

Programme Title and Name of Award	MA Counselling and Psychotherapy		
Professional Qualifications / Accreditation	N/A		
Academic Level	7	Total Credits	180
UCAS Code	N/A direct entry	JACS Code	B940
Criteria for Admission to the Programme	<p>The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage: http://www.cumbria.ac.uk/study/courses/postgraduate/counselling-and-psychotherapy-ma/</p>		
Teaching Institution	University of Cumbria		
Owning Department	Nursing, Health and Professional Practice		
Programme delivered in conjunction with	N/A		
Principal Mode of Delivery	Face to Face		
Pattern of Delivery	Part Time		
Delivery Site(s)	Lancaster		
Programme Length	<p>Standard registration period is 3 academic years</p> <p>Maximum registration period is 5 academic years</p>		
Higher Education Achievement Report (HEAR)	N/A		
Exit Awards	You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme.		

Programme Features

Programme Information

The MA Counselling and Psychotherapy is a professional training programme which leads to qualification (at Level 7) to practice as a counsellor/therapist, and eligibility to apply for British Association for Counselling and Psychotherapy (BACP) membership. The core model of the programme is Person Centred.

The programme is rigorous and will challenge you personally, professionally and academically within a learning community of like-minded peers and tutors. You will learn the necessary competencies to understand and work with a wide range of client issues in a professional and reflective way. You will also learn about the impact of research on the change process and how to engage in research in the humanistic tradition. You will explore your own history and learn how to be alongside clients as they process their experiences. This requires a level of openness and emotional robustness and you will be supported to develop this. The learning community for a practitioner course is an important resource for all students and you are encouraged to develop your capacity for giving and receiving open and constructive feedback.

The programme will run for one day a week over 3 academic years at the Lancaster campus and is normally delivered as follows (subject to revision):

Year 1: Two semesters of 12 weeks each (autumn and spring), plus an extension to semester 2 after the Easter holidays. In addition, there is a one weekend residential (usually in semester 2) and there may also be a Saturday workshop.

Year 2: Two semesters of 12 weeks each (autumn and spring), plus an extension to semester 2 after the Easter holidays. There may also be a Saturday workshop.

Year 3: Two semesters of 12 weeks each (autumn and spring)

For most of each academic year, the day is usually divided into work on the 'theory' modules in the morning and personal and professional development work in the afternoons. In Year 1 (Semester 1) you will work in small groups and pairs to develop your counselling skills and approach, with feedback from tutors and peers (using audio visual recording). If the appropriate skills assessment/readiness for client work assessment has been passed, you may commence client work during semester 2 of the first year of the programme.

Assessment

As a professional qualification, the MA Counselling and Psychotherapy programme provides a very comprehensive introduction to the theory and practice of the Person-Centred approach. We adhere to British Association for Counselling and Psychotherapy (BACP) guidelines regarding key areas of knowledge and these are represented across the programme within the various (core) modules. This is, inevitably, a challenging programme, both personally and academically. Our assessments are carefully designed to enable you to explore a range of interesting and important areas of theory and ethical/professional practice. Generic information regarding assessment is provided within the Programme Handbook with further, and more specific, information offered within individual Module Guides. You are required to engage in reading and research beyond taught sessions and strongly advised to utilise the library/online resources and to plan your time carefully to help ensure successful completion of each module. Group tutorials (academic) are offered within each module and individual (academic) tutorials by negotiation with LiSS, the module tutor and/or Programme Leader. Your final and research-based year has its own unique demands but offers you the opportunity to explore an

area of personal and professional concern. With the academic and individualised support of your allocated MA supervisor, you will work independently to undertake a small research study and to complete a 10,000 word dissertation. Students generally find this process interesting and highly engaging. Dissertations are submitted during late summer/early autumn of the same academic year. There are no exams within this programme.

Client work (supervised practice)

Once you have completed a readiness for practice assessment you will be able to begin seeing clients in a supervised practice setting ('placement'). To complete this element of the course you will need to undertake 100 hours of 1:1 client work, whilst meeting with your own independent supervisor once a month for 1.5 hours as a minimum. Although we do provide information about how to set up a placement, and give some contact details, we are unable to organise placements for students and you will need to take responsibility early on for organising this yourself. Students who are most successful in securing a placement put a lot of work and initiative into exploring possibilities and making contacts at an early stage of the course. In previous years our students have had placements in schools/colleges, voluntary sector organisations and within drug/alcohol rehabilitation.

Personal counselling

A requirement of this course is that you will have 10 hours of personal counselling/therapy with a counsellor from our approved list of counsellors. This is seen as an important aspect of your own development.

Ethos

The programme team is experienced in developing people as therapists and we have a broad range of practice and academic interests including: couple counselling, mental health, bereavement counselling, research into the teaching and learning process, supervision, working in schools, and primary care.

The programme team is committed to the Person-Centred Approach and to integrating its philosophy throughout the course within the context of a University setting. We aim to create personal, academic and professional opportunities that will enable you to develop and deepen your learning and experience in this approach. Experience has shown us that this will provide particular challenges for you to face. We aim to work as a learning community in which individuals take responsibility for their own learning and have opportunities to learn with and from others. Much of the learning is experiential and involves learning from participation in the life and process of the group, and through reflection and personal development time, with tutor support.

Entry requirements

1st or 2nd class honours degree

If you have other qualifications there is a possibility you may be admitted to the course via APL procedures.

More information about levels and credits is available on the University website.

Non-standard entry

Under exceptional circumstances, and at the discretion of the Programme Leader, we may consider applications from students who do not meet the standard entry requirements. These applications are considered on a case by case basis and we work hard to ensure parity within such an individualised process. Applicants may have qualifications gained overseas, professional training (for example – professions such as nursing, social work) and/or counselling experience within an alternative therapeutic modality. We need to ensure that, whatever qualification presented, there is a degree of equivalence with respect to academic level. The interview process for non-standard entry reflects the unique position of these applicants. Under some circumstances, and to determine levels of theoretical understanding, we may require applicants to complete a written piece of work and/or to present evidence of their capacity to offer counselling skills adhering to appropriate ethical and professional

standards.

If you believe your application may fall within this category, you are strongly advised to contact the Programme Leader and/or Admissions for guidance.

Selection criteria

You will need to have already completed a minimum of 30 hours of counselling skills training and be deemed to have a level of counselling ability that would enable you to go out on placement in the first semester. You will need to undertake a satisfactory Disclosure and Barring Service (DBS) clearance through the University of Cumbria. Once the course begins you will need to be accepted as a student member of the BACP. Your application needs to be supported by a statement from your referee. This will need to reflect on both your academic and personal capacity to undertake this course. Ideally this would be from a tutor from a current or previous course; alternatively, one from your manager would be sufficient.

To meet the requirement of the 30 hours of counselling skills training, you could consider the Basic Counselling Skills module which is usually offered twice each year in early spring and summer.

You will be interviewed for selection for this programme by a member of the programme team.

Additional contact information

Contact information for this programme is available on the University website.

Employment opportunities

Some people who undertake a professional counselling training programme go on to work as counsellors/therapists in private practice, the NHS, schools and other organisations in the private, public and voluntary sectors. Others gain employment in associated fields, for example youth work, community organisations, pastoral care. Our experience has been that people embark on a programme such as this for a range of reasons which may be for personal development, professional development or a mixture of both. Whatever your own goals, you will leave the programme with valuable interpersonal skills which are in demand by a range of employers, and better equipped to follow your goals.

Programme team

The programme team is Ruth Bridges, Sheila Ford and Margaret Rock. We are an experienced and highly qualified team with a range of professional interests and many years of counselling/psychotherapy practice/supervision and teaching between us in a range of settings, including the NHS, University Counselling Services, Child and Adolescent Mental Health Services (CAMHS), Relate, and private practice.

Aims of the Programme

The overall aims of the Programme are to:

1. Offer you a high quality blend of professional and academic qualification, and deep learning in keeping with the changing needs of the profession;
2. Develop an appropriately supportive and challenging learning environment involving all students and staff;
3. Enable you to develop as a competent, critical, reflexive and ethical practitioner, within a variety of settings;
4. Develop your capacity to critically evaluate and synthesise current research with supervised practice experience and thereby managing complex and unpredictable client issues effectively;

5. Develop your abilities to work at relational depth, and be critically self-reflexive - understanding your personal process and its impact on the counselling and psychotherapy relationship;
6. Enable you to develop a complex understanding of diversity and use this to work towards developing a non-discriminatory and non-oppressive way of working;
7. Provide a clear, comprehensive and critical exploration of Person Centred theory and practice, including comparison with other therapeutic approaches and integration of elements in keeping with your Person Centred Approach;
8. Extend and develop your skills in independent learning, understanding and critiquing research methodology, practice and literature, including evidence-based practice, and designing a research proposal.
9. Provide an opportunity for researching in depth a topic of your choice related to therapeutic practice and writing up your conclusions to a potentially publishable standard.

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 7 (Usually Master's level), you will be able to demonstrate that you have the ability:

- To display a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of your academic discipline, field of study or area of professional practice.
- Employ advanced subject-specific and cognitive skills to enable decision-making in complex and unpredictable situations.
- Generate new ideas and support the achievement of desired outcomes.
- Accept accountability for decision making including the use of supervision.
- Analyse complex concepts and professional situations by means of synthesis of personal and work place reflection and data drawn from scholarship and research in the field.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

After 60 credits of study (PGCert) you will be able to demonstrate:

- K1.** Personal, professional and ethical issues for practice including therapist reflexivity.
- K2.** Theoretical concepts of PCA and other approaches, including ways of comparing and contrasting theory and practice and integrating elements in keeping with the Person Centred Approach and how this impacts on ways of working with clients.
- K3.** The use and critical evaluation of a wide variety of quality sources of data relevant to the areas of study.

K4. The impact of personal experience and cultural identity on work with clients and the importance of developing wider perspectives and responding positively to difference.

After 120 credits of study (PGDip) you will be able to demonstrate:

K5. An understanding of in-depth personal, professional and ethical issues for practice including enhanced therapist reflexivity.

K6. Critical awareness of theoretical concepts of PCA and other approaches, including the capacity to critically appraise theory and practice and integrating elements in keeping with the Person Centred Approach and how this impacts on ways of working with clients.

K7. The use and critical evaluation of a wide variety of quality sources of data relevant to the areas of study.

K8. A critical understanding of the impact of personal experience and cultural identity on work with clients and the importance of developing wider perspectives and responding positively to difference.

K9. The ability to critically analyse the impact of cultural, economic and political contexts on counselling and psychotherapy practice.

K10. Advanced understanding and critical awareness of research methods and methodologies in relation to therapeutic work and their appropriateness to different areas of enquiry and context.

After 180 credits of study (MA) you will be able to demonstrate: K1-10 and in addition:

K11. Critical understanding of the ability to implement research methodologies in relation to therapeutic work and their appropriateness to different areas of enquiry and context.

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

After 60 credits of study (PGCert) you will be able to demonstrate:

S1. The ability to critically analyse and synthesise research from a wide range of sources and form your own opinions based on this understanding and your therapeutic practice experience.

S2. Critical understanding of the philosophical underpinnings of the approach and ways that these influence interventions.

S3. The ability to actively and creatively debate relevant material.

S4. Understanding of a wide range of issues related to counselling and psychotherapy.

S5. The ability to work effectively with others in a team.

S6. The capacity and desire to develop as an independent, lifelong learner.

S7. The ability to identify and solve complex problems.

S8. Competence in a range of IT skills.

S9. A willingness to take responsibility for your own learning, effectively self -manage and organise your studies.

S10. The ability to communicate effectively in essay and report writing and oral presentations.

S11. The ability to make critical judgements and evaluations leading to complex problem solving.

S12. Critical reflection on your strengths and interests in relation to future employment.

After 120 credits of study (PGDip) you will be able to demonstrate:

S1. – S12. and in addition:

S13. Demonstrate professional competencies as follows:

- a) Work effectively with clients: building, maintaining and ending therapeutic relationships; work at relational depth; work in ways appropriate to different clients.
- b) Recognise their limitations and the need for supervision and be committed to resolving any needs.
- c) Make ethical decisions regarding their clients based on the BACP Ethical Framework.
- d) Understand and manage their own complex responses in relation to this work.
- e) Assess and develop their own emotional robustness and capacity for reflexivity.
- f) Demonstrate engagement with emerging developments within the profession and their potential and actual impact.
- g) Show commitment to ongoing professional development.
- h) Show commitment to personal reflexive practice.

After 180 credits of study (MA) you will be able to demonstrate:

S1.- S.13. and in addition:

S14. The ability to propose, execute and write up a competent and original research study of publishable standard.

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

The programme curriculum and design is informed by the most current national guidelines and criteria available, namely:

- 1) Competence framework for Humanistic psychological therapies commissioned by Skills for Health (http://www.ucl.ac.uk/clinical-psychology/CORE/Humanistic_Competerences/clinicians_guide.pdf)
- 2) QAA Subject Benchmark Statement - Counselling and Psychotherapy www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-counselling-psychotherapy.pdf
- 3) British Association for Counselling & Psychotherapy course accreditation scheme, which describes its purpose as:
 - The definitive standard for training providers wanting to gain formal recognition for the high standard of training which they deliver.
 - A framework for trainers wanting to design a professional practitioner training to a nationally recognised high standard.
 - A reference for prospective students seeking assurance about the quality of their future

training.

- A benchmark for employers when recruiting practitioners who need to be trained to a high professional standard.

([http://www.bacp.co.uk/accreditation/ACCREDITATION%20\(FOR%20TRAINING%20COURSES\)/index.php](http://www.bacp.co.uk/accreditation/ACCREDITATION%20(FOR%20TRAINING%20COURSES)/index.php))

- See also QAA website – Master’s degree characteristics.
<http://www.qaa.ac.uk/en/Publications/Documents/Masters-degree-characteristics.pdf>

Teaching, Learning and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

The learning/teaching strategy adopted by the programme aims to develop independent and active learners, foster deep learning and understanding and enable students to develop advanced study habits and learning skills as well as helping you to become an effective and reflexive practitioner. A variety of methods and strategies are employed throughout the programme to enable this.

All development in therapeutic practitioners has at its core the movement of the practitioner from closed to open in terms of self- understanding, self -awareness and the capacity to embrace difference. There is also a movement towards robustness, compassion and self -acceptance. All of the teaching strategies, including the development of meaningful relationships with staff to enable high levels of support and challenge, are in the service of this development. Personal tutors support your navigation of their learning journey, and support is also available through the Learning, Information and Student Services (LiSS).

Students’ learning is supported by the use of UoC learning technology such as Blackboard and the availability of resources suitable for mobile learning (e.g. the use of PDF file format instead of MS Word and the use of e-books, online journals and web links).

In keeping with the phenomenological philosophy, you will be invited to critically engage with your own experience as well as with the experience and writings of others. Knowledge and understanding are developed through use of a wide range of activities and may include: peer learning activities, work based learning (counselling practice), case discussion and presentation, analyses of practical sessions, personal development exercises and group work, keeping a journal, synthesis of practice with theory, lectures, tutorials, seminar activities, workshops, residential weekend, guided learning & readings, presentations, individual and group projects, case study analysis, poster presentations, literature reviews.

You will undertake the final MA work independently with tutor support and supervision, and will complete a significant independent research project.

Types/Methods of Assessment

All taught modules carry assessed elements. Programme and module learning outcomes are clearly aligned to summative assessments and assessment is seen as part of the process of learning as well as the product. The assessments are designed to allow you to demonstrate your scholarly understanding and application of emerging and existing knowledge. They also require a masterly balance of theory and practical application of theory.

Assessment on the programme is through coursework which is directly relevant to professional practice. This may include: essays, reflexive journals, presentations, group work, personal development statements, recordings of work with clients and peers, literature reviews, reports, portfolios, workbooks, research projects, dissertation etc. Modules include formative activity which aids learning and provides feedback and contributes towards summative assessment directly and/or

indirectly.

You are expected to demonstrate extensive evidence of independent study and research, critical understanding and synthesis of concepts and evidence from a range of sources, originality and ability to communicate their ideas clearly and in a variety of forms. You will work towards professional competence underpinned by personal and academic development. You will be expected to be open to and willing to engage in sophisticated self-study and self-awareness. Tasks encourage interaction, activity, understanding, critical reflection and integration of programme content.

Programmes and modules are conceived as broadly flexible, utilising a full range of UoC digital resources and supported communication through learning technology where suitable – for example through online and distributed places for learning – an approach that embodies inherent opportunities for study across learning contexts. You are encouraged to make full use of the many and varied resources and materials that are placed on Blackboard, and to use the e-resources such as e-books and journals.

Learning is based in academic study and professional practice. You are actively facilitated to use, apply and integrate their professional knowledge within their practice (and communities) and to develop an enquiring, critical approach to their study and professional practice. You are required to engage in a supervised practice setting where you will acquire the programme requirement of 100 hours of Counselling practice.

Learning and assessment are considered as interrelated. Everything that you undertake – and the products of that learning – are couched amongst active participation and formative opportunities for dialogue and feedback throughout, and this work has value in authentic summative assessments, i.e. making learning and feedback count. You will have ample formative feedback from tutors and peers through a wide range of activities that include reviewing your practice with clients and peers, presentations of your work and group discussion. Reflexive practice is central to all aspects of the programme and you will be expected to keep a personal journal which will provide a rich source of material for your summative assignments.

Summative assessment is authentic, in that assessment clearly aligns to programme and module level learning outcomes, encourages and enables progressive development through feedback, and is of relevance to professional needs that also develop skills and capacity for wider employability. Intellectual, professional and key transferable skills are central to learning opportunities and assessment. You will be encouraged to critically reflect on your skills development in your learning and practice contexts in order to develop your ability to make sound professional judgments. There will be regular opportunities for you to observe your peers and you are encouraged to offer constructive feedback to facilitate the dissemination of good practice. There are a number of key graduate skills that you may acquire which increase your future employability. These include team work, problem solving, IT competency, effective communication and critical judgement.

Student Support

The first week of the Programme serves as an initial induction but there is a process of ongoing induction over the course of the first semester. The delivery of study, academic and digital skills are embedded, and extend and adapt definitive resources available centrally through LISS. You will initially be provided with dedicated sessions that introduce you to the use of Blackboard, e-resources, use of recording equipment. You will also have academic skills sessions which will help you to develop critical thinking, academic writing at M level and referencing skills. You will have the opportunity to refine and develop these skills through the activities during teaching and learning.

You will also be allocated a Personal Tutor. Personal Tutors will be proactively involved in the delivery of the programme and will have contact with you throughout your time at the University. They will

support learning and development, including tutorials and other support as outlined in the Personal Tutor Policy.

You will have access to small, private Counselling rooms where you will work with peers to develop your Counselling skills. You will be required to video record these sessions and camera equipment will be provided for this purpose.

Library and Student Services (LiSS)

Library and Student Services (LiSS) offer a wide range of support, including; access to library learning resources, academic skills, careers and employability, financial help, counselling, health and wellbeing and support for disabled students and those with specific learning requirements. We know that you want to get the most out of your programme, make the best use of your time and find or continue in the career you always dreamed of. Access university support and facilities easily and quickly via our [help is at hand](#) search.

The Skills@Cumbria service can help support your academic skills and success throughout your programme. The service is delivered by a team of professional Learning Enhancement Advisers within LiSS. It includes a suite of online self-help resources accessible 24/7 via the University's website and Blackboard site. It also provides group and individual advice and guidance accessible through and alongside your course and by different means such as face to face, email or virtual.

Module leaders will collaborate with LiSS advisers to ensure that your reading lists are current and items are available via the library collections. In order to maximise access, availability and usefulness, e-books and electronic journal titles will, in most cases, be prioritised. You can access a wide range of great electronic and print content using [OneSearch](#) and you can find out more about key texts and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading lists will be made available to you electronically using the university's [online reading list system](#).

In addition to the range of guidance above, you have the opportunity to further develop your personal, academic and professional skills by taking part in a number of initiatives coordinated and delivered by LiSS Advisers. For Master's level students these include:

Preparing for M Level Study

This free online pre-entry Master's level course is available free of charge through the Open Education Platform powered by Blackboard as is Head Start Plus. It provides a useful insight into the academic requirements of study at postgraduate level and is recommended to students who are about to start their PG qualification.

To access the course simply follow the link to <https://openeducation.blackboard.com/cumbria> and set-up a free account with Open Education. Once logged on, select the course free of charge and work through it at your own pace.

Career Ahead

Career Ahead is the University's Employability Award that is accessible to all of our students regardless of level or programme of study. Available free through the Careers Team in LiSS, the award gives students the opportunity to make their graduate CV stand out. Based on what employers look for in an ideal candidate, this award works with students to identify any gaps in their skill set and reflect on their experiences. It also offers the opportunity to participate in exclusive programmes and activities with real life employers. The University of Cumbria's employability award is split into three stages: Bronze, Silver and Gold, with a further Career Ahead + Platinum level. Students' engagement in extra curricula activities such as volunteering, project and charity work and peer mentoring are recognised within Career Ahead. To find out more or to register email careerahead@cumbria.ac.uk.

Programme Curriculum Map					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
7	HLLC 7015	Theory and Practice 1	20	Core	K2,K3,K4,S1,S2,S3,S4,S5,S6,S8,S9,S10,
7	HLLC 7012	Personal and Professional Development 1	20	Core	K1,S7,S10,S11,S12
7	HLLC 7014	Theory and Practice 2	20	Core	K2,K3,K4,S1,S3,S4,S5,S10
7	HLLC 7016	Attachment and Adversity	20	Core	K7, K8, K6, S1,S10,S4
7	HLLC 7018	Personal and Professional Development 2	20	Core	K1, S10,S4,S13
7	HLLC 7065	Understanding Therapeutic Diversity	20	Core	K5,K6,S5,S10,S11,S12
7	HLLG 7100	Research Methods	20	Core	K10,S10
7	HLLC 7085	Undertaking and Presenting Research	40	Core	K6,K10,S10,S14
Notes					
<p>This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes</p> <p>This programme was designed to meet the course accreditation criteria of the B.A.C.P. (professional body). As such, all of the modules are core. The modules primarily related to developing practice are HLLC 7012 and HLLC 7018. Some modules are taught in a single semester while HLLC 7085 goes across semesters 1,2 and 2E, as do HLLC 7012 HLLC 7018 and HLLC 7065. Where modules are year-long this is to enable either the completion of the dissertation or to enable a sufficient personal and professional developmental period.</p> <p>The staff student ratio varies within and across modules. Where there is a 1:12 ratio this module, or part of module, concentrates on practice development.</p> <p>Module HLLG 7100 Research Methods is a module from the Practice Development Framework.</p> <p>To progress to year two you must pass both the Academic and Practice Component of module HLLC 7015 (Supervised Practice Readiness) and have had the pass ratified at an exam board, this will usually be in February of year one. In addition, where a supervised practice has not commenced prior to</p>					

year 2 you may not progress to year two unless you have written confirmation from a supervised practice setting that you will start supervised practice no later than the second week of the second academic year.

There is a residential weekend included on the programme. This is normally held in the second semester of the first year and is a compulsory. The hours allocated to the residential are part of the overall 400 contact hours that the B.A.C.P. require to meet their criteria for professional training and which we accept as a suitable guideline. Evidence of attendance from your tutor will be submitted with your final logs and reports. If, as a consequence of exceptional circumstances, you are unable to attend the residential your tutor may agree an equivalent alternative with you if appropriate.

At Masters level all assignments have a minimum pass of 50% and only one re-take of any failed pieces of work.

A failed student will not be permitted to re-register on the same award.

Supervised Practice Requirements:

Before commencing work with clients on placement you must pass the Supervised Practice Readiness Assessment and have completed all supervised practice agreements and paperwork satisfactorily, have a contract for your individual supervision in place and be student members of BACP, with any necessary Professional Indemnity insurance in place (full details of these requirements and the process for arranging them are available in the Programme Handbook and in the Supervised Practice page on the course Blackboard site). This readiness assessment includes a self- and tutor-assessment of 'fitness to practise', which is monitored and reviewed during the course of your supervised practice via the weekly tutor-led supervision/'Home Group', interim joint review reports from your individual supervisor and the course 'Issues of Concern Procedures' * which are available to all parties involved in supporting your supervised practice.

If health or other personal issues are impacting on your capacity to work safely and effectively with clients (current 'fitness to practise'), this may mean you are required to withdraw from supervised practice for a period of time, with a plan drawn up in discussion with you to support your needs and enable a return to practice (in line with the university student support procedures www.cumbria.ac.uk/studentprocedures). If concerns are expressed about your ability to work ethically with clients either because of your current psychological or physical state or because of not working within the course 'Ethical Practice Guidelines' *, university codes of conduct, BACP Ethical Framework and / or policies and procedures of the Supervised Practice organisation/ placement, this will be clearly discussed with you in Home Group and in Student Support Sessions (as appropriate) in an endeavour to support your development. In both these cases concerns may lead to you being required to withdraw from working with clients for a period of time, which may have implications for your development and ability to progress/complete the course requirements successfully (see below re. completion of practice hours and associated assessments). If, after all reasonable means of support have been exhausted, you are deemed unfit or unsuitable to continue with professional counsellor training you would be required to withdraw from the programme. You must achieve a minimum of 100 counselling practice hours with clients on placement, in order to successfully complete the programme. The programme team will give support, information and guidance from the interview stage and throughout the programme, as appropriate, but the responsibility for gaining appropriate supervised practice opportunities, meeting the programme requirements for supervised practice and producing evidence of this lie with you. Evidence of having met the professional requirements for supervised practice, as well as the personal counselling/therapy requirement, is demonstrated via the 'Logs & Reports' assessment item for the module HLLC7018 which must be submitted and assessed as satisfactory in order to pass the course and receive the final award. If at the end of the programme in this final assessment of practice you are considered unfit to practice by your tutor/tutors, you may be

required to go through the University formal Fitness to Practise procedure.

If, due to either personal circumstances or issues (as referred to above) or limited availability of supervised practice hours beyond your control (e.g. lack of suitable client referrals, change in placement availability), it is not possible to achieve the supervised practice requirements at the appropriate points in the programme and/or complete these within the time-frame of the programme. Where this relates to the completion of practice-related module assessments during the programme this will be addressed within the university academic regulations and assessment processes (for example, 'deferred decision with good cause'). If you have successfully completed all taught and assessed elements of the programme but have not been able to complete the required practice hours by the end of the course, arrangements would be made for a 'deferred decision with good cause' on your final award. This would mean your continuing in your placement until the required hours and 'Logs & Reports' are satisfactorily completed (usually for a maximum period of one further academic year), after which your final module HLLC 7018 results would be presented at the next Assessment Board for ratification. You would continue to be registered as an 'external student', with the requirement for individual face-to-face supervision with your external supervisor on a fortnightly basis (as per training supervision requirements detailed below) along with continued BACP Student Membership. All parties involved (placement, individual supervisor and BACP Membership Services) would be kept informed of the situation by you.

As this situation is not ideal, your progress towards meeting the supervised practice requirements will be monitored on an on-going basis during the course and where there is likely to be a large deficit in the number of practice hours completed within the timeframe of the course, other options such as intercalation at an earlier point in the programme will need to be considered. If you need to intercalate (i.e. take a planned break in studies/attendance of taught modules with an agreed date of return) you must suspend your placement in agreement with your placement provider and supervisor. You may return to your placement on re-commencement of your studies after consultation with a tutor.

You must have a minimum of one-and-a-half hours' individual external supervision per calendar month whilst in practice, with fortnightly supervisory support agreed with your supervisor. There are additional requirements for students in training relating to the ratio of client sessions to supervision hours. Some placements offer group supervision – this can be used to cover the additional training requirements (fortnightly frequency and exceeding the 8:1 ratio), however cannot be counted towards the minimum monthly individual supervision requirement as above. You must also undertake a minimum of 10 hours of personal counselling/psychotherapy with someone on the programme's Counsellors/Psychotherapists list in year one or two.

The programme includes a range of costs additional to the programme fee, these include:

- a) Residential in year 1, (£190 in 2017)
- b) Student membership of BACP from the start of the programme.
- c) External supervision – a minimum of 1 ½ hours of supervision a month (maximum 8:1 ratio of hours counselling & psychotherapy to supervision hours) with a supervisor from our list of 'approved supervisors' from the time that supervised practice begins and until the end of the programme (supervision is an ongoing requirement for practicing members of BACP; even when qualified); the cost is usually £30-£40 per hour;
- d) Insurance – if your supervised practice settings insurance does not effectively cover you, you will have to pay for insurance yourself;
- e) Personal Counselling/Psychotherapy – you must undertake a minimum of 10 hours of individual therapy during the programme. This is intended

to support your personal development (a crucial component in becoming a Counsellor/Psychotherapist) in a 1:1 setting and to increase your awareness of the process of being a client within the model that you are training in. The cost is usually £30-£40 per hour;

f) Supervised Practice related costs – this will usually include travel to and from the supervised practice setting(s);

g) Recording and playback equipment, books, etc.

*** Key to Module Statuses**

Core Modules

Must be taken and must be successfully passed

Programme Delivery Structure: Part Time				
Module Code	Module Title	Delivery Pattern	Method(s) of Assessment	Approximate Assessment Deadline
		Autumn Semester / Spring Semester / Extended / Year-Long		
HLLC 7015	Theory and Practice 1	Autumn Semester	Written assignment and Practical skills assessment	Early Spring semester
HLLC 7012	Personal and Professional Development 1	Year Long	Written assignment and Written assignment	Mid Spring semester Mid Extended semester
HLLC 7014	Theory and Practice 2	Spring/Extended Semester	Written assignment and Written assignment	Mid Spring semester End Extended semester
Students exiting at this point with 60 credits would receive a PGCert Personal, Professional and Theoretical Development				
HLLC 7016	Attachment and Adversity	Autumn Semester	Written assignment	End Autumn semester
HLLC 7018	Personal and Professional Development 2	Year Long	Written assignment and Written assignment	Mid Spring semester End Extended semester

HLLC 7065	Understanding Therapeutic Diversity	Spring/Extended Semester	Written assignment and Written assignment	End Spring semester End Spring semester
Students exiting at this point with 120 credits would receive a PGDip Counselling and Psychotherapy				
HLLG 7100	Research Methods	Autumn Semester	Set exercise (research proposal)	End Autumn semester
HLLC 7085	Undertaking and Presenting Research	Year Long	Dissertation	End Extended semester
Students exiting at this point with 180 credits would receive an MA Counselling and Psychotherapy				

Methods for Evaluating and Improving the Quality and Standards of Learning

Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods

- Module Evaluation
- Programme validation and revalidation
- Annual Evaluatory Reports
- Peer Review of Teaching
- External Examiner Reports
- Departmental Quality Committees

Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, WBL venues, other stakeholders, etc.

- Staff Student Forum
- Module Evaluation Forms
- Module/Programme/Personal tutorials
- Meetings with External Examiners
- Meetings with Supervisors and Placement providers.

Date of Programme Specification Production:

October 2016

Date Programme Specification was last updated:

9th November 2016

For further information about this programme, refer to the programme page on the University website

<http://www.cumbria.ac.uk/study/courses/postgraduate/counselling-and-psychotherapy-ma/>