Please read this Handbook in conjunction with the University’s Student Handbook.

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.
Contents

1 Welcome to the Course
2 Structure of the Course
3 Approaches to teaching and learning
4 Student Support
5 Assessment
6 Classification of Awards
7 Student Feedback
8 Appendices
8.1 Programme Specification(s)
1. Welcome to the course

Congratulations on securing a place to study Counselling and Psychotherapy at UCLan and welcome to the BA (Hons) Degree in Counselling and Psychotherapy.

The course will be relevant to you if you are working or intending to work with individuals, families, groups or communities in residential and community-based health and related settings. The course is aimed at meeting the skills required by the health and care sector, which is an important and growing sector of the economy. We aim to enhance your training and qualifications to meet the current service quality and performance agendas. Students are expected to have an interest in people and wish to develop their abilities to both understand and communicate with others. Students will be encouraged to develop reflexive skills and will be able to reflect on all aspects of their work as learners and as members of the course.

This handbook contains important information for all students on the BA (Hons) Counselling and Psychotherapy Studies and is structured in such a way that it will address most of your issues in the form of key questions. Please read it carefully in conjunction with the University’s Student Regulations for 2018/2019 as well as the School of Community Health and Midwifery Student Handbook. The information provided will be useful at various stages in your course of study. You may be taking on a full time or part time basis. Whatever mode of study you are following, we are committed to making your study enjoyable and productive. We will provide a learning environment in which you can develop the understanding and skills you need to meet your current and future goals.

You should make the most of teaching sessions by attending and participating. It is also important you manage your time effectively and meet specified deadlines for assignments. At the beginning of the course you will be allocated an academic advisor and an initial meeting will be arranged to discuss career development goals and set clear aims in relation to what you want to achieve from this course. You should utilise the support available, guidance and feedback provided by staff to help you monitor and improve your performance.

Once again the course team would like to welcome you and we hope you enjoy your time at UCLan and that the course meets your expectations and helps you achieve your goals.

Amanda Ryding – Course Leader
1.1 Rationale, aims and learning outcomes of the course

The BA (Hons) Counselling and Psychotherapy Studies offered at the University of Central Lancashire is designed for people who wish to study counselling and psychotherapy and who may wish to consider either a future career in counselling or who wish to enhance their counselling skills ability for use within their existing or future employment.

The course will be relevant to you if you are working or intending to work with individuals, families, groups or communities in residential and community-based health and related settings. The course is aimed at meeting the skills required by the health and care sector, which is an important and growing sector of the economy. **The course itself is NOT a qualification to practice** as, we believe, counsellors/psychotherapists should be qualified at Postgraduate level if they are to be seen as credible working alongside GP’s, psychiatrists, psychologists and mental health nurses who will all have postgraduate qualifications. Therefore, upon completion of this degree, there is the option of progressing onto the Postgraduate Diploma/MA Professional Counselling which is accredited by the British Association for Counselling and Psychotherapy (BACP).

### 1. Aims of the Programme

- To facilitate an understanding of counselling and psychotherapy and its relationship to other helping strategies.
- To enhance the students’ own interpersonal skills and self-awareness.
- To facilitate the ability to demonstrate, analyse and present knowledge to support arguments, preparing the learner for further studies in the field of counselling/psychotherapy skills.
- To provide knowledge of a range of counselling and psychotherapeutic skills and theories.
- To develop the opportunity to apply basic and intermediate counselling and interpersonal skills in the student’s chosen career; life-long learning and recognition of the value of education and research for the individual.
- To develop intellectual skills aimed at developing knowledge and understanding.
- To provide then opportunity to develop research skills and evidence-based practice.

### On completion of the Degree in Counselling and Psychotherapy you will be able to

#### 1. Learning Outcomes, Teaching, Learning and Assessment Methods

**A. Knowledge and Understanding**

Students will be able to:

A1. Differentiate between concepts of counselling and counselling skills.
A2. Apply differing concepts of mental health to counselling and psychotherapy.
A3. Demonstrate knowledge of key underlying concepts relevant to counselling and psychotherapy.
A4. Demonstrate knowledge of the research paradigm and methodologies appropriate to counselling and psychotherapy.
### A. Core Skills

A5. Demonstrate understanding of the historical origins of counselling and psychotherapy.
A6. Demonstrate knowledge of key debates relevant to the ethics and service of counselling and psychotherapy.

### B. Subject-specific skills

Students will have the following skills:

- B1. Ability to demonstrate key core counselling skills.
- B2. Ability to integrate personal experience and personal development to the synthesis of, and relationship with, counselling and psychotherapy knowledge.
- B3. Ability to integrate knowledge from differing health issues to counselling and psychotherapy.
- B4. Ability to discuss the principles, processes and evaluation of research and various data sources.
- B5. Ability to demonstrate how counselling and psychotherapy theory can be applied to counselling and psychotherapy practice.
- B6. Ability to be reflexive and to integrate theories into counselling and psychotherapy practice.

### C. Thinking Skills

Students will be able to:

- C1. Apply research theory to practice.
- C2. Critically analyse and evaluate research-based evidence.
- C3. Demonstrate the ability to critically read, analyse, and present balanced evidence-based and reasoned arguments.
- C4. Demonstrate the ability to interpret, evaluate and integrate theories, concepts, experience and evidence.
- C5. Demonstrate the ability to select and apply problem-solving approaches.

### D. Other skills relevant to employability and personal development

Students will further develop:

- D1. Effective communication by oral, written and IT methods to enhance presentation skills and team working.
- D2. Ability to use interpersonal skills in a variety of settings.
- D3. Ability to be reflexive in relation to self and practice.
- D4. Ability to function independently and in cooperation with others, to problem solve, through team work.
- D5. The ability to make sound judgements within an appropriate academic and ethical framework.

### 1.2 Course Team

<table>
<thead>
<tr>
<th>Course Leader</th>
<th>Email</th>
<th>Tel</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amanda Ryding</strong></td>
<td><a href="mailto:ARyding@uclan.ac.uk">ARyding@uclan.ac.uk</a></td>
<td>01772 895550</td>
<td>BB218</td>
</tr>
<tr>
<td>Lecturer/Course Leader</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Peter Cardew</strong></td>
<td><a href="mailto:PJCardew@uclan.ac.uk">PJCardew@uclan.ac.uk</a></td>
<td>01772 893413</td>
<td>Ha253</td>
</tr>
<tr>
<td>Senior Lecturer/Deputy Course Leader</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Ann-Marie Alger</strong></td>
<td><a href="mailto:AAlger@uclan.ac.uk">AAlger@uclan.ac.uk</a></td>
<td>01772 893638</td>
<td>BB351</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Robin Bailey</strong></td>
<td><a href="mailto:RBAiley@uclan.ac.uk">RBAiley@uclan.ac.uk</a></td>
<td>01772 893418</td>
<td>BB235</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1.3 Expertise of staff

**Rick Fothergill** is the Divisional Leader for the Counselling and Psychological Therapies in the School of Community Health and Midwifery. Rick is also a trained counsellor, Mental Health Nurse and accredited Cognitive Behavioural Therapist. His area of expertise is in the application of Cognitive Behaviour Therapy (CBT).

**Marie Percival** is a Senior Lecturer. Marie has ten years’ experience teaching in higher education in both psychology and in the field of counselling and has nine years’ experience working as a psychotherapist in both private practice and in community settings.

**Peter Cardew** Peter is a BACP Accredited Psychotherapist and Psychosexual Therapist with COSRT and has worked as Chair of one of COSRT’s committees and as a member of the COSRT Management Committee. Peter currently works as a Consultant in Psychosexual Psychotherapy for Manchester Mental Health & Social Care NHS Trust for whom he has worked for the past 6 years.

**Richard Davis** 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 UCLan’s ‘Counselling for Depression’ course as well as 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.

**Robin Bailey** is a Senior Lecturer in Counselling & Psychological Therapies. Robin is a qualified Cognitive Behavioural Therapist and also has a small private practice. He leads the CBT pathway of the course and has published widely in the area of CBT. He also has teaching
commitments on the Psychological Wellbeing Practitioner programme and the Adv Cert in Cognitive Behavioural Interventions

Imelda Hatton-Yeo is a full time Senior Lecturer in Counselling & Psychological Therapy at UCLan. Imelda has a background of working mainly in the NHS as a Nurse Manager, Art Psychotherapist and Clinical Supervisor however she has also worked in Schools and Voluntary Organisations prior to working in Higher Education. Imelda has training in a range of modalities including psychodynamic therapy and solution focused practice and contributes to a range of programmes across the School of Health & Wellbeing including the PGcert Primary Care Mental Health and the PGDip Integrative Therapy. Imelda is HCPC registered Art Psychotherapist, NMC registered Mental Health Nurse

Amanda Ryding is a Person Centred Counsellor and Supervisor with many years of experience of working in a variety of settings, she initially did her training with the NHS and then moved into working for HMP. Amanda teaches on the Person Centred theory and skills modules for the BA Honours in Counselling and Psychotherapy, she is currently module leader for the Introduction to Skills and Human being in context modules. Amanda is also the Course Leader for the Graduate Certificate in Advanced Counselling Skills.

Chris Athanasiadis is a BACP-Registered Counsellor and a Chartered Psychologist. He has previously held posts at the University of Leeds, Leeds Beckett University, University Campus Oldham, University of Teesside partner College in Athens and University of Northampton. He currently has teaching commitments on the BA (Hons) Counselling and Psychotherapy Studies and on the Psychological Wellbeing Practitioner programme at the University of Central Lancashire.

Jill Bamber, (PGCE, BA (Hons), Dip Counselling) is a practising Counsellor and Counselling Supervisor with experience of a variety of therapeutic approaches including person-centred, therapeutic play, online, CBT, solution focused, TA and couples counselling. Jill’s specialism is in working therapeutically with children and young people. She is an alumna of UCLan and her counselling qualifications include UCLan’s Graduate Diploma in Counselling and Certificate in CBT Interventions and CPCAB Certificates in Clinical Supervision and Online Counselling. She also holds a BA (Hons) in Social Sciences and Communications and a PGCE. Jill is a Registered Member of the BACP and an Accredited Member of the National Council of Psychotherapists and her research interests include Attachment Theory and Neuroscience, Ethical Practice in Supervision and Online Pedagogy. Jill is currently studying for a Masters in Online and Distance Education with the Open University.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

1.5 Administration details
Course Administration Service provides academic administration support for students and staff and are located in the following hubs which 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.

**Brook Building**
Community, Health and Midwifery  
Nursing  
Health Sciences  
Social Work, Care and Community  
Room: 204  
Telephone: 01772 891992  
Email: BrookHub@uclan.ac.uk

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.

As well as using email the School utilises a variety of methods to communicate such as post or the Virtual Learning Environment (VLE). It is important for you to inform us immediately of any change of address or mobile phone number so that we can update our records accordingly. This is your responsibility and we cannot be held responsible for any communication failure if you have not informed us of any relevant changes. **Please note that allowing for other commitments such as annual leave staff will try to reply to your email within 3 working days of its receipt**

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.

**External Examiner for the Programme**

Finian Fallon Dean, College of Psychology, Dublin

2.0 Structure of the course
2.1 Overall structure

There is a foundation entry route available for students before beginning this course. The Programme Specification for the foundation entry route is provided in section 8 of this handbook.

**Year 1 - Level Four Modules** are seen as introductory, aimed at developing a broad knowledge base and a range of subject specific, cognitive and key / transferable skills. You are expected to show understanding of key concepts and theories, the ability to evaluate different approaches to solving problems, and the presentation of knowledge to support structured arguments, to integrate theory and practice and to reflect on and take responsibility for your own learning and development. As part of this year you will also be required to participate in small group counselling skills exercises. You will be required to achieve 120 points at level 4 to progress to level 5.

**Year 2 - Level Five Modules** are aimed at developing a greater depth of knowledge and understanding and the ability to apply and critically evaluate key concepts and theories. You are expected to demonstrate the ability to select appropriately from a range of subject-specific, cognitive and transferable skills and problem-solving strategies, to apply them to well-defined problems, and to generate ideas. You should also demonstrate the ability to communicate information and arguments in a variety of forms. It will also enhance your ability to reflect on and integrate theory and practice, and further enable you to plan your future academic, professional and personal development. You will be required to achieve 120 points at level 5 to progress to level 6.

**Year 3 - Level Six Modules** are aimed at developing an enhanced depth of knowledge and understanding and the ability to apply and critically evaluate key concepts and theories. You will complete a dissertation on a topic of your choice and will be assigned a supervisor to assist you with this piece of work.

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

**Year 1 (Level 4)**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CG1030</td>
<td>Key issues in Counselling and Psychotherapy</td>
<td>(20)</td>
<td></td>
</tr>
<tr>
<td>CG1003</td>
<td>The Human Being in Context</td>
<td>(20)</td>
<td></td>
</tr>
<tr>
<td>CG1010</td>
<td>Introduction to Counselling and Counselling Skills</td>
<td>(20)</td>
<td></td>
</tr>
<tr>
<td>Semester 2</td>
<td>Module Code</td>
<td>Module Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>CG1000</td>
<td>Discovery of the Unconscious</td>
<td>(20)</td>
</tr>
<tr>
<td></td>
<td>CG1002</td>
<td>Introduction to Cognitive Behaviour Therapy</td>
<td>(20)</td>
</tr>
<tr>
<td></td>
<td>Elective module</td>
<td></td>
<td>(20)</td>
</tr>
</tbody>
</table>

**Year 2 (Level 5)**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CG2001</td>
<td>Development of the Unconscious in Britain</td>
<td>(20)</td>
</tr>
<tr>
<td></td>
<td>CG2002</td>
<td>Perspectives on Mental Health</td>
<td>(20)</td>
</tr>
<tr>
<td></td>
<td>CG2010</td>
<td>Intermediate Counselling in Practice</td>
<td>(20)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CG2011</td>
<td>Person Centred Counselling Theory in Context</td>
<td>(20)</td>
</tr>
<tr>
<td></td>
<td>CG2081</td>
<td>CBT: Skills and Applications</td>
<td>(20)</td>
</tr>
<tr>
<td></td>
<td>NU2335</td>
<td>The Research Process</td>
<td>(20)</td>
</tr>
</tbody>
</table>

**Year 3 (Level 6)**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CG3000</td>
<td>Psychoanalysis, Culture and Society</td>
<td>(20)</td>
</tr>
<tr>
<td></td>
<td>CG3001</td>
<td>Enhanced Counselling Skills and Personal Development</td>
<td>(20)</td>
</tr>
<tr>
<td>Module Code</td>
<td>Module Title</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>CG3003</td>
<td>Metacognitive Therapy and Theory</td>
<td>(20)</td>
<td></td>
</tr>
</tbody>
</table>

**Semester 2**

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CG3010</td>
<td>Integration and Contemporary Issues in Counselling and Psychotherapy</td>
<td>(20)</td>
</tr>
<tr>
<td>NU3593</td>
<td>Dissertation</td>
<td>(20)</td>
</tr>
<tr>
<td>Option</td>
<td></td>
<td>(20)</td>
</tr>
</tbody>
</table>

The option in Year 3 can be taken from one of the following:

- CG3006 – Personal Development (This is compulsory if you are wishing to apply for a place on the PGDip/MA Integrative Psychotherapy)
- CG3550 – Expressive Art and Therapy
- NU3307 – Developing Solution Focussed Interventions in Mental Health
- Or a module from the Electives catalogue (available on via student website)

**2.3 Course requirements**

It is essential that you complete **ALL** modules in each year for a Degree in Counselling and Psychotherapy.

**2.4 Progression Information**

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.

Further details of possible progression routes will be discussed during Progression Event held throughout the year at UCLan. For any further queries contact your academic advisor.
2.5 Study Time

2.5.1 Weekly timetable

https://apps13.uclan.ac.uk/weeklyTimetable/

2.5.2 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 expected that you will attend college 3 days per week in Year 1 and 2-3 days per week in years 2 and 3. You are expected to invest your own time in planning and preparing for class.

2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

UCLan
Amanda Ryding
School of Community Health and Midwifery
01772 895550
Brook Building 218
aryding@uclan.ac.uk

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.

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.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

The Degree in Counselling and Psychotherapy is focused on developing a range of communication and counselling skills. Each week there will be a mixture of short lectures, group discussion, debates and presentations designed to meet the learning styles of all
class members. You will be encouraged to reflect on experiences from the skills sessions in order to maximise learning opportunities and discuss these experiences within a group setting. The assessments range from assignments and presentations. You will also be given directed study and reading lists to focus on to help focus on specific areas in preparation for class. The aim of the Degree in Counselling and Psychotherapy is to focus on developing the skills, strategies, and behaviours required to perform as confident, independent, and active learners.

3.2 Study skills

Lifelong learning is now a requirement in all professions to ensure that we continue to develop and use the most up-to-date knowledge in our practice. During induction week we aim to assist you in identifying and making best use of learning opportunities. You will be encouraged to reflect on experiences from counselling skills sessions in order to maximise learning opportunities. Please review the following for study skills session during Induction week:

- Study skills and learning styles
- Reflective learning
- Using IT for collecting and presenting information
- Making efficient use of BlackBoard
- Using feedback
- Self-evaluation
- Literature searching
- Referencing

There are a variety of services to support students and these include

LIS [http://www.uclan.ac.uk/students/it_library.php](http://www.uclan.ac.uk/students/it_library.php)

**WISE**er offer specialist advice and guidance to **ALL** students at the University no matter what their area of study. Their aim is to help students learn how to study more effectively and get better marks for your exams and assignments.

[http://www.uclan.ac.uk/students/wiser/index.php](http://www.uclan.ac.uk/students/wiser/index.php)

3.3 Learning resources

3.3.1 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.

3.3.2 Electronic Resources

Library Information Services (LIS) provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts. As the University is moving towards a paperless system ALL documentation for the Counselling and Psychotherapy Degree will be available on line (VLE) it is up to the individual if they want to print the information. The school and course handbook will be discussed during the induction week and presented to you on line. You will be given the appropriate training on accessing and using the Virtual Learning Environment (VLE) system at UCLan within your first week on the course.

3.4 Personal development planning

Academic advisor

When you commence induction week on the Degree in Counselling and Psychotherapy you will allocated an academic advisor, their role is to support your academic and pastoral needs. You will have opportunities for:

- Skills auditing. These could be subject-specific, professional and/or transferable skills
- Setting of appropriate long-term planning of personal, educational and career goals

Personal Development Plans and any other evidence of learning.

The completion of a reflective learning journal will allow you to develop, in a realistic way, your knowledge and skills. You will be supported to do this through the study and lifelong learning skills module and your personal tutor. Together you will also develop a learning agreement which will help you identify your strengths, learning needs and priorities you will be able to use this to help you to identify appropriate learning opportunities as well as providing you with a formal way of integrating your academic (theoretical) and skills experience.

3.5 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.

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.

The course will equip you to perform as support, key and development workers, advisers, advocates or mentors. Opportunities will be open to you in residential, domiciliary and day care, nursing and care homes, advisory, support and rehabilitation centres, clinics and surgeries, voluntary, advocacy and community organisations, primary care agencies and in health development / education activities in schools, neighbourhoods and prisons. Your roles may involve you in work with people who have physical or learning disabilities, older people, families and children, young people, people with health problems.

It is important to remember that employment opportunities where enhanced communication skills are required are fluid and new roles are constantly developing as a result of changes in organisational policy and society. There are now many opportunities to work in caring capacity within settings which have not been available before. This course will enable you to explore the opportunities which are available to you outside the professions which are normally associated with Counselling and Psychotherapy.

4. **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).
4.1 Academic Advisors

The Academic Advisor System has a vital role to play in enhancing students’ academic and personal development and is essential in ensuring students make the most of their time at university. Academic Advisors will help students to reflect on their skills and experience, both within and outside of the curriculum, in an academic context and where appropriate, use this reflection to assist the student to formulate action plans. Academic Advisors should be the main contact within the academic discipline, helping students to maximise their academic opportunities. Academic Advisors should also direct students to other sources of academic guidance within or beyond the School. Academic Advisors should actively listen to students, providing encouragement and support as appropriate. Academic Advisors should also offer guidance and advice on the availability of appropriate support concerning study, financial and other matters offered by the University where these are affecting the student's ability to complete their studies successfully.

One of the aims of the Academic Advisors System is to provide support for the induction process. All new students are required to see their Academic Advisors during Welcome Week and the levels of Tutorial support needed are likely to be highest at this time.

4.2 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.

4.3 Students' Union One Stop Shop

The Opportunities Centre is the Union’s One Stop Shop to find employment or volunteering whilst you study. With thousands of jobs and voluntary positions advertised, agency work through the Bridge and information on over 2000 volunteer positions within the Union.

If your course is for students not studying on the main campus please include the following: – as one of the thousands of students who are not studying on the main UCLan campus in Preston, the Students Union is still your union, please check http://www.uclansu.co.uk/ for full details on what we may be running in your partner institution.
5. Assessment

5.1 Assessment Strategy

The assessments involve assignments and presentations. These strategies will be linked to the module and course learning outcomes. During your course you will be assessed on all of the modules which you undertake. In most cases you will be awarded a percentage mark for the assessment, unless the module or part of it is to be assessed as a pass/fail only. There are two main types of assessment - formative and summative.

Formative (intermediate) assessment provides you with an opportunity for reflection and development. This includes strategies that encourage you to build upon previous knowledge and explore new areas. The emphasis is on self-awareness, self-evaluation and development of the individual. Not all modules offer formative assessment and specific details will be found in your module information guide. Where it is used your module leader or indeed your fellow students will provide you with feedback on this work that may help you.

Summative assessment is an essential part of your modules. It provides evidence that you have achieved the learning outcomes. You must submit the module summative assessments to pass the module. Grades will normally be awarded against assessment criteria that have been designed specific to your module and you should check this with your module leader. A wide range of summative assessment methods are used across the programmes delivered by the School of Community Health and Midwifery. This ensures that broad ranges of learning styles are met.

Types of assessment utilised include the following

- Presentations (individual or group)
- Written assignments

5.2 Notification of assignments arrangements

At the commencement of each module students will be informed of the assessment strategy, this will be discussed with the main group and students will also be informed of submission deadlines as it will be different for each module. Students can also arrange appointments with the module tutors to discuss the assessment. All module handbooks will clearly state assessment marking criteria and submissions dates.

5.3 Referencing

A reference is any piece of written material, published or unpublished, to which a writer ‘refers’. The purpose of this information is to enable the reader to locate the work and consult it. The reference acts as an acknowledgement of the other writer's work or the work of a group of people, such as a committee or conference report.
A key component of academic writing is the use of high quality references to support the argument and debate in your assignment. References provide a theoretical framework for the topic, and demonstrate how you have developed your argument on the basis of published work. They also allow the reader to consult the original evidence supporting your point where, for example, you refer to the results of a research study. You should always use the APA referencing system. This is explained in The School Referencing Guide.

5.4 Confidential material

The Degree in Counselling and Psychotherapy involves working in pairs or small groups (3s) during counselling skills sessions. Therefore some students may share sensitive information with you. As a result you are required not only to respect confidentiality but also to maintain the anonymity of individuals and any organisations they might be affiliated with. There are both ethical and legal reasons for maintaining anonymity and confidentiality. Such information is also subject to the Data Protection Act (1998) and you should adhere to the contents of this act. The policy of maintaining anonymity and confidentiality applies whether you are an undergraduate or post-graduate student.

Exceptions

There may well be cases where exceptions to maintaining anonymity and confidentiality occur. These can include:

- Signatures of staff or mentors on official documents.
- Names of persons in acknowledgements who have supported the work, such as acknowledgements in dissertations.
- Naming individuals or organisations where the information is already in the public domain, providing this material is accurate.
- Instances where you have written permission from an individual or organisation. It may be possible for you to obtain consent to use information for academic purposes. Clearly state that this is the case at the beginning of your work. Written consent forms will be retained with the academic work. If you intend to publish your work, you may need to seek further guidance from appropriate Ethics Committees.
- You may have access to sensitive information about an organisation through your personal contact or employment which is quite separate from your university course. In this case you will be expected to adhere to any contractual or other agreements you have made with the organisation concerned regarding disclosure.
- The course team may have agreed that it is an essential part of an assignment that information is provided about a place or group. Consent from that place or group must be obtained, the assessment guidelines will clarify how this can be achieved.
- When submitting evidence in support of assignments, your course tutors may indicate how sensitive information should be presented and handled.

If you do need to refer to an organisation in your work, you can maintain anonymity by the following method:
In the text: “this action was in accordance with the NHS Trust’s (name withheld) infection control policy”

In reference list: NHS Trust (name withheld) 2004 infection control policy

Please make sure you have read and understood the exceptions detailed above

<table>
<thead>
<tr>
<th>Do's</th>
<th>Don’ts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do respect the right to privacy of an individual and/or organisation.</td>
<td>Don’t name an individual or organisation (unless it is already in the public domain).</td>
</tr>
<tr>
<td>Do change all names to fictitious ones.</td>
<td>Don’t include identifiable stationery in your work, such as letter heads, Lab forms or X-rays.</td>
</tr>
<tr>
<td>Do provide a statement with your assignment that all information has been anonymised.</td>
<td>Don’t give information away that could identify an individual or organisation (unless it is already in the public domain).</td>
</tr>
<tr>
<td>Do reference work accurately if information is already in the public domain.</td>
<td>Don’t include photographs that can identify a person or place.</td>
</tr>
<tr>
<td>Do support your discussions with reference to published work.</td>
<td>Don’t make unsupported accusations.</td>
</tr>
<tr>
<td>Do seek guidance and advice where you are unsure.</td>
<td></td>
</tr>
</tbody>
</table>

Unless you are specifically required to include a critical appraisal, subjective or judgemental opinions about an employer or Work Based Learning (WBL) provider (even when not identifiable) are not normally acceptable. This may mean that your opinion may not be able to be kept confidential under the Freedom of Information Act and will lead to further discussion.

NB: Please note that by seeking guidance from your personal tutor/module tutor, you have the opportunity to ensure the work is not in breach of the guidance.

If there is a breach of Anonymity and or Confidentiality you will receive feedback from the module leader/marker and support to prevent errors in your future work.

Actions taken following a breach in anonymity and or confidentiality will depend on a number of issues and will be determined within the School.
Issues which will be of importance may include:

- Level of study of student and or stage of course
- Extent and nature of the breach

Under these circumstances it may be that the School will impose a penalty. Your module leader/marker will work with you and the course leader to review the specific situation and involve the Dean of School/named deputy in the decision-making process.

5. 5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the ‘official’ Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University’s requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

6. 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 Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

Some key changes to the course based on student feedback have been both the delivery of the course over two full days and the further integration of work based learning across all level 4 and 5 modules as well as the reducing of some assessment weighting in modules.

7. 1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.

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 website or by emailing: 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
8. Appendix: Programme Specification

**UNIVERSITY OF CENTRAL LANCASHIRE**

**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.

*Sources of information on the programme can be found in Section 17*

<table>
<thead>
<tr>
<th>2. Awarding Institution / Body</th>
<th>University of Central Lancashire</th>
</tr>
</thead>
</table>
| 3. Teaching Institution and Location of Delivery | Preston Campus  
Burnley College (Year 1 only) |
| 4. University School/Centre | School of Community Health and Midwifery |
| 5. External Accreditation | None |
| 6. Title of Final Award | BA (Hons) Counselling and Psychotherapy Studies |
| 7. Modes of Attendance offered | Full/Part-time |
| 8. UCAS Code | BC98 |
| 9. Relevant Subject Benchmarking Group(s) | National Service Frameworks  
Primary Care Policy Drivers |
| 10. Other external influences | BACP, UKCP |
| 11. Date of production/revision of this form | January 2014/Revised April 2017/May 2018 |
| 12. Aims of the Programme | • To facilitate an understanding of counselling and psychotherapy and its relationship to other helping strategies.  
• To enhance the students’ own interpersonal skills and self awareness.  
• To facilitate the ability to demonstrate, analyse and present knowledge to support arguments, preparing the learner for further studies in the field of counselling/psychotherapy skills  
• To provide knowledge of a range of counselling and psychotherapeutic skills and theories.  
• To develop the opportunity to apply basic and intermediate counselling and interpersonal skills in the student’s chosen career; life-long learning and recognition of the value of education and research for the individual.  
• To develop intellectual skills aimed at developing knowledge and understanding.  
• To provide then opportunity to develop research skills and evidence-based practice |
### A. Knowledge and Understanding

Students will be able to:

- **A1.** Differentiate between concepts of counselling and counselling skills.
- **A2.** Apply differing concepts of health to counselling and psychotherapy.
- **A3.** Demonstrate knowledge of key underlying concepts relevant to counselling and psychotherapy.
- **A4.** Demonstrate knowledge of the research paradigm and methodologies appropriate to counselling and psychotherapy.
- **A5.** Demonstrate understanding of the historical origins of counselling and psychotherapy.
- **A6.** Demonstrate knowledge of key debates relevant to the ethics and service of counselling and psychotherapy.

#### Teaching and Learning Methods

Group work, seminars, workshops, experiential learning, e-learning/WebCT, observations, tutorials and keynote lectures.

#### Assessment methods

Essays, negotiated essays, observational projects, reflective essays, dissertation

### B. Subject-specific skills

Students will have the following skills:

- **B1.** Ability to demonstrate key core counselling skills.
- **B2.** Ability to integrate personal experience and personal development to the synthesis of, and relationship with, counselling and psychotherapy knowledge.
- **B3.** Ability to integrate knowledge from differing health issues to counselling and psychotherapy.
- **B4.** Ability to discuss the principles, processes and evaluation of research and various data sources.
- **B5.** Ability to demonstrate how counselling and psychotherapy theory can be applied to counselling and psychotherapy practice.
- **B6.** Ability to be reflexive and to integrate theories into counselling and psychotherapy practice.

#### Teaching and Learning Methods

Group work, seminars, electronic/digital recording, e-learning/WebCT, workshops, experiential learning exercises, tutorials and keynote lectures.

#### Assessment methods

Essays, negotiated essays, observational project essays, reflective accounts and personal learning journal, dissertation

### C. Thinking Skills

Students will be able to:

- **C1.** Apply research theory to practice.
- **C2.** Critically analyse and evaluate research-based evidence.
- **C3.** Demonstrate the ability to critically read, analyse, and present balanced evidence-based and reasoned arguments.
- **C4.** Demonstrate the ability to interpret, evaluate and integrate theories, concepts, experience and evidence.
- **C5.** Demonstrate the ability to select and apply problem-solving approaches.

#### Teaching and Learning Methods

Group work, seminars, workshops, experiential learning exercises, e-learning/WebCT, tutorials and keynote lectures.

#### Assessment methods

Essays, negotiated essays, class presentation, reflective accounts, dissertation

### D. Other skills relevant to employability and personal development

Students will further develop:
D1. Effective communication by oral, written and IT methods to enhance presentation skills and team working.
D2. Ability to use interpersonal skills in a variety of settings.
D3. Ability to be reflexive in relation to self and practice.
D4. Ability to function independently and in cooperation with others, to problem solve, through team work.
D5. The ability to make sound judgements within an appropriate academic and ethical framework.

**Teaching and Learning Methods**
Group work, seminars, workshops, e-learning/WebCT, experiential learning exercises, tutorials and keynote lectures.

**Assessment methods**
Essays, reflective accounts, dissertation, counselling skills video and critical analysis, seminar presentations.

### 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 6</td>
<td>CG3000</td>
<td>Psychoanalysis, Culture and Society</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>CG3001</td>
<td>Enhanced Counselling Skills and Personal Development</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>CG3003</td>
<td>Metacognitive Therapy &amp; Theory</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>CG3006</td>
<td>Personal Development</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>CG3010</td>
<td>Integration and Contemporary Issues in Counselling and Psychotherapy</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>CG3550</td>
<td>Expressive Art and Therapy</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>NU3307</td>
<td>Solution Focussed Interventions (can be taken as an option in year 3)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>NU3593</td>
<td>Dissertation</td>
<td>20</td>
</tr>
<tr>
<td>Level 5</td>
<td>CG2001</td>
<td>Development of the Unconscious in Britain – Klein &amp; Winnicott</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>CG2002</td>
<td>Perspectives on Mental Health</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>CG2010</td>
<td>Intermediate Counselling Skills in Practice</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>CG2011</td>
<td>Person-Centred Counselling Theory in Context</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>CG2081</td>
<td>Cognitive Behavioural Therapy-Skills &amp; Applications</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>NU2335</td>
<td>Research Process</td>
<td>20</td>
</tr>
<tr>
<td>Level 4</td>
<td>CG1000</td>
<td>The Discovery of the Unconscious - Freud and Jung</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>CG1002</td>
<td>Introduction to Cognitive Behaviour Therapy</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>CG1003</td>
<td>The Human Being in Context</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>CG1010</td>
<td>Introduction to Counselling and Person-Centred Counselling Skills</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>CG1030</td>
<td>Key Issues in Counselling and Psychotherapy</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>VO1009</td>
<td>Gang and Gun Culture*</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>

### 14. Awards and Credits*

<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 6</td>
<td></td>
<td>BA (Hons) Counselling and Psychotherapy Studies</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Requires 360 credits including the 5 compulsory modules at level 4 (plus one elective); All 6 compulsory modules at level 5; All 5 compulsory modules at level 6 and an option module that is taken at either Level 5 or 6.</td>
<td></td>
</tr>
<tr>
<td>Level 5</td>
<td></td>
<td>BA Counselling and Psychotherapy Studies (as an exit award only)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Requires 320 credits including the 5 compulsory modules at level 4 (plus one elective); 5 compulsory modules at level 5 (not including NU2335); And 4 compulsory modules at level 6 (not including NU3593) and an option module that is taken at Level 6.</td>
<td></td>
</tr>
<tr>
<td>Level 4</td>
<td></td>
<td>DiplHE Counselling and Psychotherapy Studies (as an exit award only)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Requires 240 credits including the 5 compulsory modules at level 4 (plus one elective); And a minimum of 5 compulsory modules at level 5 plus one other,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CertHE Counselling and Psychotherapy Studies (as an exit award only)</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Requires 120 credits at Level 4 or above including 5 compulsory modules at level 4 (plus one elective).</td>
<td></td>
</tr>
</tbody>
</table>
An appropriate module must be chosen from the 'Electives Catalogue'**

*Must be taken by Burnley College students
** Only available to UCLan Preston students

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUC003</td>
<td></td>
<td>Academic Writing and Studying in Health and Social Care.</td>
<td>20</td>
</tr>
<tr>
<td>NUC004</td>
<td></td>
<td>Learning development and using information communication technology to present information.</td>
<td>20</td>
</tr>
<tr>
<td>NUC005</td>
<td></td>
<td>Developing skills for delivering health &amp; social care (1)</td>
<td>20</td>
</tr>
<tr>
<td>NUC006</td>
<td></td>
<td>Developing professional skills for delivering health and social care (2).</td>
<td>20</td>
</tr>
<tr>
<td>NUC007</td>
<td></td>
<td>Measuring Health and Wellbeing.</td>
<td>20</td>
</tr>
<tr>
<td>NUC001</td>
<td></td>
<td>Foundations in Anatomy, Physiology, Pathology and Disease</td>
<td>20</td>
</tr>
</tbody>
</table>

Requires completion of 120 credits at Level 3. Successful completion of the course leads to guaranteed progression on to Year 1 of: FDA Health & Social Care BSc (Hons) Sexual Health Studies [subject to satisfactory enhanced DBS clearance]

Following completion of 120 credits at Level 3 application to the following programmes are subject to the following additional entry requirements – details are provided in the student handbook Section 8:

- BSc Hons Counselling & Psychotherapy
- BSc Hons Pre-registration Nursing [Mental Health]
- BSc Hons Pre-registration Nursing [Adult]
- BSc Hons Pre-registration Nursing [Children]

Students who exit after the Foundation Entry Year will receive a transcript of their modules and grades.

15. Personal Development Planning

According to QAA (2004), Personal Development Planning (PDP) is:

- A structured process that is integral to higher level learning
- Concerned with learning in a holistic sense (academic and non-academic)
- Something done with guidance and support
- A process that involves reflection, creation of personal records, planning and monitoring progress towards achievement of personal objectives
- Intended to improve the capacity of the individual to communicate their learning to others who are interested in it (academic staff/employers)

QAA state that “the ultimate responsibility for deriving benefit from PDP should rest with each student”
Students will be supported in this process by a series of negotiated discussions and interactions which will help them to explore and record their development and to set goals and devise action plans to meet their needs and extend their 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 central to many of the counselling and psychotherapy modules. Students can also take CG3*** (Personal Development) which provides the opportunity to develop at a personal level.

In addition the course involves a high degree of reflexivity which is central to the majority of the modules.

**Reference**
School of Health Student Handbook

### 16. Admissions criteria
Programme Specifications include minimum entry requirements, including academic qualifications, together with appropriate experience and skills required for entry to study. These criteria may be expressed as a range rather than a specific grade. Amendments to entry requirements may have been made after these documents were published and you should consult the University's website for the most up to date information.

Students will be informed of their personal minimum entry criteria in their offer letter.

280-300 UCAS Points including a minimum of 2 passes at A2 and grade C (or above) in GCSE English and Maths, or the equivalent.

Applicants will have either a face-to-face or telephone interview.

Relevant life/work experience will be of benefit.

### 17. Key sources of information about the programme
- UCLan Academic Regulations [http://www.uclan.ac.uk/aqasu/academic_regulations.php](http://www.uclan.ac.uk/aqasu/academic_regulations.php)
- UCLan School of Health website [http://www.uclan.ac.uk/schools/health/index.php](http://www.uclan.ac.uk/schools/health/index.php)
- UCLan Open Days
- UCLan Undergraduate prospectus
<table>
<thead>
<tr>
<th>Level</th>
<th>Module Code</th>
<th>Module Title</th>
<th>Core (C), or Option (O)</th>
<th>Programme Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>CG3000</td>
<td>Psychoanalysis, Culture and Society</td>
<td>COMP</td>
<td>A1 A2 A3 A4 A5 A6 B1 B2 B3 B4 B5 B6 C1 C2 C3 C4 C5 D1 D2 D3 D4 D5</td>
</tr>
<tr>
<td></td>
<td>CG3001</td>
<td>Enhanced Counselling Skills and Personal Development</td>
<td>COMP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CG3003</td>
<td>Metacognitive Therapy &amp; Theory</td>
<td>COMP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CG3006</td>
<td>Personal Development</td>
<td>O</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CG3010</td>
<td>Integration and Contemporary Issues in Counselling and Psychotherapy</td>
<td>COMP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CG3550</td>
<td>Expressive Art and Therapy</td>
<td>O</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NU3307</td>
<td>Solution Focussed Interventions</td>
<td>O</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NU3593</td>
<td>Dissertation</td>
<td>COMP</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>CG2001</td>
<td>Development of the Unconscious in Britain</td>
<td>COMP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CG2002</td>
<td>Perspectives on Mental Health</td>
<td>COMP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CG2010</td>
<td>Intermediate Counselling Skills in Practice</td>
<td>COMP</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CG2011</td>
<td>Person-Centred Counselling Theory in Context</td>
<td>COMP</td>
<td></td>
</tr>
<tr>
<td>Code</td>
<td>Course Title</td>
<td>COMP</td>
<td>A1</td>
<td>A2</td>
</tr>
<tr>
<td>-------</td>
<td>------------------------------------------------------------------------------</td>
<td>------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>CG2081</td>
<td>Cognitive Behavioural Therapy: Skills and Applications</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>NU2335</td>
<td>Research Process</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>CG1000</td>
<td>The Discovery of the Unconscious - Freud and Jung</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>CG1002</td>
<td>Introduction to Cognitive Behaviour Therapy</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>CG1003</td>
<td>The Human Being in Context</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>CG1010</td>
<td>Introduction to Counselling and Person-Centred Counselling Skills</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>CG1030</td>
<td>Key Issues in Counselling and Psychotherapy</td>
<td>COMP</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Addendum to the Course Handbook for
BA (Hons) Counselling and Psychotherapy Studies
2018-19

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
<th>Summary of change &amp; previous text removed (state whether addition / deletion / amendment / etc)</th>
<th>Date of Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various</td>
<td>Various</td>
<td>Amendments made throughout the handbook reflect updated details for Course Leader, Course Team and External Examiner</td>
<td>May 2018</td>
</tr>
<tr>
<td>22</td>
<td>8 - Appendix</td>
<td>Section 18 Curriculum Skills Map revised to state all modules that were previously Core as Compulsory (COMP).</td>
<td>May 2018</td>
</tr>
</tbody>
</table>