# COLLABORATIVE COURSE SPECIFICATION

**BSc (Hons) Level 6 Top Up**

- **BSc (Hons) Gestalt Counselling**
- **BSc (Hons) Humanistic Counselling**
- **BSc (Hons) Cognitive Behavioural Therapy**

**Academic Standards, Quality and Partnerships**
**Department of Student and Academic Administration**

**September 2021**

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# COURSE SPECIFICATION

| Course Title | BSc (Hons) Gestalt Counselling - L6 Top Up<br>BSc (Hons) Humanistic Counselling - L6 Top Up<br>BSc (Hons) Cognitive Behavioural Therapy - L6 Top Up |
|---|---|
| Final Award | BSc (Hons) |
| Exit Awards | BSc (Hons) |
| Course Code / UCAS code (if applicable) | C3185FTC<br>C3186FTC<br>C3184FTC |
| Mode of study | Full Time |
| Mode of delivery | Campus |
| Normal length of course | 1 year |
| Cohort(s) to which this course specification applies | Mar 2021 |
| Entry Requirements | DipHE Level 5 qualification in Counselling from the following pathways:<br><br>● Cognitive Behavioural Therapy<br>● Gestalt Counselling<br>● Humanistic Counselling |
| Awarding Body | University of Portsmouth |
| Teaching Institution | Eastleigh College |
| Faculty | Science & Health |
| School/Department/Subject Group | Dept. of Psychology |
| School/Department/Subject Group webpage | https://www.eastleigh.ac.uk/adult-learning/professional-courses/ |
| Course webpage including entry criteria | https://www.port.ac.uk/study/courses/bsc-hons-gestalt-counselling-top-up<br>https://www.port.ac.uk/study/courses/bsc-hons-humanistic-counselling-top-up<br>https://www.port.ac.uk/study/courses/bsc-hons-cognitive-behavioural-therapy-top-up |
| Professional and/or Statutory Regulatory Body accreditations | None |
| Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level | Counselling & Psychotherapy 2013 levels 6 |

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.

This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant module descriptors and the Course Handbook provided to students on enrolment.

Please refer to the Course and Module Catalogue for further information on the course structure and modules.

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## Educational aims of the course

**General Aims.**
- To provide a challenging and stimulating learning environment by building on their L5 Counselling skills
- Facilitate growth in self-awareness of relationships
- To provide students with the opportunity to develop and research key theories and skills for lifelong learning, employability and flexibility in the context of changing labour markets.
- Advance students' ability and specialisms in their preferred pathway
- To provide students with the skills and knowledge required to maximise career opportunities.

**Subject Specific Aims.**
- Equip students with the necessary knowledge, skills and understanding to work as ethical and competent practitioners within the field of counselling.
- Allow students to critically understand practical and ethical considerations
- Provide the opportunity to gain a BSc Hons level 6 qualification in Counselling and have the necessary foundation to work towards individual British Association Counselling and Psychotherapy accreditation.
- Develop and research their understanding of CBT, Gestalt and/or Humanistic approaches to counselling.
- Demonstrate ability to offer a course of treatment and/or counselling sessions
- Enhance employability with a focus on development of specialisms, professional applications and work placement.
- Fully understand the research methods used in Counselling.
- Continue to enhance counsellor self-awareness and reflective practice.
- Examine methods and approaches
- to methods and approaches to Counselling
- Develop opportunities for creative thinking and practice.
- Focus on ethical practice and the use of the British Association Counselling and Psychotherapy (BACP) Ethical Framework (2018) in managing client work.
- Further expand awareness of difference and diversity and manage the complexities, which can develop in practice.
- Reflect on the role and function of counselling in society regarding economic, cultural, professional and political influences.

## Course Learning Outcomes and Learning, Teaching and Assessment Strategies

The Quality Assurance Agency for Higher Education (QAA) sets out a national framework of qualification levels, and the associated standards of achievement are found in their Framework for Higher Education Qualifications document.

The Course Learning Outcomes for this course are outlined in the tables below.

## A. Knowledge and understanding of:

Note: For A2 & A3, the learning outcome only refers to the chosen pathway.

| LO number | Learning outcome | Learning and Teaching methods | Assessment methods |
|---|---|---|---|
| A1 | *Maximise and utilise the ethical principles and anti-oppressive practice principles that underpin effective counselling practice.* | *Modules are delivered through a combination of lectures, seminars, practical sessions, tutorials and experiential group learning. In year 1, the focus is on personal development and the underpinning knowledge and skills required to work as a counsellor. In year 2, the focus is on the developing practitioner. College based learning is enhanced by a 100 hours counselling placement incorporating professional supervision within an agency setting. This is underpinned by skills clinics to provide an opportunity for students to share placement concerns and develop their professional practice.* | *Recorded skills assignment Essays Portfolio Supervisory reports Presentations Case study* |
| A2 | *Present and defend opinions by making judgments about information, validity of ideas and quality of intervention of CBT, Humanistic or Gestalt modality.* | | |
| A3 | *Evaluate models of human development and co-relate mental health issues with specific interventions from CBT, Humanistic and Gestalt stance.* | | |
| A4 | *Make inferences and find evidence to support personal development in relation to learning edges and professional journey.* | *Participation in an experiential personal development group.* | *Learning journal Presentation Participation in Personal Development Group* |

## B. Cognitive (Intellectual or Thinking) skills, able to:

Note: For B1, the learning outcome only refers to the chosen pathway.

| LO number | Learning outcome | Learning and Teaching methods | Assessment methods |
|---|---|---|---|
| B1 | *Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria from CBT, Humanist, or Gestalt perspectives.* | *Students entering the field of counselling require an understanding of a complex body of knowledge, clinical skills, self-awareness, analytical techniques, problem solving skills and the ability to evaluate evidence, arguments and assumptions to reach sound independent judgements.* *The opportunity to develop these skills is provided through a combination of teaching and learning methods including seminars, lectures, clinical placement and supervision, personal therapy experiential group work and independent learning.* | *Recorded skills assignment Essays Portfolio Supervisory reports Presentations Learning Journals Case studies* |
| B2 | *Build an argument and utilise research evidence when applying theory to practice.* | | *Recorded skills assignment Essays Portfolio Supervisory reports Presentations Case study* |
| B3 | *Synthesis information and engage in structured and coherent discourse.* | | *Recorded skills assignment Essays Portfolio Supervisory reports Presentations Case study* |
| B4 | *Analyse situations from different perspectives and evaluate the appropriateness of a range of therapeutic responses, strategies and interventions to inform practice.* | | *Recorded skills assignment Essays Portfolio Supervisory reports Presentations Case study* |

## C. Practical (Professional or Subject) skills, able to:

Note: For C3, the learning outcome only refers to the chosen pathway.

| LO number | Learning outcome | Learning and Teaching methods | Assessment methods |
|---|---|---|---|
| C1 | *Demonstrate responsibilities to the client, employer, counselling profession and society and operate in accordance with the British Association for Counselling and Psychotherapy (BACP) ethical framework.* | *Develop a theoretical understanding of historical development of counselling and current practice through lectures,* | *Recorded skills assignment Essays Portfolio Supervisory reports Presentations* |

| | | demonstrations, and individual and group research. | Case study |
|---|---|---|---|
| C2 | *Implement, evidence and demonstrate a consistent commitment to continuing professional and personal development including self-awareness and fitness to practice.* | *The integration of theory into practical application is supported by regular skills practice sessions with individual verbal and written feedback.* | *Recorded skills assignment* <br> *Essays* <br> *Portfolio* <br> *Supervisory reports* <br> *Presentations* <br> *Learning Journal* |
| C3 | *Generate evidence of the use of specific advanced counselling skills (CBT, Humanistic, or Gestalt) and acquire appropriate knowledge in order to facilitate the therapeutic relationship and make effective use of supervision when appropriate.* | *Towards the end of year 1 and throughout year 2 a counselling placement incorporating professional supervision and the opportunity to develop and consolidate professional practice.* | *Recorded skills assignment* <br> *Essays* <br> *Portfolio* <br> *Supervisory reports* <br> *Presentations* |
| C4 | *Reinforce the ethical and anti-oppressive approach within a diverse pool of the clients while relating to the issues, rights and responsibilities that each group initiates regardless of their gender, age, ethnicity, culture, class, ability, sexual orientation, religion and beliefs.* | | *Recorded skills assignment* <br> *Essays* <br> *Portfolio* <br> *Supervisory reports* <br> *Presentations* |

**D. Transferrable (Graduate and Employability) skills, able to:**

| LO number | Learning outcome | Learning and Teaching methods | Assessment methods |
|---|---|---|---|
| D1 | *Develop further effective team working skills including respectful working relationships and the ability to give honest, supportive feedback to colleagues.* | *Opportunities are provided for students to work in pairs, small groups and larger groups to encourage discussion, feedback and reflection on their learning The placement in year 2 also requires students to work in an agency setting and participate in regular professional supervision groups.* | *Recorded skills assignment* <br> *Essays* <br> *Portfolio* <br> *Supervisory reports* <br> *Presentations* <br> *Learning journal* |
| D2 | *Gather, prioritise and synthesise information effectively.* | *See above plus use of VLE – Google classroom* | *Research information* <br> *Presentations* <br> *Essays* <br> *Learning Journals* |
| D3 | *Produce evidence of own learning through reflection, evaluation and appraisal while assessing personal and professional strengths and weaknesses.* | *Opportunities are provided for students to work in pairs, small groups and larger groups to encourage discussion, feedback and reflection on their learning The placement in year 2 also requires students to work in an agency setting and participate* | *Recorded skills assignment* <br> *Essays* <br> *Portfolio* <br> *Supervisory reports* <br> *Presentations* |
| D4 | *Demonstrate clear communication using a range of media, visually, orally, and/or* | | *Recorded skills assignment* <br> *Essays* |

| | written in a manner appropriate to their audience. | in regular professional supervision groups. | Portfolio Supervisory reports Presentations |
|---|---|---|---|
| D5 | Produce evidence of competence in ICT including Google Suite, word-processing, spreadsheets, data analysis software, electronic bibliographic databases and/or other online resources relevant to counselling. | | Recorded skills assignment Essays Portfolio Supervisory reports Presentations |

## Academic Regulations

The current University of Portsmouth Academic Regulations for Collaborative Partners will apply to this course.

## Support for Student Learning

The University of Portsmouth provides a comprehensive range of support services for students throughout their course, details of which are available at the MyPort student portal.

In addition to these University support services, this course also provides:

- Learning Resource Centre at Eastleigh College - The LRC offers a range of facilities including private study areas, eBooks, online databases, journals, loaning of equipment such as iPads, DVDs and phone chargers.
- Free WiFi - Available to all Eastleigh College staff and students.
- Computer facilities and chairs for counselling - The rooms are equipped with a counselling style layout and there is also a room for all students to access the computers.
- Rest room/Kitchen - There is a room dedicated to HE learners whereby students can have their lunch and there are facilities such as a fridge, microwave, sink and storage facilities.

## Evaluation and Enhancement of Standards and Quality in Learning and Teaching

The University of Portsmouth undertakes comprehensive monitoring, review and evaluation of courses within clearly assigned staff responsibilities. Student feedback is a key feature in these evaluations, as represented in our Policy for Listening to and Responding to the Student Voice where you can also find further information.

## Reference Points

The course and outcomes have been developed taking account of:

University of Portsmouth Curriculum Framework Specification
- University of Portsmouth Vision 2030 and Strategy 2025
- University of Portsmouth Code of Practice for Work-based and Placement Learning
- Quality Assurance Agency UK Quality Code for Higher Education
- Quality Assurance Agency Qualification Characteristic Statements
- Quality Assurance Agency Subject Benchmark Statement for Counselling
- https://www.bacp.co.uk/careers/careers-in-counselling/training/
- Quality Assurance Agency Framework for Higher Education Qualifications
- Requirements of Professional and/or Statutory Regulatory Bodies: BACP (2018) Ethical Framework

- https://www.bacp.co.uk/media/3103/bacp-ethical-framework-for-the-counselling-professions-2018.pdf
- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff
- National Occupational Standards   - In the United Kingdom, counselling is not under statutory regulation, and is overseen and supported by several organisations, none of which are officially recognised by the government. The is a good website that works closely to the national standard organisation https://www.professionalstandards.org.uk/

## Disclaimer

The University of Portsmouth has checked the information provided in this Course Specification and will endeavour to deliver this course in keeping with this Course Specification. However, changes to the course may sometimes be required arising from annual monitoring, student feedback, and the review and update of modules and courses.

Where this activity leads to significant changes to modules and courses there will be prior consultation with students and others, wherever possible, and the University of Portsmouth will take all reasonable steps to minimise disruption to students.

It is also possible that the University of Portsmouth may not be able to offer a module or course for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the University of Portsmouth will endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

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## Document details

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|---|---|
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