

Programme Aim and Title	PG Diploma in Counselling Children in Schools MA in Counselling Children in Schools
Intermediate Awards Available	PG Cert; PG Dip
Teaching Institution(s)	Place2Be in collaboration with UEL
Alternative Teaching Institutions (for local arrangements see final section of this specification)	Place2Be
UEL Academic School	Psychology
UCAS Code	NA
Professional Body Accreditation	BACP
Relevant QAA Benchmark Statements	Counselling and Psychotherapy
Additional Versions of this Programme	NA
Date Specification Last Updated	August 2018

## Programme Aims and Learning Outcomes

This programme is designed to give you the opportunity to:

- Gain a professional qualification in a specialist area of counselling which can lead to individual professional accreditation as a counsellor
- Gain a systematic understanding and a critical awareness of the Place2Be Therapeutic Approach and apply this to counselling practice with children in school
- Develop the skills necessary to operate ethically, autonomously and accountably as a counsellor for children in a multi-agency context.
- Develop the skills necessary to deliver a package of mental health support in schools demonstrating self direction and originality in tackling and solving problems
- Evaluate critically current research and advanced scholarship in the field of counselling children and to evaluate methodologies and develop critiques of them and, where appropriate, to propose new approaches and explanations in practice.

### What will you learn?

#### Knowledge

- The Place2Be Therapeutic Approach for work with children
- A range of non-counselling mental health interventions in primary schools including circle time, small group work, nurture group
- Child Protection procedures
- Child development
- Government policy on improving children's well-being

#### Thinking skills

- The ability to reflect on and make use of your own emotional responses in a therapeutic setting
- The ability to place therapeutic content in the Place2Be theoretical framework

- The ability to use integration of theory and practice to develop research questions and investigations

**Subject-Based Practical skills**

- Competence and effectiveness as a therapeutic practitioner
- The ability to be a playful and creative counsellor with children
- The ability to assess your own competency
- The ability to contribute to and make good use of group supervision
- The ability to deliver a variety of therapeutic interventions in a school setting
- The ability to operate effectively and with empathy in the school system
- The ability to conduct meaningful and thorough research
- The ability to conduct observations of children in a variety of settings

**Skills for life and work (general skills)**

- Enhanced oral and written communication skills
- Effective self-appraisal
- Working as a team
- Working autonomously

Learning and Teaching

**Knowledge is developed through**

- Lectures
- Workshops
- Seminars
- Tutorials
- Reading
- Experiential exercises
- Clinical placement experience

**Thinking skills are developed through**

- Written assignments
- Experiential group and exercises
- Clinical Supervision
- Group discussion
- Journal writing

**Practical skills are developed through**

- Counselling role play
- Experiential exercises
- Placement in schools
- Professional log
- Placement Supervision Infant and young child observations

**Skills for life and work (general skills) are developed through**

- Participation in group learning and development
- Self development activities
- Self and peer appraisal
- Independent study
- Placement in schools

- Tutor and supervisor feedback

## Assessment

### **Knowledge is assessed by**

- Essays
- Tutor/ supervisor report
- Process recordings of clinical sessions

### **Thinking skills are assessed by**

- Journal
- Tutor/supervisor reports
- Case studies
- Self appraisals

### **Practical skills are assessed by**

- Placement Supervisor's reports
- Tape and video analysis and evaluation
- Tutor, self and peer assessment

### **Skills for life and work (general skills) are assessed by**

- Tutor and peer feedback
- Self-assessment
- Peer presentations

Students with disabilities and/or particular learning needs should discuss assessments with the Programme Leader to ensure they are able to fully engage with all assessment within the programme.

## Work or Study Placements

Students will take up a placement, of at least one day per week, in a Place2Be school for the duration of the Postgraduate Diploma. In Place2Be schools, you will be given supervision (usually paired) by the School Project Manager (SPM) at the end of every working day. You will also be responsible to the SPM at all times in school. You are expected to be available from 8.30 to 4.30 on your placement day.

## Programme Structure

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 3 Equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme.
- 4 Equivalent in standard to the first year of a full-time undergraduate degree programme.
- 5 Equivalent in standard to the second year of a full-time undergraduate degree programme.
- 6 Equivalent in standard to the third year of a full-time undergraduate degree programme.
- 7 Equivalent in standard to a Masters degree.

Programmes are made up of modules that are each credit weighted.

Below is a table outlining the programme structure all three modules are 60 Level 7 double modules. Students complete both Counselling modules to achieve the award of Postgraduate Diploma. The Postgraduate Diploma has one intake in September. The MA Research Dissertation module has one intake in January. All modules are delivered by Place2Be staff at Place2Be's Central London Training Centre.

Level	Module Code	Module Title	Credit Weighting	Core/Option	Available by Distance Learning? Y/N
7	GC7401	Counselling Children in Schools 1: Self, Skills and Theory	60	Core	N
7	GC7402	Counselling Children in Schools 2: Application and Integration	60	Core	N
7	GC7102	Counselling and Psychotherapy: Research	60	Core	N

The overall credit-rating of this programme is 120 credits for the Postgraduate Diploma and a further 60 credits for the MA. If for some reason you are unable to achieve this credit you may be entitled to an intermediate award, the level of the award will depend on the amount of credit you have accumulated. You can read the University Student Policies and Regulations on the UEL website.

## Programme Specific Regulations

The Programme is part time.

The Postgraduate Diploma is one full day placement and one evening's tuition per week with a residential and non-residential weekend training two to three times per year. It includes 400 hours of contact time and a one day per week, term-time placement in a Place2Be school. Students will complete 100 supervised clinical hours.

The MA module is also part time and involves a weekly study seminar and case discussions.

Students are required to undergo one to one therapy with a counsellor or psychotherapist accredited and/or registered with a recognised professional body (BACP, UKCP, HCPC) whilst on the Postgraduate diploma. It is expected that this will be weekly throughout the programme but minimum of 30 hours per academic year is the requirement. The Student's therapist will sign the **Personal Therapy Form** confirming the number of hours attended and this will be submitted at the final tutorial at the end of both academic years.

As part of the assessment of modules 1 and 2 students will need to show a commitment to self-awareness and describe how their self-development activities impact on their counselling work with children. The importance of self-awareness for counsellors is outlined in the Place2Be Therapeutic Approach document which is circulated to students at the start of their training.

## Typical Duration

The duration of this programme is two calendar years part-time for the Postgraduate Diploma and one calendar year for the MA Module. Enrolment is in September for the PG Dip and January for the MA.

## Further Information

More information about this programme is available from:

- The UEL web site ([www.uel.ac.uk](http://www.uel.ac.uk))
- The programme handbook
- Module study guides
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- School web pages
- The Place2Be website

All UEL programmes are subject to thorough programme approval procedures before we allow

them to commence. We also constantly monitor, review and enhance our programmes by listening to student and employer views and the views of external examiners and advisors.

**Additional costs:**

Please note that the cost of student registration with UEL and residential weekends is included in the fees.

Personal Therapy is an additional cost to be covered by students enrolled on the programme. Students must undertake a minimum of 30 sessions per academic year. The per session cost can vary between £10-80.