Course Specification

Course Summary Information		
1	**Course Title**	MSc Counselling (Children and Young People)
2	**Course Code**	PT1838
3	**Awarding Institution**	Birmingham City University
4	**Teaching Institution(s)** (if different from point 3)	
5	**Professional Statutory or Regulatory Body (PSRB) accreditation** (if applicable)	The course has been developed in accordance with the BACP Children and young people (CYP) competences and curricula

6	**Course Description**
	This course aims to meet the professional accreditation requirements for 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). On completion of the course, you will have demonstrated the sound practical counselling competence that will enable you to complete the BACP proficiency certificate and apply for BACP registration. Your BCU qualification and BACP registration will enable you seek employment as a counsellor specialized in working with children and young people as you work towards full BACP accreditation. Our MSc Counselling (Children and Young People) course includes a minimum of 100 hours of supervised client practice hours. During year one of the course, you will also have the option of seeking a placement working with adult clients. This will equip you with the skills and competencies to work with parents – an integral part of child counselling work. You also have the option of gaining further experience in counselling adults alongside your child specialization. If you wish to do this, you will be supported to apply for an adult placement by the course team. In the second year, you will work with children of both primary and secondary age, to give you a breadth of experience. These placements will normally take place with our placement partners locally and are supported and closely monitored by the staff team, who are all professional child counsellors and psychotherapists. Course and placement structures will ensure that work is performed safely and with appropriate support and guidance in accordance with the BACP ethical framework. You will learn through a synthesis of theory and practice, focused on key skills and competencies, and will be supported by ongoing supervision, case formulation and discussion. We also 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) to ensure you develop an appropriate level of skill and competence to succeed in your chosen profession.

7	Course Awards		
7a	**Name of Final Award**	**Level**	**Credits Awarded**
	Master of Science Counselling (Children and Young People)	Level 7	180 credits
7b	**Exit Awards and Credits Awarded**		
	Postgraduate Certificate Counselling Studies Postgraduate Diploma Counselling Studies Master of Science Counselling Studies (*Where clinical components are not included and does not confer eligibility to apply for registration as a counsellor)*	Level 7 Level 7 Level 7	60 credits 120 credits 180 credits

8	Variations from the University Regulations
	This course has approved variations to the University's Academic Regulations. These can be accessed via the student contract page: https://www.bcu.ac.uk/student-info/student-contract

9	Delivery Patterns		
Mode(s) of Study	**Location(s) of Study**	**Duration of Study**	**Code(s)**
Full Time	City Centre	2 year	PT1838

10	Entry Requirements
	The admission requirements for this course are stated on the course page of the BCU website at https://www.bcu.ac.uk.

11	**Course Aims**
	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. The MSc Counselling (Children and Young People) aims to produce graduates: 1. Skilled in the delivery of psychotherapeutic interventions to nationally articulated standards of competence for the profession 2. Able to demonstrate personal qualities of compassion, tolerance and reflective self-awareness 3. Cognizant 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 4. Aware of and equipped to avail themselves of existing employment opportunities across the sector 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.

12	**Course Learning Outcomes**
	Knowledge and Understanding
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
	Skills and Other Attributes
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 specialized 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

10	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
11	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
12	Commit to on-going reflective practice and personal and professional development

13	**Level Learning Outcomes**
Upon completion the Postgraduate Certificate in Counselling Studies, students will be able to:	
1	Evidence the personal qualities, philosophical and theoretical understanding and basic counselling skills necessary for professional training in counselling
2	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
3	Identify and have a thorough understanding of relevant ethical codes and key responsibilities necessary to begin counselling children
4	Present a critical overview of individual counselling theories and their integration into a coherent model of practice for counselling children and young people
5	Competence with the processes, protocols, reporting mechanisms and support structures in place in respect of the counselling placement context
6	Apply conceptual learning to practical situations and to receive and apply feedback received
7	Readiness to communicate and establish rapport with children and young people, and apply an appropriate range of play and indicated creative interventions
8	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
Upon completion the Postgraduate Diploma in Counselling Studies, students will be able to:	
1	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
2	Integrate theory, early counselling practice and relevant contextual factors in the development of client case formulation
3	Apply critical awareness to the consideration of the legal requirements and ethical imperatives relevant in counselling children and young people
4	Synthesise of a range of perspectives on child and young person wellbeing, distress, trauma and developmental interruptions to inform counselling practice
5	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
6	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
7	Plan and deliver counselling interventions from assessment through to ending with children and young people with different presenting issues, difficulties and formal diagnoses
8	Apply intermediate competence in the management of the ethical dilemmas of context, confidentiality and autonomy that can arise in work with children

14	**Course Learning, Teaching and Assessment Strategy**
	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. Competence in counselling practice is dependent on personal skills, qualities and self-awareness. The teaching, learning and assessment strategy of the course 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. Teaching is individually focused, 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. This course trains and qualifies you to be a professional counsellor with a specialization in working with children and young people. Practice placements and personal therapy are therefore integral to the course, and each semester will include a module that focuses on the development and refinement of your practical therapeutic skills. Forty hours of mandatory personal therapy (the cost of which is additional and not included in the course fees) will further support your emotional and psychological development. The completion of 100 hours of counselling practice supervised by the course team will support the development of your therapeutic competence and the development of your professional confidence and key employability skills. You will have the option of undertaking 20 of your placement hours with adult clients, broadening your range of practical experience and further enhancing your employability. While child placements will normally take place with our placement partners locally, you will seek and obtain your adult placement independently, supported by the course team. All placements are closely monitored by the staff team in line with required professional standards and the BACP ethical framework. On-going professional skill and competence is supported by continuous peer feedback, formative tutor feedback and the support and guidance of your counselling supervisor. The cost of counselling supervision for your mandatory 100 hours of placement are integrated into the course fees, enabling supervision to form a key part of your learning as a trainee counsellor. This important process enables the development of self-awareness, reflexivity and the ability to receive and work with feedback non-defensively. 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 the appropriate and reasoned expression of a personal perspective. 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. 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.

15	**Course Requirements**
15a	***Level 6:*** ***In order to complete this course a student must successfully complete the following 20 credit CORE module:***

Module Code	Module Name	Credit Value
PSY6114	Introduction to Counselling	20

Level 7:

In order to complete this course a student must successfully complete all the following CORE modules (totaling 160 credits):

Module Code	Module Name	Credit Value
PSY7069	Initial Counselling Practice: Theory, Ethics & Context	20
PSY7070	Child & Young Person Development	20
PSY7071	Developing Counselling Practice: Theory, Ethics & Context	20
PSY7072	The Mental, Emotional & Psychological Health and Dis-Ease of children & Young People	20
PSY7073	Diversity, Cultural, Familial & Contextual Dynamics	20
PSY7074	Consolidating Counselling Practice: Theory, Ethics & Context	20
PSY7075	Counselling Children and Young People Research Project	40
PSY7090	Children and Young People Clinical Placements	0

15b Structure Diagram

YEAR ONE SEMESTER ONE *(All Core)*	**YEAR ONE SEMESTER TWO** *(All Core)*
PSY6114 Introduction to Counselling PSY7070 Child and Young Person Development	PSY7069 Initial Counselling Practice: Theory, Ethics and Context PSY7072 The Mental, Emotional & Psychological Health and Dis- Ease of Children and Young People PSY7075 Counselling Children and Young People Research Project
YEAR TWO SEMESTER ONE *(All Core)*	**YEAR TWO SEMESTER TWO** *(All Core)*
PSY7071 Developing Counselling Practice: Theory, Ethics & Context PSY7073 Diversity, Cultural, Familial and Contextual Dynamics PSY7075 (o.g.) Counselling Children and Young People Research Project PSY7xxx Children and Young People Clinical Placements	PSY7074 Consolidating Counselling Practice: Theory, Ethics and Context PSY7075 (o.g.) Counselling Children and Young People Research Project PSY7xxxx Children and Young People Clinical Placements

16 Overall Student Workload and Balance of Assessment

Workload

25% time spent in timetabled teaching and learning activity

Activity	**Number of Hours**
Scheduled Learning	450
Directed Learning	375
Private Study	975
Total Hours	1800

Balance of Assessment

Assessment Mode	**Percentage**
Coursework	83%
Exam	0%

In-Person	17%