

Programme Title and Name of Award	MA Counselling and Psychotherapy		
Academic Level	7	Total Credits	180
Professional Qualifications / Accreditation	N/A		
UCAS Code	N/A direct entry		
HECoS Code	100495		
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 Institute	Health		
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>		
Exit Awards	<p>You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme.</p> <p>PGCert Personal, Professional and Theoretical Development</p>		

	PGDip Counselling and Psychotherapy
Period of Approval	1st August 2022
<p>This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage: http://www.cumbria.ac.uk/study/courses/postgraduate/counselling-and-psychotherapy-ma/.</p>	

Cumbria Graduate Attributes
<p>Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:</p> <ul style="list-style-type: none"> • Enquiring and open to change • Self-reliant, adaptable and flexible • Confident in your discipline as it develops and changes over time • Capable of working across disciplines and working well with others • Confident in your digital capabilities • Able to manage your own professional and personal development • A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment • A leader of people and of places • Ambitious and proud

Programme Features
<p><u>Programme Information</u></p> <p>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 course explores a number of modalities, but the core model of the programme is Person Centred.</p> <p>The MA Counselling and Psychotherapy programme provides a comprehensive insight into 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 various (core) modules. This is, inevitably, a challenging programme, personally and academically. It is designed to allow you to develop both theoretical and practice-based knowledge to prepare you for a career in counselling practice. It is designed to build on existing knowledge and provide flexible learning opportunities. It aims to provide a stimulating and challenging academic environment for learners through developing specialised knowledge and a critical awareness of the issues at the forefront of counselling and psychotherapy. It further aims to develop students as practitioners through personal and practice development, opportunities to develop your counselling skills, and engagement in placement and supervised practice. You will be supported by the academic staff team to develop</p>

your personal and professional development goals

The programme has been designed with innovation, flexibility, and employability in mind. The innovative curriculum is delivered in line with the BACP guidelines and prepares you to start practice. Graduates from this programme are able to apply for BACP individual membership to start practising.

The final research based year of this MA course gives you the opportunity to develop your research skills, critically explore the research in your specialist area, and design and conduct your own research project to explore a related topic area of your choice.

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 colleges and universities, 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, primary and secondary 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 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.

Programme Learning Outcomes

By the end of this Programme learners will be able to:

1. Demonstrate a deep understanding of the professional and academic challenges in keeping with the changing needs of the profession Enable you to develop as a competent, critical, reflexive and ethical practitioner, within a variety of settings;
2. Develop your capacity to critically evaluate and synthesise current research with supervised practice experience and thereby managing complex and unpredictable client issues effectively;
3. 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;

4. 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;
5. 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;
6. 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.
7. Demonstrate the skills in exploring 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:

- Competence framework for Humanistic psychological therapies commissioned by Skills for Health (http://www.ucl.ac.uk/clinical-psychology/CORE/Humanistic_Competerences/clinicians_guide.pdf)
- QAA Subject Benchmark Statement - Counselling and Psychotherapy www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-counselling-psychotherapy.pdf
- 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>

[UoC Strategic Plan](#)

[UoC Learning, Teaching and Assessment Strategy](#)

UoC Institutional Business Plans

[UoC Academic Regulations and Academic Procedures and Processes](#)

Graduate Prospects

Students who successfully complete this programme will be eligible to apply for BACP membership. Individual membership of the BACP is for practising counsellors and psychotherapists who have successfully completed a counselling or psychotherapy practitioner training course that meets the BACP criteria.

Some graduates 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 chosen career path. Students will also be able to demonstrate Level 7 research skills and may also go on to consider working in research based settings too.

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

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on placement or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

In line with UoC Learning, Teaching and Assessment Strategy 2017-22, our learning and teaching methods:

- Promote the development of inclusive practice and address a range of learner types through a wide range of teaching and learning activities.
- Use learning technology to promote student learning and achievement.
- Provide active learning and social learning opportunities through a range of extracurricular activities offered within the wider department.
- Embed principles of internationalisation and draw on global perspectives across the range of disciplines covered across these pathways.
- Embed principles of employability skills development in all modules on the PgD.
- Utilise research informed teaching in a department that includes a range of subject specialists and research active staff.

- Foster aspiration and career readiness through work-based, experiential and inter-professional learning.
- Foster interdisciplinary learning across all our core modules.
- Are relevant to the needs of the workplace, emphasising problem-solving and the interaction of theory and practice.

This programme has been designed to be flexible, utilising a full range of UoC digital resources and supported communication through learning technology as appropriate. Use will be made of UoC learning technology such as Blackboard Collaborate, Microsoft Teams and Pebblepad and the availability of resources suitable for mobile learning (such as downloadable video's podcasts and associated transcripts, discussion boards, wiki's and blogs). Learning will be based on academic study. Students are actively facilitated to use, apply and integrate their developing knowledge within their employment contexts. In adopting a reflective approach we endorse an enquiring, evaluative style to academic study. Learning and assessment are considered to be interrelated. Everything that the student undertakes – and the products of that learning – are embedded through active participation and formative opportunities for dialogue and feedback throughout. Modules include formative activity 'specifically intended to generate feedback on performance to improve and accelerate learning' (Nichol & McFarlane-Dick, 2006). 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 either further academic progression or their current and future employment needs. Intellectual, subject specific and key transferable skills are central to learning opportunities and assessment. Students are encouraged to critically reflect on their skill development in their learning and where relevant employment contexts in order to develop their ability to make sound professional judgments.

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.

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

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. 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. 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.

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.

Promoting learning Partnerships

The design of the curriculum and the modes of delivery and assessment coupled with our extra curricula programme seek to reflect the ethos of learning partnerships within a learning community context. What this means in real terms is that we seek to involve students in activities that promote engagement with a range of challenges and opportunities that extend beyond the classroom

Synchronous to this, the programme has been designed to maximise **participation, flexibility** and **inclusion** and to this end you will be engaged with the University intranet and website from the point of application. In recognition of the need to "*meet the needs of diverse learners and enabling them to succeed in a higher education environment*" the course uses a range of Blackboard and pebble pad tools to allow you and your tutors to collaborate remotely.

Blended learning

The delivery mode we adopt is referred to as blended learning and in our experience this adds significant value to the teaching and learning process. Blended learning refers to the combination of face to face and online learning. It empowers you to collaborate remotely, share materials and discuss your work with your peers and tutors. For example, wiki tools are a particularly effective way of helping you add materials to module sites, share good practice and experiences. They encourage discussion and debate over the resources that you and others have identified. Blended learning equally provides lecturers with opportunities to review your progress, to add tasks, for example, non-credit bearing tests for revision purposes, podcasts, videos and other materials between lectures, keeping sites up to date and interactive. Through blending the learning we are able to respond to the range of learning needs and preferences expressed by our student groups. Blended learning also refers to the inclusion of tasks and opportunities that add value by offering exceptional opportunities for learning

Student Support

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

Induction

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.

Personal Tutoring

On arrival at the university to commence the course one of the first things we do is allocate you a personal tutor. Your personal tutor is an academic member of staff from the course team and normally this person will work with you over the two years of the programme and for those who progress to MA or further study with us potentially considerably longer. The personal tutor role is to support you

across the provision, help you manage some of the challenges that academic study often brings, serves as a point of contact for you irrespective of the modules you are studying and will signpost you to additional support services if required and/or opportunities that may be of interest to you. Tutorials may take place online, via the telephone or face to face. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring 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.

Personal Development Planning

Personal Development Portfolio, all students have the opportunity to complete a PDP this is a facilitated process and is embedded within the course and available through Pebblepad

Library Services and Academic Skills

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

Each campus library has a dedicated webpage. Check out local information about opening hours, reserving books, using self-service kiosks, printing and photocopying, booking study spaces and more. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/>

An [Ask a Librarian](#) service runs from 17:00 - 09:00 weekdays and round the clock on weekends and holidays. This means you can get professional help using about library services, finding information, referencing and searching, even when the library is closed. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/Ask/>

The [Skills@Cumbria](#) service can help support your academic, library and digital skills and success throughout your programme. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. Additional skills support for students is offered via:

- [Workshops](#)
- Email: skills@cumbria.ac.uk
- [Appointments](#)
- [Webinars](#)
- [Learn Well at Cumbria](#)
- [Study from Home Webpage](#)
- [Digital Capabilities](#) and [LinkedIn Learning Pathways](#)

[Preparing for Postgraduate 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.

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [IT facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all University systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [IT Services website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

Student Support Services

[Accommodation](#): Information for all our residential students and advice for those looking to rent private accommodation. You can follow the team via Instagram: [UoC Accommodation](#)

[Careers and Employability](#): The Careers and Employability team is here to help you with all things career-related. Through the career hub [My Career Enriched](#), you can:

- find graduate jobs, part-time work, work experience, industry placements and paid internships;
- book one-to-one careers advice appointments with one of the team;
- book onto careers fairs and employability events where you can meet employers;
- attend practical workshops on CVs, applications, interviews, success in your chosen sector; options with your degree, job search skills and more;
- send in your CV or application form for tailored feedback;
- complete mini online courses in Pathways to improve your employability skills.

Career Ahead+ is the University of Cumbria's Employability Award. Completing Career Ahead+ will help you recognise and develop your skills, providing a greater opportunity for you to get the job you want when you graduate. The award is based on what employers look for in an ideal candidate, in relation to skills, knowledge and experience. You will be supported with career direction, gaining experience, and providing all the skills needed to complete the perfect application and be successful in that all important job interview. Contact careerahead@cumbria.ac.uk or visit www.cumbria.ac.uk/careerahead for more information.

[Chaplaincy](#): Our chaplaincy provides a safe place, a listening ear and personal support to all students and staff, regardless of beliefs.

[Disability and Specific Learning Needs](#): The University is committed to ensuring you are able to participate effectively in your chosen programme of study and all areas of University life. The University defines disability broadly, including:

- mobility impairments
- sensory impairments
- medical conditions
- autism (ASD)
- specific learning difficulties (SpLD's such as Dyslexia or Dyspraxia)
- mental health conditions.

[Health and wellbeing](#): Our team forms part of Student Services. Your physical, emotional and psychological well-being are key aspects of living and learning well. The Health and Wellbeing page links to various sources of support, including how to self-refer to the mental health and wellbeing

service for appointments. We've highlighted a couple of specifics to get started:

- Register for [Together All](#) an anonymous and stigma free environment where you map your own path to well-being with peer support.
- Sign up to our health and well-being blog: [Live Well at Cumbria](#).

[UoC Active](#): Staying physically fit and well makes a huge difference to psychological wellbeing and to our abilities to study. Check out Sport facilities at UoC Active.

[International Student Support](#): Finding your way in a new country or culture can be challenging. International Student Support welcomes you and will be in touch throughout your stay. We encourage you to contact us if you have any questions or need support: intss@cumbria.ac.uk

[Money Advice](#): The Money Advice Service are here to help you plan your finances and manage your money whilst studying. We also provide information to help you to manage your money more effectively. Our Advisers are based across the University and are here to help with money issues. We run workshops as well as offering one-to-one advice via telephone on taking control of your finances and gaining financial skills which can last for life.

Further support and guidance, including EDI and Safeguarding: We are an inclusive community, committed to supporting and learning from each other, find out more about [Equality, Diversity and Inclusion \(EDI\)](#). Depending on the nature of your course, you may well already know about or be learning about safeguarding in a professional context and to find out about the University of Cumbria's safeguarding policy and procedures visit: [Safeguarding](#).

Student Voice

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at www.ucsu.me.

You can email at any time on studentvoice@cumbria.ac.uk.

University Cumbria Students' Union (UCSU) Student Support

UCSU offers a free, independent and confidential advice service to all students. They can help with things like academic appeals, extenuating circumstances or if you're considering a formal complaint. UCSU are also on hand to represent you in any formal meetings, for example in malpractice panels or fitness to practice meetings. Appointments are telephone based and can be booked at www.ucsu.me/support.

Programme Curriculum Map					
Academic Level	Module Code	Module Title	Credits	Module Status*	Programme Outcomes achieved
7	HLLC 7116	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 7017	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 7118	Personal and Professional Development 2	20	Core	K1, S10,S4,S13
7	HLLC 7165	Understanding Therapeutic Diversity	20	Core	K5,K6,S5,S10,S11,S12
7	HLLP 7008	Research Skills and Methods	20	Core	K10,S10
7	HLLC 7185	Undertaking and Presenting Research	40	Core	K6,K10,S10,S14

Notes

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes

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 7118. Some modules are taught in a single semester while HLLC 7185 goes across semesters 1,2 and 2E, as do HLLC 7012 and HLLC 7118. 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.

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.

There is a residential 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 450 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 programme.

Supervised Practice Requirements:

Before commencing work with clients on placement you must: 1) pass the Supervised Practice Readiness Assessment 2) have completed all supervised practice agreements and paperwork satisfactorily, 3) have a contract for your individual supervision in place and 4) be student members of BACP, with any necessary Professional Indemnity insurance in place. 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/, 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). 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', the standard University procedures will be followed. 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 HLLC7118 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.

You must have a minimum of one-and-a-half hours' individual external supervision per calendar month whilst in practice, 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 (in the region of £250)
- b) Student membership of BACP from the start of the programme
- c) External supervision – a minimum of 1 ½ hours of supervision a month client hour dependent, 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	Indicative week number of Assessment Deadline
		Sept – Dec Jan – May June - Aug		
HLLC 7116	Theory and Practice 1	Sept – Dec	Written assignment and Practical skills assessment	January assessment weeks
HLLC 7012	Personal and Professional Development 1	Year Long	Written assignment and Written assignment	Week 6 of semester 2 Week 6 of semester 2E
HLLC 7017	Theory and Practice 2	Jan - May	Written assignment and Written assignment	Week 8 of semester 2 Assessment weeks
Students exiting at this point with 60 credits would receive a PGCert Personal, Professional and Theoretical Development				
HLLC 7016	Attachment and Adversity	Sept - Dec	Written assignment	Assessment weeks
HLLC 7118	Personal and Professional Development 2	Year Long	Written assignment and Written assignment	Week 6 of semester 2 Week 6 of semester 2E
HLLC 7165	Understanding Therapeutic Diversity	Jan - May	Written assignment	Assessment weeks

			and Written assignment	Assessment weeks
Students exiting at this point with 120 credits would receive a PGDip Counselling and Psychotherapy				
HLLP 7008	Research Skills and Methods	Sept - Dec	Portfolio	Week 12 of semester
HLLC 7185	Undertaking and Presenting Research	Year Long	Dissertation	August/September
Students exiting at this point with 180 credits would receive an MA Counselling and Psychotherapy				

Exceptions to Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes

Methods for Evaluating and Improving the Quality and Standards of Learning

<p>Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods</p>	<ul style="list-style-type: none"> • Module Evaluation • Programme Validation and Periodic Review • Annual Monitoring • Peer Review • External Examiner Reports • Student Success and Quality Assurance Committee
<p>Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.</p>	<ul style="list-style-type: none"> • Staff Student Forum • Module Evaluation Forms • Programme Evaluation: National Student Survey, UK Engagement Survey • Module/Programme/Personal tutorials • Meetings with External Examiners • Meetings with Supervisors and Placement providers.

<p>Date of Programme Specification Production:</p>	<p>October 2016</p>
<p>Date Programme Specification was last updated:</p>	<p>October 2024</p>

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/>

The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK

<p>Is the placement requirement more than 50% of the programme?</p>	<p>No</p>
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If yes, what % of the programme is the placement requirement?	N/A
If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements?	N/A