

MODULE SPECIFICATION PROFORMA

Module Title:	Counselling Dissertation	Level:	6	Credit Value:	40
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Module code:	COU613	Is this a new module?	YES	Code of module being replaced:	COU611
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Cost Centre:	GASC	JACS3 code:	B940
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Trimester(s) in which to be offered:	2	With effect from:	September 18
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School:	Social & Life Sciences	Module Leader:	Jackie Raven
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Scheduled learning and teaching hours	25
Guided independent study	343
Placement	27
Clinical supervision	5
Module duration (total hours)	400

Programme(s) in which to be offered	Core	Option
BSc (Hons) Counselling (Children and Young People)	✓	<input type="checkbox"/>
BSc (Hons) Counselling (Adults)	✓	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval September 18

APSC approval of modification *Enter date of approval*

Have any derogations received SQC approval?

Version 1

Yes No ✓

Module Aims

To provide an opportunity for students to engage in a small scale research project.
To enable students to acquire a basic level of knowledge and understanding of the research process and research methodology, and to begin to apply appropriate analytical techniques.
To develop critical thinking and problem-solving skills in a research context, in preparation for undertaking a practice-based research project.

Intended Learning Outcomes

At the end of this module, students will be able to:

Critically examine relationships between theory and practice in undertaking research and identify and negotiate a topic, theme or issue that is worthy of sustained independent research within counselling practice and complies with relevant ethical guidelines and procedures.

Critically evaluate the relative merits and applicability of various approaches to research design, data collection and analysis, and the concepts which underpin such approaches including relevant ethical considerations.

Reflect upon their own ideas regarding the value of research in the counselling setting/workplace.

Summarise and disseminate the main findings that have emerged from the research study and the implications of these in/for practice

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

1	Critically examine relationships between theory and practice in undertaking research and identify and negotiate a topic, theme or issue that is worthy of sustained independent research within counselling practice and complies with relevant ethical guidelines and procedures.	KS6	KS8
		KS9	KS10

2	Critically evaluate the relative merits and applicability of various approaches to research design, data collection and analysis, and the concepts which underpin such approaches including relevant ethical considerations. (KS 3; KS 5).	KS3	KS5
3	Reflect upon their own ideas regarding the value of research in the counselling setting/workplace.	KS3	KS8
4	Summarise and disseminate the main findings that have emerged from the research study and the implications of these in/for practice	KS1	KS2
		KS4	KS5
		KS6	KS8
Transferable/key skills and other attributes			
Academic Writing skills Research Skills Advanced communication skills Team working Working with others Supporting people Assertiveness Skills Listening skills Working with confidential material Accepting feedback Reflective practice Working within policies and procedures Working with diversity Working to agreed deadlines Keeping records Using ICT			
Derogations			
None			

Assessment:

1. Presentation of 20 minutes to the training group on intended research study proposal; to include outline of research question, literature search, rationale for methodology and analysis.
2. Dissertation.
NOTE: The primary data (where appropriate) gathered for this task will normally come from placement or appropriate workplace setting.

Attendance: attendance and participation are requirements of the course because they evidence the number of training hours received for potential future individual accreditation with professional bodies.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1	Presentation	20	N/A	1500
2	1,2,3,4	Dissertation	80	N/A	5000

Learning and Teaching Strategies:

The module will consist of lectures, practical workshops and tutorials. This is an independent study conducted with the support of individual research supervisors. Students will be expected to make full use of the University's library and VLE to enhance their study. Students will make use of existing placement or workplace opportunities, enabling links to be made between theory and practice.

Use of ICT:

A Module Handbook and Virtual Learning environment (VLE)
The module will draw on published books, journals and web resources in the field.

Syllabus outline:

Relationships between theory and practice in a research context.
Design and manage a research project (e.g. rationale, key questions, research tools, ethics)
Approaches to research (e.g. quantitative and qualitative methods; traditional deductive models; case study; validity, objectivity/ subjectivity etc.).
Review existing literature (select, interpret and evaluate a range of academic materials)
Ethical considerations including Glyndŵr policy and procedures associated with conducting research.
Analyse and present research data
Design and evaluation of primary research tools, including questionnaire, interview and observation.

Bibliography:

Essential reading

Bell, J. (2010), *Doing Your Research Project: A Guide for First-time Researchers in Education and Social Science*. Fifth Edition. Milton Keynes: Open University Press.

Bryman, A. (2012), *Social Research Methods* Oxford. Oxford University Press.

McLeod, J. (2015) *Doing counselling research* 3rd ed. London: Sage.

Vossler, A. & Moller, N. (2015). *The Counselling and Psychotherapy Research Handbook*. London: Sage.

Timulak, L. (2008). *Research in Psychotherapy & Counselling*. London: Sage

Electronic resources are made available via the VLE for each module. These include links to video clips, presentations and lecture / seminar handout as well as digitised texts where appropriate.

Other indicative reading

Clough, P. and Nutbrown, C. (2007), *A Student's Guide to Methodology*. Second Edition. London: Sage Publications.

Denscombe, M. (2007), *The Good Research Guide for Small-scale Social research Projects*. Third Edition. Maidenhead: Open University Press.

Denscombe, M. (2009), *Ground Rules for Social Research: Guidelines for Good Practice*. Second Edition. Maidenhead: Open University Press.

Denzin, N. and Lincoln, Y. (eds.) (2011) *The SAGE Handbook of Qualitative Research*. 4th edn. Thousand Oaks, CA: Sage (authoritative cutting-edge overviews by leading figures)

Frommer, J. and Rennie, D. (eds.) (2001) *Qualitative Psychotherapy Research: Methods and Methodology*. Lengerich: Pabst.

Lepper, G. and Riding, N. (2006) *Researching the psychotherapy process: a practical guide to transcript-based methods*. Basingstoke: Palgrave Macmillan.

McLeod, J. (2011) *Qualitative research in counselling and psychotherapy* 2nd ed. London: Sage

Reason, P. and Rowan, J (1981) *Human Inquiry: A Sourcebook of New Paradigm Research*. Chichester: John Wiley and Sons.

The module handbook will offer further suggested reading

Relevant Journals

Websites

<http://www.student.counselling.co.uk/links-source.html>

www.bacp.co.uk