

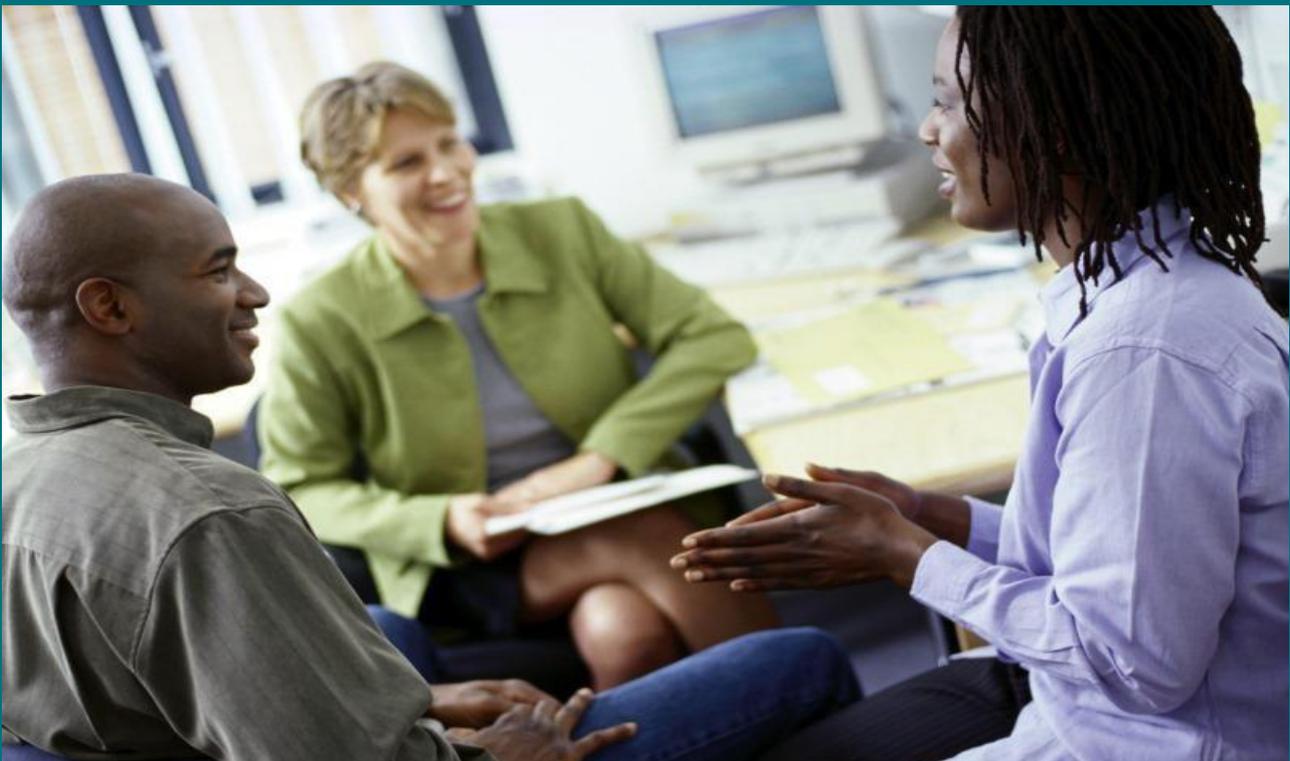
In partnership with



PGCertHE (Teaching and Learning in Counselling and Psychotherapy)

Validated by Middlesex University

Commencing October 2020



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Background and Rationale for the Course

As Faculty Head it is my great pleasure to introduce you to the PGCertHE programme on behalf of the programme team. It is an exciting and pioneering programme, the first dedicated qualification in the teaching and learning of the psychological therapies. Training in counselling, psychotherapy and applications of the psychological therapies requires trainers/ lecturers to have specific, highly specialised, skills in facilitating the development of self-awareness, reflexivity, and the therapeutic use of self in participants in order that they are able to reach the competence requirements for professional practice to work at depth in the therapeutic relationship and therapeutic process.

This was recognised in the Advance HE (2013) report (<https://www.advance-he.ac.uk/knowledgehub/teaching-and-learning-counselling-and-psychotherapy>) identifying the needs of the academic community delivering teaching in Counselling and Psychotherapy in the UK; noting that, 'students are expected to work with their 'self' and emotions. Inevitably they go through a period of personal development and at times this can result in students with demands that exceed those of the typical student.'

Therefore, a discipline specific training/teaching qualification that addresses the planning, creation and facilitation of curriculums and experiential learning forums to support the development of these skills/ attributes alongside robust theoretical knowledge and ethical professional practice seems a natural development. Whether you are new to teaching or have some experience, the PGCertHE will offer you many opportunities to reflect and evaluate your practice, learn new skills and better understand how to facilitate students learning in the psychological therapies. Metanoia Institute has a long-established reputation as a Centre of Excellence in the teaching of counselling, psychotherapy and the psychological therapies and so this award is a natural development within this setting.

Overview of Training Programme

The PGCertHE is a developmental course rather than a training course, with the emphasis being on the development of your understanding about the different ways in which people learn the psychological therapies and your skill in enabling this learning. The programme will provide both short and longer term benefits. It will support you in the early stages of learning to teach this discipline in higher education and will also help establish a framework for your career long development in this field through reflective practice. You will be encouraged to be creative in seeking out effective approaches to your teaching.

Aims of the Programme

The overall aim of the programme is to have a direct impact on the process that underpins the teaching of psychotherapy and counselling. It has been designed to support participants to become competent, effective and enthusiastic teachers in this specialist vocational subject area.

The PGCertHE will:

- Build a community of education, based on collaborative learning, peer support and feedback within the practice field of counselling and psychotherapy in higher education
- Relate teaching to student's learning through considering the connected curriculum, the research-teaching nexus and students as partners
- Equip participants with the knowledge and ability to, critically evaluate their own approach to facilitating learning, manage and assess the conditions for quality educational experiences in this discipline area and contribute to development across their Higher Education Provider
- Support those new to teaching to gain confidence and a depth of understanding in the teaching of the psychological therapies
- Provide a framework for the continuing development of participants as informed, effective, creative and scholarly academic staff in this highly specialised area
- Encourage and develop reflective and evidence-based practice teaching and learning

Course Specific Entry Requirements

Successful applicants will normally have a minimum of a UK level 6 professional qualification in counselling, counselling psychology or psychotherapy. Acceptance also requires that candidates are teaching or supporting learning at least 120 hours at HE levels 4-8 in the academic year of study, at least 40 hours of which are student contact. This active teaching requirement is because you need to have enough opportunity to meet the learning outcomes of the programme, and this involves trying things out with your teaching, and then assessing the impact of your actions on student learning.

If English is not your first language or you have not previously studied in English, the usual requirement is the equivalent of an International English Language Testing System (IELTS Academic Test) score of 7, with not less than 6.5 in each of the sub-tests.

A number of key themes of academic work run throughout the programme:

- Collaborative learning and peer review, recognizing the collegiate nature of contemporary academic practice
- Foregrounding the process of enquiry and supporting you to develop a reflective and evaluative approach to your teaching practice
- Collegial and relational learning: intensive small group discussion in action learning set meetings to provide multiple perspectives on your approaches to teaching
- Development of individual judgement and evaluation of practice. The focus will be on your own teaching and the specific professional context in which it takes place

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- Facilitation of a learning climate in which personal and professional development can take place in an enjoyable and stimulating way
 - Creation of an environment where differences – of race, culture, sexuality and gender as well as learning styles – can be recognised and appreciated

Duration and Structure of the Programme

The PGCertHE is a 60 credit, level-7 course comprised of three modules designed to run over one academic year. All modules include workshops and large and small group discussion supplemented by online resources and support. Each module is worth 20 credits, representing 200 hours of ‘total student effort,’ so the programme equates to 600 hours of study overall. As the programme has been designed as a work-based course, your own teaching will represent a proportion of this 600 hours. You will be invited to research, develop and evaluate aspects of your academic practice embedded in your everyday work commitments so much of the material for the preparation of module assessments will arise from this naturally occurring evidence (such as teaching outlines).

The three modules are configured as follows:

Module 1 - Promoting Learning in Higher Education (20 Credits) (September to November)

This module will explore factors that contribute to effective adult learning strategies generically including a focus on:

- understanding how people learn
- ways of establishing and maintaining effective learning environments
- developing holistic approaches to planning learning activities
- ways to integrate principles of social inclusion and widening participation
- teaching and learning techniques and resources
- developing integrated approaches to assessment
- promoting student centred learning
- developing independent learning

Module 2 - Promoting Learning in Counselling and Psychotherapy

(20 Credits) (December to March)

This module will support participants to develop their understanding and competence in the highly specific skills related to the training of counsellors and psychotherapists including:-

- creating learning environments that promote the development of self- awareness and the personal qualities associated with beneficial therapeutic relationships
- practice development environments that are both 'safe' and 'challenging' and that promote participants' 'aware practice' and development in the skills of specific self and peer reflection and feedback
- the theory and practice of group dynamics and relational learning
- understanding and managing group interactions and developing in group facilitation skills
- effective ways of giving and receiving feedback

Module 3- Counselling and Psychotherapy Programme Design and Development (20 Credits) (April to July)

This module will focus on curriculum design and assessment systems to support best practice in the teaching of counselling and psychotherapy including:-

- models of programme design for blended theoretical and practical learning
- student participation and feedback in programme design and development
- design of feedback and assessment mechanisms
- quality and evaluation systems
- development of professional and ethical awareness
- practitioner research and practice project development

Assessment and UKPSF

As well as enabling you to gain the academic credits for the course, the assessments for the PGCertHE have also been designed to help play a part in enabling you to evidence the Fellowship category of the UKPSF. The course is not accredited by AdvanceHE but has been designed to align with the Fellowship requirements to support participants to prepare for an independent Fellowship application on completion. This process is supported throughout the programme. You will complete an initial audit after induction, and at the end of Modules 1 and 2 , initial and Interim UKPSF Engagement Templates are completed, culminating in a Final UKSF Mapping document at the end of Module 3. This process will allow you to:-

1. Identify the elements of the UKPSF that you have already evidenced
2. Identify the gaps which you need to address during the rest of the programme
3. Build up evidence to act as your final 'mapping document' for the UKPSF which will be submitted after your final module.



Teaching Practice Development Groups (TPD Groups)

Small group, Teaching Practice Development Groups are an ongoing part of the PGCertHE programme as a key aspect of developing a 'community of practice.' These small groups run along action learning lines. This can be defined as a "continuous process of learning and reflection, supported by colleagues, with an intention of getting things done" (McGill and Beaty, 2001, p.11). In other words, individuals work on real issues and openly reflect on their experiences with a view to taking subsequent action. One of the fundamental aims of action learning is to help participants develop the skills and make time for active reflection in order to develop their own reflexivity and independent development as a teacher of the psychological therapies.

TPD Groups are groups of up to 5 participants plus a facilitator from the programme team. Participants will be allocated a portion of the available time and invited to bring a problem, challenge, development issue or task from their teaching and learning workload in counselling and psychotherapy that:

- Is current and specific
- Involves them
- Requires them to take an action or decision (even if that is to think/approach something differently)

TPD groups will aid application of knowledge and skills in your own clinical practice and may make use of video- or audio-tapes of teaching practice. All participants in the group are invited to help the presenter explore their issue in depth and move towards making their own decisions with the support of the group. Subsequent reflection with the group on the impact of any changes can also enable members to learn and benefit from each other, as well as looking for opportunities to transfer the learning to other aspects of their life and work.

Teaching Observation

Teaching observations are a requirement of the programme

Before any observation takes place, you are advised to discuss with your observer what kind of feedback you want to enable you to both become clear about your expectations with respect to the teaching observation. We encourage you to arrange to observe one of your Teaching Mentor's sessions before being observed yourself.

During the PGCertHE it is expected that a number of teaching observations will be completed, both formative and summative from a range of teaching and learning experiences to support your UKPSF claim. You will therefore need to provide evidence through clearly showing on the mapping document/record form where in the modules you have evidence for the UKPSF.



Teaching Mentor System

It is also an expectation of the programme that you are able to identify an experienced colleague within your setting who is willing to act as Teaching Mentor for you through the process of completing the PGCertHE. She/ He is normally an experienced member of staff in the teaching of the psychological therapies who can offer support and guidance on teaching and related issues in your context. Your Primary Tutor for the PGCertHE should be given details and will be able to confirm this person's eligibility to act in this role.

Your Teaching Mentor will be expected to offer opportunities for you to observe aspects of their teaching and complete observation of aspects of your teaching too. Your Teaching Mentor will be asked to complete a short reference template towards the end of the course to authenticate your teaching practice and confirm how this has supported you to meet the learning outcomes of the programme.

Your Teaching Mentor will be contacted by the PGCertHE team to offer orientation to the role and provided with an induction pack and information to enable them to fulfil this role. They will be paired with a member of the programme team and this pairing will provide them with ongoing support throughout the process. They will also be eligible to attend any workshops provided by the programme that may be of interest to them as experienced staff.

Employability

Academic positions within the UK Higher Education sector increasingly require applicants to have a teaching qualification or make a commitment to gaining one during their first year in post. The PGCertHE will therefore be an important addition to any academic CV for teaching in the psychological therapies. The development of employability skills is integral to the PGCertHE. The programme will give you the skills to engage with your teaching practice reflectively and reflexively and this will, in turn, enable you to deepen your work with students and for any potential employer.

While employability has been embedded in the curriculum, it is still your responsibility to actively develop these skills. Once you take ownership of this, we can support your development in a variety of ways both within the curriculum, outside the curriculum and outside of Metanoia Institute by helping you to make sense of your experiences and understand how to articulate your learning and development.



Course Dates

Programme Orientation and Introduction
16th and 17th September 2020

Following this the programme runs over twelve days on a Wednesday as follows:

Module 1

14th October
28th October
11th November
25th November

Module 2

3rd February
17th February
3rd March
17th March

Module 3

5th May
19th May
2nd June
16th June

Each teaching day usually runs from 9.30am to 5.30pm. For this first cohort, for both online and blended learning routes, all of Module 1 will be delivered online.



Assessment for the PGCertHE

- Attendance of at least 80% of course hours;
- Missed attendance made up in a manner agreed with course tutor e.g. presentation to group, attendance at tutorial;
- Obtaining a Pass grade of all written work;
- Written work completed within two months of the end of the taught course.

Award

PGCertHE (Teaching and Learning in Counselling and Psychotherapy)

(Validated by Middlesex University)

Cost £3,500

Further Information

If you have any questions, or would like to apply, please contact Cristina Soares, Senior Academic and Research Administrator on 020 8832 3096(direct) or by email at

cristina.soares@metanoia.ac.uk