



UNIVERSITY OF
PORTSMOUTH

COURSE SPECIFICATION

Diploma in Higher Education Humanistic Gestalt Counselling

**Academic Standards, Quality and Partnerships
Department of Student and Academic Administration**

September 2021

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COURSE SPECIFICATION

Course Title	<i>Diploma in Humanistic Gestalt Counselling</i>
Final Award	<i>Dip HE</i>
Exit Awards	<i>Cert HE</i>
Course Code / UCAS code (if applicable)	<i>U2941FTC</i>
Mode of study	<i>Full time</i>
Mode of delivery	<i>Campus</i>
Normal length of course	<i>2 years</i>
Cohort(s) to which this course specification applies	<i>Feb 2020</i>
Awarding Body	<i>University of Portsmouth</i>
Teaching Institution	<i>Eastleigh College</i>
Faculty	<i>Faculty of Science & Health</i>
School/Department/Subject Group	<i>Dept of Psychology</i>
School/Department/Subject Group webpage	<i>Eastleigh Counselling Dip HE</i>
Course webpage including entry criteria	<i>TBC</i>
Professional and/or Statutory Regulatory Body accreditations	<i>None</i>
<u>Quality Assurance Agency Framework for Higher Education Qualifications (FHEQ) Level</u>	<i>Counselling & Psychotherapy 2013</i>

This course specification provides a summary of the main features of the course, identifies the aims and learning outcomes of the course, the teaching, learning and assessment methods used by teaching staff, and the reference points used to inform the curriculum.

This information is therefore useful to potential students to help them choose the right course of study, to current students on the course and to staff teaching and administering the course.

Further detailed information on the individual modules within the course may be found in the relevant module descriptors and the Course Handbook provided to students on enrolment.

Please refer to the [Course and Module Catalogue](#) for further information on the course structure and modules.

Educational aims of the course

General Aims.

- To provide a challenging and stimulating learning environment.
- To provide students with the opportunity to develop key transferable skills for lifelong learning, employability and flexibility in the context of changing labour markets.
- To provide students with the skills and knowledge required to maximise career and further study opportunities.

Subject Specific Aims.

- Equip students with the necessary knowledge, skills and understanding to work as ethical and competent practitioners within the field of counselling.
- Provide the opportunity to gain a Higher Educational qualification in Counselling and have the necessary foundation to work towards individual British Association Counselling and Psychotherapy accreditation.
- Develop an understanding of Humanistic Gestalt approach to counselling, with a focus on the quality of the therapeutics relationship as central to the work.
- Enhance employability with a focus on development of specialisms, professional applications and work placement.
- Introduce and understand the research methods used in Counselling.
- Enhance counsellor self-awareness and reflective practice.
- Encourage and provide opportunities for the development of creative thinking and practice.
- Focus on ethical practice and the use of the British Association Counselling and Psychotherapy (BACP) Ethical Framework (2018) in managing client work.
- Expand awareness of difference and diversity and manage the complexities, which can develop in practice.
- Reflect on the role and function of counselling in society regarding economic, cultural, professional and political influences.

Course Learning Outcomes and Learning, Teaching and Assessment Strategies

The [Quality Assurance Agency for Higher Education \(QAA\)](#) sets out a national framework of qualification levels, and the associated standards of achievement are found in their [Framework for Higher Education Qualifications](#) document.

The Course Learning Outcomes for this course are outlined in the tables below.

A. Knowledge and understanding of:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
A1	<i>Ethical principles that underlie effective counselling practice.</i>	<i>Modules are delivered through a combination of lectures, seminars, practical sessions, tutorials and experiential group learning.</i>	<i>Skills taped assignment Essays Portfolio</i>
A2	<i>The Humanistic Gestalt approach and the therapeutic skills, competencies and interventions that inform this therapeutic orientation.</i>	<i>In year 1, the focus is on personal development and the underpinning knowledge and skills required to work as a counsellor.</i>	<i>Supervisory reports Presentations Case study</i>
A3	<i>A range of therapeutic approaches, the underpinning theory and the evidence base relating to their effectiveness.</i>	<i>In year 2, the focus is on the developing practitioner. College based learning is enhanced by a 100 hours counselling placement incorporating professional</i>	

A4	<i>Models of human development, mental health and well-being relevant to Gestalt counselling practice, including awareness of the social and cultural context.</i>	<i>supervision within an agency setting. This is underpinned by fortnightly skills clinics to provide an opportunity for students to share placement concerns and develop their professional practice.</i>	
A5	<i>The importance of personal awareness and self-development for a counsellor.</i>	<i>Participation in experiential personal development group.</i>	<i>Learning journal Presentation Participation in Personal Development Group</i>

B. Cognitive (Intellectual or Thinking) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
B1	<i>Apply concepts and theories to inform understanding and implementation of Gestalt Counselling practice.</i>	<i>Students entering the field of counselling require an understanding of a complex body of knowledge, clinical skills, self-awareness,</i>	<i>Skills taped assignment Essays Portfolio Supervisory reports Presentations Learning Journals Case studies</i>
B2	<i>Critically evaluate theory and research and its application to practice.</i>	<i>analytical techniques, problem solving skills and the ability to evaluate evidence, arguments and assumptions to reach sound independent judgements.</i>	<i>Skills taped assignment Essays Portfolio Supervisory reports Presentations Case study</i>
B3	<i>Evaluate and interpret information and engage in structured and coherent discourse.</i>	<i>The opportunity to develop these skills is provided through a combination of teaching and learning methods including seminars,</i>	<i>Skills taped assignment Essays Portfolio Supervisory reports Presentations Case study</i>
B4	<i>Analyse situations from different perspectives and evaluate the appropriateness of a range of therapeutic responses, strategies and interventions to inform practice.</i>	<i>lectures, clinical placement and supervision personal therapy experiential group work and independent learning.</i>	<i>Skills taped assignment Essays Portfolio Supervisory reports Presentations Case study</i>

C. Practical (Professional or Subject) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
C1	<i>Understand responsibilities to the client, employers, counselling profession and society and act in</i>	<i>Develop a theoretical understanding of historical development of counselling and</i>	<i>Skills taped assignment Essays Portfolio Supervisory reports</i>

	<i>accordance with the British Association Counselling and Psychotherapy (BACP) ethical framework.</i>	<i>current practice through lectures, demonstrations, and individual and group research. The integration of theory into practical application is supported by regular skills practice sessions with individual verbal and written feedback.</i>	<i>Presentations Case study</i>
C2	<i>Demonstrate a consistent commitment to continuing professional and personal development including self-awareness and fitness to practice.</i>	<i>Towards the end of year 1 and throughout year 2 a counselling placement incorporating professional supervision and the opportunity to develop and consolidate professional practice.</i>	<i>Skills taped assignment Essays Portfolio Supervisory reports Presentations Learning Journal</i>
C3	<i>Use a range of counselling skills and appropriate knowledge to facilitate the therapeutic relationship and make effective use of supervision when appropriate.</i>		<i>Skills taped assignment Essays Portfolio Supervisory reports Presentations</i>
C4	<i>Take account of diversity issues and the rights and responsibilities of all clients regardless of their gender, age ethnicity, culture, class, ability, sexual orientation, religion and beliefs.</i>		<i>Skills taped assignment Essays Portfolio Supervisory reports Presentations</i>

D. Transferrable (Graduate and Employability) skills, able to:

LO number	Learning outcome	Learning and Teaching methods	Assessment methods
D1	<i>Demonstrate effective team working skills including respectful working relationships and the ability to give honest, supportive feedback to colleagues.</i>	<i>Opportunities are provided for students to work in pairs, small groups and larger groups to encourage discussion, feedback and reflection on their learning The placement in year 2 also requires students to work in an agency setting and participate in regular professional supervision groups.</i>	<i>Skills taped assignment Essays Portfolio Supervisory reports Presentations Learning journal</i>
D2	<i>Gather, retrieve and synthesise information effectively.</i>	<i>See above plus use of VLE – Google classroom</i>	<i>Research report Presentations Essays Learning Journals</i>
D3	<i>Take charge of own learning, reflecting and evaluating personal strengths and weaknesses for future learning.</i>	<i>As per D1</i>	<i>Skills taped assignment Essays Portfolio Supervisory reports Presentations</i>

D4	<i>Communicate clearly through a range of media, visually, orally, and written in a manner appropriate to their audience.</i>	<i>As per D1</i>	<i>Skills taped assignment Essays Portfolio Supervisory reports Presentations</i>
D5	<i>Demonstrate an ability to use IT effectively, including word-processing, spreadsheets, data analysis software, electronic bibliographic databases and other online resources relevant to counselling.</i>	<i>As per D1</i>	<i>Skills taped assignment Essays Portfolio Supervisory reports Presentations</i>

Academic Regulations

The current University of Portsmouth [Academic Regulations for Collaborative Partners](#) will apply to this course

Support for Student Learning

The University of Portsmouth provides a comprehensive range of support services for students throughout their course, details of which are available at the [My Portal student](#) portal.

In addition to these University support services, this course also provides access to the college student support services such as a chaplain service, and gym facilities.

Evaluation and Enhancement of Standards and Quality in Learning and Teaching

The University of Portsmouth undertakes comprehensive monitoring, review and evaluation of courses within clearly assigned staff responsibilities. Student feedback is a key feature in these evaluations, as represented in our [Policy for Listening to and Responding to the Student Voice](#) where you can also find further information.

Reference Points

The course and outcomes have been developed taking account of:

- [University of Portsmouth Curriculum Framework Specification](#)
- [University of Portsmouth Vision 2030 and Strategy 2025](#)
- [University of Portsmouth Code of Practice for Work-based and Placement Learning](#)
- [Quality Assurance Agency UK Quality Code for Higher Education](#)
- [Quality Assurance Agency Qualification Characteristic Statements](#)
- [Quality Assurance Agency Subject Benchmark Statement Counselling & Psychotherapy 2013](#)
- [Quality Assurance Agency Framework for Higher Education Qualifications](#)
- Requirements of Professional and/or Statutory Regulatory Bodies: BACP
- Vocational and professional experience, scholarship and research expertise of the University of Portsmouth's academic members of staff
- National Occupational Standards

Disclaimer

The University of Portsmouth has checked the information provided in this Course Specification and will endeavour to deliver this course in keeping with this Course Specification. However, changes to the course may sometimes be required arising from annual monitoring, student feedback, and the review and update of modules and courses.

Where this activity leads to significant changes to modules and courses there will be prior consultation with students and others, wherever possible, and the University of Portsmouth will take all reasonable steps to minimise disruption to students.

The University of Portsmouth may not be able to offer a module or course for reasons outside of its control, for example, due to the absence of a member of staff or low student registration numbers. Where this is the case, the University of Portsmouth will endeavour to inform applicants and students as soon as possible, and where appropriate, will facilitate the transfer of affected students to another suitable course.

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