



COURSE SPECIFICATION

Course Aim and Title	Counselling and Psychotherapy for Children and Young People in Schools
Intermediate Awards Available	PG Cert
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 Course	NA
Date Specification Last Updated	July 2024

Course Aims and Learning Outcomes

This course 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 you will 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 Course Leader to ensure they are able to fully engage with all assessment within the course.

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. We aim to match students with a school near to them, we provide a [map of schools with placements here](#).

In order to gain the Postgraduate Diploma award, students are required to have completed a **minimum of 100 hours of supervised counselling practice**.

Before starting the Postgraduate Diploma all incoming students have been assessed as demonstrating their readiness to practise by successfully applying to become Place2Be Counsellors on Placement. Students that have completed the Place2Be Level 3 Certificate may voluntarily begin client work prior to the start of the Postgraduate Diploma. Client work in a Primary School as part of the course curriculum commences at the start of the Postgraduate Diploma programme.

The placement application will require various checks to be completed prior to starting placement including a right to work, references, a DBS check and completion of mandatory training. Please note: All counsellors in Place2Be schools are subject to an enhanced DBS check.

Place2Be students may only undertake their placement and work with children and young people in Place2Be schools.

Course Structure

All courses 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 course.
- 4 Equivalent in standard to the first year of a full-time undergraduate degree course.
- 5 Equivalent in standard to the second year of a full-time undergraduate degree course.
- 6 Equivalent in standard to the third year of a full-time undergraduate degree course.
- 7 Equivalent in standard to a Masters degree.



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

The module structure of this course:

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

The overall credit-rating of this course is 120 credits. 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.

Course Specific Regulations

The Programme is part time.

The Postgraduate Diploma is one full day placement and one full day tuition per week with 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.

Typical Duration

The duration of this course is two calendar years part-time with enrolment in September.

The time limit for completion of a course is four years after first enrolment on the course.



Further Information

More information about this course is available from:

- The UEL web site (www.uel.ac.uk)
- The course handbook
- UEL Manual of General Regulations (available on the UEL website)
- UEL Quality Manual (available on the UEL website)
- School web pages
- Place2Be website (<https://www.place2be.org.uk/postgrad/>)

All UEL courses are subject to thorough course approval procedures before we allow them to commence. We also constantly monitor, review and enhance our courses by listening to student and employer views and the views of external examiners and advisors.

Additional costs:

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.

If you take longer than two years to complete the course there may be costs associated with ongoing tutorials and admin.

Alternative Locations of Delivery

NA