

glyndŵr

PRIFYSGOL GLYNDŴR WRECSAM
GLYNDŴR UNIVERSITY WREXHAM

MA IN COUNSELLING STUDIES WITH CHILDREN AND YOUNG PEOPLE

PART-TIME TWO CALENDAR YEARS/
FULL-TIME ONE CALENDAR YEAR

Validation Date October 2nd 2009

FINAL AWARDS AVAILABLE (INCLUDING ALL INTERMEDIATE EXIT AWARDS):

<p>Level 7</p>	<ul style="list-style-type: none"> ▪ Postgraduate Certificate in Offering Emotional and Therapeutic Support to Children and Young People ▪ Postgraduate Diploma in Counselling Studies with Children and Young People ▪ Masters in Counselling Studies with Children and Young People
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1. Introduction to the Proposal

Programme structure

Module	Credit value	CORE/ OPTIONAL	UK based students (part- time)	Non UK & UK based Students (full – time)	Award
1. Child & Young Person Development and Counselling and Play Therapy	40 credit module	CORE			
2. Context and Issues within Counselling and Play Therapy with Children and Young People	20 credit module	CORE			
3. Counselling and Play Therapy Practicum with children and Young People 1	20 credit module	CORE			PG CERT after completion mod 1 & 3
4. Counselling and Play Therapy Practicum with Children and Young People 11	20 credit module	CORE			
5. Counselling and Play Therapy with Children and Young People Supervised Practice Placement (100 hours)	20 credit module	OPTIONAL	Expected		PG DIP Part-time route (mod 1-5)
6. Counselling Children and Young People in the International Context	20 credit module	OPTIONAL		Expected	PG DIP Full-time route (mod 1, 2, 3, 4 & 6)
7. Dissertation	60 credit module	CORE			MA

1.1 New provision

The Masters degree is new provision due to begin in August 2010 with two exit awards at Postgraduate Certificate (60 credits) and Postgraduate Diploma level (120 credits). The degree will comprise of core modules (100 credits) and dissertation module (60 credits) plus two optional modules (20 credits each).

The degree will be delivered as a full time programme over one calendar year and as a part-time programme delivered over two calendar years. UK based part-time students will be expected to undertake the optional placement module 5 undertaking 100 hours supervised counselling/ play therapy practice on placement. Full-time students, both UK based and non UK based, will be expected to take the other available optional module 6 'Counselling Children and Young people in the International context' and will not be on placement during the programme.

Students on the one year full-time programme will be intensively studying to meet the academic requirements of the programme and undertaking a placement of 100 hours duration would not be a practical option. Non UK based students will also have the added problem of not being aware of placement opportunities on application and would not have enough time to adapt this new learning to a differing cultural context. For these reasons students on the full -time programme will not be expected to be on placement during the programme. The inherent assessment processes for practice will ensure that they are in a position to undertake supervised counselling/play therapy work with children and young people on successful completion of studies.

1.2 Academic and Business Rationale

The MA in Counselling Studies with Children and Young People (CSCYP) is a development that is consonant with Glyndwr University's desire to locate itself as a market driven University. This is because the part-time programme would equip UK based students with academic education and professional training at a time when counselling based in schools in Wales is being taken increasingly seriously by The Welsh Assembly Government. Non UK students would be attracted by the full time status of the degree which would enable them to secure funding. In addition the subject matter of the degree provokes much interest in the therapeutic world where counselling children and young people is strongly linked to the children's rights agenda underpinned in many countries by the UN Convention on the Rights of the Child.

Within the UK, the Welsh Assembly Government commissioned research in 2007 to inform the development of a strategy recommended in the Clywch Inquiry* that there should be a national strategy for the provision of independent counselling services for children and young people in education, along with training and support for teachers in their pastoral role. This national strategy came into existence in April 2008 with School-based Counselling Services in Wales. This document sets out the Welsh Assembly Government's strategy for developing school-based counselling services for young people that are safe, accessible and of a high standard. It sets out how these might be delivered throughout Wales. Developing a universal school-based counselling service for all children and young people in Wales was a recommendation of the Children's Commissioner for Wales' (Clywch Inquiry* Report 1) which was accepted by the Assembly Government. It is also one of the key actions (2.35) set out in the National Service Framework for Children, Young People and Maternity Services in Wales 2. Our goal is to have counselling provision available to all school pupils providing them with someone to turn to if they need help or support

** Clywch Report. Examination of the Children's Commissioner for Wales into allegations of child sexual abuse in a school setting. Cardiff: Welsh Assembly Government; 2004*

The WAG strategy document makes very clear that counsellors working in schools in Wales will need to be professional counsellors i.e. personally accredited by a professional body, such as BACP, or working towards such status and not other caring professionals, such as, teachers using counselling skills. The term counselling is used to describe a range of activities, which includes, listening and other support for children and young people by a qualified counsellor. *"In this strategy we make a clear distinction between formal counselling and using counselling skills": (2.1 of the Wag strategy)*

- Formal Counselling is undertaken by a professional, appropriately qualified counsellor acting in his or her specialist role and in accordance with a recognised code of ethics that requires confidentiality, accountability, supervision and continuing professional development.
- Counselling skills are used by many people who work with children and young people in a specific role such as teachers, school nurses, youth workers and social workers. These skills include listening in a non-judgemental way, being empathic and helping people to feel valued and understood. The role and responsibilities of the individual professional will determine the boundaries of their working practice.

The WAG strategy provides guidance as to the qualifications skills and training of Counsellors. Education & training is the major entry route into counselling and there are many different pathways that those people who wish to become qualified counsellors can take. Counsellors come from diverse backgrounds that have commonly included teaching, social work and nursing. It is for this reason that Masters level education is proposed with discrete modules to enable students to work at developing emotional depth in therapeutic work on the programme. It is also desirable that counsellors are emotionally mature and have life experience with a capacity to take on the emotional distress of vulnerable children and young people. Those with a background in the caring professions are most suitable. Younger students dealing with their own developmental milestones would be advised to gain life experience and complete developmental tasks before embarking on this educational path.

The British Association for Counselling & Psychotherapy (BACP) recommends that to be a counsellor, an individual should have undertaken a training course which is a minimum of one year full time or two years part time. The Welsh Assembly Government (WAG) Counselling in Schools strategy recommends an additional part-time year's education and training for those working with children and young people in Welsh Schools. This is to ensure that counsellors with adult style counselling qualifications, wishing to work with children and young people in schools in Wales, should enhance their knowledge, understanding and skills beyond the usual initial counsellor education appropriate to work with adult clients. BACP and the WAG strategy does not differentiate between undergraduate, postgraduate levels of education and training in counselling in the state sector and education and training offered by private providers awarding their own

qualifications. Currently the Health Professionals Council (HPC) is consulting on the coming regulation of Counselling and it is suggested by them that Counsellors will enter the register at level 5. It has not been decided whether the register should differentiate between practitioners qualified to work with children and young people and those qualified to work with adults.

It is acknowledged that there is little specific initial counsellor education and training for counselling children and young people in the UK. Play therapists following a British Association for Play Therapy (BAPT) approved programme would complete one year two years part-time study at postgraduate level 7. The proposed MA in Counselling Studies with Children and Young people is an innovative programme in the UK and provides postgraduate level 7 initial education and training for working therapeutically with all children and young people from early years to young adulthood using both Counselling and Play therapy approaches. The full time one year programme and the part-time two year programme more than satisfies initial education and training requirements for those wishing to work with children and young people.

Whilst the programme will not seek course accreditation with BACP, the MA in Counselling Studies with Children and Young People would offer suitable initial education and training in counselling for UK students to contribute to a personal portfolio to apply for their own personal accreditation with a professional body, such as BACP, or others on the completion of studies.

In consideration of the international context of the academic and business rationale for the University's portfolio, a university in the UK advertised a similar Masters course for full time students two years ago and received 40 applications in the first year. Currently, there are only a small number of opportunities for full time study in this subject area in the UK. The research commissioned by WAG which informed the strategy for counselling in schools has been used to inform the Malta Strategy for Counselling in Schools. This was presented to the International Association for Counselling (IAC) annual conference in Malta in 2008. This research team was led by BACP involving University of Newcastle, Durham LA, University of Salford, University of Strathclyde and the University of Bristol, who undertook an evaluation of models of counselling services in operation across the UK and gathered information about the current provision of counselling in schools in Wales. Offering an opportunity for non UK based students to study this subject in Wales will enable the WAG strategy and the unfolding research involved in the coming evaluation and primary school pilots to be further influential in developing counselling services for children and young people across the globe. Wales is leading the field in the UK in this exciting development and is the envy of the other three UK nations. Glyndwr University is in a position to become a key stakeholder in how the growing field of counselling children and young people develops in the future. Within the British Association for Counselling and Psychotherapy the division "Counselling Children and young People" is currently the fastest growing division with members from all over the UK and non UK based members.

Further afield, in Nairobi, Kenya, in September 2009 there was an international counselling conference, organised by the Kenya Association for Professional Counsellors (KAPC) attended by counsellors from more than 15 African countries in addition to

European and USA delegates. The conference in 2009 addresses counselling children and young people as its theme. KAPC advises the governments in Sub Saharan Africa on the curriculum for counsellor training, standards of supervision and other professional development issues for counsellors in Kenya. To date more than 100 counsellors in Kenya have been trained in brief Play Therapy and many of these wish to take further training in the future. Counsellors in Tanzania have also shown keenness to learn more about children and young peoples' work. African countries may wish to send counsellors and counselling tutors to the Wales to take valuable knowledge and skills back to their homelands. The proposed programme would be of interest to KAPC and their links across Africa, as the programme designer has close links with KAPC as a former course designer for brief Play Therapy education and training and former university lecturer teaching on an MA in Counselling both in Kenya and the UK (validated by Durham University and now validated by Manchester University). KAPC also now offers a taught PhD in Counselling validated by Manchester and leads the counselling education field in East Africa.

The United Nations has the mental health of children as a priority area of development across the nations of world including both developed and developing nations.

"As many as 20 per cent of children worldwide are suffering from behavioural or mental problems, which could lead to serious public health problems, according to UNICEF and WHO. The UN agencies blame the trend on rapid social and economic changes, as well as on poverty and conflicts. Teenagers are especially of concern, since they are more likely to suffer from serious health problems than younger children, yet are neglected by health officials. WHO reported that 70 per cent of premature adult deaths can be linked to negative adolescent behaviour, such as smoking and substance abuse. Hans Troedsson, WHO Director for child and adolescent health, stated that without the right action, millions of children growing up will suffer from the effects. The United Nations calls for ways to improve adolescent health as part of this decade's agenda for global child survival" (UN Chronicle online, WHO report 2001)

This programme clearly fits with the Glyndwr University vision and mission of increasing the employability of citizens within the region and to meeting the needs of service providers. In addition, numbers of non UK based students can be increased to meet expansion and demand in this area of the University's marketing strategy. Links could be made with many other educational institutions both in the UK and internationally enabling Glyndwr University to become a centre of excellence for education and training of counsellors for children and young people with both a national and international reputation.

1.3 The programme team and programme leader designate

Programme Leader Designate	Programme Tutors
Dr. Kathryn Hunt, Senior Lecturer in Therapeutic Childcare	Ms. Vivienne Dacre, Senior Lecturer in Therapeutic Childcare

	Ms. Jan Nordoff, Senior Lecturer in Therapeutic Childcare
	Ms. Vicki Woodward Lecturer in Addictive Behaviours

2 Curriculum Development

2.1 The Curriculum

The design of the programme was undertaken by Dr. Kathryn Hunt, Programme Leader, from Glyndwr University in consultation with the programme team.

2.2 The Benefits of the Programme

An increased interest in Counselling children and young people in all four countries of the UK and interest in the mental health of children in addition to the WAG strategy for school based Counselling has brought counselling children and young people into the foreground of social policy. This evolving agenda has led to new employment opportunities across a range of public, private and voluntary bodies. The integration of education, care and health with the government 'joined up thinking' approach has emphasised the interdisciplinary context for counselling children and young people. Whilst school will be the main base for developing services in the UK and in particular in Wales, there will also be voluntary bodies offering counselling to children and young people who prefer to be seen outside the school context or who have particular needs such as the Samaritans or CRUSE Bereavement Care. There are also opportunities for private practice. Internationally the picture is more varied with some countries offering good provision and others initiating services for children and young people.

The programme of study will cover a range of legislative, policy and theoretical issues in the counselling children and young people arena to develop as well as provide for students seeking employment or progression in this broad area. The Welsh social policy context will form the central context of the education and training on the programme with students encouraged to make comparisons to their own national and cultural contexts. The programme team has experience of working in these particular areas as counsellors, play therapist and social workers in many settings including therapeutic childcare settings & substance misuse settings. In addition the programme team have experience as policy analysts, practitioners and administrators etc and are therefore in an excellent position to pass on their knowledge of employment in such areas within the context of the degree programme.

At a local national and international level, research and enquiries carried out by the programme team among potential employers reveal a positive response to the availability of a Masters degree in counselling children and young people. The WAG Co-ordinator for schools -based counselling has recommended this proposed degree to potential counsellors wanting to train to work in schools in Wales. Some teachers have

expressed an interest in retraining to become professional counsellors within the school context. At a meeting with the LA leads for the whole of Wales a presentation on the planned programmes at Glyndwr University was well received in the summer of 2008. It is envisaged that there will be a shortfall of available suitably trained counsellors to meet the 150 needed to implement the strategy and there has been an identified dearth of Welsh speaking candidates for existing posts in schools currently advertised. Glyndwr University is well placed to attract Welsh speaking students to the programme and there have already been enquiries from those with this quality.

The Wrexham LA has expressed an interest in sending school based staff onto the programme to provide a firm local base of LA school counsellors in Wrexham. Currently NSPCC provide counselling in Wrexham schools and funding is under threat. All counsellors already employed in Wales in schools are either accredited Counsellors or working towards accreditation with a minimum of Diploma (level not stipulated) education in Counselling and some with Masters Level.

2.3 Benchmarking

No QAA subject benchmark statements exist in relation to Counselling. The aims and objectives of the degree were designed therefore with reference to: QAA unit for Social Policy and Administration and Social Work for which benchmarks are available. Not all aspects of these benchmarks are directly relevant to Counselling as the nature and extent of the subject is very different. Additionally within Counselling as a subject Counselling children and young people is a further refinement of the subject area. Younger children or young people with communication or learning difficulties are more appropriately helped with Play Therapy or expressive arts interventions. Within this document the generic term 'Counselling' embraces all such therapeutic interventions covered in this degree.

However, some aspects of the QAA unit for Social Work are relevant for Counselling, for example, 'defining principles' and some elements of 'knowledge understanding and skills'. In addition the benchmarks for social work apply to honours degree level (6) whilst this programme is at M level (7)

2.3.1 Defining Principles:

As an applied academic subject Counselling like Social Work is characterised by a distinctive focus on practice to promote and protect individual and collective well being. Social work is synonymous with counselling in the sense that:

"The term 'counselling' includes work with individuals and with relationships which may be developmental, crisis support, psychotherapeutic, guiding or problem solving. The task of counselling is to give the 'client' an opportunity to explore, discover and clarify ways of living more satisfyingly and resourcefully." (BACP, 1984)

The focus is on work with the individual and it can be argued that when individuals live more resourcefully and with satisfaction that this is beneficial to a collective well-being in society.

At first degree level for the study of Social work and at M level for the study of Counselling there is integrated study of specific subject knowledge, skills and the examination of personal values. In addition, Counselling requires a keen focus on self-awareness and personal development. Both Social Work and Counselling require critical application of research knowledge from the social and human sciences. Counselling as an area of study brings knowledge from the arts and humanities to inform understanding and underpin practice through reflection and evaluation. Social Work honours degree programmes are designed to help foster this integration of contextual, analytical, explanatory and practical understanding. This is also the case for M level Counselling with the addition of research methodology and its application. This is demonstrated by the production of some research to add to the knowledge base of the subject.

Contemporary definitions of Social Work, as a degree subject, reflect its origins in a range of different academic and practice traditions. The history of Counselling is not so different. The precise nature of counselling and the scope of its subject is in itself a matter for legitimate study and critical debate. This debate is included in the theory curriculum for the MA in Counselling Studies with Children and Young People.

Counselling is an activity embedded in the culture of modern industrialised societies. It represents an occupation and activity of relatively recent origins. Counselling has been a relatively recent addition to the range of 'human service' professions and its meaning and place within contemporary cultures is still evolving. The majority of people within the 'human service' professions working with children and young people, including, medicine, education, religious institutions, criminal justice, the care system would consider counselling children and young people to be part of the social welfare context.

2.3.2 The QAA Qualifications Framework

This is an M level programme. The qualification will be awarded to students who will have shown a systematic understanding of knowledge and critical awareness of Counselling and Play Therapy issues associated with practice. They will have a comprehensive understanding of the relevant skills applicable to practice and research and an ability to apply these skills to inform their judgements and enhance their professional practice. They will be able to deal with complex counselling and play therapy issues, making informed judgments about these to appropriate parties e.g. professional supervisors. They will be able to act independently in the planning, implementation, analysis and evaluation of their work in professional settings, demonstrate initiative in tackling and resolving issues in the work place and with continuing professional development become leaders in the counselling children and young people world.

This is achieved through the aims, objectives and assessment for each module and the programme as a whole.

2.3.2 Defining Practice – a core element of learning Counselling

The term 'practice' in this section is used to encompass learning that takes place in a variety of experiential learning situations. All learning opportunities must be subject to methods of assessment appropriate to their academic level and are assessed by the module tutors. All students on the programme must be assessed on their practice of Counselling. They are examined by internal examiners, using both formative and summative methods and are also subject to external moderation.

The applied nature of Counselling as an academic subject means that practice is an essential core element of learning. Practice involves the learning and teaching of specific skills to make therapeutic interventions. On this programme the students on the part-time route will be on placement to develop practice, however, all students on the programme will be afforded opportunity, through experiential learning and other learning and teaching methods, to relate theories of counselling and play therapy, supervision and counselling issues to practice. Therapeutic practitioner education involves intensive experiential learning to increase awareness of self both inter-personally and intra-personally. An educated and trained therapeutic practitioner must be able to recognise, with the help of regular and ongoing professional supervision throughout lifetime practice, when their own inner world is infringing on the needs of the young client.

In initial education and training, the integration of knowledge, understanding, developing self awareness and skills in counselling and play therapy develop within a process of learning and teaching, reflecting on and practising new skills and occurs over time with feedback from more experienced practitioners. This development is incremental and cannot be rushed.

2.3.2.i Experiential learning

Practice in skills groups and opportunities to practise inside and outside class in face to face and directed teaching activities outside of the learning and teaching blocks, with the aid of DVD/ audio recording facilities enables experiential learning to occur. In addition, personal development groups focussing on sensitivity training, personal journal keeping and the inclusion of opportunities to take part in practice exercises in theory sessions, provide numerous opportunities to experience the therapeutic nature of human interaction and its application to counselling children and young people.

Learning in practice also includes activities such as observing self and others, analysis and research with reference to literature to support developing knowledge, understanding and skills enhancement. DVD recordings can be used to reflect on and learn from practice within the practice groups and brought to tutorials for feedback between blocks with the module tutors for modules 3 and 4.

2.3.2.ii Transferable learning

Practice activity is also a source of transferable learning in its own right. Such learning can transfer from a practice setting to classroom and vice versa. Thus practice can be as much a source of cognitive learning as other modes of study. The programme includes opportunities for students to use 'life' experience in practice activity. This is discussed at interview so that students are aware that they are invited to bring personal and professional experience to the learning process. In addition to professional practice, counselling skills can be used in aspects of communication in everyday life.

2.3.2.iii Ethical learning

Counselling and the use of Counselling skills with children and young people are moral activities that require practitioners to make and implement difficult decisions in human interaction that involves the potential for benefit or harm. The Masters programme therefore involves the study, application of and reflection upon ethical principles and decision making. The ethos of Counselling as a profession includes acceptance of and respect for persons, honouring diversity in others, a non-judgmental attitude and an active interest in working towards practice that combats discrimination, marginalisation and social exclusion. The curriculum therefore includes:

- The powerful links between intrapersonal and interpersonal factors and the wider social, legal, economic, political and cultural context of children, young people and their families' lives. Debate is evident in client case material and group discussion;
- The impact of injustice, social inequalities and oppressive social relations. Debate is evident in client case material and group discussion;
- Debate is encouraged as to how politically active with a small 'p' a counsellor of children and young people should be. Questions are raised about challenging prevailing institutional and structural discrimination.

2.3.2.iv Self –reflection

There is an expectation that counsellors/play therapists of children and young people will find themselves in complex situations which will require them to be accountable, reflective and self-critical.

The programme involves opportunities for all students to:

- acquire the habit of self-reflection and increase self- awareness and to reflect on practice on the programme with the programme team and peers.
- be made aware of the nature of the professional supervisory relationship and how to make best use of it
- be aware of the need for knowledge and understanding of and to be able to refer to a professional code of practice in relation to ethical practice. This could be, for example, **The BACP Ethical Framework for Good Practice in Counselling & Psychotherapy**. (British Association for Counselling & Psychotherapy)

2.3.2.v. Placement- Practice learning (module 5)

Students following the part-time route of the programme will be able to extend and develop new understanding, knowledge and skills in practice whilst on placement during the second year of the programme during participation in module 5. They will have the opportunity to extend learning in professionally supervised practice environment offering counselling/ play therapy for 100 hours to children and young people in a suitable setting. Working within a counselling / play therapy team will offer opportunity to put learning from the programme into practice in the workplace. Observations, analysis, and making therapeutic interventions whilst keeping case notes and a journal to record both personal and professional insights will be part of this experience. They will be able to present case material, reflect on issues of accountability, develop self-criticism and analyse the inherent learning with an external supervisor during the placement in a professional context and towards the end of the module, with the programme team and their peers as part of the assessment process for module 5.

Sometimes, when working therapeutically with children and young people, the experience highlights and reactivates issues from the counsellor's life, often these are childhood experiences when working with children and young people. These early and other experiences can be processed in professional supervision, with the programme team in personal tutorials and personal therapy sought by the counsellor as and when realised to be necessary. (For placement management see section 5.3 of the document.)

2.3.3 Academic standards

The programme leader of the programme has extensive experience of external examiner responsibilities in this sector. Counselling degrees in Higher Education at M level have been carefully explored and understood in the execution of these duties. In addition she has had programme leader responsibilities and programme design responsibilities for a BACP accredited Masters' degree at Durham University for some years. The design of the proposed programme is equally comparable to others of its kind in Counselling in Higher Education and offers an exciting and much needed specialism in Counselling children and young people which is not easily available elsewhere.

There have also been opportunities to explore ideas and seek parity across programmes in the sector, due to external assessor responsibilities carried out at the University of Canterbury in December 2008 for a Masters Degree in Play Therapy. The Canterbury programme is accredited with BACP and offers initial education and training in therapy using play and other creative arts approaches for counsellors who work with younger children largely in school based services.

2.3.6 Professional Registration-innovation and development in the current circumstances

Currently, counselling and play therapy are unregistered professions in the UK and registration is currently sought. Counselling will be registered with the Health Professionals Council (HPC) in the near future. Play Therapy is yet to apply. As yet, the

curriculum for education and training and entry criteria to the register are not finalised either for Counselling or Play Therapy. BACP, however acknowledges that many of its members are counselling children and young people and are seeking to address this when the generic criteria for regulation are decided upon and established. In the meantime, it is envisaged all counsellors that are personally accredited with BACP, whether they work with children and young people or with adults, are to be transferred directly to the new register. Generic education and training in both Counselling and Play Therapy theory and skills would equip a child and young person's counsellor to offer whatever suitable intervention would be required. A generically trained therapist working with children and young people would also be eligible to apply for entry to the HPC register as a counsellor.

The term 'counsellor' has yet to be agreed upon as the professional title. Currently HPC are consulting on this matter. It is envisaged that when registration criteria become known then the programme may need to be modified to meet registration requirements. For example, Art Therapists (HPC registered) have to complete 75 hours of personal therapy over the education programme they enter into in addition to supervised clinical placements in external institutions. Currently, BACP accredited counsellors do not have to complete personal therapy hours and this is unlikely to be a requirement for HPC counsellor registration, although cannot as yet be confirmed.

2.3.7 Programme structure and student experience

The MA programme is orientated around five- day intensive teaching blocks.

For the part-time route 5 day face to face blocks will follow the local school holidays over a two year period. See the illustrated example below

Yr	Module	Face to face blocks	Contact hours	Directed / online support & personal study	Placement UK based students (100 hours)	Assessment with due dates
Year 1	Module 1 & 3	August 2010 (5 days)	40 <i>mod 1 = 30</i> <i>mod 3 = 10</i>	260 <i>mod 1 = 170</i> <i>Mod 3= 90</i>	Placement discussed at interview and details given to placement co-ordinator during first teaching block	1 X 3000 word assignment due 1 st October (mod 1) 1 X 1000 reflective account of learning in the experiential group due 1 st October (mod 3)
Year 1	Module 1 & 3	October 2010 (5 days)	40 <i>mod 1 = 30</i> <i>mod 3 = 10</i>	260 <i>mod 1 = 170</i> <i>Mod 3= 90</i>	Supervisor arranged for placement and approved by Placement Co-ordinator	1 X 3000 word assignment due 1 st December (mod 1) 1X Skills DVD and 1000 word Commentary due 1 st December (mod 3)
Year 1	Module 2 & 4	February 2011 (5 days)	40 <i>Mod 2 = 35</i> <i>Mod 4= 5</i>	160 <i>Mod 2=145</i> <i>Mod 4= 30</i>	Placement confirmed / visit from placement co-ordinator to setting	1x 3000 word assignment due 1 st April (mod 2)

Yr	Module	Face to face blocks	Contact hours	Directed / online support & personal study	Placement UK based students (100 hours)	Assessment with due dates
Year 1	Module 4	April (5 days)	40	125	Placement visits continued as above/ advanced skills module completed	1 X 1000 reflective account of learning in the experiential group due 1 st June (mod 4) 1X Skills DVD and 1000 word Commentary due 1 st June (mod 4)
Year 1	Module 5	Early June (5 days)	40	160	Prepare for Placement	
Year 1	Module 5				Placement begins July 2010 with orientation visit for September start	Reflective/Learning Journal kept during placement to inform assignment
Year 2	Module 5 & 7	October (5 days) 6 X Tutorials arranged mutually convenient times from October- July	46	554 (mod 7)	Placement	Dissertation Research proposal end January and begin to collect research data Feb-April
Year 2	Module 5 & 7	Tutorials & contact through email and blackboard			Placement	Dissertation Literature review due end of April

Yr	Module	Face to face blocks	Contact hours	Directed / online support & personal study	Placement UK based students (100 hours)	Assessment with due dates
Year 2	Module 5	May/June				Dissertation Research paper due end of May 2011 Two -day event to present case study material to a small group of peers and module tutor (2000 words equivalent) May/ June
Year 2	Module 5 & 7	Tutorials and contact through email, telephone and blackboard			Placement completed by late June/early July for module 5 to be examined as part of the part one stage of the examination in mid July	Dissertation Reflective paper due mid July 2011
Year 2	Module 7	Celebration of Programme. Research conference in late July				All students to present research to peers and programme team to celebrate the addition to the knowledge base (not assessed)

The full time MA programme will run over one calendar year as follows in the illustrated example below:

Module	Dates	Contact hours	Directed, online support & personal study	With part-time cohort	Dissertation activity	Assessment with due dates
Module 1 & 3	August 2010	40 <i>mod 1</i> = 30 <i>mod 3</i> = 10	260 <i>mod 1</i> = 170 <i>Mod 3</i> = 90	X		1 X 3000 word assignment due 1 st October (mod 1) 1 X 1000 reflective account of learning in the experiential group due 1 st October (mod 3)
Module 1 & 3	October 2010 (5 days)	40 <i>mod 1</i> = 30 <i>mod 3</i> = 10	260 <i>mod 1</i> = 170 <i>Mod 3</i> = 90	X	Dissertation group and 6 X individual tutorials from October- July begin. Reading in the dissertation subject area-guidance given	1 X 3000 word assignment due 1 st December (mod 1) 1 X Skills DVD and 1000 word Commentary due 1 st December (mod 3)
Module 2 & 4	Feb 2011 (5 days)	40	160	X		1x 3000 word assignment due 1 st April (mod 2)
Module 7	March 2011 (5 days)	46 (including X 6 tutorials)	554		Dissertation module workshops	
Module 4	April (5 days)	40	160	X	Dissertation proposal preparation & collect research data	Dissertation proposal due end of April (mod 7)

Module	Dates	Contact hours	Directed, online support & personal study	With part-time cohort	Dissertation activity	Assessment with due dates
Module 6	May (5 days)	40	160		Dissertation Literature review preparation	1 X 1000 word equivalent Individual presentation last day block followed by X 2000 word report due in end of June (mod 6) Dissertation Literature review end of May 2011 (mod 7)
Module 4 & 7	June		Assignment preparation	N/A	Dissertation Research paper preparation	1 X 1000 reflective account of learning in the experiential group due mid- June (mod 4) 1X Skills DVD and 1000 word Commentary due mid-June (mod 4) Dissertation Research paper end of June 2011 (mod 7)
Module 7	July				Dissertation Reflective paper preparation	Dissertation Reflective paper due end of July (mod 7)
Module 7	July				Celebration Programme Research Conference late July All students to present research to peers and programme team to celebrate the addition to the knowledge base	N/A

2.3.8 Programme Aims

Counselling and Play Therapy UK Government Regulation and links to the programme aims

Currently, there is no national level of training recognised for Counselling or Play Therapy training although there are professional bodies, such as, the British Association for Counselling & Psychotherapy (BACP) for Counselling and The British Association for Play Therapy (BAPT) or Play Therapy UK (PTUK) who accredit training courses and offer schemes for personal accreditation or recognition for practitioners. However, as regulation is imminent for both professions it would be wise to be guided by registration criteria for minimum standards.

All three professional bodies (not an exhaustive list) BACP, BAPT and PTUK accept a diploma level Qualification as initial training level for qualified practice, although the level of the diploma is inconsistent across the three bodies. Employers of Counsellors and Play Therapists are guided by this level of qualification as essential criteria for professional practice when drawing up job descriptions for vacancies in this area of work. The current HPC Counselling & Psychotherapy consultation document suggests entry to the register at level 5.

Many employers within the UK will expect UK based students with a diploma in Counselling to have some professionally supervised placement experience during education and training. To meet this requirement the programme aims to prepare UK based students for domestic employment and therefore UK based students will be expected to take the part-time route and study the placement module. If UK based students choose to follow the full-time route they will not be studying module 5, the placement module and will not embark on 100 hours practice on placement during the programme. They will be encouraged to seek opportunities for supervised practice within a counselling setting where there are established and experienced Counsellors and/ or Play Therapists available for support and guidance, on successful completion of the programme.

Currently, debate in the UK therapeutic world suggests that in order for counsellors to develop as reflective practitioners they should have some education in research methods and experience of taking part in a research project. The core curriculum for personal accreditation purposes in the future to a professional body may include this and to this end all applicants will be encouraged to register for the MA programme with Postgraduate Certificate and Postgraduate Diploma being offered only as exit qualifications.

Counselling and Play Therapy are areas of study which draw upon many subjects in the Social Sciences and the Humanities. With this context in mind, knowledge and understanding and subject specific skills are designed for this programme to reflect the current context and regulatory situation in the UK.

2.3.8. i. Postgraduate Certificate UK and non-UK based students Context

The PG Certificate is awarded as an exit award for students who are unable for whatever reason to continue with the programme. On being awarded the PG certificate, students would be able to offer emotional and therapeutic support to children and young people. They would have knowledge and understanding of the limits of this intervention and would know the difference between offering support and counselling and play therapy. This award would not prepare students for independent practice as a counsellor or play therapist with children and young people. There would not be any placement experience for any student and skills competency would be basic as they will only have completed one 20 credit module in skills.

2.3.8.ii. MA/ Postgraduate Diploma Non UK based full time Students Context

It is acknowledged that some non UK based students may come from countries where therapeutic interventions with children and young people are relatively recent and the programme is designed to help such students to introduce this therapeutic work into developing countries and to provide opportunities for reflection on how this can be achieved within their own local context.

Students from outside the UK who come from countries where this work is established will be encouraged to seek opportunities to apply learning from the programme in established settings on their return. To this end the programme aims to meet these needs by offering a specific module which non UK students are expected to take (Module 6 – ‘Counselling Children and Young People in the International Context’).

2.3.8.iii. MA/ Postgraduate Diploma UK based full time students' context

Students on this route of the programme will be studying intensively to complete the academic requirements of the programme in one year and therefore UK based students on the full –time route will not be on placement and can take this opportunity to develop comparative knowledge and understanding of counselling children and young people in studying Module 6- ‘Counselling Children and Young People in the International Context’.

2.3.8.iv. The specific aims for each stage of the programme are:

Postgraduate Certificate in Offering Emotional and Therapeutic Support to Children and Young People

To produce practitioners who will be able to:

- demonstrate the necessary knowledge, understanding and skills to be able to offer emotional and therapeutic support to children and young people.
- critically discuss, analyse, evaluate and reflect on theoretical, practical and personal perspectives of offering ethical emotional and therapeutic support to children and young people

Postgraduate Diploma in Counselling Studies with Children and Young People

To produce practitioners who, in addition to the objectives above, will be able to:

- demonstrate the necessary knowledge, understanding and skills to be able to offer Counselling and Play Therapy to children and young people.
- critically discuss, analyse, evaluative and reflect on theoretical, practical and personal perspectives of offering Counselling and Play Therapy to children and young people
- show critical awareness of the wider legislative, social and cultural context within which Counselling and Play Therapy takes place in the UK
- show critical awareness of the wider legislative, social and cultural context within which Counselling and Play Therapy takes place in the broader international arena (full-time students)
- effectively and ethically offer externally supervised Counselling and Play Therapy to children and young people in an agreed Counselling setting external to the programme (part-time UK based students)

Masters in Counselling Studies with Children and Young People

In addition to the above MA graduates will be able to:

- demonstrate a broad understanding of research methods applicable to Counselling and Play Therapy with children and young people and with support, carry out a small scale empirical research project in their chosen area of specialised study written in a format suitable for presentation to peers and for publication

2.3.9 Intended Programme Learning Outcomes

Postgraduate Certificate in Offering Emotional and Therapeutic Support to Children and Young People

By the end of the programme a graduate should demonstrate knowledge and skills as follows:

A. Knowledge and Understanding

PG Certificate

A1. Demonstrate a critical understanding of a range of theories of child development and play

A2. Demonstrate a critical understanding of counselling and play therapy theories with a focus on person –centred counselling and play therapy

A3. Demonstrate the ability to critically explore the basic principles of counselling and play therapy ethics and the development of professional codes and supporting procedures as a foundation for their own ethical decision making

A4. Acknowledgement and understanding of the limits of emotional and therapeutic support including ethical decision making surrounding therapeutic interventions

A5. Demonstrate sound knowledge of a range of counselling and play therapy theories and variety of practical interventions

A6. Critically evaluate knowledge and evidence from a range of sources and the theoretical frameworks underpinning issues in counselling/therapy with children and young people

A7. Demonstrate an advanced appreciation of the ethical and value issues associated with counselling/ play therapy children and young people including those of equality of opportunity and working with diversity.

A8. Be able to reflect on how personal and philosophical assumptions have been influenced by reading and personal experience and the implications of this on the choice of therapeutic intervention

A9. Demonstrate a critical understanding of the regulatory and legislative frameworks in the UK context of counselling children and young people.

PG Diploma

UK based Part-time Students

At the start of this stage of the programme, UK based students on the part-time route, will be expected to be on placement in locally agreed counselling and play therapy settings with children and young people for 100 hours (subject to demonstrable competency). During this placement they will be supervised by external professional supervisors, selected in agreement with the Programme Leader. Students studying at this level will be expected to comfortably integrate developing sound knowledge and understanding with practical subject specific skills. At the end of this award students would be sufficiently knowledgeable and competent to work as a Counsellor or Play Therapist with children and young people and to seek to start the process of becoming personally accredited with a professional body, such as, BACP.

Non UK based students

Non UK based students will continue to develop sound knowledge and understanding and to integrate practical skills into comfortable therapeutic relationships with their peers on the programme. The intense nature of a one year programme will not prepare the students for placement experiences in the UK. Following completion of this part of the programme they would be advised to seek professionally supervised counselling and play therapy practice in their home countries with children and young people in established counselling settings, if applicable, or if not, then encouraged to form peer support groups in their respective countries to enable the professions of counselling and/or play therapy to grow and develop aided by knowledge and experience gained on

the programme. To this end a module specifically designed for non UK based students will allow opportunity for this development work to begin and ideas to be shared.

In addition to the outcomes A1-A9, on completion of the PG Diploma, students will be able to:

A10. Critically evaluate the social, economic, political, historical background and cultural context in which counselling and play therapy takes place in the UK

A11. Critically evaluate the international context in which counselling and play therapy takes place (non UK based students)

A12. Interrogate key theoretical frameworks that inform working with vulnerable and traumatised children

Masters

In addition to A1-A12, on completion of the Masters, students will be able to:

A.13. Demonstrate knowledge and understanding of research principles theory and methods

A.14 Ability to use research material in the field of human behaviour with reflective awareness to enhance knowledge and practice

A15. Demonstrate a capacity to use research to inform practice

A16. Show an appreciation of the strengths and weaknesses of different approaches to research in counselling and play therapy

A17. Demonstrate awareness of ethical issues in research, and how to address them

A18. Demonstrate competence in at least one method of research, including skill in data collection and analysis

A19. Demonstrate an ability to communicate the findings of research to peers, tutors and professional audiences

A20. Show professional competencies such as planning, time management, negotiation and collaboration during the research process

B. Intellectual Skills/ Cognitive Skills

PG Certificate/PG Diploma

B1. **Application** : Work autonomously or with minimal guidance where appropriate, carry out confident and accurate selection and application of principles and procedures appropriate to the resolution of a range of situations and professional problems associated with the specialist area(s) covered by the programme.

- B2. **Analysis:** Work autonomously or with minimal guidance where appropriate, identify and classify principles and ideas in counselling and play therapy sources and situations to professional standards; analyse rigorously, effectively, critically and creatively; cope with complexity.
- B3. **Synthesis:** Work autonomously or with minimal guidance where appropriate, bring together facts/ideas/elements in support of an argument or case presented to professional standards; confidently evolve alternative solutions and concepts.
- B4. **Evaluation:** Work autonomously or with minimal guidance where appropriate, confidently integrate theory with professional/vocational practice; evaluate theories, processes, solutions and outcomes critically and effectively; use the evaluations of others critically, reflectively and constructively.
- B5. **Problem-Solving:** Work autonomously or with minimal guidance where appropriate, identify, define and resolve a range of problems associated with the specialist area(s) covered by the programme, work to professional standards.

Masters

Students will again be expected in addition to the skills developed at the PG Certificate/PG Diploma stage:

- B6. **Application:** Demonstrate mastery of the principles, techniques and procedures associated with the advanced independent-study project carried out during the 'Masters' stage, including the ability to work effectively from information provided with little or no guidance.
- B7. **Analysis:** Demonstrate mastery of the analytical skills associated with the 'Masters' stage project, again working autonomously or with minimal guidance where appropriate.
- B8. **Synthesis:** Demonstrate the full range of skills needed to plan and manage a 'Masters'-level project and produce a report/dissertation/thesis or other suitable research output on same working to a detailed specification and to professional standards.
- B9. **Evaluation:** Demonstrate the full range of evaluative skills associated with the 'Masters' stage project, including the effective exercise of judgement based on incomplete and/or contradictory information.
- B10. **Problem-Solving:** Demonstrate professional competence in participating in the identification of a suitable 'Masters' project task and seeking a satisfactory solution that meets the specific requirements of the problem.

C. Subject Specific Skills

PG Certificate

C1. Demonstrate the ability to offer a therapeutic relationship characterised by the core conditions (Rogers, 1957) in one to one relationship

C2. Demonstrate the capacity to offer a therapeutic intervention using play/expressive arts therapy skills

C3. Demonstrate the capacity to offer a therapeutic intervention using counselling skills

PG Diploma

In addition to C1-C3 on completion of the PG Diploma students will be able to:

C4. Demonstrate the capacity to offer a complex and considered therapeutic intervention using play/expressive arts therapy skills

C5. Demonstrate the capacity to offer a complex and considered therapeutic intervention using counselling skills

C6. Apply a repertoire of counselling and play therapy skills in practice creatively

C7. Integrate clear understanding of ethical issues and codes of values and practice with their counselling and play therapy interventions in specific situations

C8. Demonstrate habits of critical reflection on the practice of counselling and play therapy

C9. Demonstrate the capacity to make and build upon a reflective therapeutic relationship with awareness of systemic influences, whilst on placement (UK based students only)

C10. Demonstrate the ability to make use of and gain from a professional supervision relationship during the placement (UK based students only)

D. Practical, professional and employability skills

PG Certificate/PG Diploma Level

D1. Communication and Presentation Skills: Engage effectively in a range of independent roles; debate in a confident, professional manner; produce detailed critiques and coherent project reports to professional standards; give confident, high-quality oral and other presentations in a wide range of contexts appropriate to the specialist area(s) covered by the programme.

D2. **Numeracy:** Practise and demonstrate professional competence in the full range of numerical/mathematical skills associated with the specialist area(s) covered by the programme.

D3. **IT Skills:** Practise and demonstrate professional competence in the full range of IT skills associated with the specialist area(s) covered by the programme.

D4. **Learning Skills:** Work autonomously or with minimal guidance where appropriate, directing and managing own learning using the full range of resources and study techniques appropriate to the specialist area(s) covered by the programme.

D5. **Interactive and Group Skills:** Interact confidently and effectively within arrange of learning and professional groups, as appropriate to the specialist area(s) covered by the programme; demonstrate appropriate negotiating, role, leadership and group-support skills to professional standards.

Masters Level

Students will be expected in addition to the skills developed at the PG Certificate/PG Diploma stage to:

D6. **Communication and Presentation Skills:** Produce a detailed dissertation/thesis present and defend this against in-depth examination.

D7. **Numeracy:** Demonstrate mastery of the specialist numerical/mathematical skills associated with the particular area in which the 'Masters' stage advanced independent-study project is carried out, including appropriate data analysis/statistical skills.

D8. **IT Skills:** Demonstrate mastery of the specialist IT skills required to carry out the 'Masters' stage project, including search skills, data-analysis skills, data-presentation skills and document-production skills.

D9. **Learning Skills:** Work autonomously or with minimal guidance where appropriate, direct and manage own development of mastery of the various research-methodology skills associated with the 'Masters' stage project.

D10. **Interactive and Group Skills:** Demonstrate the various skills required to work effectively with a research supervisor and peers

2.3.10 Curriculum Matrix identifying which modules incorporate and assess the programme outcomes

Learning Outcome/ Module	Module 1. Child and Young Person Development and Counselling and Play Therapy 40 credits (core)	Module 2. Context and Issues within Counselling and Play Therapy with Children and Young People 20 credits (core)	Module 3. Counselling and Play Therapy Practicum with Children and Young People 1 20 credits (core)	Module 4. Counselling and Play Therapy Practicum with Children and Young People 11 20 credits (core)	Module 5. Counselling and Play Therapy with Children and Young People Supervised Practice (100 hours) Part-time UK based students expected 20 credits (optional)	Module 6. Counselling Children and Young People in the International Context Full- time students expected 20 credits (optional)	Module 7. Dissertation 60 credits (core)
A1	X						
A2	X						
A3	X						
A4	X						
A5	X						
A6	X						
A7	X						
A8	X						
A9	X						
A10		X					
A11						X	
A12		X					
A13							X
A14							X
A15							X
A16							X
A17							X
A18							X

A19							X
A20							X
B1	X			X			
B2	X			X			
B3	X			X			
B4	X			X			
B5	X			X			
B6							X
B7							X
B8							X
B9							X
B10							X
C1			X				
C2			X				
C3			X				
C4				X			
C5				X			
C6				X			
C7				X			
C8				X			
C9						X	
C10						X	
D1	X			X			
D2				X			
D3	X			X			
D4	X			X			
D5	X			X			
D6							X
D7							X
D8							X
D9							X
D10							X

3. Programme structure

At the beginning of the programme, before the first study block, students will be invited to take part in a two-day induction event to help form the group dynamics and to enable the full and part-time students to meet and begin to integrate into a learning community.

3.1 Modules studied

Module 1: Child and Young Person Development and Counselling and Play Therapy – 60 hours face to face delivered in two 5 –day blocks integrated with 20 hours of module 3 (practicum) with 340 hours of directed learning, online support materials and personal study (40 credits)

Module 2: Context and Issues within Counselling and Play Therapy with Children and Young People- 35 hours face to face delivered in a 5 –day block integrated with 5 hours of module 4 (practicum) with 165 hours of directed learning, online support materials and personal study (20 credits)

Module 3: Counselling and Play Therapy Practicum with Children and Young People 1- 20 hours face to face delivered within 2 x 5 –day blocks integrated with 60 hours of module 1 with 180 hours of directed learning (including peer group practice, online support materials and personal study (20 credits)

Module 4: Counselling and Play Therapy Practicum with Children and Young People 11- 45 hours face to face delivered within two 5-day blocks, one block integrated with module 2 and one self-contained block with 155 hours of directed learning (including peer group practice, online support materials and personal study (20 credits)

Module 5: Counselling and Play Therapy with Children and Young People Supervised Practice Placement (100 hours)– 40 hours face to face delivered within one 5 –day block with 100 hours professionally supervised practice on placement and 60 hours of directed learning, online support materials and personal study (20 credits)

Module 6: Counselling Children and Young People in the international context- 40 hours face to face delivered within one 5-day block with 160 hours of directed learning, online support materials and personal study (20 credits)

3.2 Example of Daily Structure of Face to Face 5-day blocks

Time	What
9.00	Opening Group Meeting
	Module 1 Child and Young Person Development and Counselling and Play Therapy Theories of child development and the role of attachment
	Lunch
	Module 3 Counselling & Play Therapy Practicum with Children and Young

	People active listening skills in the therapeutic relationship and group sensitivity training work on the experience of being a child with focus on personal attachment history and style
5.00	End

Module 7: Dissertation- 46 hours face to face delivered within a 5 –day blocks and 6 individual tutorials with 554 hours of directed learning, online support materials and personal study (60 credits) Group and individual tutorial support to be arranged at mutual convenience throughout the period of study.

Structure of face to face days

<i>Time</i>	<i>What</i>
9.00	Module 7: Research methods
	Lunch
	Module 7: How to write a literature review
5.00	End

4. Admissions

The programme is intended for those who would like to work as a counsellor/ play therapist in the area of Counselling Children and Young People

4.1 Pre- programme selection

Applicants will have completed a first Degree or equivalent or provide evidence of relevant professional experience. Applicants should demonstrate emotional maturity and a capacity for sustained, self directed study, clear written exposition of information and argument and be able to work as a member of a small group and be willing to take on the challenge of developing an increased awareness of self. It will be explained at interview that all students on the programme will be subject to the University Suitability to Practice Procedure whether they will be on placement or not as all will take practice skills modules and be expected to practise counselling skills in directed learning and teaching time.

All UK based applicants will be interviewed in person or using “Skype” or telephone for non-UK based applicants. Applicants must demonstrate a capacity to be able to deal with their own emotional experiences with openness and to be able to hold others to enable their emotional expression. This constitutes emotional maturity and the interview process will enable this capacity to be demonstrated.

During the interview process applicants will be made aware of the differences between the full and part-time route and will be guided to the best choice to suit both immediate and possible future requirements. It will also be made clear at interview that this will be a demanding programme with academic work to complete in addition to developing a skills competency base and the self management of increasing awareness of the personal aspects of the student as they impact on education and training. Support and

recreation will be discussed and students will be asked to consider the strength of current personal support and relaxation networks and how these can be improved upon if necessary to assist the student through the programme.

It will be explained at interview that those who offer counselling and play therapy to children and young people must develop a strong sense of personal integrity and responsibility. Appointments with children and young people must be kept and holidays cannot be taken during the teaching blocks or arranged placement weeks. Holidays must be planned to fit into the programme structure. Any absence from the programme must be immediately reported to the programme administrator by email and explained and accounted for in a letter via email to the Programme Leader. It will also be emphasised that punctuality will be expected during the programme for all activities. Time keeping is an important aspect of counselling and play therapy to maintain a safe relationship for the child or young person and the ethos of the programme will reflect this as an expectation of all students.

It will be explained at interview that the University has a confidential student counselling service which is available for all students if felt to be needed during the course of their studies at the University.

4.2 UK based students

In addition to the above, all UK based students must satisfy a CRB check before admission to the degree in accordance with the University's CRB policies and procedures, including the requirements of the Safeguarding Authority Register whether they choose to take the full or part-time route. Entry to the programme will be determined via application form, letter of application stating reasons for wanting to study the programme and two references.

UK based students will be called for a face to face interview. Students who choose to follow the part-time route are expected to arrange a domestic placement. Possible placement opportunities will be discussed at interview and confirmed by the student during the first teaching block in August (to be agreed by the University). It will be clearly explained, at interview that the PG Certificate cannot be awarded without successful completion of a practice module (module 3) that the PG Diploma/ MA cannot be awarded without the successful completion of two practice modules (modules 3 & 4). For students on the part-time route it will be explained that 100 hours of supervised practice placement in a suitable setting of his or her choosing must be agreed with the student and the programme Placement Co-ordinator at the University. It will be clearly explained that entry to the placement and right to continue to complete the 100 hours practice hours, will only be granted initially and sustained if the student has successfully passed the first practicum assessment (module 3) and demonstrates suitability to practice by not demonstrating any of the University Suitability to Practice Procedure's listed unsuitable behaviours or any other behaviour giving cause for concern amongst the programme team and/ or the placement staff or supervisor. In accordance with the University's Suitability to Practice Procedure a student can be suspended from practice / and/ or studies and may be asked to leave the programme and the University at the end

of the procedure. (See section 5.3 for more detail of how the placement will be managed)

It will be explained that the responsibility for the cost of supervision will be the student's. Some placements, such as those in local schools may offer 'in-house' supervision. Many agencies working with children and young people prefer supervision to be provided internally to limit the spread of confidential information to within the organisation. This style of supervision will not be charged.

4.3 Non UK based students

Entry to the programme will be determined via application form, letter of application stating reasons for wanting to study the programme and two references. An interview using internet based technology will be arranged. Students who do not have English as their first language will be expected to meet the University regulations under section 4 of the General regulations "English language requirements for International Students".

It will be clearly explained, at interview, that the PG Certificate cannot be awarded without successful completion of a practice module (module 3) and the PG Diploma/ MA cannot be awarded without the successful completion of two practice modules (modules 3 & 4) Successful applicants must demonstrate suitability to practice by not demonstrating any of the University Suitability to Practice Procedure's listed unsuitable behaviours or any other behaviour giving cause for concern amongst the programme team and/ or the placement staff or supervisor. In accordance with the University's Suitability to Practice Procedure a student can be suspended from practice / and/ or studies and may be asked to leave the programme and the University at the end of the procedure.

5. Learning and Teaching

5.1 Learning and Teaching Strategies

The programme explicitly recognises and maximises the use of students' prior learning and life experience. The acquisition of new learning and development capable of transfer to new situations and further enhancement marks an important staging post in the process of lifelong learning. Counselling and Play Therapy models of learning are characteristically developmental and generative, i.e. Students are expected to assume increasing responsibility for identifying their own learning needs and making use of available resources for learning. The course team are student-centred in the teaching approach and work within the boundaries of the requirements of the University. The overall aims and expected learning outcomes of the Masters degree inform the choice of teaching and learning strategies and assessment methods.

Counselling Studies with Children and Young People at M level can be expressed in terms of four interrelated themes for learning processes.

- Awareness raising and knowledge acquisition

Students will become more aware of different aspects of knowledge and expertise as the course progresses. They will engage with and acquire new areas of knowledge, recognise their own potential and be motivated to engage in new ways of thinking and acting. Learning journals, assignments and discussion can reflect this process.

- Conceptual understanding

In this process both students and tutors on the programme will be encouraged to acquire, examine critically and to deepen their understanding of counselling children and young people. (Students will be given opportunities to be aware of these changes in written work and in personal development work on the programme) Tutors will also be offered personal development experiences and will take part in collaborative research projects. This will in turn feed back into the teaching on the programme.

- Practice experience

In all practical work the students will be required to apply theoretical models to their practice. They will do this with new understanding and newly acquired skills. They will receive both detailed oral and written feedback from their peers and tutors.

- Reflection on performance

Students will be required to bring their life experience to the programme. They will be invited to work therapeutically with their peers within ethical guidelines and will therefore reflect both on their own lives and on their skills in performance of the role of counsellor/ therapist. Personal development will be encouraged in all aspects of learning on the programme. The integration of theoretical understanding, practice and personal growth is integral to a person-centred approach to therapy. The self of the counsellor is considered to be the most important agent for therapeutic change in the client. Impact of the self on the self and on others is a key awareness to be gained. Awareness is the beating heart of counselling and the teaching and learning ethos of the programme emphasises the development of awareness. New understanding of self and others are part of the developing sense of self to be noted and seen against a backdrop of ethical practice in the therapeutic work with children and young people.

The programme acknowledges that adults learn at different rates & in diverse ways. Some students will have professional backgrounds in the caring professions and may not necessarily be graduates. It is recognised that students engage in a variety of learning strategies. To accommodate this diversity, students will be offered the following support:

- Student focussed approaches to teaching and learning to encourage active participation and staged progressive learning throughout the programme
- Initial learning needs will be established with early formative assessed work and individual tutorials. In this way plans can be put in place to enable best future learning

- The programme is designed to enable students to learn from each other in addition to planned and structured aspects of the curriculum.
- Students will be encouraged to develop resource networks and study support groups
- Theory sessions will also involve interactive participation, case presentations, skills work in both small group and pairs. This will be assisted by video recordings, sensitivity training groups and presentations to peers with tutor support and feedback.
- All students will be expected to make use of communication and information technology for accessing data, literature, resources and making contact with both tutors and peers.

5.2 Induction Event

The programme will be supported by a 2-day induction event at the start of the academic year which will ensure that all students:

- Understand the course requirements, modules and process
- Receive a programme handbook
- Are allocated and have contact with a personal tutor
- Are enrolled at Glyndwr University on the appropriate modules
- Have library access at Glyndwr University or through UK Libraries arrangements
- Receive a specific session on using Blackboard the on-line software

5.3 The work based/ placement learning statement

The counselling/ play therapy placement will be arranged by the student in consultation with the Programme Placement Co-ordinator (PPC). The need for a suitable placement will be discussed at interview with applicants for the part-time MA programme.

The PPC will approve the placement after contact is made by the student and a visit has been made by the PPC to the setting. The placement will be monitored by the PPC with regular reports from the student's counselling/ play therapy supervisor after every four supervision sessions. The supervisor will be asked to contact the PPC immediately if they have any concerns about the placement of the student's practice. This will be included in a document giving guidance to the supervisor as to how best to manage supervision for a student on the programme on placement. Supervisors will be invited to take part in an annual meeting at the University to develop relationships and build up a recognised and suitable body of professional supervisors to support the learning and teaching on the programme

The Supervisor will be chosen by the student after an initial meeting between the two to ascertain future working relationship. A list of suitable supervisors will be drawn up by the programme team drawing on local agencies and local expert knowledge from the University Student Counselling service. A local counselling organisation is in the process of applying for charitable status and one of its intentions is to compile lists of local therapeutic practitioners and supervisors. The organisation currently has a mailing list of

600 local therapeutic practitioners. Students will be encouraged to reflect on the service offered to them and to discuss any concerns with the PPC. The programme team will also be encouraged to discuss any concerns they have about any student's supervision as reflected in the programme activity.

All students on the programme are subject to the terms of the University Suitability for Practice Procedure and will be made cognisant of the content of it in the induction process. There will be studies alongside professional codes of practice such as, the BACP Ethical Framework for Practice to ensure understanding of the behaviour expected from a counsellor/ play therapist with children and young people. It will be made clear to students that embarking on this programme will require examination of lifestyle and the formation of identity as a therapeutic worker with children and young people extends outside of the practice relationship into how one conducts oneself in everyday life. In particular, for those on placement it will be expected that they behave in a way that affords respect from other staff and professionals at all times.

6. Assessment

Assessment strategies are chosen to enhance students' abilities to conceptualise, compare and analyse from a wide range of data sources including their practice and their capability to practice. All assessments are designed to reflect the holistic teaching and learning ethos. All Masters' degree students will complete a dissertation choosing a research method appropriate to the study and practice of counselling/play therapy with children and young people. This assessment outline should be read in conjunction with Glyndwr University's academic regulations.

6.1 The assessment structure

The assessment structure relates directly to both the general curricular aims and outcomes and more specifically to the modular outcomes. The assessment strategy has been developed to fulfil what we believe are the two main functions of assessment - to identify that a given standard has been reached, and also to support and enhance further learning by facilitating integration and consolidation of acquired knowledge and insights at higher levels. Assessment methods have been employed to ensure students are tested at level 7 in ways that enable them to demonstrate their advanced understanding and knowledge.

Module	Assessment
1. Child and Young Person Development and Counselling and Play Therapy	2 X 3,000 word assignment
2. Context and Issues within Counselling and Play Therapy with Children and Young People	1 X 3,000 word assignment
3. Counselling and Play Therapy Practicum with Children and Young People 1	1 X DVD tape of practice (15 minutes) using counselling skills with accompanying written

	<p>evaluations of 1000 words</p> <p>1 X reflective account of learning in the Experiential Group of 2000 words</p>
4. Counselling and Play Therapy Practicum with Children and Young People 11	<p>1 X DVD tape of practice (20 minutes) using play therapy skills with accompanying written evaluations of 1000 words.</p> <p>1 X reflective account of learning in the practicum group of 1000 words</p>
5. Counselling and Play Therapy with Children and Young People Supervised Practice Placement (100 hours)	<p>Satisfactory reports from supervisor and dated student record of 100 counselling hours to be made available for the exam board (pass/fail)</p> <p>1 X Case study presented to a small group of peers and module tutor (2000 words equivalent)</p>
6. Counselling Children and Young People in the International Context	<p>20 minute Presentation to a small group of peers and module tutor on the implications for counselling children and young people within the individual's national, social and cultural context & written report of 2000 words</p>
7. Dissertation	<p>20000 maximum word dissertation</p>

In accordance with guidelines set out in the University assessment regulations and standing orders regarding the Conduct of Assessment and Examinations, assignment work will be marked by a course tutor and all fails, borderline marks will be double marked. A sample to include all of the former, and some mid-range marks would thereafter be sent to the external examiner appointed to the programme for moderation.

Marking for individual assessments on the MA programme is as follows

Description-	Mark%
Outstanding work of exceptional merit. Polished, imaginative approach to the topic, comprehensively elaborating an innovative and distinctive perspective on a range of areas to evaluate key issues and controversies in a broader critical context with, where appropriate evidence of an iterative relationship between theory and practice.	75+

Polished, imaginative approach to the topic, comprehensively elaborating on a range of areas to evaluate key issues and controversies in a broader critical context with, where appropriate evidence of an iterative relationship between theory and practice.	65-74
Carefully and logically organised work, using material that is current, relevant and has been structured, showing average or above average knowledge of subject matter, where there has been some attempt to locate the debate in broader contexts with, where appropriate evidence of an iterative relationship between theory and practice.	55-64
Work shows some coherence and organisation and is clear. Work presents relevant but not comprehensive information, competently drawing on a limited set of sources. There is evidence that knowledge informs and transforms practice	46-54
Knowledge and Understanding is demonstrated but not fully articulated. The work shows some structure and is clear. There are signs that knowledge informs practice.	40-45
Work is vague or unclear but some knowledge and understanding can be discerned and there is some minimal signs that it has informed aspects of practice	30-39
Little knowledge or understanding is demonstrated, the work is very unclear or vague at times and there is little evidence of knowledge having an impact on practice.	
Work is deficient on most levels	30

Feedback on Assessed Work: It is the intention that the assessment tasks promote students' learning. Students will be given specific criteria for the marking of each assignment at the time it is set. The assignment tasks are supported by the teaching and directed tasks for individual modules. Students will normally receive feedback within three working weeks of submission via email.

7. Learning Infrastructure and Support

7.1 Online support

The programme will be delivered using an integrated combination of face to face and e-learning online support.

It is intended that within the programme with the intensive 5 -day block face to face sessions, there will be a strong focus on group process and the development of interpersonal and intrapersonal knowledge and skills highlighted in addition to intellectual learning. The practical skills and experiential group work for modules 3 & 4

requires intensive interactive teaching and learning and will be delivered entirely through face to face methods with online supportive materials.

The full -time non UK based group and the part- time UK based will be taught together for the majority of the blocks to enable economies of scale for teaching time and also to enrich the teaching and learning process for both groups. The mix of culture and life experiences will add to the educational experience for both groups.

The members of the programme team have experience of managing online delivery of learning and teaching having been involved in therapeutic engagement, group learning and e-learning for some time. They will embrace this experience within this programme but will not deliver the programme through online learning & teaching. The use of Blackboard will enhance and support the learning and teaching delivered in face to face blocks.

Modules 1, 2, 6 & 7 will be delivered in face to face blocks and supported online. Modules 3 & 4, which are the practicum elements of the programme, will be delivered in intensive face to face sessions and in group work to offer immediate formative feedback to ensure skill development with online materials for support. Module 5, the placement module for UK based students, will be delivered in a preparation face to face block and 100 professionally supervised counselling hours in a local counselling/ play therapy setting with online materials for support.

7.2 Equality of Opportunity

The staff team are working towards equality of opportunity in terms of employment, student selection, and assessment. Within the Programme, such matters will be given a high priority and feature as a major element within the syllabus and the course philosophy. Part of the reason for this is that human services work primarily involves working with groups and individuals who are disadvantaged, discriminated against and subject to various forms of marginalisation and oppression. It is therefore essential that students intending to pursue work in the human services are sensitive to, and well informed about, issues relating to discrimination and oppression. Consequently, students will be required to develop understanding of the principles of anti-discriminatory practice. This involves recognising the significance of such oppressive forces as racism, heterosexism, sexism, ageism and disablism, as well as a wide variety of other forms or sources of discrimination, and developing strategies for challenging them. The programme team recognises the importance of promoting Welsh identity and culture, including the promotion of bilingual service delivery.

Equality of opportunity also applies to student life at Glyndwr University as well as the curriculum and programme philosophy. Students should be treated fairly and with respect at all times. Racial, sexual or other forms of discrimination or harassment are not tolerated. Students who feel that they are being discriminated against are encouraged to raise the issue with their personal tutor or any member of the staff team. Alternatively, the Students' Guild, the University Student Counselling Service or one of

the student representatives may be called upon for advice or support. No student should feel that he or she has to tolerate unfair or oppressive treatment.

7.3 Welsh Culture, Language and Policy Context

The Welsh Assembly Government states that the needs and interests of children and young people are at the heart of the Welsh Assembly Government's vision for a better Wales.

"Our **strategy** for children and young people is based on the UN Convention on the Rights of the Child. We have drawn up **seven core aims** for children and young people, each based on the UN Convention Articles.

In line with these aims, **actions** we have taken to improve the lives of children and young people in Wales include:

- appointing a **Children's Commissioner** to champion children's rights - the first such post in the UK
- launching **Children First**, a programme designed to improve services for those children in greatest need and their families
- creating the multi-million pound **Cymorth** fund to improve the life chances of children and young people from disadvantaged areas
- making **School Councils** compulsory so that children have a say in how their school is run - another UK first
- establishing a Children and Young People's Assembly for Wales, **Funky Dragon**, where children can express their views directly to Ministers and officials
- implementing the **Foundation Phase** for 3-7 year olds in education, which encourages learning through play, and
- developing **Learning Pathways** for 14-19 year olds that increases choice by giving learners the right to follow a course of study from a local area curriculum." <http://wales.gov.uk/topics/childrenyoungpeople/?lang=en> accessed on 1st November 2009.

The School- Based Counselling Services in Wales- a national strategy (April 2008) actively seeks to increase the numbers of Welsh speaking counsellors. Students, whose first language is Welsh may, if they wish, submit their written work through the medium of Welsh. The University has a translator on the staff team who currently translates teaching materials, handbooks, letters, course boards and minutes of team meetings. Currently, the programme team members are not Welsh speakers. Any student wishing to have a tutorial conducted in the Welsh language would be able to request this and the programme team would seek to support this request. The Welsh Assembly Government (WAG) Counselling in Schools Co-ordinator, has informed the programme team that currently Welsh speakers are not being recruited in the numbers hoped for in accordance with the strategy in Wales to be able to offer counselling in schools to children in their first language if desired. There have been some enquiries from Welsh speakers about the programme and it is hoped that we will receive applications from

Welsh speakers wishing to gain qualifications to work in Welsh schools. Such students will be encouraged to seek practice placements in schools where there are children and young people whose first language is Welsh.

The social policies referred to in all modules of the programme will be within the Welsh context and cultural and policies from the other nations in the UK and international policies relating to the health, education, youth justice, safeguarding and well-being of children and young people will be compared to the Welsh Assembly Government publications to be found at <http://wales.gov.uk/topics/childrenyoungpeople/?lang=en>

7.4 Disability and learning difficulties

The programme team, the University's nurses and disability co-ordinators have sound support mechanisms to respond to particular needs. Each School has a designated disability co-ordinator who meets with students with special needs in order to set in place the necessary support and assessment processes to ensure programme teams and Schools maintain University's policies on equal opportunities and widening participation. There is also a University Disability Advisor who takes an overview of special needs support. The University also has two nurses available on a daily basis to see students.

Adapted access to Glyndwr University buildings is available for people with a disability. Complementary services for students with a disability or specific learning difficulty are provided in dedicated space within the Library Building. Glyndwr University is the Welsh partner in the European Socrates project "Second Chance" investigating access to higher education for adults with a disability. In line with Glyndwr University policy, students registered with a disability or learning difference with Glyndwr University Student Services may be eligible for additional support to take account of their individually assessed needs. The Student Programmes Office tracks the progress of all students and monitors the progress of students in respect of ethnicity, disability, gender and Welsh speakers as required by statute.

7.5 The programme team

Dr. Kathryn Hunt, the Programme Leader has extensive experience both as an accredited British Association for Counselling & Psychotherapy (BACP) Counsellor and is also a British Association Play Therapy (BAPT) full member Play Therapist. She has 17 years experience as a counsellor educator in higher education and has taught counselling and play therapy and how to offer therapeutic support to children through play in the UK, East Africa, Australia and New Zealand. She has many national and international conference and paper publications in the fields of counselling and play therapy. She is called upon to peer review research articles for counselling research journals and sits on the editorial board for the journal 'Psychology in Africa'. She also has a Masters degree in Guidance & Counselling from Durham University and a PhD (Durham University) entitled, "The Experience of Loss and its Relationship to Counselling Practice". She is an experienced academic, researcher, trainer and practitioner in the field of counselling children and young people and currently holds the Chair of the Counselling Children and Young People (CCYP) division of BACP. In addition she has had a career in education as an Early Years Teacher, Primary School Deputy Head teacher, Local Authority Early Years Co-ordinator for Education and Care (0-8 years) This

background in education, care and counselling provides a helpful context for the WAG counselling in schools agenda and suitable education and training for schools based counsellors in particular. She has also had experience of the mental health care setting when working as an occupational therapy aid some years ago in a large psychiatric hospital. This experience supports Kathryn to lead the excellent programme team. Currently she is the only experienced counsellor and play therapist on the programme team and for this reason is taking leadership of the modules.

Her published work includes:

1. Suicidal Bereavement, K. F. Hunt, presented at the 1993 University of Durham International Counselling Conference and published in 'Counselling in the Workplace: Selected Papers', K. Hunt and M.A. Robson (Eds.), School of Education, University of Durham, 1994
2. Counselling in the Workplace: Selected Papers, K. F. Hunt and M.A. Robson (Eds.), School of Education, University of Durham, 1994
3. Counselling and Intimacy: Selected Papers, K.F. Hunt and M.A. Robson (Eds.), School of Education, University of Durham, 1995
4. Counselling: Beyond the Words: Selected Papers, K. F. Hunt and M.A. Robson (Eds.), School of Education, University of Durham, 1996
5. Counselling and Passion: Selected Papers, K. F. Hunt and M.A. Robson (Eds.), School of Education, University of Durham, 1997.
6. Counselling and Metamorphosis: Selected Papers, K.F. Hunt and M.A. Robson (Eds.) School of Education, University of Durham, January 1998
7. 'When I'm a 100, will I reach the sky? Empowering Parents', K.F. Hunt and M.A. Robson in Early Education, P. 8-9 February 1998 (professional journal reviewed by editor)
8. Counselling and Creation: Selected Papers, K.F. Hunt and M.A. Robson (Eds.), School of Education, University of Durham, January 1999
9. Empowering Parents of Pre-School Children, K.F. Hunt and M.A. Robson in International Journal for the Advancement of Counselling, Vol. 21, No. 1, pp. 43-54, March 1999
10. An Innovative Approach to Involving Parents in the Education of their Early Years Children, M.A. Robson and K.F. Hunt In International Journal of Early Years Education, Vol.7, No. 2 pp. 185-193, June 1999

11. Playing Through Grief: Respecting the Wisdom of a Young Child, K.F. Hunt, in CHANGE Transformations in Education, vol. 3(2) pp.81-93 2000
12. Towards Ethical Decision -Making in Counselling Research, M.A. Robson, P. Cook, K.F. Hunt, Geof Alred & D. Robson,, In British Journal of Guidance and Counselling, Vol.28, No.4, pp. 533-547 November, 2000
13. Grief: A Complex, Unique and Rich Experience, J. Ingram, K.F. Hunt & M. Robson, in Changes, Vol. 18 number 2 pp. 69-82, Summer, 2000
14. 'Globalising Counselling: Humanistic Counselling in Kenya' J. McGuiness, G. Alred, N. Cohen, K. Hunt & M. Robson in British Journal of Guidance & Counselling, Vol.29, No. 3, pp.293-300, 2001
15. ' The Meaning and Challenges of Voluntary Counselling and Testing (VCT) for Counsellors-Report by the Kenya Association of Professional Counsellors (KAPC) Conference for sub-Saharan Africa' C.O. Rachier, E. Gikundi, D.H. Balmer, M. Robson, K.F. Hunt and N. Cohen in Journal of Social Aspects of HIV/AIDS/Journal des Aspect Sociaux du VIH/SIDA Vol. 1 pp.175- 18, 2004
16. Experiences of Counsellor Training: Challenge Surprise and Change, edited book by Val Harding Davies, Geof Alred, Kathy Hunt & Graham Davies, Basingstoke: Palgrave. 2004
17. 'Do You Know Harry Potter? Well, He is an Orphan': Every Bereaved Child Matters, Kathy Hunt in Journal for Pastoral Care in Education: The International Journal for Pastoral Care & Personal-Social Education, Special Edition: Every Child Matters. Vol.24 No.2 June 2006
18. Can Professionals Offering Support to Vulnerable Children in Kenya Benefit from Brief Play Therapy Training? K.F. Hunt in Journal of Psychology in Africa, Vol 16 (2); 215-222. 2006

Conference presentations Include:

1. Stephen's Suicide, is the search for the truth a fruitless one? K. Hunt Presented at the British Association for Counselling/ American Association Bilateral conference in Edinburgh University 1992
2. Suicidal Bereavement, K. F. Hunt, presented for International Round Table for the Advancement of Counselling (IRTAC) and the New Zealand Counselling Association Conference in Auckland, New Zealand, August 1993.
3. Suicidal Bereavement, K. F. Hunt, invited workshop at the British Association for Counselling Annual Conference, Cardiff, UK, Sept. 1993.

Definitive post validation document approved by Academic Board December 2009

4. Where is Grief Located? K. F. Hunt, accepted for presentation at the 2nd Annual Counselling Research Conference, Birmingham, 1996.
5. School Culture and Home Culture sometimes meet Head on in School. How can a Rogerian Counselling Approach Benefit the Young People Involved at Ward Jackson Primary School, Hartlepool, U.K.? K. F. Hunt presented at the 1996 International Counselling Congress, University of British Columbia, Vancouver, Canada.
6. When I'm 100 Will I Reach the Sky? Empowering Parents, K. F. Hunt and M.A. Robson, presented at the 1996 International Counselling Congress, University of British Columbia, Vancouver, Canada.
7. Where is Grief Located? K. F. Hunt, presented at the Fifth Annual International Counselling Conference, University of Durham, 1997.
8. Children and Grieving - A Case Study, K.F. Hunt accepted for the European Association of Counselling (EAC) Fourth Annual Conference, Counselling and the Family, Perugia, Italy, October 2nd and 3rd 1997.
9. When I'm 100 Will I Reach the Sky? Empowering Parents, K.F. Hunt and M.A. Robson accepted for the European Association of Counselling (EAC) Fourth Annual Conference, Counselling and the Family, Perugia, Italy, October 2nd and 3rd 1997.
10. Early Years European Education Project, K.F. Hunt, A. Crena and E. Meijs accepted for the European Association of Counselling (EAC) Fourth Annual Conference, Counselling and the Family, Perugia, Italy, October 2nd and 3rd 1997.
11. When I'm 100 Will I Reach the Sky? Empowering Parents, K.F. Hunt and M.A. Robson, accepted for the Conference 'Realising Children's' Potential - The Value of Early Learning', The Torquay Trust in association with Rolle School of Education, University of Plymouth, September 5th and 6th, 1997.
12. A Multimedia Approach to Parent Empowerment in an Early Years Setting, M.A. Robson and K. F. Hunt presented at the European Conference on Educational Research '98, Ljubljana Slovenia. September 1998
13. "Playing With and Through the Dark: Children's Experience of Play Therapy, Keynote Address at 7th International Counselling Conference Counselling: The Darkest Time is Just Before the Dawn M.A. Robson and K.F. Hunt March 1999
14. Accepting the Wisdom of a Young Child in Grief, K. F. Hunt, presented at the 3rd Warwick International Early Years Conference, April 1999.
15. 'Mourning in an Early Years Setting', K. Hunt, presented at the Realising Potential in the Early Years Conference, Newcastle University, April 1999.

16. 'The Grieving Self', K Hunt, invited to present at The 25th Anniversary Conference of The New Zealand Counselling Association, "A Place To Stand", June 1999.
17. A Young Child's Loss Experience, paper presented to European Association of Counselling (EAC) Sixth annual conference, Counselling as an Evidence- Based Profession. Amsterdam, The Netherlands, November 1999, K.F. Hunt
18. The Special Needs of Children Doing Grief Work, paper presented at the 2000 International Association for Counselling conference, Counselling in a Multi-cultural World for the Millennium. May 2000, Thessaloniki, Greece, K.F. Hunt
19. Successful Working in Multicultural Environments by Practitioners with No Training in Multicultural Counselling: Facing the Paradox. International Association for Counselling conference, May 2000, University of Thessaloniki, Greece. McGuiness, J. Cohen, N. Robson, M. & Hunt, K.
20. Educational, Counselling and Play Therapy Theories Converge to Deepen An Understanding of Childhood Grief, paper presented at The International Society for Child and Play Therapy/Play Therapy Ireland/Canadian Play Therapy Institute Year 2000 World Congress on Child and Play therapy, June 2000, Dublin, Ireland. K.F. Hunt
21. 'Play Therapy for Bereaved Children', paper presented at Kenya Association of Professional Counsellors (KAPC) 2nd Counselling Conference Counselling- On Becoming a Profession, Nairobi, Kenya, Africa, September 2001, K. Hunt
22. 'Collaborative Process Research Project: The Experience of Loss in Childhood'. Paper presented at British Association for Counselling and Psychotherapy 8th Annual Counselling Research Conference 'Working Together'. London, UK. 17th & 18th May 2002 K. Hunt
23. 'The Healing Power of Play', paper presented at the Hawaii International Conference on Social Sciences, Honolulu, HI, USA, June 11th –15th 2002, K. Hunt
24. 'Working Together' paper presented at the Kenya Association of Professional Counsellors (KAPC) 3rd Counselling Conference-'The Challenge and meaning of VCT (Voluntary Counselling and Testing) for Counsellors, Nairobi, Kenya, Africa, September 2002. K. Hunt
25. 'An Exploration into Person-centred Play Therapy as an Intervention to Help Children Experiencing Difficulties During the Bereavement Process' paper presented at the International Association for Counselling & European Association for Counselling (IAC & EAC) conference 'A World of Change- A World in Crisis' in Geneva, Switzerland, 12th-17th April 2003, K. Hunt

26. 'How is Ethical Decision-Making Incorporated into the Process of Research in Counselling?', paper accepted for presentation at Bradford District Care Trust in partnership with the City of Bradford Metropolitan Council Conference 'Ethical Dilemmas in Practice', Bradford, UK. 1st May 2003, K. Hunt
27. 'Young Men and Suicide' paper presented at the Kenya Association of Professional Counsellors (KAPC) 4th counselling Conference- Gender Issues in Counselling, Nairobi, Kenya, Africa, September 2003
28. 'Can a brief training in Play Therapy be beneficial to professionals providing care and education for children in Kenya?' paper presented at the Kenya Association of Professional Counsellors (KAPC) 6th International Counselling Conference- Consolidating Counselling, Nairobi, Kenya, Africa, September 2005
29. Key note speaker 'Can Love Build a House?' at Keele Counselling Conference, Counselling: Things Unsaid, Keele University, UK, 11-13th May 2007
30. 'Play Therapy with Vulnerable Children in East Africa' Paper presented at Kenya Association of Professional Counsellors (KAPC) 8th International Counselling Conference HIV/AIDS Counselling: Trends and Challenges, Nairobi, Kenya, Africa, September 2007
31. 'Are there differences in the perceived brief play therapy training needs and post training benefits for counsellors working therapeutically with vulnerable children in Kenya, East Africa, depending on geographical location and subsequent cultural and tribal groupings?' International Association for Counselling International Conference. Counselling: a means of bridging differences, Malta, 30th June-7th July 2008
32. 'Meeting 'G' through his birds' Canadian Conference on Suicide Prevention. Joining our strengths to prevent suicide: Suicide and Addiction October 26-29th 2008 Loews Concorde Hotel Quebec, Canada K. Hunt

Dr Hunt's record of scholarship and research will underpin learning and teaching on the programme and her professional background as a counsellor and Play Therapist will inform the professional aspects of the programme. Currently she is Chair of the Counselling Children and Young People division of BACP. This voluntary position in a counselling and psychotherapy professional body offers her opportunity to keep abreast of the fast changing scene in the therapeutic world and to offer the students on the programme cutting edge information and awareness of UK and worldwide professional issues.

Vivienne Dacre is currently Acting Principal Lecturer in the Social Care section of the School and a qualified Social Worker with an MA in Therapeutic Child Care from Reading University. She has extensive experience in Social Work with children and families as a practitioner and as a trainer. She has worked within Local Authority social work teams and has managed both a local authority family centre and children's residential units

within the private sector. Her practice experience includes child protection and she has developed particular expertise in working therapeutically with children and adults who have been traumatised through abuse. To this end she is most interested in working creatively with individuals and groups. She has her practice assessor's award and has supervised social work student placements for many years. She also has training and experience in professional therapeutic supervision of play therapists. Her current research areas include self-harm in children and young people. She has presented her work on self-harm at the annual 2009 BACP Counselling Children and Young People's conference in both London and Newcastle. Currently, she is in the process of applying to study for a PhD at Glyndwr University.

Vivienne's professional and academic background will enable her to contribute to the practicum modules in counselling skills and creative approaches to offering therapeutic support. She will also be well placed to teach aspects of supervision and how to make use of it. In particular, she can offer theoretical knowledge, understanding and specialist skills aspects of working therapeutically with children and young people who self-harm. This is her area of research interest and her PhD studies will explore creative ways of intervening with children and young people who self-harm, including performance art. Vivienne is an experienced therapeutic group tutor and will be able to support students in increasing their self-awareness through experiential work in skills and self-development groups and workshops. She will also be best placed as an experienced therapeutic childcare tutor to offer academic and personal support as a personal tutor to a small group of students from both the full-time and the part-time routes of the programme. Dissertation supervision will also be undertaken.

Her published work includes:

McMahon, L. Dacre, V. & Vale, J. (1997) "Reflection and emotional containment: therapeutic work in family centres," *Early Child Development and Care* 132.

McMahon, L. Dacre, V. (2001) "Working therapeutically with children and parents in family centres," In *Helping Families in Family Centres: working at therapeutic practice*. Edited by McMahon & Ward

Jan Nordoff qualified as a social worker in 1990 and has fifteen years practice experience with Social Services Departments. Jan's professional career has been exclusively in children and family services, including three years in a long term children and family team working with children 'at risk' and their family. In 1995 Jan joined a youth justice team and worked for eight years in youth justice/YOTs. She had designated lead responsibility for developing services for children who offended sexually and delivered training to other professionals, including health workers, teachers and the police. After leaving the YOT in 2002 Jan joined NCH Action for Children, as Senior Practitioner working with traumatised children, including children with sexualised behaviour. Jan joined Glyndwr University in 2005 and works across a number of programmes including Therapeutic Childcare, Social Work and Youth Justice. She is currently completing her MA in Childcare Law and Practice at Keele University and is involved in developing the child protection policy at Glyndwr University. Her research

interests are Law, Social Policy and Children's Rights specifically in relation to youth justice and LAC. Jan presented her experience of partnership working on the Therapeutic Childcare degree at an international conference in the USA in the summer of 2009 in addition to a presentation on her work with young people in the criminal justice system. Jan plans to continue her studies on completion of her MA degree with application to study for a PhD at Glyndwr University.

Jan will contribute to the theoretical and practical aspects of working therapeutically with children and young people within a framework of child protection legislation policy and practice. Jan is also researching children's rights and the views of the child within the UK and Swedish criminal youth justice systems. Her findings support the notion that such structures are determined by the prevailing agreed social constructions of childhood in each society. This international comparative approach will inform the students and stimulate awareness of the state and its role in both constructing and reflecting the norms. This research interest enables Jan to offer her expertise to the module which addresses the international context for counselling children and young people in addition to the contextual aspects of this work within the UK. Students on the programme will be eventually working in many different settings both in the UK and internationally and being equipped with a discerning approach to social and political structures, legislation and policy formulation will contextualise their practice and deepen their understanding of their role. Jan is a supportive tutor and she will also be well placed as an experienced therapeutic childcare and social work tutor to offer academic and personal support as a personal tutor to a small group of students from both the full-time and the part-time routes of the programme. Dissertation supervision will also be undertaken.

Vicki Woodward joined the Substance Use Studies Programme Team in February 2007 and currently lectures on the Addictive Behaviours Programme at Glyndwr University. Other teaching commitments have included lecturing in Research Methods on the MSc Health Studies Programme, due to having a working knowledge of Statistics and Quantitative Methods. Her role within Glyndwr also involves Personal Tutoring of students with academic and pastoral care responsibilities. Vicki is a Glyndwr PhD student, researching psychological, physiological and sociological factors influencing non-compliance with HIV medication. Her academic background is Psychology, with special areas of interest in Addiction (main focus is eating disorders and alcohol), Counselling & Psychotherapy and HIV/AIDS. She is also currently completing her PGCPD at Glyndwr. Vicki is working towards her Diploma in Counselling. She is currently completing her Certificate in Counselling with Coleg Harlech WEA. Her Addictive Behaviours and Counselling research has been supported by volunteer support work through CAIS Soup Dragon and AVOW Substance Users Referral Team. Before pursuing a career in Academia and Counselling, Vicki spent 7 years working in Pharmaceutical Sales, which led to development of her working knowledge of the NHS and ethics of therapeutic treatment and support. A career in the Pharmaceutical Industry also required Vicki to achieve the Association of British Pharmaceutical Industry Accreditation which involved intensive training in psychological and physiological effects of prescription drugs. This knowledge together with personal experience led Vicki to pursue a career in Academia and undertake research in the field of Addictive Behaviours. Vicki's

qualifications and experience together with her pursuit of counsellor education affords the programme team a specialist dimension in the area of addiction and substance misuse. Many children are living in families where adults are misusing substances and struggle with addiction. In addition substance misuse and addiction can be an issue for the children and young people themselves. Counsellors and Play Therapists benefit from this contextual knowledge and understanding in their therapeutic work. Vicki's knowledge of quantitative research methods will enhance the research methods curriculum and delivery of the dissertation module. Supervision of dissertations will also be undertaken.

7.6 External expertise

Staffing levels on the programme will be adequate drawing in the expertise of counsellor educators who are in the process of applying for Glyndwr University visiting Senior Fellows. In the long term it is envisaged that there will be a future appointment of another counsellor educator or a sharing of expertise across the University with future counselling educator appointments in Education.

7.7 Student personal support

All students will be allocated a personal tutor who will work with that student throughout their time on the programme. The student and tutor will meet at least twice a year. In the absence of the personal Glyndwr tutor the student will have access to the wider Glyndwr staff team. Glyndwr staff will provide advice, guidance and ongoing support to students on their role and responsibilities, and the content of the degree programme. Ongoing tutor support will be negotiated with the student and will be facilitated by e-mail, telephone, face to face or web based means.

7.8 Resources for learning and teaching

Multiple copies of core texts used on the programme are held by Glyndwr library. The inter-library loans system also makes books available at short notice from other libraries if they are not present in Glyndwr Library. In addition to this staff make extensive use of the short loan system to ensure books used on the programme are available to students. The Blackboard site can host an online second hand bookshop –encouraging students to sell on their books to students coming up behind them as they progress on the programme. With the advent of online book stores such as Amazon selling second hand books very cheaply, free online journals on the internet and regular free online access promotions by publishing houses students on the degree will have increasing and probably unparalleled access to books and journals. Glyndwr University also has excellent IT facilities (over 17 computer rooms) and wireless network availability throughout the campus. Facilities will be made available for students to record their peer counselling/ play therapy practice on DVD for learning and teaching purposes throughout the programme and for submission for assessment of skills.

8 Programme Management Arrangements

The degree will be managed in accordance with Glyndwr University's regulations and standing orders. The Academic Regulations, Standing Orders and Procedures provide a regulatory framework for all academic awards offered by Glyndwr University and should be read in conjunction with this document.

8.1 The Programme Management Board

The programme will be overseen by a Programme Management Board which meet twice per year as required by the University's quality cycle and within the required time-scale. The PMB will consist of:

- The Programme Leader
- Module Leaders
- Module Tutors
- Head of School
- Head of Subject

And will carry out the following tasks:

- complete programme statistics on enrolment, successful completions
- discuss, amend and confirm Programme Leader's reports
- receive and discuss external examiners reports
- discuss problems, action plan and take action where necessary
- explore possible improvements to the programme
- exchange examples of good/innovative practice
- ensure equality of opportunity is central to teaching, assessment and conduct of all parties to the programme
- ensure that high ethical considerations are maintained at all times by students, and staff throughout the programme
- discuss new and ongoing placement issues as necessary

8.2 Staff-student consultative committee

The Staff/student consultative committee shall meet twice a year. The purpose of the staff/student consultative committee is to ensure that:-

- students are kept informed of developments and other important issues through feedback from student reps via email and blackboard and verbal feedback within the group meetings within teaching blocks;
- staff can receive feedback from students about important issues and the course overall;
- any concerns can be expressed openly and problems can be tackled at an early stage;
- complaints or concerns can be identified and processed through the appropriate channels.
- Health and Safety procedures are monitored.

- issues raised by students are fed into the PMB for any action deemed necessary;

8.3 Assessment Board

Overall responsibility for student awards and academic quality lies with the assessment board. The programme assessment board comprises the Head of School, all teaching staff, one external examiner, and members of the University's registry services. The board will meet twice a year in July and September. The assessment board is responsible for academic quality assurance, teaching quality, confirming marks and overseeing assessment procedures.

8.4 Programme Leader

The Programme Leader will be Dr. Kathryn Hunt and she will be responsible for the overall development, provision and management of the degree and the academic quality assurance procedures associated with it. The programme leader's responsibilities will include:-

- ensuring that the degree is delivered in accordance with the academic regulations;
- Developing liaison mechanisms between administrative staff, all tutors, Management and students;
- Reporting to the Programme Board;
- Responsibility for producing the annual quality reports required by Glyndwr University.

8.5 Academic/ Personal Tutors

Each student will be allocated an academic/ personal tutor. The role of the academic/personal tutor will be to:

- Provide advice and guidance to students on matters relating to academic progress;
- Provide advice and guidance on personal matters affecting academic study, where this is sought by student;
- Direct students to appropriate sources of help if needed;
- Liaise with the Programme Leader on matters relating to programme delivery and monitoring;
- Attend assessment boards
- Contribute to on-line discussions boards
- Mark and provide feedback on student assessments
- Ensure the learning environment is satisfactory by regular reviews of all teaching sites.

8.6 Quality Assurance

Quality Assurance arrangements at Glyndwr continue to be evolved to enable the University to meet external and internal accountability requirements. This is complemented by a growing emphasis on quality enhancement and securing improvement for staff and students. Quality enhancement is being supported in a number of ways, including: dissemination of good practice in teaching; assessment;

securing transformation of the learner through exploiting learning opportunities; supporting pedagogic research and scholarship and the development of subjects; using external review and audit to stimulate improvement and enhancement; and using performance indicators to measure improvement. All programmes are assessed against and governed under the University's Academic Quality standards as detailed in the Academic Quality Handbook

The programme and each module within it will be assessed within Glyndwr University's assurance systems - this involves regular reviews, the completion of a student perception of module (SPOM) form at the end of each module and a student perception of course (SPOC) form at the end of each academic year. These returns will be considered by the module leaders, programme leader and the programme board. A written programme report, (AMR) with improvement and action plans, will be provided annually to the programme management board based on SPOM and SPOC returns. The Academic Office offers central analysis of student perception of module questionnaires, making use of optical mark reader technology, and provides a central service to academic areas in respect of student feedback. Responsiveness to student and customer needs is being further enhanced by plans to extend the current 'user survey' undertaken by Information and Student Services, into a wider student satisfaction survey which is intended to enable the University to direct resources more effectively to areas of high priority for students. Outcomes will be considered by Academic Board to be fed back into programme boards and programme assessment board.