

## Course Specification

Course Summary Information		
1	<b>Course Title</b>	MSc Counselling (Children and Young People)
2	<b>Course Code</b>	PT1538 (FT) PT1539 (PT)
3	<b>Awarding Institution</b>	Birmingham City University
4	<b>Teaching Institution(s)</b> (if different from point 3)	
5	<b>Professional Statutory or Regulatory Body (PSRB) accreditation</b> (if applicable)	The course has been developed in accordance with the BACP Children and young people (CYP) competences and curricula

6	Course Description
	<p>Our MSc Counselling (Children and Young People) course includes a minimum of 100 hours of supervised client practice hours.</p> <p>The placements will take place with our placement partners locally. Placements in areas other than Birmingham may be possible by negotiation.</p> <p>The course aims to meet the professional accreditation requirements in counselling children and young people that will enable successful graduates (who have also met all required professional practice components) to continue towards accreditation with the British Association for Counselling and Psychotherapy (BACP).</p> <p>Upon completion of the course you will have demonstrated sound practical counselling competence that will enable you to complete the BACP proficiency certificate and to apply for BACP registration. Your BCU qualification and BACP registration will enable you seek employment as a counsellor with children and young people as you work towards full BACP accreditation.</p> <p><b><i>What's covered in the course?</i></b></p> <p>During the first semester, the focus will be on the development of the necessary knowledge and competence to be able to begin practical counselling with child clients. Course and placement structures will ensure that work is performed safely and with appropriate support and guidance in accordance with the BACP ethical framework.</p> <p>Skills based modules throughout the course will ensure the on-going integration of theory and practice. A focus on play, the use of creative media and an in-depth exploration of the knowledge base (detailed by the professional standards of education and training for child counselling) will ensure an appropriately level of skill and competence.</p> <p>Your personal tutor will actively support you through the process of applying, obtaining and settling into placements from our list of approved placement providers in a process designed to provide the experience and practical competence you will need to find employment when you graduate.</p> <p>Placements are supported and closely monitored by the staff team, who are all professional child counsellors and psychotherapists.</p> <p>Supervision costs are included in the overall course fee, and supervision is fully integrated into your course in a way that enhances your learning and meets professional body requirements.</p>

	An extended practice-based research project will support your understanding of the importance of outcome measure in child therapy and develop your competence in child counselling research
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<b>7</b>	<b>Course Awards</b>		
<b>7a</b>	<b>Name of Final Award</b>	<b>Level</b>	<b>Credits Awarded</b>
	Master of Science Counselling (Children and Young People)	Level 7	180 credits
<b>7b</b>	<b>Exit Awards and Credits Awarded</b>		
	Postgraduate Certificate Counselling Studies	Level 7	60 credits
	Postgraduate Diploma Counselling Studies	Level 7	120 credits
	Master of Science Counselling Studies	Level 7	180 credits

<b>8</b>	<b>Derogation from the University Regulations</b>		
	<ol style="list-style-type: none"> <li>1. Compensation is not permitted for any modules for the professional award of MSc Counselling (Children and Young People)</li> <li>2. Condonement for failed modules is not allowed for the professional award of MSc Counselling (Children and Young People)</li> <li>3. For the MSc Counselling (Children and Young People) professional award, all items of assessment in modules with more than one item of assessment must be passed with a minimum of 50% in order to pass the module</li> <li>4. There is no resit opportunity for Introduction to Counselling or Initial Counselling Practice. A fail in these modules necessitate a retake at the next available opportunity.</li> <li>5. In order to progress on the course and to begin professional practice with clients in semester 2, it is necessary to achieve a pass in the <i>Introduction to Counselling</i> and <i>Initial Counselling Practice</i> modules.</li> </ol>		

9	Delivery Patterns			
Mode(s) of Study		Location(s) of Study	Duration of Study	Code(s)
Full Time		City Centre	1 year	PT1538
Part Time		City Centre	2 years	PT1538

<b>10</b>	<b>Entry Requirements</b>		
	The admission requirements for this course are stated on the course page of the BCU website at <a href="https://www.bcu.ac.uk">https://www.bcu.ac.uk</a> .		

11	<b>Course Aims</b>
	<p>The primary aim of the MSc Counselling (Children and Young People) is to equip successful graduates with the knowledge, skill and competence to deliver counselling interventions with children and young people up to the age of 18 in a range of public, private and voluntary sectors.</p> <p>The MSc Counselling (Children and Young People) aims to produce graduates:</p> <ol style="list-style-type: none"> <li>1. Skilled in the delivery of psychotherapeutic interventions to nationally articulated standards of competence for the profession</li> <li>2. Able to demonstrate personal qualities of compassion, tolerance and reflective self-awareness</li> <li>3. Cognisant of the current state of the art in psychotherapy with the client group of their choice, and committed to on-going professional development and keeping their knowledge base up-to-date</li> <li>4. Aware of and equipped to avail themselves of existing employment opportunities across the sector</li> </ol> <p>The MSc further aims to make a positive contribution to the local community by addressing the need for skilled professional counselling services for children and young people across all groups and sectors.</p>

12	<b>Course Learning Outcomes</b>
	<b><i>Knowledge and Understanding</i></b>
1	Apply a self-reflective and critical perspective to issues of human rights, equality, diversity and inclusion and the impact of these factors on the development and wellbeing of children and young people
2	Synthesise a legal and ethical framework for counselling and for work with children and young people on the basis of ethical codes and principles, relevant legislation and contextual imperatives
3	Critically discern all aspects of the development of children and young people with a particular emphasis on the development of emotional security, mental health, psychological wellbeing and identity formation
4	Synthesise a range of perspectives on child and young person wellbeing, distress, trauma, atypical development and developmental interruptions to inform counselling practice
5	Critically appreciate the complex dynamics of the child within a familial, social, cultural, political and environmental context, and impact of these on the social, emotional and mental wellbeing of children and young people
6	Debate and critique the innovations and trends in psychotherapy with children, drawing on research and clinical experience
	<b><i>Skills and Other Attributes</i></b>
7	Demonstrate the personal qualities, philosophical and theoretical understanding and basic counselling competence necessary for the professional counselling of children and young people
8	Commit to on-going professional development and the systematic and progressive development of practical competence in applied counselling skills with children and young people including the establishment and maintenance of an appropriately warm therapeutic relationship and the effective delivery of a range of specialised interventions appropriate to individual client needs and abilities
9	Undertake comprehensive and inclusive client case formulation based on informing theory, client presentation and the counselling context, integrating relevant developmental, resource, mental health, socio-cultural, economic and environmental factors

<b>10</b>	Apply practical competence in the planning and delivery of counselling interventions from assessment through to the appropriate management of the ending process with children and young people with a range of presenting issues
<b>11</b>	Manage with competence the range of complex ethical dilemmas that can arise in work with children and young people, including those arising as a result of contextual issues, confidentiality and client autonomy and power
<b>12</b>	Commit to on-going reflective practice and personal and professional development

<b>13</b>	<b>Level Learning Outcomes</b>
<b><i>Upon completion the Postgraduate Certificate in Counselling Studies, students will be able to:</i></b>	
<b>1</b>	Evidence the personal qualities, philosophical and theoretical understanding and basic counselling skills necessary for professional training in counselling
<b>2</b>	Undertake an in depth self-reflection on elements of personal experience and life history, attitudes and life philosophy of potential relevance to counselling theory and practice with children
<b>3</b>	Identify and have a thorough understanding of relevant ethical codes and key responsibilities necessary to begin counselling children
<b>4</b>	Present a critical overview of individual counselling theories and their integration into a coherent model of practice for counselling children and young people
<b>5</b>	Competence with the processes, protocols, reporting mechanisms and support structures in place in respect of the counselling placement context
<b>6</b>	Apply conceptual learning to practical situations and to receive and apply feedback received
<b>7</b>	Readiness to communicate and establish rapport with children and young people, and apply an appropriate range of play and indicated creative interventions
<b>8</b>	Apply foundational skill in the planning of counselling interventions from assessment through to ending for with children and young people presenting with different levels of distress and difficulty
<b><i>Upon completion the Postgraduate Diploma in Counselling Studies, students will be able to:</i></b>	
<b>1</b>	Apply a deepening self-awareness and developing critical perspective across a wide range of socio-cultural, environmental, and socio-economic factors to an increase their understanding of the well-being and distress of children and young people
<b>2</b>	Integrate theory, early counselling practice and relevant contextual factors in the development of client case formulation
<b>3</b>	Apply critical awareness to the consideration of the legal requirements and ethical imperatives relevant in counselling children and young people
<b>4</b>	Synthesise of a range of perspectives on child and young person wellbeing, distress, trauma and developmental interruptions to inform counselling practice
<b>5</b>	Evidence awareness of the complex dynamics of the child within a familial, social, cultural, political and environmental context, and impact of these on the social, emotional and mental wellbeing of children and young people
<b>6</b>	Apply intermediate level professional competence in communicating establishing a therapeutic relationship with children and young people and the application of a range of specialised techniques appropriate to individual client needs and abilities
<b>7</b>	Plan and deliver counselling interventions from assessment through to ending with children and young people with different presenting issues, difficulties and formal diagnoses
<b>8</b>	Apply intermediate competence in the management of the ethical dilemmas of context, confidentiality and autonomy that can arise in work with children

14	<b>Course Learning, Teaching and Assessment Strategy</b>
	<p>The course Learning, Teaching and Assessment Strategy is fully aligned with the BLSS Teaching and Learning Strategy, and meets the stated requirements for professional accreditation.</p> <p>Competence in counselling practice is dependent on personal skills, qualities and self-awareness. The teaching, learning and assessment strategy of the courses therefore focuses on the development of these competencies, on the development of the applied thinking skills and on the academic competencies expected of a master's level qualification.</p> <p>Teaching is therefore individually focussed, and learning occurs through active engagement with the learning material and experiential processes facilitated throughout the year. Professional standards specify the minimum number of teaching hours required, and describe a closely monitored process of skill development and assessment. These requirements are addressed through regular small group discussion, skill development and professional practice review. Individual progress is monitored and supported on an ongoing basis, from the monitoring of attendance, engagement and participation and regular small group skills practice early on in the course, followed by regular small group practice based case discussions. Placement and external supervisor progress reports as specified by professional standards are included in the assessment process.</p> <p>The continuous development and refinement of practical skill in the application of therapeutic media is facilitated in the Professional Practice modules throughout the course, and involving on-going experiential engagement. Peer feedback and formative tutor feedback forms a continuous process, in parallel with the on-going support and feedback from the external clinical supervisor. This important process enables the development of self-awareness, reflexivity and the ability to receive and work with feedback non-defensively.</p> <p>Academic skill development includes the cognitive development of problem solving, on-going assessment and competence to manage complexity in the face uncertain outcomes, and the ability to accept responsibility for consequences resulting from applied solutions. While coursework assessments do address traditional academic competencies, they also incorporate a refined and professional level of reflexivity, and prize the appropriate and reasoned expression of a personal perspective.</p> <p>There is increased importance in ensuring competence with digital media and means of communication. These elements will be incorporated into the course, with the emphasis remaining on in person skills where possible, as required by professional standards requirements.</p>

15	Course Requirements																														
15a	<p><b>Level 6:</b></p> <p><i>In order to complete this course a student must successfully complete the following 20 credit CORE module:</i></p> <table><tr><th>Module Code</th><th>Module Name</th><th>Credit Value</th></tr><tr><td>PSY6114</td><td>Introduction to Counselling</td><td>20</td></tr></table> <p><b>Level 7:</b></p> <p><i>In order to complete this course a student must successfully complete all the following CORE modules (totaling 160 credits):</i></p> <table><tr><th>Module Code</th><th>Module Name</th><th>Credit Value</th></tr><tr><td>PSY7069</td><td>Initial Counselling Practice: Theory, Ethics &amp; Context</td><td>20</td></tr><tr><td>PSY7070</td><td>Child &amp; Young Person Development</td><td>20</td></tr><tr><td>PSY071</td><td>Developing Counselling Practice: Theory, Ethics &amp; Context</td><td>20</td></tr><tr><td>PSY7072</td><td>The Mental, Emotional &amp; Psychological Health and Dis-Ease of children &amp; Young People</td><td>20</td></tr><tr><td>PSY073</td><td>Diversity, Cultural, Familial &amp; Contextual Dynamics</td><td>20</td></tr><tr><td>PSY7074</td><td>Consolidating Counselling Practice: Theory, Ethics &amp; Context</td><td>20</td></tr><tr><td>PSY7075</td><td>Counselling Children and Young People Research Project</td><td>40</td></tr></table>	Module Code	Module Name	Credit Value	PSY6114	Introduction to Counselling	20	Module Code	Module Name	Credit Value	PSY7069	Initial Counselling Practice: Theory, Ethics & Context	20	PSY7070	Child & Young Person Development	20	PSY071	Developing Counselling Practice: Theory, Ethics & Context	20	PSY7072	The Mental, Emotional & Psychological Health and Dis-Ease of children & Young People	20	PSY073	Diversity, Cultural, Familial & Contextual Dynamics	20	PSY7074	Consolidating Counselling Practice: Theory, Ethics & Context	20	PSY7075	Counselling Children and Young People Research Project	40
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## 15b Structure Diagram

### Full-Time Delivery

<b>SEMESTER ONE</b> <i>(All Core)</i>	<b>SEMESTER TWO</b> <i>(All Core)</i>	<b>SEMESTER THREE</b> <i>(All Core)</i>
<b>PSY6114</b> Introduction to Counselling  <b>PSY7069</b> Initial Counselling Practice: Theory, Ethics and Context  <b>PSY7070</b> Child and Young Person Development	<b>PSY7071</b> Developing Counselling Practice: Theory, Ethics & Context  <b>PSY7072</b> The Mental, Emotional & Psychological Health and Dis-Ease of Children and Young People  <b>PSY7073</b> Diversity, Cultural, Familial and Contextual Dynamics  <b>PSY7075</b> Counselling Children and Young People Research Project	<b>PSY7074</b> Consolidating Counselling Practice: Theory, Ethics and Context  <b>PSY7075</b> Counselling Children and Young People Research Project

### Part-Time Delivery

<b>YEAR ONE SEMESTER ONE</b> <i>(All Core)</i>	<b>YEAR ONE SEMESTER TWO</b> <i>(All Core)</i>	<b>YEAR ONE SEMESTER THREE</b> <i>(All Core)</i>
<b>PSY6114</b> Introduction to Counselling  <b>PSY7070</b> Child and Young Person Development	<b>PSY7071</b> Developing Counselling Practice: Theory, Ethics & Context  <b>PSY7072</b> The Mental, Emotional & Psychological Health and Dis-Ease of Children and Young People	<b>PSY7071</b> Developing Counselling Practice: Theory, Ethics & Context
<b>YEAR TWO SEMESTER ONE</b> <i>(All Core)</i>	<b>YEAR TWO SEMESTER TWO</b> <i>(All Core)</i>	<b>YEAR TWO SEMESTER THREE</b> <i>(All Core)</i>
<b>PSY7069</b> Initial Counselling Practice: Theory, Ethics and Context  <b>PSY7071</b> Developing Counselling Practice: Theory, Ethics & Context	<b>PSY7073</b> Diversity, Cultural, Familial and Contextual Dynamics  <b>PSY7075</b> Counselling Children and Young People Research Project	<b>PSY7074</b> Consolidating Counselling Practice: Theory, Ethics and Context  <b>PSY7075</b> Counselling Children and Young People Research Project

## 16 Overall Student Workload and Balance of Assessment

### Workload



**25% time spent in timetabled teaching and learning activity**

<b>Activity</b>	<b>Number of Hours</b>
Scheduled Learning	450
Directed Learning	375
Private Study	975
<b>Total Hours</b>	1800

**Balance of Assessment**

<b>Assessment Mode</b>	<b>Percentage</b>
Coursework	83%
Exam	0%
In-Person	17%



