

Programme specification

1. Overview/ factual information

Programme/award title(s)	Diploma in Higher Education (DipHE) in Therapeutic Counselling (Person Centred)
Teaching Institution	University Centre Peterborough (Stamford and Peterborough Campuses)
Awarding Institution	The Open University (OU)
Date of first OU validation	February 2024
Date of latest OU (re)validation	N/A
Next revalidation	August 2026
Credit points for the award	240
UCAS Code	N/A
JACS Code	N/a
Programme start date and cycle of starts if appropriate.	Feb 2024 Start dates September and January
Underpinning QAA subject benchmark(s)	Counselling and Psychotherapy 2022
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	QAA Subject Benchmark Statement Counselling and Psychotherapy 2022 BACP National Counselling Society
Professional/statutory recognition	National Counselling Society Accreditation application in progress.
For apprenticeships fully or partially integrated Assessment.	NA
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT Face to face
Duration of the programme for each mode of study	100% FTF 7.5 hours a week for 64 weeks
Dual accreditation (if applicable)	NA

Date of production/revision of this specification	16/10/23
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Please note: This 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 s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student's handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

During the programme, students will:

- Develop a critical understanding of Person Centred Counselling theories.
- Develop a critical understanding, devise and sustain arguments and/or solve problems, using ideas and techniques of theoretical approaches and their application to specific issues informed by the current practice of defined aspects of Counselling.
- Develop self-awareness and reflexivity in relation to self and others
- Enhance practitioners' professional skills.
- Gain academic competence and enhance research skills.
- Develop inclusive practice, taking on challenges in complex environments.
- Describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in Counselling and have an appreciation of the uncertainty, ambiguity and limits of knowledge.
- Develop the ability to manage their own learning and to make use of scholarly reviews and primary sources.
- Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding and to initiate and carry out projects.
- Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem.
- Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- Develop qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility, decision-making in complex and unpredictable contexts and have the learning ability needed to undertake appropriate further training of a professional or equivalent nature.
- Evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively.

- Utilise qualities needed for employment in situations requiring the exercise of personal responsibility and decision-making in complex and unpredictable circumstances.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme and arrangements for bridging modules or induction)

This is the Diploma in Therapeutic counselling which qualifies the student as a counsellor and can lead to the OU BA (Hons) Therapeutic Counselling and Psychotherapy Top-up degree in counselling delivered by UCP. Students will build on skills, knowledge and understanding of the level 3 Counselling and equivalent courses.

Students will be able to safely practise at the end of this diploma and progress into a paid role or set up in private practice.

There are 2 pathways for the Diploma; the Diploma in Person Centred Therapeutic Counselling or the CBT Diploma in Therapeutic Counselling. The modules for each pathway are outlined in the programme structure section of the respective Programme Specifications.

In addition, we will offer 6 of the modules (2 from the PC pathway and 4 from the CBT pathway) are also as micro credentials.

Module 6 Trauma and abuse theory and practice L5 (PC)

Module 7 Understanding and Addressing Mental Health Anxiety, Depression and Phobias L5 (PC)

Module 9 CBT Theory L4 (CBT)

Module 10 CBT Practice L4 (CBT)

Module 11 Relationship counselling Theory and Practice L5 (CBT)

Module 12 Addiction theory and practice L5 (CBT)

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

n/a

2.4 List of all exit awards

Certificate of Higher Education (CertHE) upon successful completion of 120 credits at Level 4

Programme Structure - LEVEL 4					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Module 1 Person centred Counselling Theory	30			No	Year 1 Semester 1
Module 2 Person centred Counselling Practice	30			No	Year 1 Semester 1
Module 3 Theoretical Perspectives in Human Development and Counselling	30			No	Year 1 Semester 2
Module 4 Integrating Other Counselling Approaches and Creative Therapies	30			No	Year 1 Semester 2

Intended learning outcomes at Level 4 are listed below:

Learning Outcomes – LEVEL 5 Diploma in Therapeutic Counselling Person Centred

Level 4 Modules 1, 2, 3 and 4

3A. Knowledge and understanding

Learning outcomes:

Learning and teaching strategy/ assessment methods

A1 Discuss the core principles of person-centred theory, including person-centredness, unconditional positive regard, empathy and congruence, self-concept, organismic valuing process and conditions of worth.

Learning and Teaching Strategies

Lectures Instructors will deliver structured lectures to provide foundational knowledge relevant to the diploma program.

A2 Identify and Debate contemporary perspectives and concepts that have emerged in person-centred theory, such as relational depth, self-compassion, or configurations of self

Class Exercises Practical exercises will be incorporated to help students apply theoretical concepts and develop essential skills.

A3 Explain the NCPS ethical principles and professional guidelines relevant to person-centred counselling practice.

Skills Workshops Hands-on workshops will focus on skill development, ensuring students acquire the necessary competencies.

A4 Interpret the legal context and regulations for person-centred counselling

Group Reflection Collaborative discussions will encourage students to reflect on course materials and engage in meaningful group dialogue.

A5 Explain Person-centred assessment techniques and the importance of goal setting

Self-Reflection Journal Students will maintain personal journals to document their reflections, track progress and synthesise their learning.

A6 Express the significance of cultural diversity in counselling practice

<p>A7 Give an overview of major theoretical perspectives in human development, choose from psychosocial theory (Erikson), Attachment theory (Bowlby) and cognitive development theory (Piaget), or other relevant human development theories.</p> <p>A8 Assess the strengths and limitations of each theoretical perspective in terms of its explanatory power, empirical support and cultural relevance highlighting areas of potential integration.</p> <p>A9 Identify societal issues such as class, sexuality, power, race and gender that can impact the development and application of theoretical perspectives in counselling.</p> <p>A10 Describe how different theoretical perspectives shape the therapeutic relationship, including the role of the counsellor and client and influences counselling practice</p> <p>A11 Identify and define the theory, key concepts and principles of at least two major counselling theoretical perspectives (e.g., Person Centred, psychodynamic, cognitive-behavioural, Transactional Analysis, Integrative).</p> <p>A12 Discuss how you can remain true to your foundation theory and still utilise skills from other approaches.</p>	<p>Discussion and Application Theoretical understanding will be strengthened through active discussions, idea application and exploration of current research in the field.</p> <p>Assessment Methods</p> <p>Journal Writing Ongoing journal entries for self-reflection and documenting learning experiences.</p> <p>Peer and Tutor Feedback Constructive feedback from peers and instructors on skill development.</p> <p>Group Process Work Assessment of collaborative dynamics and group contributions.</p> <p>Reflective Practice Opportunities Evaluation of students' ability to apply theoretical knowledge in practical contexts.</p> <p>Experiential Work Assessment of hands-on, experiential learning activities.</p> <p>Case Study Analysis Evaluation of students' analytical skills through case study examination.</p> <p>Journal Summaries and Practice Interactions Assessing comprehension and practical application of course content.</p> <p>Small-Group Work Evaluation of collaborative projects and group interactions.</p> <p>Exercises/Discussion Assessment through participation in discussions and practical exercises.</p> <p>Summative Assessment</p> <p>Academic Assignment Submission of an academic assignment to demonstrate a comprehensive understanding of the subject matter.</p> <p>Professional Portfolio Compilation of a portfolio showcasing achievements, experiences and practical work.</p>
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<p>A13 Propose how you can remain true to your foundation theory and still utilise various creative therapies, such as art therapy, play therapy and music therapy.</p> <p>A14 Express how ethical guidelines and professional standards apply to the use of theoretical perspectives in counselling practice.</p>	<p>Academic essays assigned to assess critical thinking and writing skills.</p> <p>Case Presentation and Discussion Presentation and discussion of complex cases, applying theory to practical scenarios.</p> <p>Poster/Exhibition Creative presentations or exhibitions used to showcase practical work and research.</p> <p>Case Notes, Practice Logbooks and Supervisor Reports</p> <p>Documentation and feedback from clinical practice and supervision.</p>
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Learning Outcomes – LEVEL 5 Diploma in Therapeutic Counselling Person Centred

Level 4 Modules 1, 2, 3 and 4

3B. Cognitive skills

Learning outcomes:

- B1 Analyse the implications of person-centred theory for counselling practice.
- B2 Critically evaluate how recent developments in person-centred theory influence the therapeutic relationship and client outcomes.
- B3 Analyse the strengths and limitations of person-centred theory in relation to diverse client populations and counselling contexts.
- B4 Modify and adapt person-centred techniques to address the needs of diverse client populations and specific contexts.
- B5 Develop and articulate a personalised self-care plan to promote ongoing professional development and prevent burnout.
- B6 Explore intersectionality and its impact on the therapeutic process.
- B7 Provide an in-depth exploration of at least 3 theories of Human development.

Learning and teaching strategy/ assessment methods

- Learning and Teaching Strategies
- Cognitive Skill Development Instructors will foster cognitive skills by encouraging students to critically evaluate and apply counselling theories and principles.
- Seminars and Practical Skills Work Seminars, along with practical skills development, will serve as the foundation for students to enhance their counselling skills. These sessions will facilitate interactions with lecturers, peers and practitioners. Relevant examples, new developments and current research will be incorporated to enrich learning experiences.
- Application of Theories Students will be encouraged to apply counselling theories to address contemporary issues faced by clients. Creativity in problem-solving and theory application will be nurtured through the use of case studies and current research.
- Assessment Methods
- Journal Writing Regular journal entries to document personal reflections and learning experiences.

Learning Outcomes – LEVEL 5 Diploma in Therapeutic Counselling Person Centred

Level 4 Modules 1, 2, 3 and 4

3B. Cognitive skills

B8 Analyse how psychosocial considerations, such as identity formation and interpersonal relationships, contribute to human development.

B9 Evaluate the cultural relevance and sensitivity of each human development perspective in addressing the needs of diverse clients.

B10 Assess the strengths and limitations of each theoretical perspective in terms of its explanatory power, empirical support and cultural relevance highlighting areas of potential integration

B11 Compare and contrast the practical implications and effectiveness of different theoretical perspectives in specific counselling contexts or client populations.

B12 Analyse the compatibility and synergies between different counselling theories and creative therapies.

Peer and Tutor Feedback Constructive feedback from peers and instructors on practical skills development.
 Group Process Work Assessment of collaborative dynamics and group contributions.
 Reflective Practice Opportunities Evaluation of students' ability to apply theories in real-world scenarios.
 Experiential Work Assessment of hands-on, experiential learning activities.
 Case Study Analysis Evaluation of students' ability to analyse and apply theories to case studies.
 Journal Summaries and Practice Interactions Assessment of comprehension and practical application of counselling concepts.
 Small-Group Work Evaluation of collaborative projects and group interactions.
 Exercises/Discussion Assessment through participation in discussions and practical exercises.
 Academic Assignment Submission of an academic assignment to demonstrate a comprehensive understanding of counselling theories and principles.
 Professional Portfolio Compilation of a portfolio showcasing achievements, experiences and practical work.
 Essays Academic essays assigned to assess critical thinking and application of counselling theories.
 Case Presentation and Discussion Presentation and discussion of complex cases, applying theories to practical scenarios.

Learning Outcomes – LEVEL 5 Diploma in Therapeutic Counselling Person Centred

Level 4 Modules 1, 2, 3 and 4

3B. Cognitive skills

Poster/Exhibition Creative presentations or exhibitions used to showcase practical work and research.
Case Notes, Practice Logbooks and Supervisor Reports
Documentation and feedback from clinical practice and supervision.
Recordings Utilisation of audio or video recordings for assessment purposes.

Learning Learning Outcomes – LEVEL 5 Diploma in Therapeutic Counselling Person Centred

Level 4 Modules 1, 2, 3 and 4

3C. Practical and professional skills

Learning outcomes:

Learning and teaching strategy/ assessment methods

C1 Demonstrate a comprehensive understanding of person-centred theory, including its core principles, concepts and assumptions, including referral.

C2 Adapt person-centred approaches to meet the unique needs of diverse clients and different counselling contexts.

C3 Assess the ethical and legal implications and challenges arising from person-centred theory including the importance of referral.

C4 Apply person-centred techniques and interventions in counselling sessions, to demonstrate an understanding and utilisation of key theory such as the 6 conditions, organismic self, self-concept, 7 stage process etc.

C5 Demonstrate an understanding of creating a contract, dealing with uncertainty, confidentiality, informed consent and professional boundaries within the context of person-centred therapy.

C6 Assess client progress and outcomes in person-centred counselling through the use of assessment tools.

Learning and Teaching Strategies

Lectures Instructors will provide structured presentations to convey essential knowledge and concepts related to the diploma program's subject matter.

Class Exercises Active learning will be promoted through in-class exercises that allow students to apply their knowledge and skills in practical scenarios.

Skills Work Practical skill development sessions will be conducted to ensure students acquire the necessary competencies.

Group Reflection Collaborative discussions and group activities will encourage reflection on course materials and real-world applications.

Self-Reflection Journal Students will maintain personal journals for self-reflection, tracking their progress and recording insights gained throughout the program.

Seminars and Theoretical Input Specialised seminars and theoretical discussions will deepen students' understanding of the subject matter.

Clinical Work Hands-on clinical experiences will provide students with practical exposure to the field.

Learning Learning Outcomes – LEVEL 5 Diploma in Therapeutic Counselling Person Centred

Level 4 Modules 1, 2, 3 and 4

3C. Practical and professional skills

C7. Compare and contrast the practical implications and effectiveness of different Human Development perspectives in specific counselling contexts or client populations and in group counselling.

C8 Examine the potential biases and limitations within the human development theoretical perspective in addressing clients from diverse backgrounds.

C9 Propose strategies for promoting inclusivity and sensitivity to societal issues within counselling practice.

C10. Compare and contrast the practical implications and effectiveness of different theoretical perspectives in specific counselling contexts or client populations.

C11 Exhibit ethical decision-making skills by recognising and addressing ethical dilemmas that may arise when utilising specific theoretical approaches with your foundation approach.

C12 Develop integrated treatment plans that seamlessly blend counselling approaches and creative interventions to address clients' multifaceted needs including cultural sensitivity and inclusivity.

Supervision of Clinical Work Supervision sessions will support students in their clinical practice, offering guidance and feedback.

Self-Awareness and Personal Development Personal therapy and experiential groups will facilitate self-awareness and personal growth among students.

Experiential Exercises Engaging activities, including role-plays and client interaction simulations, will enhance practical skills and competence.

Study Group Projects Collaborative projects and study groups will encourage teamwork and knowledge sharing.

Lectures and Electronic Resources Traditional lectures, as well as access to electronic resources, will facilitate learning and research.

Assessment Methods

Journal Writing Ongoing journal entries to reflect on learning experiences.

Peer and Tutor Feedback Constructive feedback from peers and instructors on skills development.

Group Process Work Assessment of group dynamics and collaboration.

Reflective Practice Opportunities Assessment of students' ability to apply theoretical knowledge in real-world situations.

	<p>Case Study Analysis Evaluation of students' ability to analyse and apply concepts to case studies.</p> <p>Journal Summaries and Practice Interactions Assessing students' comprehension and practical application of course content.</p> <p>Small-Group Work Evaluating group projects and collaborative efforts.</p> <p>Exercises/Discussion Assessment through participation in discussions and exercises.</p> <p>Journals/Case Notes Evaluation of documentation and case analysis skills.</p> <p>Academic Assignment Submission of an academic assignment to demonstrate a comprehensive understanding of the subject matter.</p> <p>Professional Portfolio Students will compile a portfolio showcasing their achievements, experiences and practical work.</p> <p>Essays Academic essays will be assigned to assess critical thinking and writing skills.</p> <p>Case Presentation and Discussion Students will present and discuss complex cases, applying theory to real-world scenarios.</p> <p>Poster/Exhibition Creative presentations and exhibitions may be used to showcase practical work and research.</p> <p>Practice Logbooks and Supervisor Reports Documentation and feedback from clinical practice and supervision.</p> <p>Recordings Utilisation of audio or video recordings for assessment purposes.</p>
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Learning Outcomes – LEVEL 5 Diploma in Therapeutic Counselling Person Centred

Level 4 Modules 1, 2, 3 and 4

3D. Key/transferable skills

Learning outcomes:

- D1 Analyse the strengths and weaknesses of person-centred theory in relation to counselling practice.
- D2 Assess the ethical implications and challenges arising from person-centred theory within legal and ethical boundaries.
- D3 Use a computer program to improve your IT skills and enhance your ability to create engaging presentations.
- D4 Engage in self-reflection and seek supervision or feedback and reflect on the importance of ongoing professional development, supervision and self-care in person-centred practice.
- D5 Demonstrate competence in counselling practice in order to enter a counselling placement by passing a recorded assessment.
- D6 Adapt person-centred approaches to meet the unique needs of diverse clients, including suicidality and different counselling contexts and organisations.

Learning and teaching strategy/ assessment methods

Acquiring key skills is integral to all activities within the course programme. Students will develop skills in IT and be able to collect, analyse and present information and report on research. This is included in all the Modules. Seminars, lectures and tutorials provide a way of developing fundamental skills – with a particular focus on communication and working with others. Students will be encouraged to monitor and develop their own learning and performance throughout the course.

Learning and Teaching Strategies

Assignments and Essays

Journal Writing Regular journal entries to document personal reflections and learning experiences.

Peer and Tutor Feedback Constructive feedback from peers and instructors on practical skills development.

Group Process Work Assessment of collaborative dynamics and group contributions.

Reflective Practice Opportunities Evaluation of students' ability to apply knowledge in real-world scenarios.

Learning Outcomes – LEVEL 5 Diploma in Therapeutic Counselling Person Centred

Level 4 Modules 1, 2, 3 and 4

3D. Key/transferable skills

D7 Demonstrate critical thinking by considering alternative interpretations from different theoretical perspectives.

D8 Recognise the potential biases or limitations within theoretical perspectives and propose strategies for promoting cultural competence in counselling practice.

D9 Evaluate the effectiveness of incorporating creative therapies to complement and augment counselling techniques in your foundation approach.

D10 Justify the selection and integration of specific theoretical concepts and techniques based on client needs, empirical evidence and ethical considerations including cultural sensitivity and inclusivity.

Experiential Work Assessment of hands-on, experiential learning activities.

Case Study Analysis Evaluation of students' ability to analyse and apply knowledge to case studies.

Journal Summaries and Practice Interactions Assessment of comprehension and practical application of course content.

Small-Group Work Evaluation of collaborative projects and group interactions.

Exercises/Discussion Assessment through participation in discussions and practical exercises.

Academic Assignment Submission of an academic assignment to demonstrate a comprehensive understanding of the subject matter.

Professional Portfolio Compilation of a portfolio showcasing achievements, experiences and practical work.

Essays Academic essays assigned to assess critical thinking and application of knowledge.

Case Presentation and Discussion Presentation and discussion of complex cases, applying knowledge to practical scenarios.

Poster/Exhibition Creative presentations or exhibitions used to showcase practical work and research.

Learning Outcomes – LEVEL 5 Diploma in Therapeutic Counselling Person Centred

Level 4 Modules 1, 2, 3 and 4

3D. Key/transferable skills

Case Notes, Practice Logbooks and Supervisor Reports
Documentation and feedback from clinical practice and supervision.

Recordings Utilisation of audio or video recordings for assessment purposes.

Exit Award: Certificate of Higher Education (CertHE) upon successful completion of 120 credits at Level 4

Intended learning outcomes at Level 5 are listed below:

Programme Structure - LEVEL 5					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Module 5 Loss and grief theory and practice	30			No	Year 2 Semester 1
Module 6 Trauma and abuse theory and practice	30			No	Year 2 Semester 1
Module 7 Understanding and Addressing Mental Health Anxiety, Depression and Phobias	30			No	Year 2 Semester 2
Module 8 Integrating Theory, practice and Self	30			No	Year 1& 2 Semester 1 & 2

Learning Outcomes – LEVEL 5 Diploma in Therapeutic Counselling Person Centred

Level 5 Modules 5, 6, 7 and 8

3A. Knowledge and understanding

Learning outcomes:

Learning and teaching strategy/ assessment methods

A15 Identify and Discuss the psychological, emotional and social consequences of Loss and Grief on individuals, families and communities.

Learning and Teaching Strategies Lectures Instructors will deliver structured lectures to provide foundational knowledge relevant to the diploma program.

A16 Describe how the foundation therapeutic approach (e.g., Person-Centred Therapy, Cognitive-Behavioural Therapy) can be utilised for grief counselling.

Class Exercises Practical exercises will be incorporated to help students apply theoretical concepts and develop essential skills.

A17 Explain legal and ethical issues that may be involved in counselling clients who have experienced Loss and Grief.

Skills Workshops Hands-on workshops will focus on skill development, ensuring students acquire the necessary competencies.

A18 Recognise signs and indicators of different forms of abuse and trauma, such as physical, emotional and sexual abuse and assess its impact on survivors' mental health and well-being.

Group Reflection Collaborative discussions will encourage students to reflect on course materials and engage in meaningful group dialogue.

A19 Demonstrate an understanding of key theoretical concepts and models of counselling related to trauma and abuse, including the effects of trauma on the brain, particularly the limbic system and amygdala; as well as the concept of re-traumatising clients and what can be done to avoid this.

Self-Reflection Journal Students will maintain personal journals to document their reflections, track progress and synthesise their learning.

Discussion and Application Theoretical understanding will be strengthened through active discussions, idea application and exploration of current research in the field.

Learning Outcomes – LEVEL 5 Diploma in Therapeutic Counselling Person Centred

Level 5 Modules 5, 6, 7 and 8

3A. Knowledge and understanding

A20 Identify the psychological, emotional and social consequences of trauma and abuse on individuals, families and communities.

A21 Discuss the ethical and legal guidelines and professional boundaries when working with trauma and abuse survivors.

A22 Differentiate between various types of anxiety disorders, depressive disorders and phobias; understanding their prevalence and impact on individuals and society.

A23 Recognise the interconnections between mental, emotional, social and physical well-being and in the context of anxiety, depression and phobias.

A24 Recognise the importance of ethical considerations and cultural competence in working with and supporting individuals with mental health challenges.

A25 Research and describe the logistical, ethical and legal implications of private practice.

Assessment Methods

Journal Writing Ongoing journal entries for self-reflection and documenting learning experiences.

Peer and Tutor Feedback Constructive feedback from peers and instructors on skill development.

Group Process Work Assessment of collaborative dynamics and group contributions.

Reflective Practice Opportunities Evaluation of students' ability to apply theoretical knowledge in practical contexts.

Experiential Work Assessment of hands-on, experiential learning activities.

Case Study Analysis Evaluation of students' analytical skills through case study examination.

Journal Summaries and Practice Interactions Assessing comprehension and practical application of course content.

Small-Group Work Evaluation of collaborative projects and group interactions.

Exercises/Discussion Assessment through participation in discussions and practical exercises.

Summative Assessment

Academic Assignment Submission of an academic assignment to demonstrate a comprehensive understanding of the subject matter.

Learning Outcomes – LEVEL 5 Diploma in Therapeutic Counselling Person Centred	
Level 5 Modules 5, 6, 7 and 8	
3A. Knowledge and understanding	
<p>A26 identify and discuss ethical dilemmas commonly encountered in counselling practice, demonstrating an understanding of their complexity and potential impact.</p> <p>A27 Describe the purpose and functions of supervision in supporting counsellor development and enhancing ethical practiced potential impact.</p>	<p>Professional Portfolio Compilation of a portfolio showcasing achievements, experiences and practical work. Academic essays assigned to assess critical thinking and writing skills. Case Presentation and Discussion Presentation and discussion of complex cases, applying theory to practical scenarios. Poster/Exhibition Creative presentations or exhibitions used to showcase practical work and research. Case Notes, Practice Logbooks and Supervisor Reports Documentation and feedback from clinical practice and supervision.</p>

Learning Outcomes – LEVEL 5 Diploma in Therapeutic Counselling Person Centred	
Level 5 Modules 5, 6, 7 and 8	
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<i>At the end of the module learners will be expected to</i>	Learning and Teaching Strategies
B13 Summarise key grief theories and evaluate their implications for counselling practice.	Cognitive Skill Development Instructors will foster cognitive skills by encouraging students to critically evaluate and apply counselling theories and principles.

Learning Outcomes – LEVEL 5 Diploma in Therapeutic Counselling Person Centred

Level 5 Modules 5, 6, 7 and 8

3B. Cognitive skills

B14 Evaluate the applicability of grief theories to diverse cultural contexts.

B15 Evaluate key theoretical concepts and models of counselling related to healing from trauma and abuse.

B16 Evaluate evidence-based treatments for complex trauma and PTSD, such as active listening, empathy, Cognitive-Behavioural Therapy (CBT), Prolonged Exposure Therapy (PE), Cognitive Processing Therapy (CPT), Trauma-Focused Cognitive-Behavioural Therapy (TF-CBT), Eye Movement Desensitisation and Reprocessing (EMDR), Dialectical Behaviour Therapy (DBT), cognitive restructuring, trauma-informed care and safety planning, when working with clients affected by trauma and abuse.

B17 Analyse the interplay between personal and contextual factors contributing to the impact of trauma and abuse.

B18 Explain the underlying causes, contributing factors and impact to the individual and society of anxiety, depression and phobias.

Seminars and Practical Skills Work Seminars, along with practical skills development, will serve as the foundation for students to enhance their counselling skills. These sessions will facilitate interactions with lecturers, peers and practitioners. Relevant examples, new developments and current research will be incorporated to enrich learning experiences.

Application of Theories Students will be encouraged to apply counselling theories to address contemporary issues faced by clients. Creativity in problem-solving and theory application will be nurtured through the use of case studies and current research.

Assessment Methods

Journal Writing Regular journal entries to document personal reflections and learning experiences.

Peer and Tutor Feedback Constructive feedback from peers and instructors on practical skills development.

Group Process Work Assessment of collaborative dynamics and group contributions.

Reflective Practice Opportunities Evaluation of students' ability to apply theories in real-world scenarios.

Experiential Work Assessment of hands-on, experiential learning activities.

Learning Outcomes – LEVEL 5 Diploma in Therapeutic Counselling Person Centred

Level 5 Modules 5, 6, 7 and 8

3B. Cognitive skills

B19 Assess the broader impact of anxiety, depression and phobias on clients' overall quality of life, social interactions and daily functioning.

B20 Evaluate potential ethical dilemmas and cultural nuances when working with anxiety, depression and phobias.

B21 Compare and contrast different models and approaches to counselling supervision, demonstrating an understanding of their unique features and benefits.

B22 Reflect on the importance of self-care and well-being for counsellors, identifying specific self-care practices and strategies to maintain personal well-being.

B23 Utilise reflective practice to analyse counselling interactions, identifying effective strategies and challenges.

Case Study Analysis Evaluation of students' ability to analyse and apply theories to case studies.

Journal Summaries and Practice Interactions Assessment of comprehension and practical application of counselling concepts.

Small-Group Work Evaluation of collaborative projects and group interactions.

Exercises/Discussion Assessment through participation in discussions and practical exercises.

Academic Assignment Submission of an academic assignment to demonstrate a comprehensive understanding of counselling theories and principles.

Professional Portfolio Compilation of a portfolio showcasing achievements, experiences and practical work.

Essays Academic essays assigned to assess critical thinking and application of counselling theories.

Case Presentation and Discussion Presentation and discussion of complex cases, applying theories to practical scenarios.

Poster/Exhibition Creative presentations or exhibitions used to showcase practical work and research.

Case Notes, Practice Logbooks and Supervisor Reports Documentation and feedback from clinical practice and supervision.

Recordings Utilisation of audio or video recordings for assessment purposes.

Learning Outcomes – LEVEL 5 Diploma in Person Centred Therapeutic Counselling Person Centred

Level 5 Modules 5, 6, 7 and 8

3C. Practical and professional skills

Learning outcomes:

Learning and teaching strategy/ assessment methods

C13 Demonstrate the application of therapeutic techniques to support individuals experiencing grief.

C14 Utilise appropriate assessment tools to evaluate the impact of Loss and Grief on clients' emotional and psychological well-being

C15 Distinguish between normal grief and complicated bereavement, identifying risk factors and warning signs of complicated grief reactions.

C16 Propose interventions and strategies for supporting individuals experiencing normal grief and those experiencing complicated grief.

C17 Demonstrate an understanding of trauma-informed practices, including safety, trustworthiness, collaboration, choice and empowerment.

C18 Apply appropriate trauma-focused interventions using evidence-based counselling approaches, such as person centred counselling, cognitive-behavioural therapy and

Learning and Teaching Strategies

Lectures Instructors will provide structured presentations to convey essential knowledge and concepts related to the diploma program's subject matter.

Class Exercises Active learning will be promoted through in-class exercises that allow students to apply their knowledge and skills in practical scenarios.

Skills Work Practical skill development sessions will be conducted to ensure students acquire the necessary competencies.

Group Reflection Collaborative discussions and group activities will encourage reflection on course materials and real-world applications.

Self-Reflection Journal Students will maintain personal journals for self-reflection, tracking their progress and recording insights gained throughout the program.

Seminars and Theoretical Input Specialised seminars and theoretical discussions will deepen students' understanding of the subject matter.

Clinical Work Hands-on clinical experiences will provide students with practical exposure to the field.

Learning Outcomes – LEVEL 5 Diploma in Person Centred Therapeutic Counselling Person Centred

Level 5 Modules 5, 6, 7 and 8

3C. Practical and professional skills

trauma-informed care, to support a client with specific symptoms and challenges related to trauma and abuse.

C19 Analyse and address ethical challenges and dilemmas effectively, demonstrating cultural sensitivity and respect for diversity in therapeutic interactions with clients ensuring clients' well-being and autonomy are prioritised.

C20 Utilise effective evidence-based therapeutic strategies for anxiety, depression and phobias to diverse counselling scenarios.

C21 Employ appropriate assessment tools to create individualised treatment plans, integrating holistic approaches, aligned with client needs, preferences and therapeutic goals

C22 Establish ethical and professional boundaries while providing effective counselling for anxiety, depression and phobias.

C23 Apply counselling skills to deal with client issues

C24 Apply ethical principles and guidelines, maintaining confidentiality and informed consent and navigate ethical challenges appropriately in placement.

Supervision of Clinical Work Supervision sessions will support students in their clinical practice, offering guidance and feedback.

Self-Awareness and Personal Development Personal therapy and experiential groups will facilitate self-awareness and personal growth among students.

Experiential Exercises Engaging activities, including role-plays and client interaction simulations, will enhance practical skills and competence.

Study Group Projects Collaborative projects and study groups will encourage teamwork and knowledge sharing.

Lectures and Electronic Resources Traditional lectures, as well as access to electronic resources, will facilitate learning and research.

Assessment Methods

Journal Writing Ongoing journal entries to reflect on learning experiences.

Peer and Tutor Feedback Constructive feedback from peers and instructors on skills development.

Group Process Work Assessment of group dynamics and collaboration.

Reflective Practice Opportunities Assessment of students' ability to apply theoretical knowledge in real-world situations.

Learning Outcomes – LEVEL 5 Diploma in Person Centred Therapeutic Counselling Person Centred

Level 5 Modules 5, 6, 7 and 8

3C. Practical and professional skills

C25 Develop and assess the importance of a comprehensive and well-structured plan for personal and professional development as a counsellor.

C26 Actively participate in supervision sessions, developing a productive working relationship demonstrating openness to supervision, seeking guidance and integrating feedback and evaluating your own fit with your agency.

C27 Complete 100 hours of placement client hours.

Case Study Analysis Evaluation of students' ability to analyse and apply concepts to case studies.

Journal Summaries and Practice Interactions Assessing students' comprehension and practical application of course content.

Small-Group Work Evaluating group projects and collaborative efforts.

Exercises/Discussion Assessment through participation in discussions and exercises.

Journals/Case Notes Evaluation of documentation and case analysis skills.

Academic Assignment Submission of an academic assignment to demonstrate a comprehensive understanding of the subject matter.

Professional Portfolio Students will compile a portfolio showcasing their achievements, experiences and practical work.

Essays Academic essays will be assigned to assess critical thinking and writing skills.

Case Presentation and Discussion Students will present and discuss complex cases, applying theory to real-world scenarios.

Poster/Exhibition Creative presentations and exhibitions may be used to showcase practical work and research.

Practice Logbooks and Supervisor Reports Documentation and feedback from clinical practice and supervision.

Learning Outcomes – LEVEL 5 Diploma in Person Centred Therapeutic Counselling Person Centred

Level 5 Modules 5, 6, 7 and 8

3C. Practical and professional skills

Recordings Utilisation of audio or video recordings for assessment purposes.

Learning Outcomes – LEVEL 5 Diploma in Therapeutic Counselling Person Centred

Level 5 Modules 5, 6, 7 and 8

3D. Key/transferable skills

Learning outcomes:

- D13 Reflect on personal values, biases and limitations that may influence the therapeutic process when counselling clients affected by Loss and Grief.
- D14 Use creative therapies as a way to express and evaluate emotions.
- D15 Reflect on personal values, biases and limitations while working with trauma survivors, acknowledging the potential for vicarious trauma and burnout and establish self-care strategies for ongoing professional development and well-being as a counsellor.
- D16 Make and utilise a film to demonstrate key points on trauma and abuse.
- D17 Address societal misconceptions and stigmas associated with mental health conditions and advocate for mental health awareness and destigmatisation and promote inclusivity.

Learning and teaching strategy/ assessment methods

Learning and Teaching Strategies

Acquiring key skills is integral to all activities within the course programme. Students will develop skills in IT and be able to collect, analyse and present information and report on research. This is included in all the Modules. Seminars, lectures and tutorials provide a way of developing fundamental skills – with a particular focus on communication and working with others. Students will be encouraged to monitor and develop their own learning and performance throughout the course.

Assessment Methods

Assignments and Essays These written assignments will play a significant role in assessing.

Journal Writing Regular journal entries to document personal reflections and learning experiences.

Peer and Tutor Feedback Constructive feedback from peers and instructors on practical skills development.

Learning Outcomes – LEVEL 5 Diploma in Therapeutic Counselling Person Centred

Level 5 Modules 5, 6, 7 and 8

3D. Key/transferable skills

<p>D18 Examine the roles of other mental health professionals and how these can work with counsellors to the best advantage of the client.</p> <p>D19 Reflect on experiences to refine counselling skills and enhance professional competence.</p> <p>D20 Demonstrate cultural competence by adapting counselling approaches to diverse client backgrounds.</p> <p>D21 Engage in self-reflection exercises, demonstrating an awareness of personal biases, values and beliefs that may influence counselling practice.</p>	<p>Group Process Work Assessment of collaborative dynamics and group contributions.</p> <p>Reflective Practice Opportunities Evaluation of students' ability to apply knowledge in real-world scenarios.</p> <p>Experiential Work Assessment of hands-on, experiential learning activities.</p> <p>Case Study Analysis Evaluation of students' ability to analyse and apply knowledge to case studies.</p> <p>Journal Summaries and Practice Interactions Assessment of comprehension and practical application of course content.</p> <p>Small-Group Work Evaluation of collaborative projects and group interactions.</p> <p>Exercises/Discussion Assessment through participation in discussions and practical exercises.</p> <p>Academic Assignment Submission of an academic assignment to demonstrate a comprehensive understanding of the subject matter.</p> <p>Professional Portfolio Compilation of a portfolio showcasing achievements, experiences and practical work.</p> <p>Essays Academic essays assigned to assess critical thinking and application of knowledge.</p> <p>Case Presentation and Discussion Presentation and discussion of complex cases, applying knowledge to practical scenarios.</p>
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Learning Outcomes – LEVEL 5 Diploma in Therapeutic Counselling Person Centred

Level 5 Modules 5, 6, 7 and 8

3D. Key/transferable skills

Poster/Exhibition Creative presentations or exhibitions used to showcase practical work and research.
Case Notes, Practice Logbooks and Supervisor Reports
Documentation and feedback from clinical practice and supervision.
Recordings Utilisation of audio or video recordings for assessment purposes.

4. Distinctive features of the programme structure

The Diploma in Therapeutic Counselling will have 2 routes:

- Person Centred
- CBT

Students decide which pathway they are studying before they begin the course as the foundation modules of theory and practice then dictate how they will practice.

It will require students to do all modules for their pathway:

Person Centred Diploma Pathway

Year 1

Module 1 Person centred Counselling Theory – Level 4

Module 2 Person centred Counselling Practice – Level 4

Module 3 Theoretical Perspectives in Human Development and Counselling – Level 4

Module 4 Integrating Other Counselling Approaches and Creative Therapies – Level 4

Year 2

Module 5 Loss and grief theory and practice – Level 5

Module 6 Trauma and abuse theory and practice – level 5

Module 7 Understanding and Addressing Mental Health Anxiety, Depression and Phobias – Level 5

Module 8 Integrating Theory, practice and Self – Level 5

Micro-credentials

6 of the modules (2 from the PC pathway and 4 from the CBT pathway) are also offered as micro credentials. These modules have been chosen in response to local service needs and feedback from alumni. These needs have been driven by different factors for example, the need for relationship counselling has become more pronounced due to Covid and its after effects. Prospective students will have completed a level 4 or 5 diploma previously. They will be taught as discrete groups.

Level 4

Module 9 CBT Counselling Theory (CBT)

Module 10 CBT Counselling Practice (CBT)

Level 5

Module 6 Trauma and abuse theory and practice (PC)

Module 7 Understanding and Addressing Mental Health, Anxiety, Depression, and Phobias (PC)

Module 11 Relationship counselling Theory and Practice (CBT)

Module 12 Addiction theory and practice (CBT)

The course will apply for accreditation with the NCPS.

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

Students will have access to college facilities. A wide range of support for student learning is provided including:

- An induction programme at the beginning of the course including introduction to systems.
- Library provision including books, journals and Online access to electronic journals and databases including SAGE and JStor.
- Library induction and individual support with research.
- Extensive computer facilities, including personal email accounts and access to the internet.
- Academically qualified staff with relevant experience, including research, supervision and links with the industry.
- Access to learning support facilities specific to HE students.
- Pastoral care with all students having a personal tutor and dissertation supervisor
- Access for all students to college counsellors, welfare and career advice.

6. Criteria for admission

Applicants must have a Certificate in Counselling Skills and Theory (Level 3) Mature applicants or applicants who do not have the above qualifications can contact our admissions team on 01733 214466 or admissions@ucp.ac.uk to discuss equivalent qualifications or relevant work experience.

It is the responsibility of the students to find a placement. A list of possible agencies that students can approach is provided. UCP runs a basic check that these providers registered and send any placement agencies a pack containing all the paperwork and course details.

Students will have identified possible placements before enrolling on the course but most placements will not confirm this until students have enrolled. An enhanced DBS check will be undertaken by the placement provider. *UCP's 'placement pack' is included in the back-ground documents.*

Applicants must have GCSE English language and mathematics at a minimum of grade C or grade 4.

If English is not your first language you will require a recognised Level 2 English language qualification or an IELTS score of 5.5 (with 5.5 minimum in each skill) or an equivalent English Language qualification.

Micro-Credentials Admission Requirements

As detailed previously, 6 of the modules linked to this programme of to the DipHE Therapeutic Counselling (CBT) are offered as Micro-Credentials. Admission requirements for these are as follows.

Module	Requirements
Level 4 - Module 9 CBT Counselling Theory	<ul style="list-style-type: none"> • Certificate in Counselling Skills and Theory (Level 3) • Applicants who do not have the above qualification can contact our admissions team on 01733 214466 or admissions@ucp.ac.uk to discuss equivalent qualifications or relevant work experience. • GCSE English language and mathematics at a minimum of grade C or grade 4 • A recognised Level 2 English language qualification or an IELTS score of 5.5 (with 5.5 minimum in each skill) or an equivalent English Language qualification.
Level 4 - Module 10 CBT Counselling Practice	<ul style="list-style-type: none"> • Certificate in Counselling Skills and Theory (Level 3) • Applicants who do not have the above qualification can contact our admissions team on 01733 214466 or admissions@ucp.ac.uk to discuss equivalent qualifications or relevant work experience. • Completion of Module 9 CBT Counselling Theory • GCSE English language and mathematics at a minimum of grade C or grade 4 • A recognised Level 2 English language qualification or an IELTS score of 5.5 (with 5.5 minimum in each skill) or an equivalent English Language qualification.

<p>Level 5 Module 6 Trauma and abuse theory and practice Module 7 Understanding and Addressing Mental Health, Anxiety, Depression, and Phobias Module 11 Relationship counselling Theory and Practice Module 12 Addiction theory and practice</p>	<ul style="list-style-type: none"> • Level 4 / 5 Counselling Diploma • GCSE English language and mathematics at a minimum of grade C or grade 4 • A recognised Level 2 English language qualification or an IELTS score of 5.5 (with 5.5 minimum in each skill) or an equivalent English Language qualification.
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Students who have studied Level 4 unit 9 / 10 will be able to join a full Diploma programme at an appropriate start point and not repeat any learning. We have scheduled a week 0 and a week 13 to ensure robust onboarding and progression for Micro-Credential Students (teaching is scheduled weeks 1 to 12).

All candidates will be required to attend an interview before joining the programme. Interviewers will be seeking evidence of:

- Ability to write and discuss assignments at undergraduate level
- Recent reading of Counselling research literature
- Reflection on learning experiences from recent and relevant courses

7. Language of study
English

8. Information about non-OU standard assessment regulations (including PSRB requirements)
<p>The Programme is full-time one day per week for 2 years. It will adhere to NCPS Code of Practice.</p> <p>Students will be working towards their 100 hours in a counselling placement.</p>

9. For apprenticeships in England End Point Assessment (EPA).

NA

10. Methods for evaluating and improving the quality and standards of teaching and learning.

Monitoring and evaluation will be done by:

- Programme leader
- Course management team
- Assessment boards

Observation is done through Peer observation and feedback unless a course is not meeting KPI where they are quality assured and improved by HE managers. All staff take part in this.

The college has a rigorous QAA procedure. Internal verification is done by the team. All paperwork and systems are in place.

Feedback will be obtained through:

Informal feedback from students via unit coordinators and personal tutors
Formal feedback from students via evaluation questionnaires and course evaluation form.

Formal feedback from student representatives.

Meetings with external examiners.

This feedback will be utilised to evaluate individual modules, the entire programme and teaching. The quality of the educational provision would be assessed

- the whole programme, each module and class (lecture, seminar, laboratory, etc)
- the performance of the provider(s) - the academic staff, tutors, support staff, involved in the delivery of this programme/course/class
- the experience of the learners as partners in the process
- their experience of what is provided and of the providers their motivation and approach to learning

11. Changes made to the programme since last (re)validation

NA

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (X) particular programme learning outcomes.

Level	Study module/unit	Programme outcomes																																																					
		A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	A13	A14	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	D1	D2	D3	D4	D5	D6	D7	D8	D9	D10						
4	Person Centred Counselling Theory	X	X	X											X	X	X											X	X	X																									
	Person Centred Counselling Practice				X	X	X											X	X	X											X	X	X														X	X	X						
	Theoretical Perspectives in Human Development and Counselling							X	X	X	X												X	X	X											X	X	X										X	X						
	Integrating Other Counselling Approaches and Creative Therapies										X	X	X	X													X	X	X										X	X	X										X	X			

Level	Study module/unit	Programme outcomes																																																				
		A15	A16	A17	A18	A19	A20	A21	A22	A23	A24	A25	A26	A27	B13	B14	B15	B16	B17	B18	B19	B20	B21	B22	B23	C13	C14	C15	C16	C17	C18	C19	C20	C210	C22	C23	C24C	C25	C26	C27	D13	D14	D15	D16	D17	D186	D19	D20	D21					
5	Loss and Grief Theory and Practice	X	X	X										X	X											X	X	X	X											X	X													
	Trauma and Abuse Theory and Practice				X	X	X	X								X	X	X												X	X	X														X	X							
	Understanding and Addressing Mental Health Anxiety, Depression and Phobias							X	X	X										X	X	X										X	X	X										X	X	X								
	Integrating Theory, Practice and Self											X	X	X										X	X	X										X	X	X												X	X			