our tag line of, Making Life Better for Students. Should you wish to make a change to any aspect of your student experience, whether it be academically related or not, then the Union is where your voice can be heard, actions taken, or campaigns launched.

Your Union is also the home to a fantastic range of student-led societies, sports teams and multitudes of volunteering opportunities. You can also receive help in finding part-time work, whilst you study. Not sure where to go pop into the Opportunities Centre on the ground floor of the Students’ Union building and someone will point you in the right direction.

We hope your time at University is trouble free, but should you come into difficulties around anything from academic appeals, to issues with housing, benefits or debt, then our dedicated
staff team in the Advice and Representation Centre are on hand to help. As we are independently run from the university, we can offer truly impartial advice.

More information on all these things, as well as details about all our (not-for-profit) commercial services, including our student supermarket (Essentials) and student-bar (Source) can be found at http://www.uclansu.co.uk/.

5. Assessment
Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

5.1 Assessment Strategy
The assessment strategy for this course will incorporate a number of different elements that must be undertaken. They are all inter-related and will build upon the work that you both undertake in class as well as your supervised clinical practice.

The assessment of competence reflects the professional aims of the training and includes the following:

1. At the end of the first five-days of training, competence will be assessed by means of a 20 minute demonstration of skills with another member of the training group taking the role of client. These role-plays will be video recorded and rated by one of the trainers using the therapy adherence scale. This must be awarded a pass prior to commencing supervised practice.

2. Following this, and during the supervised practice a further two days of training will be delivered. At the end of this period the following assessments will be submitted:

   a. A Portfolio (Log of 80 hours of clinical practice and log of 9 Supervision Hours)
   b. Four audio-recordings of counselling sessions each with a different client and at least two from the late phase of counselling (i.e. from the last three sessions with a particular client). Each recorded session will be rated by a member of the training tea for adherence to the practitioner manual using the therapy adherence scale

5.2 Notification of assignments and examination arrangements
Detailed information relating to these assignments will be given to students via the PCEEPS form. Details of the assignments, submission dates and method of submission will be discussed in the taught sessions and also be available via Blackboard. The first DVD recording will be of 20 minutes with you in the role of listener and one of your class peers as the speaker. Consequently all students are reminded that when you have a completed recording of them demonstrating their attitudinal qualities, that this will incorporate material from their speaker and are reminded of the need for confidentiality. As such, please treat the DVD with respect.
5.3 Referencing
For further details of preferred referencing style please go to the School Student Handbook – where you will find guidelines for the modified Harvard style of referencing, how to incorporate it as well as the regulations about plagiarism and how to avoid it.

For those of you with Smart Phones there are a number of ‘Apps’ that will help you in creating accurate in-text and end text references. Some suggestions are ‘EasyBib’ (remember to select the APA system when using it!), ‘Reference Me’, ‘Easy APA Referencing’.

5.4 Confidential material
Students are reminded of their ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations within their assignments. Any audio /DVD that contains material from another person should be treated with respect (i.e. please ensure that it is always safely within your possession and do not leave it anywhere unattended). Apart from the course tutors this material will only be viewed by the External Examiner.

5.5 Dealing with difficulties in meeting assessment deadlines
Assignments must be submitted no later than the date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity to the course leader. If that member of staff is not available then please contact the School Office for the member of the Course Team who is 'acting up' on that particular day.

**Authorisation of the late submission** of work requires written permission. Your School is authorised to give permission for **one extension period of between 1 and 10 working days** where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances (Academic Regulations).

You should complete and submit an extension request form, with any supporting evidence, to your School office. Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University’s Policies and Procedures on Extenuating Circumstances (Academic Regulations and Assessment Handbook).

5.5.1 Extenuating circumstances
Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their students than can be solved by the use of an extension. If this applies to you, the University is ready to support you both with regard to your course and your personal wellbeing through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify...
unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students. The normal work commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance (see Academic Regulations).

Further information is available on the Student Portal at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances.php

You can apply for extenuating circumstances online via myUCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

All evidence that is provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year.

You will be expected to re-submit claims for extenuating circumstances for each semester. All evidence that is provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year.

Further information about the submission process is available at: https://www.uclan.ac.uk/students/study/examinations_and_awards/extenuating_circumstances_submission.php

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances (Academic Regulations and Assessment Handbook).

5.5.2 Late submissions
If you submit work late and unauthorised, a universal penalty will be applied in relation to your work:
- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

5.6 Feedback Following Assessments
UCLan is committed to giving you clear, legible and informative feedback for all your assessments (Academic Regulations). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress though the course.

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and
dissertations will be made available within 15 days of publication of results. Feedback may be oral, written, posted on a website or other.

5.7 Cheating, plagiarism, collusion or re-presentation
You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations and the Assessment Handbook.

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student’s work - this includes with the other student’s consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another’s answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

The process of investigation and penalties which will be applied can be reviewed in the Assessment Handbook. If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:
- the penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.
- when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:
- the appropriate penalty will be 0% for the module with no opportunity for reassessment. This penalty does not preclude you being able to retake the module in a subsequent year.
The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

5.8 Appeals against assessment board decisions

If you consider that you have a reason to appeal against an assessment board decision, please bear in mind that your reasons must fall within the grounds specified in the University Academic Regulations: Section I. You cannot appeal simply because you disagree with the mark given. The specified grounds for appeal are:

1. that an Assessment Board has given insufficient weight to extenuating circumstances;
2. that the student’s academic performance has been adversely affected by extenuating circumstances which the student has, for good reason, been unable to make known to the Assessment Board;
3. that there has been a material administrative error at a stage of the examining process, or that some material irregularities have occurred;
4. that the assessment procedure and/or examinations have not been conducted in accordance with the approved regulations.

If you want to appeal, then you must do so within 14 days of your results being published. The onus is on you to find out your results and submit your appeal on time. Contact the Students’ Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

For the dates when you will be notified of the publication of your results, please refer to the UCLan academic calendar

6. Course regulations

6.1 Course requirements

For the award of the Certificate in Counselling for Depression students are required to pass the module CG4008 Counselling for Depression and have completed 80 hours of supervised clinical practice.

6.2 Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

7. Student voice

You can play an important part in the process of improving the quality of this course through the feedback you give. In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of
teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities. They will be requesting that you complete the National Student Survey (during semester 2 for students in their final year of study) or the UCLan Student Survey (all other students).

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means.

The Union’s Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

Students are also encouraged to speak directly with the course leader (Richard Davis) about any issues. Towards the end of the module you will be asked to complete a Module Evaluation Questionnaire which also feeds into range of mechanisms that are implemented to ensure the quality and improvement of the course.

### 7.1 Course Representatives and School Presidents

A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the [Students' Union](https://www.uclan.ac.uk) website or by emailing: [coursereps@uclan.ac.uk](mailto:coursereps@uclan.ac.uk).
School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change. They are also trained to support and signpost course representatives where needed. If you wish to find out who is your School President or more about the role visit the Students’ Union website or email: coursereps@uclan.ac.uk

7.2 Student Staff Liaison Committee Meetings (SSLC)

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Your Course Leader will facilitate the meetings using guidelines and provide a record of the meeting with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner’s report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements and The Card;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

7.3 Complaints

The University recognises that there may be occasions when you have cause for complaint about the service you have received, when this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system which ensures an effective, prompt and appropriate response. Click on this link for more information Complaints Procedure

8. Appendices

8.1 Programme Specification
This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

<table>
<thead>
<tr>
<th>1. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Teaching Institution and Location of Delivery</td>
<td>Preston Campus</td>
</tr>
<tr>
<td>3. University School/Centre</td>
<td>School of Community Health and Midwifery</td>
</tr>
<tr>
<td>4. External Accreditation</td>
<td>None</td>
</tr>
<tr>
<td>5. Title of Final Award</td>
<td>Advanced Certificate in Counselling for Depression</td>
</tr>
<tr>
<td>6. Modes of Attendance offered</td>
<td>Part-time</td>
</tr>
<tr>
<td>7. UCAS Code</td>
<td></td>
</tr>
<tr>
<td>8. Relevant Subject Benchmarking Group(s)</td>
<td>Competency Framework for Counselling for Depression (Roth, Hill and Pilling, 2009)  IAPT Curriculum for Counselling for Depression</td>
</tr>
<tr>
<td>9. Other external influences</td>
<td>BACP, UKCP, IAPT</td>
</tr>
<tr>
<td>10. Date of production/revision of this form</td>
<td>14/4/12</td>
</tr>
<tr>
<td>11. Aims of the Programme</td>
<td>The module aims to provide students with a substantive learning experience that enables them to critically understand and competently apply the IAPT, Nice Competencies Framework of the experiential, relational model for working with depressed clients known as Counselling for Depression (CfD), and competently apply it in a variety of contexts, including medical and public sector agencies. The module will develop students’ understanding of research informed practice, outcome monitoring, risk assessment, and the research base for effective psychotherapy practice within a Person-Centred and Emotion-Focused Therapy context.</td>
</tr>
</tbody>
</table>
It will extend and critically develop students’ capacities to offer a therapeutic relationship that facilitates experiential exploration within a relational context and facilitate students’ reflexivity, personal awareness, personal growth and professional development in a group context.
### 12. Learning Outcomes, Teaching, Learning and Assessment Methods

#### A. Knowledge and Understanding

**A1.** Synthesize knowledge to create new insights and solutions for clients experiencing depression  
**A2.** Critically reflect upon and evaluate the impact of CFD training upon own sphere of practice

#### Teaching and Learning Methods

- Lectures  
- Experiential Learning Activities  
- Role Play  
- Group Work  
- Supervision Sessions

#### Assessment methods

- A Reflective Essay  
- Clinical Portfolio  
- DVD/Audio-recordings

#### B. Subject-specific skills

**B1.** Demonstrate mastery in clinical assessment, risk management and outcome monitoring of depression  
**B2.** Proficiently apply and adapt CFD competencies to meet the needs of individuals with a range of depressive presentations  
**B3.** Critically reflect upon own clinical competence and utilise CFD strategies to improve existing skills

#### Teaching and Learning Methods

- Lectures  
- Experiential Learning Activities  
- Role Play  
- Group Work  
- Supervision Sessions

#### Assessment methods

- Clinical Portfolio  
- DVD/Audio-recordings

#### C. Thinking Skills

**C1.** Critically appraise broad cultural perspectives on practice taking into account the importance of individual diversity, and the influences of culture and its impact on individual care  
**C2.** Apply logical and systematic approaches to clinical decision making in complex and unpredictable situations

#### Teaching and Learning Methods

- Lectures  
- Experiential Learning Activities  
- Role Play  
- Group Work  
- Supervision Sessions

#### Assessment methods
Clinical Portfolio

DVD/Audio-recordings

| Teaching and Learning Methods
| Lectures
| Experiential Learning Activities
| Role Play
| Group Work
| Supervision Sessions

| Assessment methods
| Clinical Portfolio

D. Other skills relevant to employability and personal development

D1. Recognise and expound the importance working in accordance with local and national IAPT policies, practices and procedures
13. Programme Structures*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 7</td>
<td>CG4008</td>
<td>Counselling for Depression</td>
<td>40</td>
</tr>
</tbody>
</table>

14. Awards and Credits*

Advanced Certificate in Counselling for Depression

15. Personal Development Planning

PDP is defined as ‘a structured and supported process undertaken by an individual to reflect upon their own learning, performance and/or achievement and to plan for their personal educational and career development.’ (QAA, 2011)

PDP is centred on student development and seeks to assist you in understanding what, how and when you are learning; it encourages you to monitor, review, plan and take responsibility for your own learning. It is meant to help you: understand how you are learning and to relate your learning to a wider context; improve your general skills for study and career management; articulate your personal goals and evaluate progress towards their achievement; and encourage a positive attitude to learning throughout your life and career.

As such you will find that PDP is: a structured process that is integral to your learning at a higher level; concerned with learning in an holistic sense (both academic and non-academic); something that you will do with guidance and support: the latter perhaps decreasing as your personal capability develops so that it becomes self-sustaining; a process that involves your ability to reflect on you (i.e. self-reflection), and will lead to the creation of personal records, planning and monitoring your progress towards the achievement of the personal objectives that you set.

This will be achieved through a number of means but primarily it is about you taking responsibility for what you are learning and in your own personal reflections of this learning. You will also have regular and detailed contact with your tutor through meetings and, for which, you should come prepared to discuss your own personal development.

A key tool to assist this process is the maintenance of your personal learning journal. A large part of this will be the recognition and planning (which your tutor will assist you with) of learning opportunities which, because of the nature of counselling skills, can incorporate a wide range of possibilities from sitting listening to someone; the experience of being listened to; observing other people in any format of therapeutic engagement or interpersonal relationship.

You will be supported in this process by a series of tutorials, negotiated discussions and interactions which will help you to explore and record your development and to set goals and devise action plans to meet your needs and extend your personal and professional opportunities. In addition the use of personal awareness and reflection is central to counselling and psychotherapy and, in addition, a personal learning journal is a formative requirement of the module as it contributes to the assessment process. As such the course involves a high degree of reflexivity which is central to the core counselling theoretical approach.

References
School Student Handbook
http://www.qaa.ac.uk/academicinfrastructure/progressfiles/guidelines/pdp/default.asp

16. Admissions criteria

Essential:
A diploma in humanistic or person-centred counselling or psychotherapy and evidence of working towards BACP Counsellor/Psychotherapist accreditation or equivalent.

Applicants must also be able to demonstrate that they have at least two years’ post qualification experience of providing brief counselling to clients with common mental health problems, particularly depression. This experience will need to be evidenced through references prior to being accepted onto the training.

17. Key sources of information about the programme

- UCLan Academic Regulations
  http://www.uclan.ac.uk/information/services/sas/quality/regulations/academic_regulations.php
<table>
<thead>
<tr>
<th></th>
<th>UCLan Postgraduate prospectus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><a href="mailto:iapt@dh.gsi.gov.uk">iapt@dh.gsi.gov.uk</a></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td>Module Code</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>7</td>
<td>CG4008</td>
</tr>
</tbody>
</table>

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed.
8.2 Appendix 2

MODULE DESCRIPTOR

<table>
<thead>
<tr>
<th>MODULE TITLE</th>
<th>Counselling for Depression</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODULE CODE</td>
<td>CG4008 (L7)</td>
</tr>
<tr>
<td>CREDIT VALUE</td>
<td>40</td>
</tr>
<tr>
<td>DATE OF APPROVAL</td>
<td>January 2014</td>
</tr>
<tr>
<td>VERSION NUMBER</td>
<td>1</td>
</tr>
<tr>
<td>SCHOOL</td>
<td>School of Health</td>
</tr>
<tr>
<td>PARTNER INSTITUTION</td>
<td>N/A</td>
</tr>
</tbody>
</table>

RELATIONSHIP WITH OTHER MODULES

Co-requisites | NONE  | Pre-requisites | None  | Excluded Combinations | None |

MODULE AIMS

The module aims to provide students with a substantive learning experience that enables them to critically understand the IAPT and NICE Competencies Framework of the experiential, relational model for working with depressed clients (known as Counselling for Depression (CfD), and competently apply it in a variety of contexts, including medical and public sector agencies.

The module will develop students’ understanding of research-informed practice, outcome monitoring, risk assessment, and the research base for effective psychotherapy practice within a Person-Centred and Emotion-Focused Therapy context.

It will extend and critically develop students’ capacities to offer a therapeutic relationship that facilitates experiential exploration within a relational context and will facilitate students’ reflexivity, personal awareness, personal growth and professional development in a group context.

MODULE CONTENT

- Induction to the IAPT programme and understanding depression
- Orientation to the Competence Framework
- Theoretical principles and values
- Working with depression
- Working briefly
- The CfD Relational Stance
- Working with emotional processes
- Assessment of competence
- Supervision and clinical practice
- Personal & professional development

LEARNING OUTCOMES

On successful completion of this module a student will be able to:

1. Synthesize knowledge to create new insights and solutions for clients experiencing depression
2. Critically appraise broad cultural perspectives on practice taking into account the importance of individual diversity, and the influences of culture and its impact on individual care

3. Recognise and expound the importance of working in accordance with local and national IAPT policies, practices and procedures

4. Demonstrate mastery in clinical assessment, risk management and outcome monitoring of depression

5. Proficiently apply and adapt CfD competencies to meet the needs of individuals with a range of depressive presentations

6. Apply logical and systematic approaches to clinical decision making in complex and unpredictable situations

7. Critically reflect upon own clinical competence and utilise CfD strategies to improve existing skills

8. Critically reflect upon and evaluate the impact of CFD training upon own sphere of practice

**ASSESSMENT METHODS**

The method of assessment for this module has been designed to test all the learning outcomes. Students must demonstrate successful achievement of these learning outcomes to pass the module.

<table>
<thead>
<tr>
<th>Number of Assessments</th>
<th>Form of Assessment</th>
<th>% weighting</th>
<th>Size of Assessment/Duration/Wordcount (indicative only)</th>
<th>Category of assessment</th>
<th>Learning Outcomes being assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-Practice Tape</td>
<td>Pass/Refer</td>
<td>20 minutes tape</td>
<td>Practical</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Clinical Tapes</td>
<td>100 (4 X 25%)</td>
<td>50 minutes each</td>
<td>Practical</td>
<td>2,4,5,6</td>
</tr>
<tr>
<td>1</td>
<td>Clinical Portfolio</td>
<td>Pass/Refer</td>
<td>Completed Log of Clinical Practice &amp; Supervision</td>
<td>Coursework</td>
<td>3,4,5,6,7,8</td>
</tr>
</tbody>
</table>

**MODULE PASS REQUIREMENTS**

Students must pass all assessments.
APPENDIX B

MODULE CODE: CG4008    MODULE TITLE: Counselling for Depression

LOCATION OF STUDY: UCLAN CAMPUS

| MODULE TUTOR(S) | Richard Davis |

<table>
<thead>
<tr>
<th>MODULE DELIVERY</th>
<th>Semester Long</th>
<th>Semester 1</th>
<th>Semester 2</th>
<th>Semester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year long</td>
<td>Semester 1 &amp; 2</td>
<td>x</td>
<td>Semester 2 &amp; 3</td>
<td>x</td>
</tr>
<tr>
<td>Other (please indicate pattern of delivery)</td>
<td>Semester 3 and 1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

MODULE LEARNING PLAN

LEARNING, TEACHING AND ASSESSMENT STRATEGY

To enable students to understand the subject a range of teaching strategies are employed in this module. The teaching in this module is based on lectures, in which students will be taught the key concepts and theories. Focussed Learning Groups will extend students’ understanding of the core lectures and provide the structure for the module’s seminar discussions of set readings, including outcomes from research, experiential work and interactive learning. Students will also attend clinical supervision sessions facilitated at the university.

Throughout the module, students will need to engage in continual reading of both the literature and research. Guidance on what literature to use will be identified as key texts. Students will regularly access the Lecture Materials page on ELearn to read supplementary lecture papers and hand-outs.

Specific group work will occur throughout the module.

<table>
<thead>
<tr>
<th>SCHEDULED LEARNING AND TEACHING ACTIVITY</th>
<th>No of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom-based lead lecture</td>
<td></td>
</tr>
<tr>
<td>Seminars</td>
<td></td>
</tr>
<tr>
<td>Clinical Practice (80 hours minimum)</td>
<td></td>
</tr>
<tr>
<td>Clinical Supervision</td>
<td></td>
</tr>
<tr>
<td>TOTAL SCHEDULED LEARNING HOURS</td>
<td>130</td>
</tr>
</tbody>
</table>

| GUIDED INDEPENDENT STUDY                |             |
| Preparation for scheduled sessions      |             |
| Follow-up work                          |             |
| Reviewing audio taped sessions          |             |
| Wider reading                           |             |
| Preparation for completion of assessments |        |
| TOTAL GUIDED INDEPENDENT STUDY HOURS    | 270         |

TOTAL STUDENT LEARNING HOURS 400
<table>
<thead>
<tr>
<th>REFERENCE LIST AND LEARNING SUPPORT MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Texts denoted by (*)</td>
</tr>
</tbody>
</table>


**E-Resources**

(* Hill A (2010) The competences required to deliver effective Counselling for Depression [http://www.ucl.ac.uk/clinical-psychology/CORE/Counselling_for_depression_Framework.htm](http://www.ucl.ac.uk/clinical-psychology/CORE/Counselling_for_depression_Framework.htm)


**Journals**

British Journal of Guidance & Counselling
Counselling/Psychotherapy Research Journal
Therapy Today
Journal of Counselling Psychology
**Tuition fees:**

Your tuition fees include:

- Scheduled course tuition, academic, technical and administrative support, use of course equipment and facilities.
- Course related induction activities.
- Placement academic support (where the course includes a placement).
- Course assessment and awards.
- Access to the university's library and online resources, including on-campus wifi, networked and remote access to the university’s virtual learning environment,
- Use of the university’s estate and resources for scheduled activities and learning support
- Use of the university's technical equipment and materials identified by the course teaching team as essential for the completion of the course.
- The extra items listed against your course in Table One below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Additional items included in the tuition fees for your course</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA (Hons) Counselling &amp; Psychotherapy Studies</td>
<td>Frontier Education event (year 1)</td>
</tr>
<tr>
<td>BSc (Hons) Midwifery</td>
<td>DBS initial screening</td>
</tr>
<tr>
<td></td>
<td>One set of NHS issue uniform</td>
</tr>
<tr>
<td></td>
<td>Travel expenses and /or accommodation on placement (recoverable via NHS bursary if eligible costs)</td>
</tr>
<tr>
<td>BSc (Hons) in Operating Department Practice</td>
<td>DBS initial screening</td>
</tr>
<tr>
<td></td>
<td>Travel expenses and /or accommodation on placement (recoverable via NHS bursary if eligible costs)</td>
</tr>
<tr>
<td></td>
<td>Rivington Pike Orienteering -Travel Cost</td>
</tr>
<tr>
<td>BSc Pre-registration Nursing (Adult)</td>
<td>DBS initial screening</td>
</tr>
<tr>
<td>BSc Pre-registration Nursing (Child)</td>
<td>One set of NHS issue uniform</td>
</tr>
<tr>
<td>BSc Nursing Pre-Registration (Mental Health)</td>
<td>Travel expenses and /or accommodation on placement (recoverable via NHS bursary if eligible costs)</td>
</tr>
<tr>
<td></td>
<td>frontier day at uclan arena</td>
</tr>
<tr>
<td>BSc Sexual Health Studies</td>
<td>DBS initial screening</td>
</tr>
<tr>
<td>Course</td>
<td>Optional items not in the tuition fees for your course</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Year one residential</td>
<td>DBS initial screening</td>
</tr>
<tr>
<td>Dip HE Paramedic Practice</td>
<td>frontier experience</td>
</tr>
<tr>
<td>Foundation Degree in Health and Social Care (Rehab)</td>
<td>DBS initial screening</td>
</tr>
<tr>
<td>Foundation Certificate in Health and Social Care (Rehab)</td>
<td>frontier experience</td>
</tr>
<tr>
<td></td>
<td>Travel expenses on placement max £10 per day</td>
</tr>
</tbody>
</table>

The items listed in Table Three are optional and the costs are not included in your Tuition Fees.

<table>
<thead>
<tr>
<th>Table Two: Course</th>
<th>Optional items not in the tuition fees for your course</th>
<th>Estimated costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA (Hons) Counselling &amp; Psychotherapy Studies</td>
<td>Trip to Amsterdam year 3</td>
<td>£351</td>
</tr>
<tr>
<td>BSc Health and Social Care (Top up)</td>
<td>Dissertation binding year 3</td>
<td>£5</td>
</tr>
<tr>
<td>BSc (Hons) Midwifery</td>
<td>DBS update service</td>
<td>£39</td>
</tr>
<tr>
<td>Year 2</td>
<td>Extra mobile phone for patient contact</td>
<td>£50</td>
</tr>
<tr>
<td></td>
<td>Additional uniform (per set)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shoes</td>
<td>£20</td>
</tr>
<tr>
<td></td>
<td>Trip to Blood Transfusion Centre, Manchester.</td>
<td>£40</td>
</tr>
<tr>
<td></td>
<td>Missed Occupational Health appointment (cost passed onto student if fails to attend).</td>
<td>£20</td>
</tr>
<tr>
<td></td>
<td>Opportunity to undertake an alternative placement/international placement in year two – there are scholarships available to contribute to this</td>
<td>£40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>£300-£1,500</td>
</tr>
<tr>
<td>Programme</td>
<td>Additional Costs</td>
<td>Notes</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------</td>
<td>-------</td>
</tr>
<tr>
<td>BSc (Hons) Nurse Practitioner (top up)</td>
<td>Stethoscope, Poster printing</td>
<td>£100, £11-£34</td>
</tr>
<tr>
<td>BSc (Hons) in Operating Department Practice Year 1,2 and 3</td>
<td>Membership of Professional Associations (CODP / AfPP), DBS update service</td>
<td>£60 per year, £13 per year</td>
</tr>
<tr>
<td>BSc (Hons) Professional Practice</td>
<td>Printing costs for poster presentation</td>
<td>£11-33 per year</td>
</tr>
<tr>
<td>BSc Pre-registration Nursing (Adult)</td>
<td>DBS update service</td>
<td>£39</td>
</tr>
<tr>
<td>BSc Pre-registration Nursing (Child)</td>
<td>Extra mobile phone for patient contact</td>
<td>£50</td>
</tr>
<tr>
<td>BSc Nursing Pre-Registration (Mental Health)</td>
<td>Additional uniform (per set), Shoes, Missed Occupational Health appointment (cost passed onto student if fails to attend), Opportunity to undertake an alternative placement/ international placement in year two – there are scholarships available to contribute to this but a percentage of this will be paid by the student</td>
<td>£20, £40, £40, £300-£1,500</td>
</tr>
<tr>
<td>BSc (Hons) Psychosocial Mental Health Care top up</td>
<td>Digital recorder to record therapy sessions</td>
<td>£10</td>
</tr>
<tr>
<td>BSc (Hons) Sexual Health Practice</td>
<td>Placement year one, Dissertation binding year three</td>
<td>Up to £400, £15</td>
</tr>
<tr>
<td>BSc Sexual Health Studies</td>
<td>DBS update service</td>
<td>£39</td>
</tr>
<tr>
<td>Course / Module / Fee Details</td>
<td>Description</td>
<td>Cost</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------</td>
<td>------</td>
</tr>
<tr>
<td>Zambia trip year 2 Amsterdam trip year 3</td>
<td></td>
<td>£775 £180</td>
</tr>
<tr>
<td>Dip HE Paramedic Practice</td>
<td>DBS update service</td>
<td>£39</td>
</tr>
<tr>
<td>Foundation Degree in Health and Social Care (Rehab)</td>
<td>International Residential DBS update service</td>
<td>£350 £26</td>
</tr>
<tr>
<td>Foundation Degree in Health and Social Care (Rehab)</td>
<td>DBS update service</td>
<td>£13</td>
</tr>
<tr>
<td>Graduate Certificate Critical Care Nursing</td>
<td>External practice learning day Poster printing</td>
<td>£30 £10</td>
</tr>
<tr>
<td>Graduate Certificate Psychosocial Interventions in Mental Health</td>
<td>Digital recorder to record therapy sessions</td>
<td>£10</td>
</tr>
<tr>
<td>Return to practice module</td>
<td>Placement costs DBS update service</td>
<td>£131 £13</td>
</tr>
<tr>
<td>MA Philosophy and Mental Health</td>
<td>Books</td>
<td>£200</td>
</tr>
<tr>
<td>MSc Advanced Practice</td>
<td>Stethoscope</td>
<td>£40</td>
</tr>
<tr>
<td>MSc Advanced Stroke Practice</td>
<td>Poster costs</td>
<td>£30</td>
</tr>
<tr>
<td>MSc Applied Public Health</td>
<td>Optional placement – travel costs</td>
<td>0-£300</td>
</tr>
<tr>
<td>MSc Herbal Medicine</td>
<td>Webcam &amp; microphone headset</td>
<td>£45</td>
</tr>
<tr>
<td>MSc Nursing</td>
<td>Conference costs Poster costs</td>
<td>£20 £30</td>
</tr>
<tr>
<td>MSc Sexual Health</td>
<td>fee may be charged by the provider for the student to go on placement</td>
<td>up to £400</td>
</tr>
<tr>
<td>Post Graduate Certificate Enhanced Clinical Practice</td>
<td>Stethoscope</td>
<td>£100</td>
</tr>
<tr>
<td>Diploma Integrative Psychotherapy</td>
<td>Books and journals Personal therapy year 1 or 2</td>
<td>£300 £450</td>
</tr>
</tbody>
</table>
**Additional costs.**

The costs below are incurred by some but not all students and are **not** included within the Tuition Fees.

<table>
<thead>
<tr>
<th>Optional items – all courses</th>
<th>Estimated costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel to course related work placements, work experience, voluntary work, or site visits (for example costs of petrol, business level motor insurance cover, taxis, train fares, bus fares etc.).</td>
<td>Variable depending on the distance travelled and the method of transport chosen.</td>
</tr>
<tr>
<td>Library fines &amp; charges</td>
<td>On time £0.00</td>
</tr>
<tr>
<td><em>Avoid these by returning on time or renewing books!</em></td>
<td>0-8 days overdue £0.10-0.50 per day</td>
</tr>
<tr>
<td></td>
<td>9+ days overdue £0.50-£1.00 per day</td>
</tr>
<tr>
<td></td>
<td>40+ days replacement cost and administrative charges/account suspension</td>
</tr>
<tr>
<td>Costs of obtaining medical or other evidence to support applications for extenuating circumstance applications relating to assessments.</td>
<td>For example a medical certificate may cost from £10.</td>
</tr>
<tr>
<td>Fees for arranging and invigilating course examination(s) off campus are payable by the student (Note this only applies where permitted by course regulations and approved by course leaders)</td>
<td>£300</td>
</tr>
<tr>
<td>Printing of electronic books, journals etc. You are strongly recommended to access these electronically.</td>
<td>Estimated £0.10 per copy sheet</td>
</tr>
<tr>
<td>Printing of reports, course materials and other course documents, which have been supplied or are available electronically or in hard copy in the library.</td>
<td>Estimated £0.10 per copy sheet</td>
</tr>
</tbody>
</table>

**Living costs:**

---

**DBS updating service**

£39
Living costs are not included in your tuition fees. You will need to budget for these separately. Below is an indication of some typical living costs, but everyone is different and you are strongly advised to plan your own budget.

<table>
<thead>
<tr>
<th>Typical items</th>
<th>Estimated weekly costs lower range</th>
<th>Estimated weekly costs higher range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodation:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Halls of Residence based on a 42 week contract.</td>
<td>£79.03</td>
<td>£107.83</td>
</tr>
<tr>
<td>Private Halls of Residence</td>
<td>£70</td>
<td>£110</td>
</tr>
<tr>
<td>(Living at home may reduce your accommodation costs)</td>
<td>(£0)</td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td>£20</td>
<td>£30</td>
</tr>
<tr>
<td>Internet connection</td>
<td>£0</td>
<td>£12</td>
</tr>
<tr>
<td>(free wifi on campus, in university halls of residence and in some private accommodation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toiletries/Laundry</td>
<td>£5</td>
<td>£15</td>
</tr>
<tr>
<td>Gas/electricity/water</td>
<td>£0</td>
<td>£20</td>
</tr>
<tr>
<td>(included within university halls of residence costs and some private accommodation – check your contract)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printing, copying, stationery.</td>
<td>£2.50</td>
<td>£10</td>
</tr>
<tr>
<td>Travel expenses</td>
<td>£0</td>
<td>£40</td>
</tr>
<tr>
<td>(varies by method &amp; distance travelled e.g. on foot, bicycle, bus, train or car. If using bus or train check travel card / season ticket rates for savings).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University halls of residence and a good selection of private accommodation are situated on campus or a short walk from campus.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mobile phone or landline</td>
<td>£2.50</td>
<td>£10</td>
</tr>
<tr>
<td>Books</td>
<td>£5</td>
<td>£10</td>
</tr>
<tr>
<td>Leisure</td>
<td>£5</td>
<td>£25</td>
</tr>
<tr>
<td><strong>Total per week</strong></td>
<td><strong>£110</strong></td>
<td><strong>£282</strong></td>
</tr>
<tr>
<td><strong>Total for 42 weeks</strong></td>
<td><strong>£4,620</strong></td>
<td><strong>£11,844</strong></td>
</tr>
</tbody>
</table>
You may also need to budget for ‘one off’ or irregular costs

<table>
<thead>
<tr>
<th>Typical items</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bedding</td>
<td>From £20</td>
</tr>
<tr>
<td>Clothes</td>
<td>Costs vary depending on your needs</td>
</tr>
<tr>
<td>TV licence</td>
<td>£145.50 per year</td>
</tr>
<tr>
<td>Insurances</td>
<td>Costs vary depending on your needs.</td>
</tr>
<tr>
<td>Computer/laptop/telephone</td>
<td>You will have access to University computers or laptops for your studies or you may have your own you wish to bring. If you are acquiring one to come to university the cost varies depending on model and whether it is new or refurbished.</td>
</tr>
<tr>
<td>Furniture, crockery etc.</td>
<td>Furnished accommodation may include all your needs. Check your accommodation to see what is included.</td>
</tr>
</tbody>
</table>