

# Master of Arts Postgraduate Diploma in Counselling

*Postgraduate Diploma accredited by the  
British Association for Counselling and Psychotherapy*



Information is also accessible on the internet:  
<http://www.uea.ac.uk/edu/counsell>



## Postgraduate Diploma/Master of Arts In Counselling

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The Centre for Counselling Studies offers a postgraduate person-centred counselling training programme. The programme is made up of two units. Unit 1, of 120 M level credits, is Person-Centred Counselling and study for this unit is one year full-time. On successful completion of Unit 1 students have two choices. They can take the award of Postgraduate Diploma in Counselling, and leave the programme. Alternatively, they can proceed to a second year and take Unit 2, the Dissertation, of 60 M level credits. Successful completion of Unit 2 will lead to the award of Master of Arts in Counselling. Unit 2 can be taken full-time over 6 months or part-time over 1 year.

### Unit 1 - Person-Centred Counselling

Unit 1 has the same structure and content as the Postgraduate Diploma in Counselling course that has run at UEA for several years. Details of this course are given in the first part of this brochure.

### Unit 2 – The Dissertation

The dissertation unit aims to provide knowledge, skills and understanding in qualitative research. It consists of a research methods module and an individual research project, to be submitted either on 1st March (full-time students) or 1st September (part-time students). Further details of this unit are given in the second part of this brochure.

### Note for Overseas Students

The School of Education and Lifelong Learning normally requires an IELTS score of 6.5. It is particularly important, because of the counselling practice involved in Unit 1, that prospective students are prepared to work towards a high score (above 6.5) in listening and speaking prior to embarking on the course.

## Applications

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Applications are invited from **1st November** for the course commencing the following September. The closing date is 30th June.

Application forms may be obtained from **Jane Ramsbottom (Course Co-ordinator)** from the following address:

**Centre for Counselling Studies  
University Counselling Service  
University of East Anglia  
NORWICH NR4 7TJ  
UNITED KINGDOM**

or via telephone:

**[+44] [0]1603 592656**

or via email:

**[j.ramsbottom@uea.ac.uk](mailto:j.ramsbottom@uea.ac.uk)**

Further application forms are available from the course website:  
**[www.uea.ac.uk/edu/counsell](http://www.uea.ac.uk/edu/counsell)**

#### *Disclaimer:*

*We have taken great care in compiling the information contained in this brochure, which is accurate at the time of going to press. However, the provision of courses, facilities and other arrangements described in the brochure are regularly reviewed and may be subject to change without any notice. Any changes will be incorporated in subsequent editions. This brochure does not form part of any contract between any person and the University.*

## Preparatory Work for the Course

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Before starting Unit 2 in the 2nd year of the course students are asked to become familiar with the principles and practice of qualitative research by reading one or more of the following texts:

- Moustakas, C. (1990) *Heuristic Research : design, methodology and applications* London: Sage
- McLeod, J. (2001) *Qualitative Research in Counselling and Psychotherapy* London: Sage
- Richardson, J. T. E. (ed) (1996) *Handbook of Qualitative Research Methods for Psychology and the Social Sciences* Leicester: BPS Books (The British Psychological Society)
- Sanders, P. & Liptrot, D. (1994) *An Incomplete Guide to Qualitative Research Methods for Counsellors* Manchester: PCCS Books
- Silverman, D. (2000) *Doing Qualitative Research : a practical handbook* London: Sage

## Staff

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### Dr Anne Cockburn

Anne is a Reader in the School of Education and Lifelong Learning. She is an experienced researcher with, among other things, has particular interests in practitioner stress (eg *Teaching Under Pressure*, 1996) and professional development (eg *Recruiting and Retaining Teachers: understanding why teachers teach*, 2004). Anne has taught research methods to all levels within the school.

### Dr Judy Moore

Judy is Director of Counselling and Director of the Centre for Counselling Studies at UEA. She is a BACP accredited practitioner and in the 1990s was a core trainer on UEA's full-time Postgraduate Diploma in Counselling. She has published widely on the theory and practice of the person-centred approach. She is particularly interested in the intersection between the person-centred approach, focusing and Zen meditation, which she has practised for several years. She currently tutors on the Postgraduate Diploma in Focusing and Experiential Psychotherapy.

### Dr Campbell Purton

Campbell completed a Diploma in Person-Centred Counselling and Psychotherapy in 1988, and has been a counsellor at UEA since then. He has supervised and taught on the Diploma course since 1992, and worked in private practice for seven years. He is the director of the UEA programme in Focusing and Experiential Psychotherapy. He has published a number of articles on themes relating to counselling ([www.dwelling.me.uk](http://www.dwelling.me.uk)) and *Person-Centred Therapy : The Focusing-oriented Approach* (2004).

## Unit 1 - Postgraduate Diploma in Counselling

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### (One year : Full-time)

This is a university Postgraduate Diploma of 120 credits.

The Diploma course is designed to offer training of sufficient duration and depth to equip the successful course member to practice professionally in the role of counsellor.

The course programme ensures that full attention is paid to achieving a balance of work on:

- (i) the understanding of counselling theory.
- (ii) the acquisition of counselling attitudes and skills.
- (iii) using group and individual supervision.
- (iv) monitoring and furthering personal development.
- (v) practical counselling experience.
- (vi) spiritual dimensions of counselling.

In the careful attention paid to achieving a balanced curriculum and in other matters such as the Counselling Accreditation of the core training staff, the UEA Postgraduate Diploma reflects the commitment of the British Association for Counselling and Psychotherapy to promote rigorous training procedures where theory, practice and personal development are all accorded equal weight. The course was originally designed and planned in consultation with person-centred colleagues from Person-centred Therapy (Britain) and the Counselling Unit at the University of Strathclyde.

### Person-Centred Counselling

The theoretical model of the course is the person-centred approach. Person-centred or client-centred counselling, developed by the late Carl Rogers and his associates during the past fifty years, is underpinned by certain beliefs and attitudes which distinguish it from both the analytical and cognitive/behavioural traditions. The person-centred philosophy takes a hopeful view of human nature. The counsellor is viewed as a person whose primary skill lies in the ability to create a particular kind of therapeutic relationship within which the client is enabled to find his or her own courage and resources for achieving a more satisfying way of living. The counsellor's task is to offer a relationship which is characterised by respect, understanding and openness and this makes possible for the client new opportunities both for self-appraisal and for effecting personal change and development. In order to engage in such work the practitioner needs to develop the capacity to identify and let go of prejudices and other attitudes which can undermine the growth of clients through the blatant or covert abuse of personal power. The UEA Postgraduate Diploma is unique in also exploring the implications of person-centred theory and practice for spiritual understanding and development. For this aspect of the course links have been established with the Julian Shrine in Norwich and Buddhist and other spiritual traditions are also explored. In recent years the training course has increasingly focused on the immediacy of individual experiencing and incorporated insights from the process-experiential field of the person-centred approach, particularly the work of Eugene Gendlin.

The person-centred focus will be reflected, not only in the content of the course but also in the assessment processes. Staff members will aim to provide a supportive environment which is nonetheless challenging and both emotionally and intellectually demanding. The staff themselves have all completed person-centred training and are experienced practitioners. The primacy of individual reflection and the ability to contact inner experiencing as a referent will be reinforced throughout the training.

### Course Membership

This course is designed for people from Britain and overseas wishing to practise as counsellors or to exercise a major counselling function whether in voluntary, statutory or private sectors. The roles for which this training might have particular applications are:

- Counsellors in General Medical Practice.
- Student and Secondary School Counsellors.
- Educational and Clinical Psychologists.
- Clergy and Lay Pastors.
- Social Workers, Probation Officers and Community Workers.
- Senior Care Workers who have a major counselling or counselling training role.
- Welfare Officers and Occupational Health Managers in a wide range of companies and services.
- Personnel Officers where their role has a major counselling aspect.
- Doctors who wish to develop a specialism in counselling.
- Speech Therapists.
- Nurses: in recent years many counselling trainees have come from within the nursing profession. While counselling within general nursing is still under-developed, some categories within the profession such as community psychiatric nurses and staff in hospices are already functioning with a significant counselling role.
- Graduate students in the social and health sciences and in religious studies from universities at home or abroad who seek a practical training and qualification in counselling to complement their theoretical work. This course is suitable for students from overseas universities who want a thorough training in the person-centred approach offered by staff who are experienced practitioners and respected theoreticians.

### Aims of the Course

The principal aim of the course is to provide training which enables students to become reflective practitioners who have studied counselling and themselves in sufficient depth to enter with confidence into counselling contracts with adult and late-adolescent clients.

Integral to this principal aim are the following:

- Achieving a clear theoretical understanding of personality and of the processes implicit in the person-centred approach and the ways these relate to other major therapeutic approaches.
- Developing the attitudes and skills involved in creating the therapeutic conditions and facilitating the therapeutic process in counselling relationships with a range of clientele.

### Assessment

A dissertation of 20,000 words to be submitted at the end of the course, by 1st March for full-time students or 1st September for part-time students.

### Award of Master of Arts in Counselling

The award of the MA is made following a meeting of a Board of Examiners consisting of internal examiners and at least one external examiner.

The Board makes its recommendations after consideration of:

- a) Confirmation from the Exam Board held at the end of Year 1 that the student has satisfactorily fulfilled all the requirements for Unit 1 of the course, Person-centred Counselling.
- b) Evidence that the candidate has completed the Dissertation unit. Completion is deemed to include:
  - (i) Regular attendance during Research Methods module.
  - (ii) Regular meetings with academic supervisor.
  - (iii) Submission of a 20 000 word dissertation.
- c) Tutors' formal assessment of the dissertation.
- d) An oral examination where the Board wishes to hold one.

### Notes

- Both awards are exit awards. Thus the Postgraduate Diploma will only be awarded if the student has decided not to continue to Unit 2, the Dissertation. It is not possible to receive both awards.
- Students who, having successfully completed the training unit, Person-Centred Counselling and intend to proceed to Unit 2, the Dissertation, will receive notification confirming their satisfactory completion of the unit.

### External Examiner

The same external examiner will be appointed for both Units (see page 12).

### Fees

Details of the fees for Unit 2 appear on an accompanying slip. The fees cover all tuition and administrative costs.

### Selection

All students now registered for the Postgraduate Diploma in Counselling are eligible to continue to Unit 2. However such a step may not be for everyone. Students will be offered an advisory interview to discuss the matter.

## Unit 2 - Dissertation - MA in Counselling

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### Aims

- To provide knowledge, skills and understanding in qualitative research.
- To develop skills in understanding, analysis and appropriate application of research findings to counselling practice.
- To deepen and consolidate knowledge and understanding of person-centred theory and practice through carrying out research into professional practice.
- To encourage the view that doing research is integral to good professional practice.

### Structure of Course

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Unit 2, in Year 2 of the programme, may be taken either full-time within the first 6 months of the year or part-time over the full year.

For both full-time and part-time students there will be a research methods module in the autumn term of the first semester. There will be ten weekly sessions, normally held on Friday mornings. Thereafter, while carrying out an individual research project and writing the dissertation, each student will meet regularly with an academic supervisor.

Full-time students will submit their dissertations by 1st March. Part-time students will submit their dissertations by August 31st.

### Course Content

- An introduction to the methods of qualitative research and their use in the systematic inquiry of counselling practice.
- Key skills and processes of research design, negotiation, data collection and analysis and the writing of research reports.
- The ethical dilemmas of researching within the context of the therapeutic relationship.
- Issues arising from the needs and concerns of the students as they carry out individual research projects for the dissertation.
- Critical analysis of literature on different approaches to research and on relevant research
- The personal and professional impact of doing research.

### Learning Approaches

Teaching methods during the research methods module include:

- Reading and writing workshops.
- Individual presentations of research.
- Reading and discussion of methodological or research papers.
- Large and small group work.
- Lectures and seminars.

Students meet with an academic supervisor during the writing of the dissertation.

- Learning to use the supervision relationship with a personal supervisor and group in a way that both safeguards the client and also fosters the counsellor's professional development.
- Furthering personal development in all course contexts so that attitudes and values are confronted which inhibit the course member's functioning as a counsellor. The enhancement of self-esteem and the development of self-acceptance are seen as central in the trainee's development of confidence in his or her therapeutic use of the self.
- Attaining sufficient confidence through counselling practice to work in both long-term and short-term counselling relationships.
- Gaining an understanding of spiritual development and the spiritual dimensions in counselling relationships.
- Learning to contact and stay with the 'felt sense' of inner experiencing as a trustworthy foundation for the counselling process.

### Structure of Course

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#### (Maximum 20 members)

The course begins in September and ends in June. The first and last weeks of the course are spent in intensive full time training over six day periods. The pattern for the remaining thirty weeks of the course will be the equivalent of three days a week in full time training with two days devoted to counselling placement, individual supervision and personal study.

### Counselling Practice

Members of the course will all undertake supervised counselling practice in the UEA Counselling Service which gives access to a wide range of clientele of varying ages and nationalities. There will be some opportunities for working in other agencies in the Norwich area.

### Course Content

A day might include work in small groups on group supervision and skills practice as well as time in the larger group discussing theory, attending lectures and exploring aspects of personal and professional development. The four core issues of theory, skills, personal development and supervision will be fully integrated wherever possible. The core theoretical content of the course is summarised below but it should be remembered that, while some of this material will be presented through formal lectures and seminars, much will be integrated into counselling skills workshops and supervision groups.

### The Person-centred Approach

#### Theory

- The self and the self-concept
- Configurations of the self
- The actualizing tendency
- Self-actualization
- Conditions of worth
- The development of the person under oppressive conditions of worth
- The locus of evaluation

- Defence, distortion, denial
- Organismic valuing process
- Person-centred perspectives on psychopathology
- Self and related constructs
- Objective and subjective reality (phenomenology)
- Shame and guilt
- Appropriate and inappropriate guilt
- Personality change
- Adjusting to transitions
- The nature of prejudice
- The power of role in determining behaviour
- The development of spiritual awareness
- The social construction of reality
- The centrality of the client's own experiencing
- The relation between concepts and experiencing
- Imagery and metaphor
- The 'inner critic'

#### The Therapeutic Conditions

- The creation of a safe environment
- The definition of empathy and exploration of its boundaries
- Levels of empathy
- Blocks to empathy
- Development of the imagination
- 'Focusing'
- Experiential listening
- The 'felt sense' and the 'edge of awareness'
- Idiosyncratic empathy responses
- Releasing empathic sensitivity
- The definition of unconditional positive regard and exploration of its boundaries
- Personal limits to acceptance
- The definition of congruence and exploration of its boundaries
- Intuition
- The quality of presence
- Adapting to different client needs
- The spiritual dimension
- The client's personal language
- Uncovering prejudice
- Attitudes to birth, death, sexuality and spirituality
- Barriers to self-acceptance
- The achievement of self-acceptance
- Releasing congruence

#### Dr Campbell Purton

Campbell completed a Diploma in Person-Centred Counselling and Psychotherapy in 1988, and has been a counsellor at UEA since then. He has supervised and taught on the Diploma course since 1992, and worked in private practice for seven years. He is the director of the UEA programme in Focusing and Experiential Psychotherapy. He has published a number of articles on themes relating to counselling ([www.dwelling.me.uk](http://www.dwelling.me.uk)) and *Person-Centred Therapy: The Focusing-oriented Approach* (2004).

#### Lotte Petersen

Lotte holds a Postgraduate Diploma in Person-Centred Counselling from the University of East Anglia. She is currently working as a Counsellor for the Norwich Centre Charity and Norwich Rape Crisis Centre. For several years she has been involved as a volunteer first on the Eating Disorder Association's National Helpline and then with the local Norfolk Eating Disorder Association where more recently she has been able to combine her interest in Eating Disorders with her interest in Groups by running weekly Supported Self-Help Groups.

The core tutorial staff facilitate community meetings, practice development groups, supervision groups and theory sessions.

Some seminars and lectures are also contributed by Brian Thorne, founding director of the course.

All the individual supervisors and personal development group facilitators are experienced professional counsellors, covering a variety of work settings.

## Preparatory Work for the Course

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In preparation for the course, participants are asked to read the following books:

- Mearns, D. and Thorne, B. (2000) *Person-centred Counselling in Action* (Second Edition)  
London : Sage
- Rogers, C. (any editions) *Client Centered Therapy* or *On Becoming a Person* (Various publishers)
- Thorne, B. (1992) *Carl Rogers*. London : Sage
- Mearns, D. (1998) *Person-centred Counselling Training*. Sage
- Gendlin, E. *Focusing* (1978) Bantam Books
- Axline, V. (any edition) *Dibs: In Search of Self*. Pelican

The primary aim at the outset of the course will be to focus on the present functioning of the course members as helpers. This process will begin with members writing 'autobiographies' tracing their development and including their own account of strengths and weaknesses and how these have come about. Part of the early work of the course will involve presenting and exploring these autobiographies with a tutor and other trainees.

## Staff

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### Course Director

#### Ian Draper

Ian had a long career in teaching mainly with adults, although he has worked in all sectors of education. Since completing the Diploma in Counselling he has worked in private practice as a counsellor and supervisor and as a sessional counsellor at UEA. He has also been the manager of a counselling centre and continues to work as a teacher/trainer on a number of counselling skills courses. His interests include working with person-centred groups and gender issues.

### Core Tutors

#### Caroline Kitcatt

Caroline is a person-centred counsellor, trainer and supervisor. She has been teaching on counselling skills courses since 1998. She has recently published a chapter about her experience of being a trainee. She is the Centre Director of the Norwich Centre for Personal and Professional Development and the Assistant Director of Norwich Centre Projects Ltd which delivers counselling and training in the workplace.

#### Eamonn O'Mahony

Eamonn is a graduate of UEA's Diploma in Counselling and also holds an MA in Counselling Studies. He has worked as a student counsellor and currently is working as the staff counsellor at UEA. Eamonn initially trained as a teacher and has worked in different educational contexts around the world.

### The Therapeutic Process

- The therapeutic climate
- The relationship between counsellor and client
- The working alliance
- Reflection of feelings
- Stages within the therapeutic process
- Structuring the therapeutic context
- Beginnings/middles/endings/referrals
- 'Too close' and 'too distant' process
- Therapeutic contracts/reviews
- The counsellor in the process of counselling
- Issues of equality/power and how these change
- Counsellor's self-disclosure
- Beyond the counselling hour/extended counselling sessions/can clients become friends?
- Client and counsellor dependency
- Interaction of client and counsellor pathologies
- Therapeutic 'stuckness'
- Blocks to the therapeutic process
- 'Intimacy' and 'mutuality'
- Working with profoundly disturbed clients
- Transcendental experience
- Working with configurations of the self

### Key Concepts from other Approaches

- Other counselling approaches compared and contrasted
- Basic concepts of psychodynamic counselling, psychodrama, psychosynthesis and cognitive behavioural therapy
- The spirituality of Julian of Norwich
- Eastern concepts of therapy and spirituality
- PRH and the work of André Rochais

### Professional Issues in Counselling

- The politics of counselling
- Working in institutional settings
- Issues of race, culture, gender and sexual orientation in counselling work
- Confidentiality
- Counsellor under-involvement
- Counsellor over-involvement
- Abusiveness in counsellors
- The BACP Codes of Ethics and Practice
- Person-centred record keeping
- Liaising with other agencies
- The research background to counselling
- Current issues in counselling
- Accreditation and registration
- The person-centred approach to supervision

- Group processes and dynamics
- 'Contracts' for groups
- Preparation of clients for groups
- Working with particular client categories (eg the dying, the bereaved, those with eating disorders, alcoholics)
- Child abuse, sexual abuse

### Learning Approaches

For counsellor training to be fully effective it must enable participants not only to acquire knowledge but also to develop therapeutic skills within a context of increasing self-understanding. The trainee also needs to monitor his or her own psychological and social functioning. To this end the course will offer a variety of learning approaches with formal lectures playing a relatively small part of the training experience. Such approaches will include:

**Practice development groups:** these will be a major feature of the training and will involve audio and video work as well as the use of small 'empathy triads', role-playing and the application of observational skills for monitoring and analysing therapeutic interactions, thus enhancing reflective practice.

**Supervision groups:** these groups (of 10 trainees) will meet regularly to explore client work, personal issues which are relevant to the counselling activity and to integrate theory with practice.

**Focusing sessions:** these sessions will involve regular meetings in a group of 10 trainees, and will introduce the theory and practice of focusing. Arrangements will also be made for individual focusing/listening partnerships. This part of the course is designed to deepen the ability to engage with one's own experiences and with that of clients.

**Study groups:** these groups are designed to take the best possible advantage of the varied backgrounds and academic experience of trainees. They will consist of 4 members and will have the initial task of 'nurturing' each member in relation to academic study. Course staff will act as consultants to the groups if requested.

**Personal development groups:** a person-centred training attaches great importance to personal development. The objective is for the participants to work on aspects of their personal development that are important to their professional effectiveness. These groups are intended to help trainees develop an awareness of their own strengths and vulnerabilities, and to provide a safe setting for personal change which will enable trainees to work more effectively with clients.

**Large group meetings:** these meetings will be used for formal lecture input, for theory seminars, for decision-making purposes and periodic course reviews. From the outset, however, the large group will be the Community group where course members confront challenges which are often more demanding than those offered in small groups. The capacity to stay in touch with feelings and to articulate them and the courage to remain congruent in the

## Selection

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Applications are welcomed from interested people regardless of race, religion, gender or sexual orientation. In addition the course will make every effort to accommodate those with physical disabilities. Applicants will normally be expected to be graduates but those with other professional qualifications or who can demonstrate appropriate academic skills will be considered. In the selection process the staff will be particularly concerned with the following questions:

- Does the applicant have prior counselling experience or of work in a facilitative role? Such experience demonstrates that the applicant has tested himself or herself and is sure that the counselling role is appropriate. It is rare to take people on a Diploma course who do not have such previous counselling or cognate experience.
- Has the applicant undertaken previous counselling or counselling skills training? It is essential for the applicant to have had significant prior experience of counselling training before embarking on such a substantial course. A Certificate in Counselling Skills, for example, is an excellent preparation for a Diploma training.
- Has the applicant undertaken some personal development work, either through personal counselling and/or group work?
- Does the applicant wish to qualify as a counsellor or is he/she interested chiefly in the personal growth which the course can provide? This is a core selection issue. While personal development is an integral part of counsellor training, selectors will wish to ensure that this is not the primary motivation of the applicant.
- Will the applicant be able to meet the academic challenges of the course? Although this is a course which considers the practical to be as important as the theoretical, it is nonetheless necessary for selectors to feel confident that course members will be able to cope with the rigorous academic work appropriate to a post-graduate Diploma.
- Does the applicant have a genuine interest in spirituality and a preparedness to engage in the exploration of a range of spiritual traditions?
- Does the applicant have a personality which is appropriate for person-centred counselling? The question of personality is of crucial importance in determining suitability for the role of counsellor. One question which will always be in the mind of selectors is: would this person be able to handle appropriately his or her own personal power in the counselling role?

Selection will take place on the basis of a completed application form, two references and an in-depth interview. It is a strong preference that applicants from overseas be interviewed face to face. Failing this, the applicant will be offered a telephone interview at his or her expense.

The Board will make its recommendations after consideration of:

- a) Evidence that the candidate has completed the course. Completion will be deemed to include:
  - (i) regular attendance at all training sessions.
  - (ii) submission of the six assignments.
  - (iii) the maintenance of adequate counselling opportunities and evidence of professional commitment to clients.
  - (iv) maintaining individual supervision throughout counselling practice.
  - (v) completion of the self-appraisal statement.
- b) Tutors' formal assessments of the six assignments.
- c) The self-appraisal statement which will include a list of all those who have been consulted and a record of any discrepancies between a candidate's final self-assessment and the assessment of other course members and/or tutors.
- d) An oral examination where the Board feels it wishes to hold one.

The Board will be concerned to ensure that a candidate has made satisfactory progress in all aspects of the course while accepting that candidates will be stronger in some areas than others. The Diploma cannot be awarded, however, to candidates who fail to achieve a satisfactory standard in both their counselling practice and theoretical studies. In the exceptional circumstance that a candidate submits a self-appraisal statement which is radically at variance with the assessment discourse of the course community, the Board of Examiners must hold an oral examination of the candidate in question.

The Board may defer the award of the Diploma so that further objectives can be met. Such deferment may not exceed one year.

### External Examiner

An External Examiner (to both units of the MA) will be appointed who holds a senior position in the field of counsellor education. The External Examiner's task is to monitor the progress of the course, to offer consultative support to the staff and to review the work of course members and the course assessment procedures. He or she will, ex officio, be a member of the Board of Examiners.

## Course Fees

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Details of the fees for Unit 1 appear on an accompanying slip. The fee covers all tuition and administrative costs as well as fees for individual supervision at the minimum regularity required by the course structure.

the face of large group pressure are but two of the desirable outcomes which trainees can hope for as a result of their work in the community group.

**Community designed time:** (CDT) refers to parts of the timetable which will be planned and designed by the total course community, that is course members and staff together. Such time will increase as the course proceeds and as course members become more able to identify personal needs and interests which can be addressed by the training programme. This feature of the course, which allows for self-direction on the part of the course members, is highly consistent with the person-centred philosophy underpinning the training.

The first week of the course will be designed to introduce members to a number of these varied learning approaches so that from the outset trainees will have the opportunity to experience something of the demanding intellectual, emotional and social challenges which counsellor training presents.

### Supervision

Supervision in some therapeutic traditions is an activity which focuses almost exclusively on the work with clients currently being undertaken by the supervisee. This is not the case in the person-centred tradition. The counsellor is encouraged to use the supervision relationship not only to explore work in progress but also those issues of personal concern which impact upon the development of personal effectiveness and well-being. In person-centred counselling the state of being of the supervisee is not only a legitimate but an essential part of the agenda in supervision.

The supervision group time on the course will help members relate practice to theory but will not always provide sufficient guidance for the demands of the counselling work being undertaken. For this reason it is considered essential that the course member has an individual supervisor while counselling practice is taking place. The cost of individual supervision is included in the course fee and course members have the opportunity to work with experienced practitioners drawn from the University Counselling Service and elsewhere. Individual supervision is not a substitute for personal therapy and separate arrangements should be made for this if it becomes desirable.

The contract formed between a course member and the individual supervisor will enable supervisors to confirm with the Course Director that the necessary frequency of supervision is being provided.

### Self-Directed Learning and External Constraints

The person-centred approach is committed to affording individuals maximum opportunity for directing their own learning within the context of a learning community where the needs of each individual are respected and acknowledged. The Diploma Course is designed to facilitate the development of each individual trainee and the staff share the commitment to creating an environment where individual needs and preferences can be met. Trainees are encouraged to make full use of the course community meetings to comment on their course experience and to make known special needs and interests which can then be incorporated into the programme where possible. The specific sessions designated from the outset as

'community designed time' do not preclude further additions or modifications to the course's curriculum in the light of participants' needs and interests. An early opportunity will be afforded to identify the experiences and resources which trainees bring to the course so that individuals can draw maximum benefit from the past experience of their colleagues and have a clear sense of the expertise which exists within the group.

BACP requires that a training meet rigorous criteria in respect of theory, skills practice and clinical practice and that a requisite number of hours is spent on each aspect of training. The University in its turn requires firm evidence of academic capability at the post-graduate level. These are heavy demands on a course which is of only one academic year's duration and they undoubtedly impose constraints on programme design which would not obtain if the course were longer and part-time.

It is the task of staff and course members to ensure, if at all possible, that individual needs and preferences and the constraints imposed by external requirements are held in healthy and creative tension where subjective and objective factors can be integrated.

## Assessment

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It is a basic assumption of the course that counselling training must assist the course participant to become fully functioning as a person in the counselling role. To this end it is of critical importance that the trainee develop the capacity to be self-reflective and to acquire the skills necessary for rigorous and continuous self-assessment and self-appraisal. Such skills will include, for example:

- An ability to remain in touch with one's own experiencing while engaging fully with others.
- An awareness of introjected beliefs about the self and others and how these influence perception and behaviour.
- An awareness of the ways in which personal prejudices influence judgement and behaviour
- An ability to develop personal learning goals.
- A willingness to examine critically and systematically personal relationships and attitudes.
- A confidence to tolerate and learn from having assumptions and attitudes challenged by others.
- An acceptance of responsibility for one's own behaviour and learning.
- The capacity to appraise self openly and to use the products of consultation with others as an essential part of self-assessment.

The centrality of the development of self-assessment skills for the counselling practitioner underpins the assessment procedures of the course as a whole. The course community will establish an assessment discourse in the context of which participants will experience tutor assessment, peer assessment and the constant challenge of self-assessment.

The supervision and skills practice groups on the course provide regular opportunities for the course members' continuous self-assessment and for tutor and peer assessment. In addition,

there are six varied assignments designed to offer feedback to the course member. These will include three essays: a case study exploring the therapeutic process; an exploration of assessment person-centred personality theory and a comparative study. The other assignments involve producing a video tape of skills practice sessions and two audio tapes of actual counselling work. The video tape and audio tapes will be accompanied by written analyses. All these assignments may be subject to peer assessment as well as to tutor assessment and should reach an agreed standard.

The process of self-appraisal will be further strengthened by the requirement on all course members to keep a personal journal of their learning on the course. This journal will be detailed and highly personalised with specific attention being given to the central six areas of the training.

### The Self-Appraisal Statement

The journal will be of considerable value when compiling the final 'self appraisal statement' (8,000 words). This statement is a detailed account of the course member's appraisal of his or her performance on the course, strengths and weaknesses, plans for future professional development, judgement of competencies in different working contexts, and an overall summative judgement on the appropriateness of receiving the Diploma at this time or deferring it until further objectives can be met.

In compiling the self-appraisal statement students are asked to give due weight to the six central areas of the training and to assess whether or not they have achieved an acceptable standard in each area. The staff team will provide guidelines outlining appropriate criteria for establishing satisfactory progress in each area.

The process of self-appraisal culminating in the appraisal statement will involve the course member in obligatory consultations with the course staff, other participants, the individual supervisor and clients. It is a rigorous and demanding process which is designed to be fully in harmony with the person-centred approach to education. The self-appraisal statement will be of central importance to the Board of Examiners in their recommendation of candidates for the award of the Diploma.

### Progress Difficulties

If, at any time during the course, staff have persistent doubts about the participation or practice of a course member or if they have received complaints about these, they have a responsibility to discuss these with the trainee and to consider the possibility of further action.

Where staff have serious doubts about a course member's professional suitability or capacity to complete the course successfully they will, whenever possible, confront the trainee with these doubts before the end of the first term's training.

### Award of the Diploma

The Award of the Diploma will be made following a meeting of a Board of Examiners consisting of internal examiners and at least one external examiner.

**SCHOOL OF EDUCATION AND LIFE LONG LEARNING  
CENTRE FOR COUNSELLING STUDIES**

**MA/POST-GRADUATE DIPLOMA IN COUNSELLING**

**INFORMATION ON THE APPLICATION PROCESS**

- . The enclosed application form is confidential and will be seen only by the course selectors and administrators.
- . Whilst the form asks for biographical information, the main focus is on the eight open-ended questions. (Please add extra pages if you wish)
- . One of the most important questions is No.3 which asks you to go into detail on person-centred philosophy, theory and practice as you currently understand them, in relation to yourself. The emphasis on this question reflects the fact that this is a highly specialist course where the fit between the person and the 'school' of counselling is crucial.
- . You should submit **THREE** copies of your application form to:

Jane Ramsbottom  
Centre for Counselling Studies  
University Counselling Service  
University of East Anglia  
Norwich NR4 7TJ

- . There is no application fee.
- . There is no closing date, but early application, after 1 November, is strongly recommended.
- . Interviews take place in Norwich from the November preceding the commencement of the course.

**REFEREES**

- . Please choose two referees who know you well enough to comment across the five areas listed on the "Details for Referees". Both may not be able to comment on all areas, but please ensure, from your choice of referees, that every area is attended to by at least one referee.
- . It is your responsibility to approach your referees, giving each of them one copy of "Details for Referees" (appended to this form), a photocopy of the course brochure and, if appropriate, a stamped, addressed envelope so that they can forward the reference as soon as possible to:

Jane Ramsbottom  
Centre for Counselling Studies  
University Counselling Service  
University of East Anglia  
Norwich NR4 7TJ

**SCHOOL OF EDUCATION AND LIFE LONG LEARNING  
CENTRE FOR COUNSELLING STUDIES**

**MA/POST-GRADUATE DIPLOMA IN COUNSELLING**

**DETAILS FOR REFEREES**

The applicant for this course will have given you a photocopy of the course information, along with this form and their request that you supply a reference directly to us.

In the reference we would be grateful if you could give us information and evaluative comment concerning the applicant in relation to as many of the following five areas as possible. [We recognise that you may not be able to comment on **every** area.]

- ◆ The previous counselling experience of the applicant, if any, or work in a helping role;
- ◆ The applicant's ability to cope with the emotional pressures of a personally involving course;
- ◆ The applicant's intellectual capacities;
- ◆ The applicant's **readiness at this time** to undertake a course of this nature;
- ◆ The applicant's reasons and motivation for coming on this particular course.

Should you require any further information please use the following address, to which references should be sent:

**Jane Ramsbottom  
Centre for Counselling Studies  
University Counselling Service  
University of East Anglia  
Norwich  
NR4 7TJ**

Thank you in advance for your help.

**SCHOOL OF EDUCATION AND LIFE LONG LEARNING  
CENTRE FOR COUNSELLING STUDIES**

**MA/POST-GRADUATE DIPLOMA IN COUNSELLING**

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MA/POST-GRADUATE DIPLOMA IN COUNSELLING**

**CONFIDENTIAL**

**APPLICATION FORM**

TITLE

SURNAME

FORENAMES

DATE OF BIRTH

ADDRESS

EMAIL ADDRESS

TELEPHONE NUMBER

(Day time)

(Evening)

NATIONALITY

WHERE DID YOU LEARN ABOUT THE COURSE?

HAVE YOU HAD ANY COURT CONVICTIONS OTHER THAN SPENT CONVICTIONS UNDER THE REHABILITATION OF OFFENDERS ACT 1974 OR ARE ANY PROCEEDINGS PENDING (IF THE ANSWER IS YES PLEASE GIVE DETAILS)?

DO YOU HAVE ANY HEALTH PROBLEMS OR A DISABILITY WHICH IS RELEVANT TO THE COURSE?

**MA/POST-GRADUATE DIPLOMA IN COUNSELLING**

PRESENT OCCUPATION/EMPLOYMENT

PAST OCCUPATION/EMPLOYMENT

DETAILS OF PREVIOUS WORK AS A COUNSELLOR (if any)

## MA/POST-GRADUATE DIPLOMA IN COUNSELLING

DETAILS OF PREVIOUS COUNSELLING OR COUNSELLING SKILLS TRAINING, INCLUDING ANY COURSES THAT WERE NOT COMPLETED (It is preferred that people have had previous skills training or significant experience in a helping role)

### EDUCATIONAL HISTORY

Please give details of your educational experience from and including school. Date, names of institutions and examinations passed (with grades if relevant) should be given.

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Please make such comments as you wish under the following headings:

1. Your reasons for wanting to embark on this course at this time in your life:

2. Your present strengths and weaknesses in the role of helper as you perceive them:

## MA/POST-GRADUATE DIPLOMA IN COUNSELLING

3. Please go into detail on the ways in which person centred philosophy, theory and practice, as you currently understand them, relate to your own personality and experience. (Do not hesitate to comment on the “conflict” as well as the “fit”):

**MA/POST-GRADUATE DIPLOMA IN COUNSELLING**

4. What role (if any) has spirituality played in your life?

A large, empty rectangular box with a thin black border, intended for the student to write their response to the question about the role of spirituality in their life.

## MA/POST-GRADUATE DIPLOMA IN COUNSELLING

5. Your thoughts about the financial commitment of the course:

6. Your thoughts about possible effects on your life and current relationships by your undertaking training of this kind.

7. Your thoughts and plans for coping with the extensive academic work required by the course.

**MA/POST-GRADUATE DIPLOMA IN COUNSELLING**

8. Please write here anything else you would want us to know about you.

**REFERENCES**

I have approached the following two persons to act as referees for me, given them a copy of 'Details for Referees' as well as a photocopy of the Course Brochure and asked them to forward references directly to you as soon as possible (give names and address) NB Please include one of your trainers as a referee if you have undertaken a skills training:

1. Name

Address

Your relationship to referee:

2. Name

Address

Your relationship to referee:

Signed.....Date.....  
C:\dipcourseappform