The Academy: S.P.A.C.E.

Sheffield Psychotherapy and Counselling Education

Foundations of Counselling; Professional Diploma in Counselling and Psychotherapy

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Course Members' Handbook 2015-2016

Dear Student

On behalf of The Academy Team I would like to welcome you (or welcome you back) to our courses and thank you for choosing to come to us to study. We hope you will find the time you spend with us well worthwhile.

The path of professional, academic and personal development as a mature student is sure to be challenging. It is tough at times trying to juggle commitments and manage life events, whilst having to meet course requirements (attendance, study, deadlines, learning about yourself), and to have a bit of life too. Our courses are academically and emotionally demanding, although we hope that changes we have made in response to student feedback will make them less stressful and easier to manage.

As an effective listening-helper or a counsellor you should aim to have balance in your life: committed to the work but also taking care of and replenishing yourself in order to have energy and creativity to respond to, and care for, those you help. We expect you to pay attention to this, indeed it is an ethical requirement, and to develop your own strategies. We also aim to give you support through the teaching, tutorials and informally, and we hope you will also support and be supported by your fellow students. Many students forge life-long friendships and/or continuing peer-group meetings for mutual support and encouragement.

This handbook intends to help you through your course by giving necessary and useful information, including copies of forms you may need. You will be given other information as your course progresses, especially in module handbooks. Please use handbooks to find answers to your queries in the first instance, but they can never be entirely comprehensive and if you have any queries that are not answered here, always feel free to ask one of the tutors, in class or outside, and/or administrative staff.

We recommend that you also start some preparatory reading. It is useful to buy some texts because there can be pressure on key books at peak times. We particularly recommend *Counselling Skills for Dummies* and *The Sage Handbook of Counselling and Psychotherapy* as useful books to buy and keep on your bookshelf.

We think one of the strengths of our courses is the diversity of backgrounds, personality, and experience of life, education and work you all bring and we have the belief that each of you has the potential to be a competent listening helper and a valuable member of your course cohort. We have built a good reputation in the Region for the quality of our trainees, and this is thanks to the hard work and commitment of past and current students.

We look forward to getting to know you and to working with you.

Gail Evans, Programme Director

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The Academy Team

The Partnership

**The Academy: S.P.A.C.E. is a Partnership directed by
Gail Evans, Julie Howorth, Sally Lee.
Our Patron is Professor Emeritus, Colin Feltham**

Programme Director

Gail Evans

Core Teaching Team

Prof. Colin Feltham
Julie Howorth
Gail Evans

Associate Lecturers

Occasional and visiting lecturers who bring specialist knowledge and/or skills.

Administrative and Support Roles

Courses Administrator
Sally Lee
Placement Coordinator
Louise Brenard
CDF Coordinator
Sally Lee

NCS – Our Accrediting Body
(National Counselling Society)

Sets and monitors standards for counselling courses and provides membership benefits: a personalised accreditation process; entry to the government (PSA) approved AVR (Accredited Voluntary Register of counsellors); CPD events; a newsletter; support for private practice.

BACP
(British Association for Counselling and Psychotherapy)

Also sets and monitors standards for counselling courses and provides membership benefits: journals; conferences; entry to the government (PSA) approved AVR (Accredited Voluntary Register of counsellors). Our Diploma meets BACP's requirements as well as NCS's.

THE TEAM

TUTORS:

Gail Evans, BSc, MSc, CQSW, Relate CertCC, Dip PST, Relate Cert Supervision, Accredited Member COSRP, Registered Member UKCP, Accredited Member NCS. Formerly Head of the Counselling Studies Unit and Course Leader for the Diploma in HE in Counselling and PG Cert. Couple Counselling at Sheffield Hallam University (SHU). She is an independent supervisor and counsellor with her own counselling and therapy centre in Sheffield, worked for Relate as a relationship and sexual therapist, supervisor and trainer for many years, and worked with SAIL (Sexual Abuse and Incest Line, Chesterfield) for a number of years. Current interests include relationship and sexual therapy, EMDR/trauma and external examining for counselling courses at other universities. She has a background in social work and experience in primary care, telephone and student counselling. Her first book, Counselling Skills for Dummies, was published in September 2007 (2nd edn 2013). She has written chapters for The Sage Handbook of Counselling and Psychotherapy (2012).
Phone via 07977 287485 (Admin) **Email** gailevans@counsellingacademy.org

Colin Feltham, PhD, M. Theol., M.Sc., PgDip. Couns., PgCFHE, BAC Acc., UKRC Reg. Independent Counsellor, FBACP, FRSA, Formerly Professor of Critical Studies in Counselling and Course Leader for the Postgraduate Certificate in Counselling Supervision and MA Counselling and Psychotherapy at SHU. His many publications include *What Is Counselling?* (Sage, 1995), *Time-Limited Counselling* (Sage, 1997), *Which Psychotherapy?* (Sage, 1997) and *The Sage Handbook of Counselling and Psychotherapy* (Sage, 2012, 3rd edn.). He is an external examiner for counselling courses at other universities. Colin now lives in Denmark but returns to the UK regularly and includes visits to lecture at The Academy: SPACE.
Email colinfeltham@counsellingacademy.org

Julie Howorth BSc, PGCE, Foundation Year Person-Centred Counselling, Cert Counselling, Dip. Counselling, PGC in CBT/Person-Centred Dialogue. PGCert. Supervision, PGDip. Supervision. Formerly a primary school teacher, since qualifying as a counsellor has worked as a counsellor at MIND, Doncaster Rape and Sexual Abuse Counselling Centre. and SRASACS where her role also included Placement Coordination and Supervision). Julie has taught counselling at Certificate and Diploma level at Doncaster College and Sheffield Hallam University. She is currently studying a PGC in Person-Centred Supervision and a hypnotherapy qualification.
Email julie.howorth@lineone.net

Associate and Visiting Lecturers: A number of visiting lecturers with specialist knowledge and skills regularly contribute to various parts of the Programme, especially the Common Personal Problems (Foundation), Assessment and Referral, and Comparative Models (Diploma) modules, and also to Clinical Supervision.

ADMINISTRATION

Sally Lee BA, MA, DipHE in Counselling, Formerly Clinical Manager for a Counselling Service in Chesterfield and Practice Manager at Wellforce Integrated Medicine Service in Sheffield. During training as a counsellor she had placements at SRASACS, Sheffield and University of Sheffield. She currently works in private practice at Wellforce Integrated Medicine Service in Sheffield. She is due to begin a placement at University of Sheffield as an Honorary Counsellor in October.
Phone 07977 287485 **Email** enquiries@counsellingacademy.org

Important Notes on the 2015-16 Programme

- Please note that each module has a recommended minimum attendance of 80%. Actually, we expect 100% attendance, but recognise this is not always possible. If your attendance falls below the 80% level for any one module you are unlikely to be able to complete assessments successfully and may need to re-attend the module. If you have concerns about your attendance please speak to your module tutor. It is useful to have a mutual arrangement with a fellow student to collect any handouts from missed sessions and check out what you have missd.

- We also ask you to attend punctually. Should you be late please endeavour to let a fellow student or tutor know and enter the class as unobtrusively as possible.

- You will be using audio-recording equipment for a number of Theory and Skills sessions. It is recommended that you purchase your own audio recorder if you intend continuing with counsellor training (i.e. if you are taking the Diploma course) because you will be expected to record future practice sessions with peers, and with clients.

   o These recorders can be obtained from around £20 from stationery stores or Amazon
   o A trailing microphone is not usually necessary but may improve recording quality with some models
   o Avoid models, which automatically turn off during silences
   o A model that has a light to indicate you are recording can be helpful.
   o We recommend you experiment with your recorder, to discover how to use it and get the best quality recording from it, before using it in class.

You will also need a minimum 2GB memory stick so your recordings can be downloaded from the recording device to submit with some assignments (or to download from our recorders so you can listen at home on your PC). Issues of confidentiality etc. will be discussed in class.

NB
We will be able to lend you an audio-recorder, by arrangement, during the Course.
During the Diploma course you will also do video recording. We have cameras but you are welcome to use your own if you have one. If not you will need a 4GB memory-stick to download your recording.

Overview of Our Programme

NB The Current Calendar for courses can be found on the website

Programme Structure Outline

Foundations of Counselling (Total 104 contact hours inc. tutorials)		Professional Diploma (Total c.418 contact hours inc. tutorials)		
Introduction to Counselling	Developing Personal Awareness, Developing Counselling Skills and Theory, Common Personal Problems	Certificate in Counselling Studies*	Diploma in Counselling Studies* (not a qualification for practice)	Professional Diploma in Integrative Counselling and Psychotherapy
One year: 4 Modules		Foundation + One year: 4 Modules	Foundation + Certificate + One year: 4 Modules	Foundation + Certificate + Diploma + One year: 4 Modules
NB These are fall-back awards in the event that a student cannot complete the whole Diploma				

Module timing/duration: Most modules are 6-10 weeks in duration.

Mode/pattern of study

Attendance is normally one half day per week for approximately 30 weeks per year, plus Saturday workshops. During the Foundation Course there is an expectation that you will endeavour to find an environment where you have the opportunity to practice counselling skills. This activity is in addition to class attendance. During Years 2 and 3 of the Diploma you will undertake a Practice Placement (minimum 100 hours of counselling) and work-based learning (minimum 50 hours which can include any hours undertaken during the Foundation course). All past students have successfully obtained placements with our support (we have a Placement Coordinator to help you) and we maintain good working relationships with Placement Providers, inviting them to meet students during the first year of the Diploma.

Taster Module: Introduction to Counselling			
This short course aims to give an understanding of listening skills and counselling. You will receive a Certificate for attending. This module, or an equivalent, is required as entry to the remainder of the Foundations of Counselling course			
Foundations of Counselling			
Introduction to Counselling (FIC)	Developing Personal Awareness (FDPA)	Counselling Theory and Skills (FCTS)	Common Personal Problems (FCPP)
This course consists of the Taster module plus the other three modules referred to above. Together they give you a foundation of knowledge, skills and personal development to underpin your role as a listening helper. If you successfully complete the course and assessment tasks you will receive a Foundations of Counselling Certificate, which details your achievements.			
Professional Diploma in Integrative Counselling and Psychotherapy			
This 3-year part time course (4½ -5 hours per week, term-time, with a couple of Saturday Schools each year) is a professional preparation for a career in counselling and equips students with all the requirements to pursue professional accreditation with NCS and/or BACP, once sufficient counselling practice has been attained. To enter this course you must have completed the Foundations of Counselling courses or equivalent (approximately 100 hours of counselling skills and theory training)			

Progression and Career Routes

Graduates of the Foundations of Counselling Course are likely to use the training to enhance an existing role and/or to proceed to the Diploma. A wide range of public and private sector job roles benefit from sophisticated interpersonal skills, for example: pastoral and support duties in teaching, careers, health, human resources, housing and other public sector jobs, and voluntary and faith-based roles. Newer job roles such as Learning Mentors and IAPT workers also depend on similar qualities and skills. Students who successfully complete these courses may progress to counsellor training at the Academy: SPACE. or elsewhere. Past students have attained or enhanced roles and careers in all these settings.

Graduates of the Professional Diploma in Integrative Counselling and Psychotherapy can proceed, usually once further client-work experience has been gained, to apply for counsellor employment or to become a private practitioner. On graduation they gain access to NCS's AVR (see our website for information about accreditation and the AVR). They may also apply for individual NCS or BACP Accreditation, which opens up greater counselling employment potential, for example with EAPs (employee assistance programmes). Many graduates progress to specialist courses, for example: in-depth training in a particular theoretical orientation; a complementary approach (for example hypnotherapy); or related to a client group or problem (for example work with children, trauma, sexual abuse, substance misuse).

Past students include many who have eventually moved successfully into private practice and others who have gained posts in the NHS and other public services as well as some who have gained paid counselling employment within the voluntary sector. It is important to give due weight to your prior experience as well as the knowledge and experience you develop through the course and placements. Your future roles will build on your unique combination of personality, values, life and work experience and relevant training.

Aims and Objectives of our Courses

Our courses aim to deliver training that meets both professional and academic standards. They are intended as foundations to build from in your developing career as a listening helper/counsellor. In a field that is still developing as a profession, these courses aim to:

- ❖ Carefully select suitable trainees
- ❖ Support the development of your theoretical knowledge, including a critical approach
- ❖ Foster an environment where your personal, professional and skills development can flourish
- ❖ Monitor the safety and effectiveness of our students
- ❖ Engage and promote your commitment, enthusiasm and creativity as a developing practitioner.

Counselling training was offered at Sheffield Hallam University (SHU) for many years and some members of the Tutor team worked together at SHU for a number of years, prior to the setting up of The Academy: SPACE. When the university discontinued the specialist counselling courses it supported and encouraged The Academy: SPACE to go on to deliver them in the private sector.

Like some other providers of counselling courses that used to be delivered in universities, we have made the decision not to link our courses with a university but rather with professional accreditation (NCS and BACP). Our experience of university validation is that it has become increasingly bureaucratic, and tends towards favouring academic requirements at the expense of clinical and personal development. However, we do aim to develop the academic and scholarly skills of our students to as high a level as the individual student can, and wishes to, attain.

The Programme has been re-designed with the latest NCS and BACP criteria in mind, closely based on the courses previously delivered at SHU. The previous counsellor qualifying course (the SHU Dip HE) was accredited by BACP, but this had to lapse due to the change of institution. The new counsellor-qualifying route consists of a one year Foundation Course and the Professional Diploma in Integrative Counselling and Psychotherapy. Diploma Course Accreditation by NCS was achieved in July 2014, and re-accreditation by BACP may be sought at a later date.

BACP expects counsellor training courses to have an identifiable Core Theoretical Model (CTM) which should guide your understanding and work with clients. Our CTM is primarily a Relational Model. A core of

relationship-based theory and practice (mainly person-centred and humanistic) is complemented by social learning/intervention/skills-based approaches. Each person who seeks counselling help brings their own set of personality, history, values and beliefs, their way of relating, particular issues or life challenges, and so on. To respond helpfully, the practitioner needs a balance of relationship skills alongside skilled assessment and choice of intervention, backed by comprehensive and researched-informed theory. During the Foundation course a basic version of our CTM framework is introduced and then elaborated during the Diploma training. We encourage you to gradually develop your own integration.

It is important for you to understand that our model is one of many possible theoretical integrations - *there is no single Integrative Model.* **All** theories are the result of research, reflection on practice and careful thought and each may have something useful to offer. You will come across theories about human psychological problems and normal human development, and theories about how therapy proceeds and works, amongst others. Human beings, their social context and the therapy process, are complex and no existing single theory contains all you might need to know to be an effective practitioner, so we encourage you to read and study as widely as you can.

Our CTM is described below in a discussion document - so called because it is a work in progress rather than a final and definitive version. We expect you will participate in discussing and evaluating the model during your training, especially during the Diploma. As you progress through the Programme you will encounter increasing levels of complexity. It is worth pointing out that you are likely to feel confused, and possibly overwhelmed with ideas and your reading, and about your own emerging approach and the courses' theoretical orientation. This is an expected part of the learning process, which gradually moves towards coherence especially when applied in practice and supervision later on during the Diploma.

Statement of Adherence to Subject Benchmarks

It is likely that many readers will prefer to skip this section. However, if you are hoping to proceed to counsellor training (here or elsewhere) you may find it useful to familiarise yourself with it.

➢ The original source of our subject benchmarks has been the professional body, BACP. BACP makes a number of detailed recommendations for accredited courses, with reference to National Occupational Standards. The professional body NCS applies a similar rubric. The SHU Diploma was originally written, and as updated by The Academy: SPACE, continues to take account of BACP's recommendations, particularly the most recent accredited courses guidelines contained in the Gold Book which came into force in 2014, and the requirements of NCS.

➢ BACP and NCS set no criteria regarding **academic level** of study.

➢ It is important to distinguish the requirements for BACP **course** accreditation from the requirements an **individual** needs to meet when applying for BACP accreditation. Attending a course accredited by BACP does not automatically confer professional accreditation on an individual, who has to apply as an individual and satisfy a number of criteria in addition to their training.

In summary, the key combined elements required of an accredited training as set out by NCS and BACP are listed here *with our answers in italics*:

• In depth training: *at least* 450 hours structured learning time (of which 400 hours must be staff-student contact time for BACP). This must be **at least** one year full time or 2-3 years part time.

  The Diploma and Foundation courses together, in total 4 years part-time, comprise our training route for a qualified counsellor. This includes 525 hours of teaching, of which 420 comprise the Diploma. Entry to the Diploma is dependent on completion of our Foundation course or equivalent.

• Core course staff (minimum two) should be members of an appropriate professional body with a complaints procedure to which they are subject and the majority of course staff should have current counsellor/psychotherapist accreditation or be registered with an appropriate professional body to an equivalent level, and should be in current, supervised practice.

At least two of the current core teaching team meet all these criteria, and all teaching staff are expected to be members of an appropriate professional body.

- Admission: Core staff must be involved with selection, and BACP requires that the course must demonstrate that applicants are assessed for the attributes they list:

  - *Candidates are given the list of BACP's required attributes.*
  - *Applicants are asked to complete a Statement of Fitness to Practice.*
  - *As well as an Application Form the applicant is asked to submit a personal statement which also addresses any of the issues in the Fitness to Practice Statement*
  - *Where possible candidates provide a sample of written work.*
  - *All candidates who appear to meet the entry criteria are interviewed by core staff using a standard schedule of questions designed to address the criteria.*
  - *All candidates are interviewed at entry to the Foundation course and again for Diploma entry (i.e. there is no automatic progression).*

- Regular and systematic opportunities for self-awareness development, self-exploration, self-examination and reflection in a confidential setting for students to develop an understanding of themselves.

  To some extent this is integral to most modules of the course, and the ethos of the course emphasises the place of self-awareness, ethical practice and boundaries of confidentiality. However, particular emphasis occurs in the following:

  - *Foundation: Developing Personal Awareness module*
  - *Diploma module: Human and Personal Development*
  - *Diploma module: Social Contexts, where attitudes and core beliefs are challenged*
  - *All structured practice during each year of the course requires students to reflect on the role of self in relation to practice and the experience of being in the client and observer roles, and in the light of feedback given and received.*
  - *All students are required to keep a personal journal throughout the course and to draw upon their reflections for several assignments.*
  - *Students are also required to undertake personal therapy at some point and write a reflective essay about this experience.*
  - *Within Community Meetings on the Diploma there is an active encouragement to reflect on and connect learning and also to address group dynamics.*

- Developing reflective learners/practitioners who take responsibility for, monitor and evaluate, their learning

  Various activities contribute to the development of reflective practitioners, some of which are described above. This also includes:

  - *Opportunities within structured activities and through assignments to self-evaluate and learn self-monitoring skills*
  - *Built-in time for tutor and self-directed study groups*
  - *The Professional Skills and Trends module (Diploma) raises awareness of the ethical demand for these attributes*
  - *Clinical Supervision and preparation for supervision support reflexivity and self-evaluation*
  - *In some modules students are required to submit a self-assessment of their work*
  - *Encouragement to attend our Counsellor Development Forum.*

- Structured teaching and learning experiences and regular opportunities for observation, practice, feedback (from staff and peers) and review in order to develop an understanding of the counselling **process** in relation to the Integrative approach of the CTM.

  A key feature of each year of the Programme is extended observed (and usually recorded) practice within a structured framework to provide tutor, peer and self feedback. Related assignments require

students to reflect on their learning in the light of this experience and the CTM, which is a process-orientated model including defined skills.

- Students must be given opportunities to understand and develop their ethical-mindedness and familiarity with ethical frameworks, including related to practice.

  Ethical-mindedness imbues much of the teaching and is enshrined in the CTM and in assessment criteria, and particularly features in

  - *The theory and skills modules of the Foundation course where these concepts are introduced*
  - *Attention to, and negotiation of, the ethical boundaries of the training group, for class-based personal development activities, skills practice and for Clinical Supervision*
  - *The Social Contexts and Professional Skills and Trends modules of the Diploma course.*
  - *Activities in preparation for Placement and for making good use of Clinical Supervision*
  - *Clinical supervision (in-house), where ethical issues are identified and discussed*

- The course must keep abreast of developments in the profession and help students to develop critical awareness of research, research methods and developments in the field and their relevance and application to the CTM and practice.

  This is done in the following ways:
  - *All students are encouraged and supported to join NCS and/or BACP and all Diploma students are **required** to become student members of NCS and advised to join BACP or subscribe to their journals.*
  - *All core staff maintain their professional development and include material that is up to date and topical in teaching.*
  - *This is fostered in students through a stated expectation that references must include up to date references and journal/research articles when relevant and appropriate.*
  - *Outside speakers with particular areas of up to date knowledge and expertise are invited to teach certain topics.*
  - *Certain modules particularly require or teach this, for example: Foundation – Common Personal Problems; Diploma – Assessment and Referral; Professional Skills and Trends; Comparative Models*

- Questions must be addressed about the nature and development of human beings (a), including the development and perpetuation of psychological problems (b), and pathology (c), including psycho-pharmacology and the social context of mental health (d), and the process of therapeutic change, including therapeutic interventions and comparisons with other models (e).

  Students are given a description and rationale for our CTM that explicitly addresses these points. Many modules contribute to explaining, exploring and critically examining the CTM and these issues in different ways, notably:

  - *Foundation: Developing Personal Awareness (a); Common Personal Problems (b, c and d)*
  - *Theory and Skills modules throughout the Programme (e)*
  - *Diploma: Assessment and Referral (b, c, d and e); Social Contexts (d) Clinical Supervision (a, b, c, d and e); Comparative Models (a, b and e).*

- Students must undertake substantial and regular client work, compliant with an Ethical Framework and training requirements, recorded in a professional log and must be assessed for their readiness to undertake this work.

  - *Students on the Foundation course are expected to find an appropriate outlet to practice their counselling skills as part of work-based learning. The admissions process ascertains their readiness to do this and is monitored during the course and through assessments.*
  - *Counselling Practice placements are undertaken as part of the Counselling Supervision modules in Years 2 and 3 of the Diploma. These are in line with professional body recommendations and supervised in-house, to required standards, as an assessed part of the Diploma course, including the ethical framework.*

- *The admissions process followed by the preparatory modules of the Foundation course (or equivalent) and Year One of the Diploma (including assessment) contribute to the judgement about (and timing of) readiness.*
- *Students maintain and submit logs of counselling, supervision and work-based learning, as part of the assessment process, on completion of the required counselling hours.*

- Sufficient theory and substantial written work is required to support the development of a substantial body of knowledge and ability to critique and students should be given clear information about assessment expectations.

  - *Teaching of certain modules is particularly theory orientated and all modules include relevant theory from a broad spectrum of psychological, sociological, philosophical, medical, political and related disciplines.*
  - *All modules (4 Foundation and 12 Diploma) require written assessment in various forms, typically equivalent to 2,500-3,000 words each.*
  - *Students receive module descriptions and handbooks as well as additional class input and discussion about assessment tasks and expectations.*
  - *Published assessment criteria demand reference to substantial theoretical sources and the ability to critique, gradually increasing in expectations over the duration of the Programme.*

- Course evaluation: Regular staff meetings; student feedback processes including staff-student meetings; Complaints Procedure.

  The core staff team meets regularly. Members of the core team meet with Associate Lecturers. There are regular formal and informal arrangements for student feedback through Community Meetings (monthly), Course Committee Meetings (twice yearly), Module Feedback (usually at the end of a module). Course Evaluations are completed at the end of the course. Surveymonkey is also used to gain anonymous feedback. There is a Complaints Policy and Procedure and an Equal Opportunites Policy.

The requirements for regular and systematic self-awareness and skills development presume regular attendance. The professional bodies do not require proof of attendance when an individual applies for accreditation, relying on the conferring of the Award. During the course accreditation process it is usual to expect to see that attendance is monitored: a sign-in process is in operation and an expectation of a minimum 80% attendance.

The proposed Diploma meets the *training* components required by NCS and BACP for an individual to gain accreditation. The advantage of course accreditation for the student is some assurance of professional standards. Course accreditation also enable you to enter an Accredited Voluntary Register (AVR) of counsellors. AVR's are approved by the government through the Professional Standards Agency, and administered via professional bodies. NCS and BACP are bodies that have achieved this approval for AVRs in counselling.

General Information

Location details: All teaching and learning currently takes place at The Academy: SPACE premises at The Coach House, 1A Filey Street, Sheffield S10 2FF

Email   enquiries@counsellingacademy.org
Telephone   0114 275 8023 (office) 07977 287485 (administrator)

Public Transport: For information visit The Academy website **www.counsellingacademy.org.uk**

Parking: Students are encouraged to car share or use public transport. Within a short walk there is on-street parking, metered and unmetered with a maximum daytime limit of 4 hours, free after 6.30 p.m. There is a small car park on Broomspring Lane, just off Hanover Way.

Local Facilities: On Glossop Road at the top of Wilkinson Street are several sandwich shops and takeaways. There are menus at the Coach House. There is a Sainsbury's local at the Glossop Road-Upper Hanover Street intersection by the university tram stop. There are other restaurants etc. and the Sheffield University student union café (just off Glossop Road).

NUS Extra: You are entitled to sign up to NUS Extra's discount card (for a small fee) giving valuable discounts at various outlets. See www.nus.org.uk/en/nus-extra/discounts/

Learning Materials

The Academy: SPACE has a small library from which you can borrow books and journals for short periods. Please feel free to suggest titles to add to the library - we are still building it up and will continue to add to it every year.

The Adsetts Learning Centre (LITS: Learning and IT Services) at SHU City Campus, and the **Collegiate Learning Centre** at SHU Collegiate Crescent Campus are where you may be able to join the university's library as an external member under certain circumstances (current cost around £30) and access library facilities, journals and the computer-based catalogue. SHU usually has multiple copies of the most used texts, but inevitably there is occasionally pressure on certain titles. You will be able to order books from Collegiate at the Adsetts Centre and vice versa.

Your local library: You should also be able to order books and journal articles via your local lending library. There is an expectation that you will purchase *some* books and you may wish to discuss this with tutors and fellow students in order to decide which will be the most useful investment. Module tutors will identify key texts.

Professional Bodies: You are expected to enrol as a student member of NCS at the earliest opportunity - this is a *requirement* of the Diploma course. You should also consider joining BACP. Although it may seem an unnecessary expense these will give you invaluable access to many resources - you will receive copies of useful journals/newsletters and can access online resources, including information sheets and online editions of journals and advice from the BACP ethics helpline. We can act as sponsor and supply necessary confirmation of student status.

Other sources of learning support: Please advise tutors if you have any learning problems, for example not being able to hear well in class or dyslexia. We find that quite a few students have gone years with undiagnosed learning problems. Reasonable adjustments will be negotiated to accommodate your needs.

Tutorials and study groups: You will participate in a study group from time to time, to explore and share learning and gain mutual support. At the beginning this may be fairly structured with reading and tasks set, but it is anticipated that you will become more self-directing. You will have scheduled group and/or individual tutorials. You may ask for a tutorial from your module tutor, or any other member of staff you believe may be best able to help with a particular issue.

'Housekeeping' Points

Although the group will probably establish a number of its own ground rules there are some matters worth pointing out from the beginning:

Equal opportunities: The Academy is committed to policies based on equal opportunity principles and expects students to behave accordingly, i.e. to treat others with respect and behave in a non-discriminatory fashion.

Meals and refreshments: There are cafes and sandwich shops in the vicinity but they usually close by 5.00 p.m. There are pubs nearby. You are welcome to bring your own food and make use of the kitchen facilities at The Academy. **Tea, coffee, milk and squash are supplied**. We prefer you to eat *between*

classes. We appreciate it if you would wash up and keep these shared areas tidy, particularly because the kitchen is small!

Phones: Please switch off your mobile phone (or put on vibrate) during classes.

Safety and security: The Academy: SPACE cannot be responsible for your personal possessions. Please take particular care about closing external doors when entering and leaving the building to protect the safety and security of The Academy: SPACE, fellow students and other occupants of the building (we have had an opportunistic theft and a break-in). Given the nature of evening attendance in particular, you should take any necessary steps to protect your own safety when leaving the premises. Make sure you know how to exit the building in case of fire and where the muster area is (on the opposite side of the street).

Smoking: All indoor areas, and areas outside entrances, are required to be smoke-free;

Timekeeping and attendance: It is important to maintain a high level of attendance (a recommended minimum of 80% per module) and to be punctual for sessions. Attendance that falls below the recommended minimum (including frequent lateness) may mean you are not equipped to pass a module assessment and have to re-attend. Please leave messages about unavoidable absences or lateness with a peer or the tutor, or if this is not possible, with the administrator on ☎ 07977 287485 or by e-mail enquiries@counsellingacademy.org. Also, please make arrangements with a fellow student to collect any handouts for you when you are absent - many handouts may be posted online, but photocopied chapters and similar items may not be available electronically.

Feedback and Complaints

The Academy: SPACE welcomes feedback at any time: we hope that on a course of this nature you will feel able to ask or suggest anything that may help to improve communication, transparency, course content, delivery, and so on. Some negotiation will take place, where possible and appropriate, regarding experiential exercises, role-plays, membership of small groups etc. Regular Community Meetings include opportunities to clarify issues and give us feedback. At particular points feedback will be formally requested, for example, normally, at the end of a module. We often use *Survey Monkey* to collect feedback anonymously. Please see the end of this Handbook for a statement about Feedback and Complaints and refer to the website for our Complaints Policy and Procedure and Equal Opportunities Policy.

Courses Committees (Foundation and Diploma): Course Committees are opportunities to give feedback about the student experience and ask any questions. Each course normally appoints a student representative to meet with teaching staff on two occasions a year. These meetings allow students to raise matters anonymously via their representative if they wish.

Professional, Ethical and Clinical Issues

Professional Conduct

As a student of The Academy; SPACE you are considered to be an ambassador for us as well as for the profession of counselling. Students are expected to behave professionally and uphold the ethical principles in all situations. Any significant changes to your health or circumstances that could have an impact on your capacity to work safely and ethically, in class or on placement, should be discussed with your tutor or the Programme Director.

Codes of Ethics

Since counselling and the use of counselling skills demand stringent ethical practice it is important that you acquaint yourself with the up to date version of the NCP Code of Ethics and/or the BACP Ethical Framework for Counselling and Psychotherapy, which The Academy adheres to and will introduce to you. You can download your own copy of the NCS Code at www.nationalcounsellingsociety.org/about/code-of-ethics/ and BACP's Ethical Framework from www.bacp.co.uk/ethical_framework/. These documents are also available on display in our library.

Code of Conduct

The Academy: SPACE expects students and all staff to conduct themselves in a professional manner whilst engaged in their studies/work, including relevant activities undertaken off our premises. In addition, the role of counsellor is a responsible, sensitive and professional one. As such, this course has expectations about your *professional **and** personal* conduct, particularly when you represent the profession of counselling at The Academy: SPACE, in placement or when working off-site. We expect you to conduct yourself in a manner that enhances, and does not bring into disrepute, the discipline, the counselling profession or The Academy: SPACE.

The following points are in addition to the requirements of the ethical frameworks of NCS and BACP and reflect our Equal Opportunities Policy (available on our website).

It is expected that you will:

1. Ensure that negative considerations of religion, sex, race, age, nationality, party politics, social standing, class, self-interest or other extraneous factors; do not diminish your participation, practice or relationships with others (on and off-site) during the course

2. Not exploit, for self-gratification, any relationship of influence or trust which exists between yourself and peers/students, colleagues, tutors and clients

3. Ensure that your physical or psychological condition is fit for participation and practice and not impaired as a result of alcohol, drugs, illness or personal stress, such that your abilities, participation or professional judgement are seriously affected; and that you will take appropriate action and seek support if you find yourself in this position

4. Enhance, and do not inappropriately undermine, public confidence in your own ability, and that of other counsellors and members of other professions

5. Acknowledge the intellectual property and research of others and give due credit to the contributions of others in any collaborative work you undertake

6. Bring any allegation of misconduct by a peer or professional colleague to the attention of those responsible to investigate. Do so without malice and avoid unnecessary breaches of confidentiality. If you are the subject of allegations yourself, take all reasonable steps to assist those charged with the responsibility to investigate.

For The Academy: SPACE, Gail Evans.

Professional Associations

We expect that you will join NCS (National Counselling Society) and suggest you also consider joining BACP (British Association for Counselling & Psychotherapy), at the moment, the largest professional body in this field, (there are others, for example UKCP and the web based www.counselling.ltd.uk). If you are interested in eventually gaining accredited status with NCS or BACP you will need to be a member and we advise you at an early stage to consider your individual career direction and needs in the light of professional body information. BACP has a reduced rate for students and we will provide evidence of your enrolment and references/sponsorship as applicable for either/both bodies.

The professional bodies are a good source of CPD (continuing professional development) events; information, through their websites, journals, newsletters etc.; and professional support.

NCS and BACP have been involved in negotiations with the government over statutory regulation of counselling, so are reliable sources of information about this development in our field, which is likely to affect your future. Whichever professional body you choose to join, it is YOUR organisation and represents you, so don't think of it as 'them'.

Continuing Professional Development

This is a necessity for counsellors and there is an annual requirement for accredited counsellors. We hope you will take opportunities to add to your learning by attending appropriate workshops or conferences. Our Counsellor Development Forum was inaugurated in 2005, by Gail Evans, to offer low-cost support and networking to counsellors, psychotherapists and other interested parties in the region. It meets regularly, with talks, workshops and attendance certificates provided. You are encouraged to attend the talks whilst you are a student - there are a (limited) number of reduced cost places for our students. You will be automatically signed up for the email mailing-list. Information that The Academy receives about other events and job opportunities will be passed to members of this forum.

Personal development and personal counselling

Psychotherapy training traditionally requires that trainees undergo substantial amounts of their own psychotherapy and many counselling courses have similar requirements. It is not an NCS or BACP requirement that courses insist on this, or that counsellors must undergo personal therapy, and some are actively opposed to coercion of trainees. See the NCS and BACP websites for individual accreditation requirements. There is currently no evidence that personal therapy leads to practitioners being more effective,

Our own position is that we believe it is beneficial to understand what it is like to be in the client's position by experiencing therapy at some point. Our experience as tutors is that students who have undertaken therapy often have a keener sense of how vulnerable and exposing it feels to be a client, and have less fear of relational/emotional depth. Therapy can support your personal development and support you when you, inevitably, bump up against unprocessed emotional issues during training. We therefore expect all students who progress to the Diploma to undertake their own individual counselling (as clients), but when they most feel a need to. Some will have such experience before beginning the course. In certain circumstances individuals may be strongly advised, by one of the tutor team, to seek counselling. We ask you to have undertaken at least ten hours of counselling at some point and, towards the end of the course, to write an assignment that reflects on this experience. It is therefore beneficial to record your reactions and reflections on the experience of counselling as soon as possible and if you received counselling some time ago you may prefer to have a more up-to-date opportunity to enable you to do this.

We expect that everyone will gain considerable personal learning within the personal development aspects of the Programme.

Placements, Work-Based Learning and Clinical Supervision

There are two types of placement:

a) **Work-based learning (WBL)** ideally forms part of the Foundation Course experience - where you can practice *counselling skills* (this is not as a counsellor) and develop a feel for an agency and its client group. You are encouraged to find a suitable environment, in discussion with your module tutor, which may be an existing work place or voluntary activity where you can, if possible, complete a minimum of 20 hours of experience. You are encouraged to find proper support, but it is not a requirement that you have clinical supervision, for this activity. WBL continues as part of the Placement experience in the Professional Diploma training.

b) **Counselling Practice Placements** form part of the Diploma experience where you practice counselling in a supported environment. It is a course expectation, in line with most professional body requirements, that you complete a *minimum* number of hours of supervised counselling during your training (currently 100 hours, not including no-shows) before the award can be made. Clinical Supervision is provided as part of the Professional Diploma. You will receive advice and guidance about these matters during the counsellor-qualifying course.

You are also expected to complete at least 50 hours of work-based learning as part of the counsellor-qualifying course. This can include hours completed during the Foundation Course, so it is important to keep a record of these. In this instance WBL includes all activities that support your role in placement, such as induction, meetings, additional training.

More details about Counselling Practice Placements will be provided in the relevant module handbook and you will be given preparation for starting into placement as part of the Diploma course.

<center>Core Theoretical Model: Discussion document</center>

The Academy: SPACE's Core Theoretical Model is an integration of **relational** (primarily Rogers' person-centred approach and Clarkson's relational model) with **social learning and intervention/skills-based** approaches (e.g. Carkhuff, Egan, Lazarus), with the intention of developing responsive and adaptable practitioners, and which includes the importance of feedback in the counselling **and** the training process. This approach is based on a great deal of research evidence that claims the therapeutic relationship may be the most crucial variable in counselling. However, it is arguably **not** sufficient to meet a wide array of client problems (Carkhuff, 1969; Egan, 1994; Lazarus, 1989). Clients have varied goals, attributes, backgrounds, motivation and personal theories and expectations of change, so practitioner-responsiveness to the individual is vital (Cooper 2008, Bohart and Tallman 1999).

In other words, a strong therapeutic alliance is crucial, and our model uses the Core Conditions and other ideas relating to the development of the therapeutic relationship to provide a solid foundation in this area (e.g. Clarkson's five types of relationship, 1995; Feltham, 1999; Yalom, 2003). However, counsellor knowledge, decision-making, skilful interventions and client activity are also crucial. As Carkhuff (1969:116) put it:

> Good human relations are not enough! Even when the core, facilitative, and action-oriented dimensions are present in a helping relationship, the help may be unable to surmount certain difficult problems or to achieve certain goals. Other means are necessary to enable him to resolve his problems or achieve his goals.

To support trainees to identify suitable 'means' the course uses the framework devised by Lazarus (1989) and elaborated by Evans (2013). For a discussion of the 'pure' person-centred approach and how it differs from Egan, Lazarus and others, see Bozarth (1997).

Briefly, the present Core Theoretical Model of this course suggests (following the outline of Dryden, 1996) that:

A. Psychological health is characterised by:
    a. A sense of well being
    b. Resilience
    c. Self-determination
    d. Awareness of and ability to relate to others
    e. Creativity and problem-solving capacities.

B. Psychological disturbance is characterised by:
    a. Self-destructive behaviour, thoughts and feelings
    b. Inability to learn from insight and experience
    c. Vulnerability to depressive, anxious and other disorders
    d. Chronic or acute difficulties in relationships and social activities.

We hold that

1. Human beings are probably basically self-actualising and adaptive: we have inner resources to survive and thrive, and a tendency to grow, develop and manage choice and change.

2. We also have *pre-disposing* factors that may contribute to life-problems: individual emotional, physical and psychological vulnerabilities; powerful inherited biological tendencies (Stevens and Price, 1996); widely varying personal circumstances and life chances. Within these, most strive to survive and develop optimally and pro-socially. Individuals *become* psychologically disturbed due to:
    a. Early deprivation and abuse
    b. Maladaptive family traits
    c. Faulty learning and learning deficits (for example, lifelong irrational and/or anachronistic beliefs or lack of problem-solving knowledge)
    d. Counterproductive habits

e. Repeated and/or overwhelming traumatic life events, damage or conditional acceptance, including emotional, physical and sexual abuse and bullying at key stages of development, as a child or young person and/or in adulthood

3. Psychological disturbances are perpetuated by *maintaining factors* - early and repeated reinforcement (through patterns of relating, life circumstances etc) of, for example:
   a. Poor self-image, sense of helplessness and low mood;
   b. Innate or acquired vulnerability to abuse or conditional acceptance and its long-term effects;
   c. Failure to observe changed circumstances (and hence a tendency to act **as if** a threat is still present when it has long since gone);
   d. Fear of risk-taking and avoidant behaviour;
   e. Sheer habit.

4. To meet changing, and sometimes adverse, circumstances successfully we have to learn, re-learn, unlearn, adapt and compromise when we negotiate with our environment. People *change* for many reasons:
   a. Because circumstances themselves change;
   b. Counterproductive behaviour becomes more painful than the effort and risk involved in trying to change;
   c. Ageing, development and self-reflection present new opportunities and challenges;
   d. Individuals notice that their change/problem-solving efforts to date (including defensive efforts and denial) have failed, and seek others;
   e. New relationships are formed and new learning takes place.

5. The goals of this model are to provide a safe setting and an effective, supportive, appropriately responsive and challenging therapeutic relationship in which the client can engage in personal reflection and necessary new learning can happen.

6. Most clients are suitable for this approach since it:
   a. Begins with collaborative assessment of the client's needs and goals;
   b. Proceeds at a pace suitable for the client;
   c. Utilises interventions deemed likely to best address the client's particular concerns;
   d. Has a built-in concern for realism and referral when indicated.
   e. Clients for whom this approach may be unsuitable include those:
   f. Experiencing severe mental ill health;
   g. Unable to form or endure therapeutic relationships;
   h. Whose problems require highly specialised skills with which the individual counsellor is not equipped.

7. Counsellors most suited for this model of counselling will be:
   a. Able and motivated to reflect on and learn from their own experience;
   b. Able to offer acceptance and genuineness;
   c. Willing to learn to enhance their empathic ability and to vary their relational style and interventions according to clients' needs and in response to invited feedback;
   d. Appreciative of the usefulness of different techniques and able to make discriminating and collaborative decisions as to their use, including with reference to relevant research evidence and the possible need for referral.

8. Counsellors not suited will include those dedicated to one single way of working, over-concerned with certain aspects of clients' lives without good therapeutic reasons and those wanting to produce solutions (take an 'expert' role) *for* their clients.

9. The overall strategy employed in this approach is one of comprehensive, if informal, assessment (initial and ongoing) of clients' problems and their severity, along with a collaborative formulation of interventions most likely to be useful, and whether these are in the helper's/counsellor's repertoire.

10. Therapeutic change in 'ideal' cases will follow the pattern of skilled assessment accompanied by therapeutic conditions and alliance building, leading to identifiable areas for active work towards problem resolution or significant improvement. The change process in this form of counselling is characterised by: reasonably clear contracting (including the temporal dimension); goal setting; in-session and between-session tasks where appropriate; reviewing; relapse anticipation and readiness to make judicious referrals.

11. It may be that for many clients a close and confidential therapeutic relationship is indicated and sufficiently beneficial, but counsellors must be alert to the dangers of dependency and aimlessness and the need for specific skills (e.g. of challenge, goal setting, etc) and where appropriate for specific techniques, such as: assertiveness, relaxation training, cathartic work, etc (Lazarus, 1989; Thompson, 1996).

12. In practice, beginning counsellors are likely to use a modest range of techniques that they have had an opportunity to experience in training (e.g. simple social/life skills training; cathartic interventions; role-play; homework setting; etc), which they will complement and add to through continuing professional development activities.

13. This approach is likely to work well where bonds, goals and tasks (Bordin, 1979) are understood, agreed and worked with. Its limitations may be evident where either the client or counsellor are unable to focus and/or are committed to very long-term counselling with ambitious but ill-defined aims in the area of deep personality change.

14. Inevitably, different tutors will have varying strengths, limitations, experience and interests and you may initially feel confused about how these differences are encompassed in our Core Theoretical Model. It is also acceptable and even healthy to have doubts (Colin Feltham has doubts about the whole core model ideology: Feltham, 1997). We also anticipate that every student will develop differently and you may go on to further training in a particular theoretical specialism - this course and model is a starting point and foundation.

Please note that professional bodies look for evidence that the model permeates the course, that students understand it as a coherent model and that it is delivered coherently by the staff team. In line with the model, the course aims to facilitate good working relationships of trust and challenge and to enable a variety of opportunities for giving us feedback.

For those who find it easier to relate to a diagram a graphical representation of the model, as it relates to the training and course content, appears below.

Colin Feltham (edited and updated by Gail Evans annually – current edition August 2014)

References

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Bozarth, J. (1997) The person-centred approach, In C. Feltham (ed*) Which Psychotherapy?: Leading Exponents Explain their Differences*, London: Sage.
Carkhuff, R.R. (1969) *Helping and Human Relations*, Vol. II Practice and Research, New York: Holt, Rinehart & Winston.
Clarkson, P (1995) *The Therapeutic Relationship.* London: Whurr (see Clarkson and Wilson below for up to date edition)
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Dryden, W (ed) (1996*) Individual Therapy: A Handbook* (3rd edn), London:Sage.
Egan, G (2010) *The Skilled Helper: A Problem Management and Opportunity Development Approach to Helping. 9*th edn. London: Wadsworth
Evans, G (2013 edn) *Counselling Skills for Dummies.* Chichester: Wiley
Feltham, C. (1997) *Challenging the core theoretical model*, Counselling, 8 (2), 117-21.
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Lazarus, A. A. (1989) *The Practice of Multimodal Therapy*, Baltimore, MA: Johns Hopkins University Press.

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Thompson, R.A. (1996) *Counselling Techniques,* Washington, DC: Accelerated.
Yalom, I (2003) *The Gift of Therapy*. Piatkus Books

Other Core Reading

BACP (2009) *Ethical Framework for Good Practice in Counselling and Psychotherapy*. Lutterworth: BACP
Bayne, R and Jinks, G (2010) *How to Survive Counsellor Training*. Basingstoke: Palgrave McMillan
Bond, T (2009) *Standards and Ethics for Counselling in Action*, 3rd edn. London: Sage
Clarkson, P. and Wilson, S. (2003) *The Therapeutic Relationship*, 2nd. edn. Chichester: Wiley Blackwell
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Mearns, D and Thorne, B (2007) *Person-Centred Counselling in Action*. 3rd.edn. London: Sage
Rogers, C. R. (1967) *On Becoming a Person*, London: Constable.

Additional Recommended Reading

De Board, R. (1997) *Counselling for Toads.* London: Routledge For an easy-to-read insight into the purposes and process of therapy.
Dryden, W. (ed.) (1996) *Handbook of Individual Therapy* (3rd Edn.), London: Sage.
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Lago, Colin (2005) *Race, Culture and Counselling: The Ongoing Challenge.* 2nd edn. Buckingham: Open University Press
McLeod, J. (2003) *Doing Counselling Research* (2nd Edn.) London: Sage
Nelson-Jones, R (2007) *Basic Counselling Skills*. 2nd.rev.edn.London: Sage

Journals

The SHU Learning Centres carry the *British Journal of Guidance and Counselling*, *Counselling Psychology Quarterly*, and *Therapy Today* and *CPR* (Journals of the BACP) as well as journals related to clinical psychology. As a member of BACP you will receive copies of *Therapy Today* and *CPR* and have online access to past editions. NCS offers a newsletter.

Websites

These are just some examples of websites.
NB. Be careful to assess, as best you can, a website's credibility. Not everything published online is truthful so you should keep your critical wits about you.

www.nationalcounsellingsociety.org
www.bacp.co.uk
http://scholar.google.co.uk where you can search for relevant articles
https://my.apa.org The American Psychological Association – abstracts of articles
www.ted.com/talks/browse Video-talks on a range of stimulating topics including some relevant to counselling
www.getstable.org Information for clients
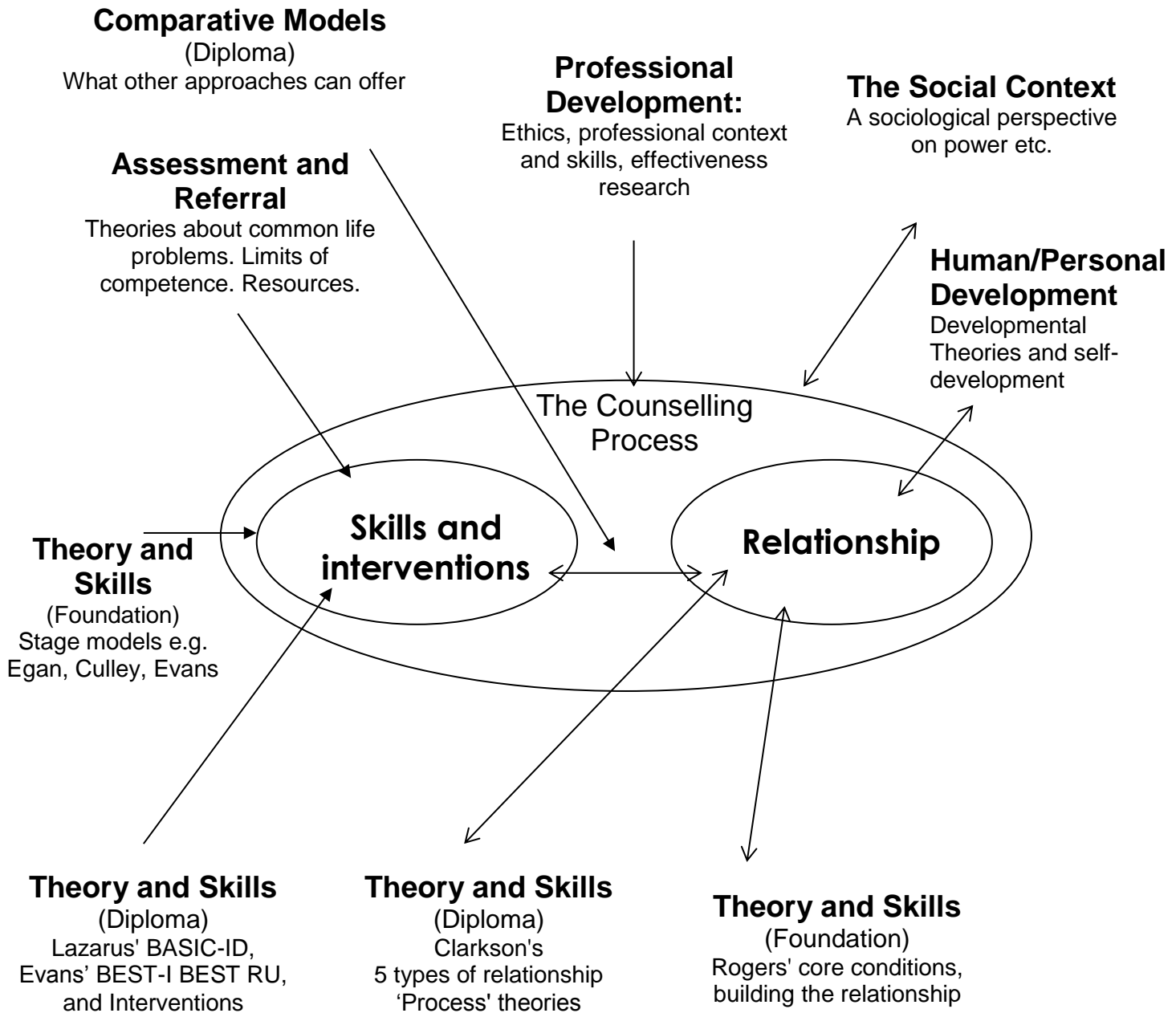http://counsellingresource.com exactly what it says!
www.cetuesday.com news-style website where you can also subscribe to a weekly video
www.youtube.com has many relevant videos (e.g. of Carl Rogers and of or about other theorists and topics)
www.counselling-directory.org.uk a searchable directory of counsellors

The Core Theoretical Model (CTM) Diagram

Showing how the elements of the Programme contribute to the CTM
Most aspects appear to some extent in both the Foundation and Counsellor
Qualifying Courses but are taken wider and deeper at Diploma level.

Comparative Models
(Diploma)
What other approaches can offer

Professional Development:
Ethics, professional context and skills, effectiveness research

The Social Context
A sociological perspective on power etc.

Assessment and Referral
Theories about common life problems. Limits of competence. Resources.

Human/Personal Development
Developmental Theories and self-development

The Counselling Process

Skills and interventions

Relationship

Theory and Skills
(Foundation)
Stage models e.g.
Egan, Culley, Evans

Theory and Skills
(Diploma)
Lazarus' BASIC-ID,
Evans' BEST-I BEST RU,
and Interventions

Theory and Skills
(Diploma)
Clarkson's
5 types of relationship
'Process' theories

Theory and Skills
(Foundation)
Rogers' core conditions,
building the relationship

Assessment and the Awards

Certificates

All Academy: SPACE certificates give details of the completed studies and achievments.

Students who complete a single module will receive a Certificate of Attendance, or an Award Certificate if the assessment has been passed.

Students successfully completing the requirements of all modules of the Foundation course will be awarded the Foundations of Counselling Certificate.

Students successfully completing all the requirements of all modules of the Diploma course will be awarded the NCS Accredited Professional Diploma in Integrative Counselling and Psychotherapy. Students who are unable to complete the course can exit with a lesser award (Certificate or Diploma in Counselling Studies, which are not qualifications to practice).

In exceptional circumstances, any student who gives cause for concern in relation to their personal conduct and professional competency and attitude, as these may affect their ability to practise with integrity as a listening-helper or counsellor, may be asked to account for such concerns as voiced by tutors and/or peers. In very exceptional circumstances a student may be denied progression or the relevant award.

Workload and study

For every hour of class contact, students are normally expected to undertake at least two hours, preferably 3, of directed and self-directed learning. This refers to time spent reading, preparing assignments and engaging in related professional and reflective activities. Our experience is that many people have a limited amount of time and reading is usually the casualty. However, reading of and reflection on books and journals is crucial, so build regular time in your schedule for reading and reflection time, including maintaining a Personal Journal. Study groups and tutorials are intended to support you in your studies.

Assessment

Assessment is both formative and summative. Formative assessment refers to feedback you receive from tutors and peers, and from self-reflection, throughout the course. Summative assessment refers to tutor feedback given on written or similar assignments, usually at the end of each module. Each assignment demands approximately 2,500 - 3000 words or equivalent. Dates for submission of assignments are normally in the calendar for your course and will also be confirmed to you by each module tutor at the beginning of the module.

Assignment Submission

You will be advised of submission dates when you receive module information. Normally a hand-in date approximately two weeks after the end of a module will be set, to give you time to reflect on the learning experience while completing your assignment.

> **Important:**

- If you would find a tutorial helpful make sure to arrange it at the best time to support you and give your tutor plenty of notice.

- If you would like to hand in a draft for comments this must be done 2 weeks before the final submission date to allow the tutor to read and return it and for you to make any alterations. You are only allowed to submit a draft once, although you could use a tutorial to explore tutor feedback if you need further clarification.

- You should refer to this Handbook for information about circumstances in which you can apply for an extension. If you believe you have grounds for an extension you should complete the appropriate form and speak to your module tutor at the earliest opportunity.

- Assignments are normally to be handed in to your tutor during class. If you post your work, make sure you have a receipt of posting and that it is posted to The Academy: SPACE on or before the submission date.

Before submitting any assessment task make sure to check:

a. That you understand what is required of you – if in ANY doubt ask for clarification
b. Essay Writing guidance (in this Handbook)
c. Guidance notes for submitting essays (in this Handbook)
d. Assessment criteria that you have been given by your tutor (normally in your Module Handbook)
e. Any additional specific guidance given by your module tutor
f. Learning Outcomes by Level (in this Handbook)
g. Referencing and Plagiarism guidance (in this Handbook)

It is important that you are aware of the expectations described in these documents.

Submission

All assignments must be handed in to the tutor on or before the due date. If work is posted it must be sent by registered post, postmarked on or before the due date. **It is your responsibility to ensure that your assignment has been received and that you receive confirmation or a receipt**. You should always keep a copy yourself. Generally a hard copy is requested but on occasion an electronic copy may be submitted by prior agreement with your tutor. A sample of students may be asked to submit a second copy electronically for our records.

Return of assignments

You will normally have assignments returned in class, unless the course has finished. In this case you will be informed when you may collect assignments from The Academy: S.P.A.C.E.. If you prefer the assignment to be posted to you, you must provide an addressed envelope with the appropriate postage stamps when you submit the assignment. Our aim is to have assignments available to return within 4 weeks of submission. Often they are returned earlier, but circumstances can delay return on occasion.

Marking

About 20% of the marked assignments will normally be second-marked for moderation purposes. Assignments are marked on a pass/refer/fail basis and returned with written feedback and an indication of the level at which you are performing. If you do not pass you are normally referred and given another opportunity to submit. If you do not pass a second time the module is considered failed and a period of re-attendance may be advisable or required prior to further resubmission.

Extensions

When you enrol on a course you are expected to take account of normal life circumstances and plan accordingly, so that you make time to study and to complete assignments and to organise yourself to submit on time. However, we do recognise that, particularly as mature students, you may have commitments and responsibilities that can throw up unexpected barriers. When such unexpected circumstances arise you should discuss this with your tutor at the earliest opportunity.

The Academy: SPACE has to strike a balance between responding sensitively to an individual's circumstances and treating students equitably by not unfairly favouring any one student over others. If you do not submit an assignment by the deadline without a valid reason and permission you will be recorded as having been referred in that module and will have one further opportunity to submit the work.

There are three types of extension:

Very Short Extensions: The circumstances that would lead to a request for a very short extension (normally 24 hours, and no more than 48 hours) include things like sudden illness, technology failures or unexpected employment demands which prevent submission that day. If you believe you have a valid reason, you should initially discuss this with your tutor (or if not available the Administrator or Programme Leader) and agree a hand-in time, and complete an Exceptional Extension (EE) to be included with your assignment.

Short Extension: The circumstances that are likely to lead to a request for a short extension are sudden illness or unexpected employment or family demands of more than 48 hours duration. You should discuss this with your tutor at the earliest opportunity and complete an Exceptional Extension (EE) Form, which must be approved by your tutor, or the Programme Leader (via admin), who may ask to see work you have done towards the assignment (notes, draft) in order to grant an extension. You may be asked to provide some proof of the circumstances leading to the request. The EE should be negotiated at least **24 hours before the coursework deadline** and the form should be submitted with your work**.**

If we have agreed that you have a condition or circumstances that mean you need additional time for course work/assignments and you are unable to submit your completed coursework by your original deadline date you should negotiate a new deadline date with your Module Tutor *at least 24 hours before the original deadline.* Such deadline extensions are normally up to 2 working weeks maximum.

For longer extensions you should notify your tutor, complete the EE form and submit it to the Programme Director (via admin) who will discuss it with your tutor. You need to demonstrate and provide documentation to explain absence, failure to submit work, or poor performance due to circumstances that are over and above the normal difficulties experienced in life. Where EEs are accepted this will normally allow you to submit the piece of coursework at a new deadline date. Work cannot be marked more favourably because an EE has been accepted.

It is recommended that you retain a copy of your work and that you continue working on it while you await a decision.

Module Attendance Record

Please keep a record of your attendance at each session of each module and submit with the relevant assignment (copy this page for each module)

Your name	
Module Title	
Dates	Attended (✓) or reason for non-attendance

Assignment Submission Form/Cover Sheet

This form *must* be completed and attached to your submitted work

Name	
Module Title	
Module Tutor	
Normal Submission Date	
Agreed Extended Submission Date *(where applicable)*	
Declaration:	To the best of my knowledge the content of this assignment is my own work and without plagiarism. Where work has been done in collaboration with others or draws on the work of others this is appropriately acknowledged.
Signature	

The Academy

SHEFFIELD PSYCHOTHERAPY AND COUNSELLING EDUCATION

ASSIGNMENT EXTENSION REQUEST FORM

You are expected to plan and organise your studies so you can complete assignments by the due date under normal circumstances. It is understood that mature part-time students in particular may be subject to unexpected obstacles. There are three types of Extension you may apply for when you have such exceptional circumstances:

1. If you have an unexpected emergency or exceptional reason for not being able to submit the assignment on the due date you can ask for a **Very Short Extension** (24-48 hours). You should contact whichever person you can from the following (in order of preference):

   a. Module Tutor
   b. Administrator
   c. Programme Director.

You must gain agreement and an alternative date for submission and complete this form (take a photocopy) to include with your assignment.

2. **Short Extentions** may normally be granted for up to two weeks with tutor agreement. You will normally be expected to show some evidence that you have already been working on the assignment and where possible documentary evidence of why you need such an extension. You must apply for a short extension by completing and submitting this form *at least 24 hours before* the assignment deadline. Supporting material can arrive later if necessary.

3. Requests for **Longer Extensions,** which should only be applied for in very exceptional circumstances, are to be agreed with the Programme Director and *must* include documentary evidence.

Name: **Module:**

Hand In Date: **Module Tutor:**

Extension Applied For:

☐ **Very Short Extension. Agreed By: …………………………………. New Date Agreed with Tutor:**
                                         (Tutor signature)   _ __ / ___ / _____

☐ **Short Extension. Agreed By: ……………………………………… New Date Agreed with Tutor:**
                                         (Tutor signature)   _ __ / ___ / _____

☐ **Longer Extension. Agreed By: …………………………………… New Date Granted:**
                                         (Programme Leader   _ __ / ___ / _____

Please detail the reasons for request overleaf.

Writing Essays

These are brief notes on the "accepted" wisdom of experienced educators – a distillation of advice given in study skills books.

Essays present opportunities for students to express their grasp of facts, ideas or concepts and often provide scope for demonstrating analytical skills and independent thinking. The reader usually expects to find evidence in the essay of breadth of reading and likes clear presentation using accepted conventions of English grammar and spelling.

1. Start thinking about the essay early.

2. Carefully examine the precise wording of the assignment description, noting the use of words such as "discuss", "examine", "analyse" and "explain". Decide on the nature and scope of the essay and take into account the suggested length. Judge whether it is appropriate to include personal ideas or experiences.

3. Jot down a few points that you might cover (your list may be revised in light of reading or discussion with peers or in class). These points act as a focus for future thought.

4. Collect material; read recommended references first, then browse through other relevant books in the library if time allows. Take notes, remembering the focus of the essay. Find a note-taking style that suits you – for example you may find spider diagrams, series of boxes, record cards or post-its help you connect similar ideas. Record your sources carefully including the full title of the source, author(s) names, date of publication and publisher, page numbers for any quotes. **Do not plagiarise.** If after reading the plagiarism and cheating guidelines below you do not understand fully what this means make sure you find out by speaking to a tutor.

5. Sketch an outline with points arranged in logical order. This is where ideas on post-its or cards can be helpful as you can shuffle them around on a work-surface until you find a good sequence. If quotations are appropriate, work out where they might fit in best. Always link quotations into your text, do not stick a quote in without commenting on it in some way (e.g. your reason for including it).

6. Start writing considering the framework:

(a) **Introduction**
Set the scene: include for example, statements of why the subject is important, how you interpret the question, what aspects of the topics will be concentrated on and why and the order in which you will discuss them. This is orientating your reader and helping them to understand what you intend to say.

(b) **Main Text**
Develop the theme: include the sequence of your main points, arguments or ideas supported by facts, examples or illustrations from the literature and/or your own experience as appropriate. This is where you can include some critique of information you have found.

(c) **Conclusion**
Tie up loose ends: include a summary of your principal points, or a definite or tentative answer to any question that was asked in the assignment brief. This is not the point to introduce new ideas or arguments apart from informing the reader of other questions, wider implications or future trends. You may include awareness of the shortcomings in what you have written – for example that you have possible bias or not enough evidence etc.

7. Take care with style and presentation. Spelling and grammar should follow accepted conventions (use your spell check for *English* English and make sure you spell **counselling** and **counsellor** correctly! Use clear, unambiguous sentences of varying length, avoiding very long complex sentences. A general rule of thumb is one idea per paragraph so paragraphs are not too long. Maintain interest by varying your vocabulary and sentence structure. Be wary of using words whose meaning is not clear to you and try to avoid repetition of ideas or of words in close proximity. Define words which have a special

meaning in your subject. If there is limited evidence for a position or stance on a topic state your conclusions tentatively. Be wary of generalisations - if you make an assertion then use 'because' and justify what you state.

8. Keep to the point. Read through the first draft carefully and in your second draft reorganise material, expanding certain points and deleting others which now seem repetitious or irrelevant. A good essay may only emerge after three or more draft versions. Allow yourself time for reflection between drafts of your essay.

9. Check the length of your essay; too little or too much may be penalised.

10. State the sources of information or quotations accurately. Various styles of reporting references are acceptable. See 'Plagiarism Guidelines"

11. Hand in the essay on time. Alert the tutor to any genuine problems.

<u>Note</u>

1. There is no perfect assignment/essay (or perfect style) but you should keep your audience in mind and the type of assignment. There is often room for manoeuvre in constructing an assignment; how much depends on the subject and tutor concerned. If in doubt consult your tutor e.g. about how formal or informal it needs to be; what the balance should be between academic and personal/reflective.

2. Some good essay writers do not respond to some of the advice given above, for example they do not make plans. They write creatively and intuitively, developing ideas as they go along. A plan may be there but nowhere has it been articulated. Most students however seem to find jotting down a logical sequence of points a useful starting strategy.

<u>Suggested Reading</u>

Latto, J. and Latto, R. (2008) *Study Skills for Psychology Students*. Maidenhead: Open University Press
Macmillan, M. & Clark, D. (1998) *Learning and Writing in Counselling.* London: Sage.
Sanders, P. (2003) *Step into Study Counselling.* Ross-on-Wye: PCCS
Ward, L.J. (2005) *English Grammar for Dummies.* Chichester: Wiley

Gail Evans September 2011 - Adapted from guidelines written by Stuart Trickey and Jaquie Daniels

LEARNING OUTCOMES BY LEVEL

In each box the general expectations that universities have for that academic level are shown. Following these general expectations is an indication of what this means for the study of counselling with The Academy: SPACE.

Level 4 – equivalent of first year of a f/t undergraduate degree (Foundation)

You will be able to (general expectations):

1. Demonstrate a knowledge of the basic vocabulary and/or skills relating to the area of study;
2. Describe relevant professional problems in a clear and insightful way;
3. Present material clearly and accurately and according to accepted academic conventions;
4. Undertake learning tasks with some guidance;
5. Apply the knowledge and/or skills you have developed appropriately to your own situation.

You will gain (as relevant to counselling):
a. Familiarity with counselling terms and terminology used in certain related areas.
b. A framework to understand the skills involved in active listening
c. A basic understanding of the range of problems that lead people to seek help with some insight into how they may be helped appropriately.
d. Opportunities to practice applying knowledge, skills and reflexivity to situations under the guidance of the tutor within the classroom.
e. Encouragement to apply new learning to situations outside the classroom to integrate learning.
f. Skills to write about your learning, and present it in other ways, within normal academic conventions and with clarity and accuracy, for example by use of relevant texts properly referenced.

Level 5 - equivalent of second year of a f/t undergraduate degree (Professional Diploma Year 1)

In addition to the requirements of Level 4, you will be able to (general expectations):

1. Demonstrate a familiarity with the major conceptual framework relating to the area of study;
2. Analyse relevant professional problems using given framework;
3. Present material in ways which communicate clearly to a professional audience;
4. Undertake learning tasks with a degree of independence;
5. Apply the knowledge, understanding and/or skills which you have developed appropriately in a number of specified situations.

You will gain (as relevant to counselling):
a. More detailed knowledge of the Core Theoretical Model of the course and related theories.
b. The ability to reflect on, and analyse, your practice in relation to the CTM and evaluate your own progress.
c. Practice at making presentations of material you have independently researched to your peers.
d. Opportunities to develop your writing skills, particularly the mix of academic and personal reflection and reflexivity required for some analyses of your work.
e. Experience at engaging in skills practice in small groups involving detailed observation and the giving and receiving of sophisticated feedback.

Level 6 equivalent of third year of a f/t undergraduate degree (Professional Diploma Year 2)

In addition to the requirements of Level 5, you will be able to (general expectations):

1. Demonstrate a critical understanding of the major theories relating to the area of study;
2. Present arguments and analysis which incorporates ideas from a range of sources and draw reasoned conclusions from these;
3. Present material appropriately for an academic audience;
4. Develop and implement independent strategies to enhance your own learning and negotiate learning tasks with others;
5. Apply the knowledge, understanding and/or skills that you have developed, appropriately, in a variety of complex situations.

You will gain (as relevant to counselling):
a. The knowledge and skills to apply a reasoned and comparative critique to relevant theory, including with reference to appropriate research in the counselling field.
b. Academic, writing and presentational skills to support the ability to research and present material for a relevant professional and/or academic audience both in class and in Counselling Practice Placement, as well as employment.
c. Reflexive and feedback skills that underpin the ability to self-direct and to contribute to the development of peers in counselling practice sessions and clinical supervision.
d. Knowledge, awareness and skills to underpin engagement in a Counselling Practice Placement and employment.

Level M is postgraduate – e.g. Postgraduate Certificate level (Professional Diploma Year 3)

In addition to the requirements of Level 6, the programme member will be able to (general expectations):

1. Place his or her critical understanding of theory and practice within a wider context of the range of practices and current debates in the area of study;
2. Demonstrate the achievement of a personal synthesis of ideas based on study, reflection and experience;
3. Present material with some sophistication and originality;
4. Take full responsibility for his or her own learning;
5. Demonstrate how the knowledge, understanding and/or skills he or she has developed can contribute to improved practice through a continuous process of critical reflection and consequent action.

You will gain (as relevant to counselling):
a. Knowledge about current issues and controversies in the field of counselling and psychotherapy, and be encouraged to actively participate in, and contribute to, the profession.
b. Critical awareness of comparative counselling theory/models
c. Knowledge and skills to begin to give a coherent account of your personal integration of theory, grounded in practice.
d. Advanced skills in a variety of media to present the outcomes of your researches and ideas.
e. Through your work-based learning logs, Clinical Supervision, and various assignments, the ability to reflect on your development and define your future developmental needs, making appropriate plans to meet these.
f. Through Clinical Supervision in particular, you will be supported to develop your honest appraisal of your progress in professional practice; the ability to use consultation productively to explore and critically examine your work with clients to refine your knowledge, understanding, personal awareness and clinical and professional skills.

Definitions

Cheating refers to actions undertaken to gain unfair advantage over fellow students and/or to deceive tutors about your work. As probity and ethical behaviour is particularly expected of students undertaking counselling training it is considered important that you also behave ethically in the academic arena. The Academy does not condone cheating because, as part of an academic and professional community, such actions damage trust. We want the quality and standards of our courses to be accepted in this community and this is undermined by cheating.

Sometimes students cheat unintentionally, by plagiarising through ignorance. We expect you to make yourself aware of the ways in which you may unintentionally plagiarise. Plagiarism is a form of cheating which is described below along with some advice about how to avoid accusations of cheating and being taken through academic misconduct procedures.

Examples of Cheating

Plagiarism: Making someone else's work appear to be your own is known as plagiarism. It refers to using other people's ideas, writings, thoughts etc *as if they were your own* because you either deliberately or unintentionally do not give proper acknowledgement.

Some examples and forms of plagiarism

- Copying extensive extracts (or even whole pieces of work) from someone else's work, such as published articles, chapters from books, sections of websites. This may be called *complete plagiarism* and includes copying the work of another student (whether from your own course or other sources)

- Using quotes from someone else's work without using quotation marks or acknowledgement of the source of the quote *(partial plagiarism)*

- Using another person's ideas without properly acknowledging their authorship and/or source, such that you seem to suggest they are your own ideas *(partial plagiarism)*
- Slightly changing the order or a few words of someone else's work, perhaps as part of a summary, and which lacks acknowledgement of where these words and ideas have come from *(partial plagiarism)*
- Using any of your own material that has been produced for a previous piece of work (unless it is a resubmission) is also considered a form of plagiarism *(self plagiarism or duplication)*
- Submitting work undertaken with others as if it were your own or for them to submit as if it was their own work, and without acknowledgement, is known as *collusion*

  If collusion is suspected and if after investigation it cannot be established which individual(s) is/are responsible, all students involved will be deemed responsible i.e. the whole group, provided there is sufficient evidence to substantiate the allegations on the balance of probability.

- Copying material in full or part, without proper referencing, from any of the following sources is considered as plagiarism:

- another student's work
- books
- magazines, newspapers & journals
- videos, TV and radio programmes
- material on computer disks or the internet
- any other published source

- *Falsifying data***:** this is where a student presents data in projects, dissertations, etc based on experimental/ experiential work which the student claims to have carried out but which he/she has invented or obtained by unfair means.
- *Dishonest practice***:** this covers any form of dishonest practice not specifically identified by the above definitions, eg actual or attempted bribery, making false declarations to receive special consideration

How to avoid plagiarism

There is an accepted format for referring to sources which have informed your work, known as ***Referencing***.   For example, when you copy a quotation during your reading make sure that you also note its exact source including:

- author
- article or journal title
- book title,
- place of publication publisher
- page number/s
- videos, TV and radio programmes
- year of publication

When you use a quotation in your coursework make sure that you put it in inverted commas and, if it is a lengthy quotation, indent it so that it appears separate from your own words.

Correct referencing or citing other sources is not just about avoiding allegations of plagiarism. It serves a number of functions relating to your learning which include:

- o Giving authority to your work, supporting the point you are making or adding weight to your argument.
- o Demonstrating your understanding of a particular issue; recognising the significance of other people's views increases that of your own.

What is the difference between plagiarising and quoting?

- o You can summarise in your own words what somebody else has written, providing you reference it (materials on 'Referencing' will follow)
- o You can repeat a small section of what somebody has written, providing it is presented in quotation marks and referenced, or you can reproduce a visual such as a diagram providing you reference it.
- o You must **not** use somebody else's work (including anything you find on the Internet) and put it into your work without referencing it.
- o 'Cheating' is copying another student's words or ideas when the assignment should be your own individual work.

Here are examples and references provided by Sue Drew (2000) to illustrate some of the points made.

These examples are not plagiarism. **These examples show how you should refer to somebody else's work in your text.**	Example 1 "There is the view that the world and its economy is changing rapidly, and that a nation's success is dependent on individuals who are flexible, able to continue to learn and have skills which are transferable between situations." (Drew, 1998:15) Example 2 Drew (1998) suggests that one underlying assumption behind the key skills movement is that, in a world where there is rapid change, a nation's economy depends on the skills of individuals.
These examples are not acceptable. They are bad practice. This is plagiarism. **Example 1 uses somebody else's exact words without giving a reference or using inverted commas.** **Example 2 uses somebody else's ideas, even though the words have been changed, without referencing those ideas.** **In both cases the writer has made it look as if somebody else's ideas or words are their own.**	Example 1 There is the view that the world and its economy is changing rapidly, and that a nation's success is dependent on individuals who are flexible, able to continue to learn and have skills which are transferable between situations. Example 2 One underlying assumption behind the key skills movement is that, in a world where there is rapid change, a nation's economy depends on the skills of individuals.
This is a borderline example. **The original author is mentioned, but it is not clear exactly which part of the text is based on what that author said. The reader might think that only the last sentence refers to what Drew said, but in fact the second sentence was also drawn from Drew.** **It is not a bad case of plagiarism, but it isn't good practice.**	Example There are a number of reasons why key skills have been seen as important by successive governments. The world's economy changes quickly nowadays, and a nation's success depends on flexible individuals who have transferable skills and can learn throughout life. HE is expensive and it needs to justify that expense by developing individuals' skills to contribute to the economy (Drew, 1998).

References

Drew, Sue, (1998) *Key Skills in Higher Education:Background and Rationale.* SEDA Special No 6, SEDA.
Carroll, Jude, (2000). 'Academic Dishonesty and the Internet' in *'Reaching Out' SEDA Spring Conference 2000*, SEDA.

Referencing – A Practical Guide for Students of Counselling

This section is designed to help you:

- **Refer to resources you have used within an assignment**
- **Write a bibliography or reference list (both terms will be used interchangeably)**

There are two main methods of referencing used in texts. I aim to demonstrate only one method here, called the Harvard method which is recommended practice on the majority of Higher Education counselling courses. The rule to remember is that whatever you do, it is important to be **consistent** throughout your written text. Also, you are strongly advised to develop the habit of keeping detailed records of the sources you use in your research, and to do this **at the time that you use them.**

Citing References

Referring to someone else's work in your own work is known as "citing" that work. How to cite (making a link to a reference in your bibliography) is described below.

When you refer to someone else's work or ideas in the body of your own piece of work, this can be acknowledged by quoting the author's last name (family name) and date of the work in brackets, in your text:

e.g. In a recent study (Gibbs, 1992), it is argued...

This leads the reader to the bibliography or list or references where the full reference appears; and this is located at the end of your work.

Citation, Bibliography and Reference List

What does 'citation' mean?	Referring to somebody else's work (eg *to a publication*) in your own work (eg *in an assignment*) is known as 'citing' that work. The reference you make to that item in your own work (eg *in your own text*) is known as a 'citation'.
What is a 'list of references'?	When you cite (refer to) somebody else's work (eg *a publication*) in your work, you must then give details in a list which allow somebody else to find it. This is known as a list of references i.e. the total list of all works cited or referred to in your work. The list is organised according to the Harvard method of citation. This 'method of citation' enables you to make a link between the mention (citation) you have made to somebody else's work in your text and the details of that work given in the list at the end of your work.

What is a 'bibliography'?	A bibliography is the total list of all works cited/referred to in your work and also all the works consulted as part of the preparation for your work. It is to be found at the end of your work.
When do you use a 'list of references'? **When do you use a bibliography?**	The difference between the two is very subtle. Normally, you use one or the other. There may be requirements for a piece of work which tells you which one to use. Sometimes for a long piece of work, e.g. a dissertation, you may be asked to include both. This is rarer these days. Give your list a heading to make it clear what it contains i.e. either 'References' or 'Bibliography'. However, check with your tutor. For example, for undergraduate work generally, we tend to ask you for just one list of sources you have referred to help you write your assignment. But then we ask you to refer to all your reading in the text to demonstrate that you have used the material and (hopefully) understood it. Theoretically, this is a list of references, but your tutor might be asking you for the same thing, but calling it a bibliography. So, the lesson is, don't worry too much about the difference but take advice from your tutor. To get you used to both, the terms reference list and bibliography are used here throughout.

Quotations

You MUST give a citation (or reference) for all quotations. Quotations must always appear within quotation marks. You can use single (') or double (") quotation marks. Whatever you do, however, you need to be consistent throughout. References can appear in the text before or after quotations by putting the author's surname, the date of publication and the page number in brackets. For example,

Sanders and Wills (1999:120) note that within the cognitive model, there has been a growing move towards 'how to use the relationship as an active ingredient in therapy.'

Note that it is only the surname that is used. It is unnecessary to incorporate the first name or initials when citing authors. Short quotations like this one can be incorporated within the text. Please bear in mind that quotations don't usually go in italics. They are used here to highlight examples, those which introduce the quotation and those that cite the quotation.

For quotations, journals are referenced in exactly the same way as books, with the author's family name, date of publication and page number. If the quotation is longer than a few words, it should be indented; i.e. the quotation should start about 1 inch and finish about 1 inch further in from the margin, as follows:

Rogers (1986:25) suggests, in contrast to some fairly well-worn assumptions made by many mature students, and some teachers that:

> *'...adult student participants have not stopped growing or developing.*
> *They are not at a static period in their lives, a plateau between the growth stages of youth and the declining stage of old age; they are still people on the move.'*

You might have noticed here that the quotation did not start at the beginning of a sentence. Many people mistakenly believe that they have to quote the whole paragraph or a number of sentences when only a small part of it is appropriate to their topic. This is not the case! Three dots (...) make a lot of difference. Note the example.

Drug abuse and social issues cannot be separated:

> *'...1) it is illogical to expect to see healthy drug use in a culture that is intrinsically unhealthy; 2) a society - and here I repeat myself - that trains its young people to believe that drugs can solve their physical and emotional ills should not be amazed when those same young people subsequently choose to self administer.' (Tyler, 1997:9)*

You don't need to make the number of dots equivalent to the number of words or sentences missed out. The rule, as always with referencing, is to be consistent. Remember, for example, to use the same number of dots. Three dots are most commonly used.

Have you noticed anything different about how the above quotation was referenced? The reference (ie the author and date of publication) came **after** the quotation. This time the author's name is included **within** the bracket. As noted before, you can include the reference before or after the quotation   It is important, if you don't have the author's name within the text, to ensure that you include it within the bracket.

Newspapers can seem to present a problem, but they don't have to. If there is a named author, then your quotation will be referenced in the same as any other reference.

David Norman, one of Britain's leading recruiters, outlines his views on the difficulty Britain has with the concept of success:

> *'One of the things that always distresses me is the British inclination to denigrate success....We're very good at it. It's fashionable to be satirical about success, and also to be forever admiring of the gifted amateur, who doesn't appear to have to apply his talent too strongly to be a success. I admire more the American attitude, which is just to encourage talent for all its worth.' (Ashworth, 1995:27)*

If there is no cited author, then the reference for the above, for example, would have been, (**The Times**, Dec 2, 1995:27), or **The Times**, (Dec 2, 1995:27).

You might occasionally notice some Latin creeping in to the text in references - **'et al'**. It means 'and others'. As a short cut, when referring to a book with three or more authors, rather than writing all names each time you refer to the book, you only need to write one name 'et al' in the text but ensure that you write all the names in the bibliography or references list**.** If a book has an **editor**, indicate this by putting (ed.) or (eds.) after the name(s).

All texts used **must** be fully referenced within the bibliography at the end of your assignment. You might also notice two other Latin phrases, '**op. cit'**. and '**ibid'.** These are mainly used to demonstrate a repeat of a name or title used previously. This is lazy referencing and they should not be used, either in your text or in your reference list.

Important arguments or ideas: Referring to the work of others in your work

If you are summarising someone's argument or idea within your assignment, even though you are not quoting her/him, you still need to cite or reference your source. For this you only need to cite the author and date, not the page number.

The following examples all show how you refer to somebody else's work in your own work. They all use the Harvard system.

Advice	Example
If you describe what somebody else has said using your own words, you give the author's last name and the year of publication in brackets.	In a recent study (Drew, 1998), it is described as...
If the author's name occurs naturally in the sentence, the year only is given in brackets	Drew (1998) believes that students' perceptions ......
When the same author has published more than one cited item in the same year, these are shown by adding lower case letters (e.g. *a,b,c, etc.*) after the year and within the same brackets (in your list of references you use the same letter to differentiate the two).	Drew (1998a) believes students' perceptions... In further study (Drew 1998b), it was stated that...
Page numbers must be given if you use a direct quotation in your text (i.e. you repeat exactly what the author said) or if you reference to a particular item (e.g. *a table or diagram*).	Drew (1998b:13) states that "graduate employment remained buoyant in the 1960s..."
If there are two authors, the last names of both should be given before the date.	Bingham and Drew (1999) consider that...
If there are more than two authors, the last name of the first one only should be given, followed by 'et al.'	Collinson et al. (1992) confirm that ...
If the name of the author is not given put 'Anon' in place of the author's name	Elsewhere (Anon,1999) it is shown that... (NB. You should only do this if the author's name is not given, not just because you haven't managed to find out who it is! eg if you have referred to a newspaper item and you know the data and name of the newspaper but not the actual author of the item.)
If you refer to a film in your text ou give the title of the film and date (rather than the author/director)	In this film (A bout de soufflé, 1959)....

What follows are some more examples. Please note, italics are used here to differentiate the examples used from the rest of this text. There is no need to italicise your text.

Davies (1997) notes the importance of our need to find the words to explain our over-indulgence in some activity which is to the detriment of health, family, friends, and work.

The reader can then find the full reference at the end of the text, in the bibliography or reference list. Remember, you are not copying, but summarising or referring to someone else's argument or idea. Here are two ways of referring to the same point.
It has been suggested (Cross and Papadoupolos, 2001) that it is not enough to take a course to become a counsellor. That is not sufficient. They assert that it is a process of personal and professional development which is reflective and ongoing.

It has been suggested by Cross and Papadoupolos (2001), in discussing the route to becoming a counsellor, that a process of ongoing and reflective personal and professional development is required in addition to taking a course.

It is important to get the balance between what you want to say in your work and what other people say. Use their work to *support* what *you* want to say, not the other way round. You might want to disagree with what someone else says or explore whether what they say is true or valid, using your own experience. Remember, just because she or he is in print, doesn't mean that he or she is right all the time!! Think of a film review in your local paper, for example, I am sure you will disagree with the reviewer on more than one occasion! Let the reader know what you think in relation to the references you're using.

You can use a mixture of a summary and a quotation, in which case, it's important to also include the page number of the quotation.

MacMillan and Clark (1998:74) in their book applying study skills to the counselling context, emphasise the difficulties inherent in writing assignments on counselling courses:

> *'Members of counselling training courses cannot even take refuge in turning out 'objective' academic work, for oneself and one's own experience are often the very stuff of the writing. Thus even those people who find that writing comes easily to them may have to adjust either to writing more personally (if their previous experience has been largely academic) or to writing not only personally but also in a way that fulfils the academic requirements of the course.'*

The first sentence represents the summary and the indented sentence is the quotation. In terms of length, it is useful to consider this as about the maximum. If you find you want to use a longer quotation, you really need to be summarising the argument or discussion presented. If this were an assignment, the next step following the quotation above would be to see if you could apply the reference, which represents your reading, to your own experience or relate it to your own thinking on the topic, demonstrating how it has confirmed or expanded your own ideas.

The Bibliography or Reference List

References should be listed alphabetically at the end of your essay. The **author's family name** comes first, followed by the initials of all known first names, and avoid the habit of giving only one initial where there are more - 'Smith J' for example, is not a barrel of laughs to retrace in a library catalogue!. Then comes the **date** (year) of publication in brackets. Then the **title** underlined, or, if you are word-processing, you can put the title in *italics* or in **bold.** (Usually italics rather than bold). Again, the rule is to be consistent. Finally it is good practice to give the **place of publication** before the **publisher's name**. It is essential to write your bibliography or reference list in alphabetical order. Examples are given in the bibliography at the end of this text.

Journal articles are similar to references to books. With journals, like books, the name of the journal is put in italics or bold. It is a common mistake to underline the journal article rather than the title of the journal. Page numbers should also be included. Have a look at these:

Schwartz, H R. (1985) 'The Usefulness of Myth and the Myth of Usefulness' ***Journal of Management****, 11(2): 31 - 42.*

The number 11 refers to the volume in which the article is found, and 2 refers to the number of the journal. 31-42 refer to the page numbers.

Marston, A R. (1968) 'Dealing with low self-confidence' ***Educational Research****, 10 (2): 134-138*

The number 10 refers to the volume in which the article is found, and 2 refers to the issue number of the journal. 134-138 refer to the page numbers. Newspaper articles are similar where there is a cited author; the name of the newspaper is underlined or put in italics or bold, just like the title of a journal or book.

If an author has published more than one work in a year, in order to differentiate them, you insert a small letter eg a, b, after the date of publication to the reference in your reference list. In your text, the only difference between this source and any other, is the additional small letter eg a, b.

DREW, S. (1998a), 'Students' perceptions of their learning outcomes', in Teaching in Higher Education, 3(2):197 - 217.
DREW, S, (1998b), Key Skills in Higher Education: Background and Rationale, London: SEDA Special No. 6. SEDA

Also note that some USA conventions/spellings are different. Usually, when referring to US text, you include city and state (abbreviated), e.g. San Francisco, CA: Jossey Bass. (CA = California)

Edited books are books which include a number of chapters, often written by different authors. In that way, they are similar to journals. You can reference the whole book in the bibliography, in which case you need to show it is edited by including ed in brackets after the date or you can reference a chapter in the book. Note the following:

Feltham, C. (ed) (1999) **Understanding the Counselling Relationship**. *London: Sage.*

This is the whole edited book, and, as you can see, the only difference from other book references is (ed). Sometimes you will see 'ed' or 'eds.' written with a full stop after it. Unless there are clearly defined rules, as there are for publication, it doesn't really matter. The only important thing is to ensure that, throughout your bibliography, you are consistent.

Sanders, D and Wills, F. (1999) 'The Therapeutic Relationship in Cognitive in C. Feltham (ed.), **Understanding the Counselling Relationship.** *London: Sage, pp120-139.*

BUSCOMBE, Edward (1981).' Ideas of authorship'. In: CAUGHIE, John (ed.). **Theories of authorship: a reader.** London: Routledge & Kegan in association with the British Film Institute, pp22-34.

The above are **chapters from edited books**. Just like a journal article, the chapter is in a single quotation mark and the title of the book is underlined, just as the title of the journal would be. The date always follows the name/s of the author/s, whatever the source.

You should always reference the **version** of an item that you actually used. For example, the chapter by BUSCOMBE has also appeared as a journal article, but the reference should be to the version you used.

The book or journal title is usually differentiated from the rest of the reference by being in bold or italics, (more likely bold). Obviously when handwriting, whilst taking notes, for example, you will need to underline. Whatever you use, remember to be consistent. Please note the punctuation used in referencing in the text and in the bibliography. It is important.

Bear in mind that when you come to publish your work editors may ask you to use punctuation in a particular way, e.g. to write titles in capitals. Each publisher will have its own idiosyncrasies

(cont'd)

Other Sources

Electronic sources

Referencing electronic sources is not as easy as it might be. Look for and provide as much of the information recommended below as you can.

a) Information databases

You will most likely use complete articles from web based information databases. Include: author, date, title of article, [format of material], *journal/newspaper title*, **volume**, issue number and page number(s), date you accessed the material (remember that a website can be updated at any time so you need to indicate exactly when you used it) and location (URL - Uniform Resource Locator / the address of the website)

DIXON, David R. (1999). The behavioural side of information technology. [online]. *International journal of medical informatics*, **56**(1-3), 117-23. Article from ScienceDirect last accessed on 12 January 2000 at URL: http://www.sciencedirect.com/

When referencing an **abstract** (summary of an article) where you have not used the full text/complete article version, follow as above but replacing "Article " with "Abstract no. xxxxx" where this information is available. e.g.:

ADAR, E. et al. (2003). Shock: aggregating information while preserving privacy. [online]. *Information systems frontiers*, **5**(1), 15-28. Abstract no. 7728306 from INSPEC last accessed on 22 September 2003 at URL: http://www/engineeringvillage2.org/

For a newspaper or any other complete article taken from a CD-ROM you need to give: author, date, title of article, [format of material], *journal/newspaper title*, **volume**, issue number and page numbers(s).

MAITLAND, A. (1996). Retailers balk at BSE-free beef plan. [CD-ROM], *Financial Times*, 28 August, 8.

You may find that some databases only give you the abbreviated title of the journal, but when you write your bibliography you need to make sure you reference the full title.

b) Other websites

Give: author, date, title, [format of material], date you accessed the material and location (URL).

MARKS and SPENCER (2000). *Annual report 1998/99.* [online]. Last accessed on 16 April 2000 at URL: http://www-marks-and-spencer.co.uk/

c) E-Mail correspondence

Provide: author, date, *title of message*, [format of material], recipient's name, date sent, date cited, availability (i.e. e-mail list taken from or correspondence address or recipient's email address - if personal, you are advised to obtain the recipient's permission before including such information.)

JOHNSON, Mike (1999). *Athens scheme.* [online] Message to: Aileen D Wade. Sent 3 March 1999 (cited 17 May 1999). Personal correspondence to a.d.wade@shu.ac.uk

Videos

a) Feature films

Provide *film title*, date, format, director and production company.

Some like it hot*. (1959) [Film]. Directed by Billy WILDER. United Artists.*

b) Training and commercial videos

Give as much information as you can, and indicate that the item is a video.

Meetings bloody meetings*. (1992) [Video] Video Arts.*

c) Off-air recordings

We record many programmes from the TV - the video casing and/or Learning Centre Catalogue record should provide you with all the information you need to give the original programme details.

Twenty steps to better management: thriving on change*. (1999) [Video] BBC2. 7 June.*

Theses

Provide: author, date, *title of thesis*, degree statement, degree awarding body. e.g.:

LOWE, A. (1997). ***An evaluation of the use of the viable system model on a virtual business unit****. MSc IT and Management, School of Computing and Management Sciences, Sheffield Hallam University.*

Additional help and examples

The examples given above are limited in number and there are specific ways of referencing materials such as patents, standards, conferences and legal documents not covered here.   Shields and Walton (2002) give some helpful advice and an extensive range of examples.

Reference List/Bibliography

Ashworth, J. (1995) 'Jet-set headhunter rides out the Turbulence.' *The Times* London, Dec 2: 27
Cross, M. C. and Papadopoulos, L. (2001) *Becoming a Therapist.* Hove: Brunner-Routledge.
Davies, D. L. (1962) 'Normal drinking in recovered alcohol addicts.' *Quarterly Journal of Studies in Alcohol***,** 23 pp94-104.
Davies, J. B. (1997) *The Myth of Addiction****.*** Amsterdam: Harwood.
Feltham, C. (ed.) (1999) *Understanding the Counselling Relationship.* London: Sage.
Gossop, M. (2000) *Living with Drugs.* Aldershot: Ashgate.
Sanders, P. (1996) *First Steps in Counselling.* Second edition. (or 2nd edn.) Manchester: PCCS.
SHIELDS, Graham and WALTON, Graham (compilers). (2002). Cite them right: how to organise bibliographical references. [online]. Last accessed on 17 July 2002 at URL: http://www.unn.ac.uk/~ings1/index.htm
MacMillan, M. and Clarke, D. (1998) *Learning and Writing in Counselling.* London: Sage.
Marston, A. R. (1968) 'Dealing with low self-confidence' *Educational Research*, 10 (2): 134-138.
Miller, W. R. (2000) 'Motivational Interviewing: IV. Some parallels with horse whispering' *Behavioural and Cognitive Psychotherapy* 28: 285-292.
Rogers, A. (1986) *Teaching Adults*. Milton Keynes: Open University Press.
Sanders, D and Wills, F (1999) 'The Therapeutic Relationship in Cognitive Therapy' in C. Feltham (ed*), Understanding the Counselling Relationship.* London: Sage, pp120-139.
Trower, P, Casey, A. and Dryden, W. (1988) *Cognitive Behavioural Counselling in Action.* London: Sage.
Tyler, A. (1995) *Street Drugs.* London: Hodder and Stoughton.
Schwartz, H. R. (1985) 'The Usefulness of Myth and the Myth of Usefulness' *Journal of Management,* 11(2): 31 - 42.
Wildings, P. (1997) *Personal and Professional Development for Counsellors.* London: Sage.

With thanks to Jaquie Daniels

Submission of Assignments

It is in your interests to make life easy for tutors who are marking, so please note:

DO

- Check the assessment criteria in your Courses Handbook and any additional guidelines you may have been given before you start (making sure you understand what is being asked for) and against your assignment once it is complete

- Ask for tutorial time if you want advice before submission – give the tutor time to read any drafts

- If you need to, and have grounds, to ask for an extension make sure that you have spoken to someone before the date the assignment is due in and submit the appropriate form

- Use double spacing between lines, an extra space between paragraphs and a wide margin at one side – this enables the marker to write helpful comments

- Add a word count – the computer can provide this information – you are allowed plus or minus 10% (excluding your list of references)

- Check you haven't plagiarised, which is a serious offence (see guidelines in this handbook)

- Check spelling and grammar – word processing packages usually have grammar and spell checks but make sure they are set to English usage not USA – these checks do not pick up everything so it is worth getting someone else to proof read

- Check you have put all references in the text into your reference list and vice versa and that you have referenced accurately (see course handbook for advice and any textbook has examples – there are minor differences in layout)

- If submitting a recording make sure it is labelled and securely attached to your assignment (plastic wallet with zip or press stud fastening is an ideal container for both). A transcript of the section under consideration may not be required but is good for your own reflection and helpful for marking

- Include your attendance record

- Complete the Assignment Submission Form and use as your cover sheet

- Please supply a 2nd copy (hard copy or emailed)

- Deliver to designated place –a record is kept for your protection.

DON'T

- Leave it to the last minute! Plan and read early and if you know you will have difficulty submitting on time talk to your tutor as soon as possible. It is difficult to judge work fairly when it comes in late

- Assume the marker knows what you are referring to when you use terms, abbreviations etc. – the marker needs to know that *you* know and understand

- Plagiarise. If you use sequences of words directly from other people's work or web sites you **must** attribute them as quotes. Otherwise you must find ways of putting things into your own words. Similarly with ideas if they are not your own original thoughts

- Use quotes without explaining why – integrate them into your writing

- 'Cheat' the word-count by putting extra material in appendices. An appendix may be relevant though – if in doubt check it out

- Use staples or other **permanent** fixings – we photocopy samples of work for the external examiner and course files

- Put individual pages in individual plastic wallets – it looks nice but see previous comment.

Feedback, Recommendations and Complaints: Our Aims

The Academy: SPACE has a commitment to seeking feedback from students and staff and using this feedback to inform planning, resolve disputes and issues etc. There are structured, formal opportunities to do this, in addition to informal discussion and feedback of issues as they arise (**please note our Complaints and Equal Opportunities Policies, available on our website).**

Students are invited to reflect and comment on general and specific aspects of experience of courses. This is done informally and formally - through discussion in the group, Module review forms, surveys (Survey Monkey), End of Course Reviews. These contribute to tutors' Module Reviews and are considered in future course planning.

Community Time, which is a regular event in Diploma training, is a space where any issues about the course or relationships may be aired.

Any member of the teaching team can be approached to discuss concerns or complaints, either through a tutorial or more informally. Personal and private issues are normally resolved by informal discussion between relevant parties (for example between student and personal tutor). When necessary, mediation may be sought from a third party, such as the course rep or a tutor, course leader or Academy Director. Advice may also be sought in confidence from NCS or BACP (members of BACP can access their ethics help-line).

Students will appoint course representatives to collate and present feedback at Course Committees, which normally meet at least once, usually twice, per year. The Course Committee invites module tutors, course leaders, an Academy representative and administrator, all of whom may contribute feedback in person or in writing. Students will be given an opportunity in class (privately) to discuss issues with the course representatives prior to Course Committee meetings. Minutes will be kept and posted publicly and circulated to members of the Course Committee. Responses to issues raised will also be publicly posted and circulated in as timely a fashion as possible.

All feedback is used to contribute towards an Annual Review and considered by the course's planning teams.

It is anticipated that most issues will be raised and dealt with through these mechanisms. However, there may be instances where issues are not satisfactorily resolvable through these processes and recourse may be made to our formal complaints process and possibly BACP formal procedures.

There are times when feedback from one person or group is not representative of feedback more generally, or there may be reasons why a change cannot be made. It a decision is made not to make a change in response to feedback a reason will be given.