

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

1. Awarding Institution / Body	UCLan
2. Teaching Institution and Location of Delivery	Preston's College
3. University School/Centre	School of Community Health and Midwifery
4. External Accreditation	N/A
5. Title of Final Award	BSc (Hons) in Person Centred Counselling & Psychotherapy
6. Modes of Attendance offered	Full-time
7a) UCAS Code	TBA
7b) JACS and HECOS Code	B940 100495
8. Relevant Subject Benchmarking Group(s)	Counselling and Psychotherapy https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-counselling-psychotherapy.pdf
9. Other external influences	BACP & NCS
10. Date of production/revision of this form	April 2021
11. Aims of the Programme	
<ul style="list-style-type: none"> Enhance the skills of critical, analytical and reflective thinking. Promote the ethos of continual professional development and sense of personal responsibility and autonomy. Further enhance practitioners' abilities to work responsively, either as an independent practitioner or as an effective member within a diverse workforce. 	

<ul style="list-style-type: none">• Develop an appreciation that knowledge and understanding is acquired within an evidence-based framework to support service development.
<ul style="list-style-type: none">• To enhance professional development and employability through the ability to relate to different client groups and presenting concerns.
<ul style="list-style-type: none">• To support the ongoing development of the practitioner to work with increasingly severe and complex client material with a range of cultural influences.

12. Learning Outcomes, Teaching, Learning and Assessment Methods	
A. Knowledge and Understanding	
<p>A1. Critically evaluate knowledge and understanding of theories and practise of person-centred counselling and psychotherapy in clinical practice.</p> <p>A2. Critically analyse professional and ethical practice of counselling in the wider legal and social, political and cultural contexts within clinical practice.</p> <p>A3. Critically evaluate knowledge and understanding of business practices, and notions of entrepreneurship and enterprise, and the opportunities and the tensions these present.</p> <p>A4. Critically evaluate the wider social and cultural contexts in which therapy takes place.</p>	
Teaching and Learning Methods	
<p>Lectures, Seminars, Tutorials and Canvas VLE.</p> <p>Learners participate in reflective workshops, undertake placement hours, role-play, and work both independently and in groups.</p>	
Assessment methods	
<p>Formative assessment is embedded throughout the programme with each module have a maximum of two summative assessments.</p> <p>Assessment methods include essay-based assessments, presentations, completion of placement hours and videos.</p>	
B. Subject-specific skills	
<p>B1. Managing and critically analysing the elements of the therapeutic process with a specific client group; including contracting; assessment; beginnings, middles and endings; negotiating therapeutic outcomes and acknowledging and working with difficulties and differences within the therapeutic process.</p> <p>B2. Critically evaluating the consideration of risk and risk management in practice in different settings.</p> <p>B3. Utilise the skills of reflection and reflexivity within the learning environment, clinical supervision and counselling sessions.</p> <p>B4. Understand and utilise the self within therapeutic alliances to support growth and relationship qualities.</p> <p>B5. Competent management of work with clients, including record keeping, maintaining a safe environment, liaising with other services, outcome measures and the evaluation of practice.</p> <p>B6. Planning and engaging in continual professional development recognising the professional duty and this tool for continuous improvement.</p> <p>B7. Develop their clinical practice to work effectively and appropriately with a wide range of clients from differing cultural, social backgrounds and with a wide variety of needs and presenting issues.</p> <p>B8. Discuss and contribute to the development of policies and procedures to shape and develop services in which they work.</p>	
Teaching and Learning Methods	
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Assessment methods	
<p>Formative assessment is embedded throughout the programme with each module have a maximum of two summative assessments.</p> <p>Assessment methods include essay-based assessments, presentations, completion of placement hours and videos.</p>	
C. Thinking Skills	
<p>C1. Critically analyse contemporary practice and theoretical perspectives from the standpoint of self, practice and theoretical philosophy.</p> <p>C2. Research skills with the ability to recognise how information can be interpreted and applied in a counselling context.</p> <p>C3. The capacity for independent and autonomous learning that enables students to analyse their</p>	

own areas for focus and form a strategy for continuous professional and personal development.

Teaching and Learning Methods

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Assessment methods

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D. Other skills relevant to employability and personal development

D1. Enhance the use of digital literacy and the wider application of information technology.

D2. Demonstrate critical thinking and complex problem solving in relation to practice.

D3. Develop insight and confidence in leading and working collaboratively with others. Contribute effectively to group work and facilitation whilst recognising and appreciating his/her own strengths and providing constructive feedback to others in the group.

D4. The enhanced ability to employ well developed, self-directed study and learning skills and to organise learning in terms of professional and personal development.

D5. Develop enterprising and entrepreneurial thinking across a range of settings.

D6. Demonstrate the capacity for self-reflection and reflexivity and articulate his/her ongoing CPD requirement; taking responsibility for their own learning and to use effectively a wide range of learning approaches and resources appropriate to the setting.

D7. Communicate creatively and effectively, both orally and in the written form, using fluently and accurately appropriate terminology and incorporating a wide range of different perspectives.

D8. Use data/research in an ethical and selective manner, in order to access and present information, , and discuss a wider range of digital literacy resources with others.

Teaching and Learning Methods

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13. Programme Structures*				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6	CG3551	Enhancing Clinical Practice working with children and young people	40	Bachelor Honours Degree in Person Centred Counselling and Psychotherapy Requires 120 credits at Level 6 Bachelor Degree in Person Centred Counselling and Psychotherapy Requires 80 credits including a minimum of 60 at Level 6
	CG3552	Enterprising Practitioner	20	
	CG3553	Professional Dissertation	40	
	CG3554	Self, Group and Difference	20	
15. Personal Development Planning				
<ul style="list-style-type: none">- Students are encouraged to become self-reflective practitioners throughout the programme.- Development of academic skills is embedded through the course.- Self, Group and Difference module encourages a focus on personal reflection and development.- Students are engaged in their own target setting process.				
16. Admissions criteria * (including agreed tariffs for entry with advanced standing) <i>*Correct as at date of approval. For latest information, please consult the University's website.</i>				
<ul style="list-style-type: none">- A degree qualification in any subject and a Level 4 Diploma in Counselling or a Foundation Degree in Counselling- Level 2 qualification in English Language.- You will need to demonstrate that you are in current suitable practice.- DBS check.				
17. Key sources of information about the programme				
<ul style="list-style-type: none">• Preston's College Website/Social media• Promotional leaflets and College prospectus• Open Events				

19. LEARNING OUTCOMES FOR EXIT AWARDS:

For **each exit award available**, list learning outcomes relating to the knowledge and understanding, subject specific skills, thinking, other skills relevant to employability and personal development that a typical student might be expected to gain as a result of successfully completing each level of a course of study.

For example a student may be able to critically analyse something by the time that they complete the target award but at diploma level they might only be able to outline it and at certificate level list.

For a standard BA/BSc (Hons) award the exit award learning outcomes for CertHE (Level 4) and DipHE (Level 5), BA/BSc (Level 6) should be included; for a postgraduate Masters, this would normally be PGDip and PGCert.