



LEEDS
BECKETT
UNIVERSITY

Course Specification

Advanced Diploma
Counselling
Children and
Young People
using Creative Arts

Course Code: ADCYP

2020/21

Advanced Diploma Counselling Children and Young People using Creative Arts

Material Information Summary for 2020/21 Entrants

Confirmed at July 2019

General Information

Award	Advanced Diploma Counselling Children and Young People using Creative Arts
Contained Awards	None
Awarding Body	Leeds Beckett University
Validated for delivered by	The Academy of Play and Child Psychotherapy (APAC), www.apac.org.uk
Level of Qualification & Credits	Level 6 of the Framework for Higher Education Qualifications, with 60 credit points at Level 6 of the UK Credit Framework for Higher Education

Course Lengths & Standard Timescales

- 1 year (part time, UK training venues organised by APAC)
- See the APAC website for start dates:
<http://apac.org.uk/Courses/Advanced-Diploma-Course>

Locations of Delivery	Barnley (Wentworth Castle) or Windsor (the Beaumont Estate)
Entry Requirements	Admissions criteria are confirmed in your offer details. Details of how the University recognises prior learning are located here: http://www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning/
Course Fees	Course fees and additional course costs are confirmed in your offer letter

Timetable Information

Timetables will be made available to students by APAC.

Any difficulties relating to timetabled sessions can be discussed with your APAC Course Administrator.

Policies, Standards and Regulations

<http://www.leedsbeckett.ac.uk/public-information/>

Students are required to pass the Clinical Portfolio module assessment to achieve the award (to meet professional body requirements). Students must meet an 85% minimum attendance requirement for the taught modules and 100% attendance for the clinical placement.

Key Contacts

Your Course Director	Karen O'Neill	k.o.neill@hotmail.co.uk
Your Course Administrator	Jennie Field Stephanie Lambert Elaine Sadd (Leeds Beckett)	contact@apac.org.uk e.sadd@leedsbeckett.ac.uk

Placement Information

Summary	Clinical work is an essential component with 50 hours for the course. Clinical supervision is mandatory at a ratio of 1 hour for every 5 hours of practice. Clinical work is to be practised either at the student's workplace or in a placement. Clinical Supervisors have to conform to Play Therapy UK standards and APAC's requirements for the programme. Students need to ensure that their employers or placement organisations agree to an appropriate contract. The main setting for clinical work is schools but may also be in special needs schools, primary health care, CAMHs teams, other social work, hospitals, care homes, adoption and foster care services. The placement organisation has no training responsibilities.
Length	Minimum of 50 hours of clinical practice and a minimum of 10 hours clinical supervision.

Professional Accreditation or Recognition Associated with the Course

Professional Body	Play Therapy UK (PTUK), www.playtherapy.org.uk/
How is Accreditation/ Recognition Achieved?	Successful participants will be able to become registrants on the Register of Play and Creative Arts Therapists, managed by PTUK and accredited by the Professional Standards Authority, if they wish.
Course Accreditation/ Recognition Period	Ongoing and current

Course Overview

Aims

The raison d'être for the course is to extend the range of qualified counsellors' talking therapy skills through the integration of creative arts therapies into their practice with children and young persons. Successful participants will be able to become registrants on the Register of Play and Creative Arts Therapists, managed by PTUK and accredited by the Professional Standards Authority, if they wish.

The key concepts that the students need to understand, internalise and apply in practice are:

- The main differences between talking therapy and play and creative arts therapy practice.
- How to use a wide range of therapeutic creative arts media to communicate with CYP.
- The application of the core theoretical integrative holistic approach. This is the key to safe and effective practice with CYP.
- The Spectrum of Needs and the Play Therapy continuum, key to the integration of their work with other professionals.
- The Axline principles as applied to non-directive therapeutic work with CYP.
- Adherence to an ethical framework to ensure safe practice with CYP.
- The principles of efficacy, effectiveness and efficiency in order to analyse and reflect upon their own practice and be able to interpret research in the context of therapy with CYP.
- The impact of legislative and statutory requirements, including child protection, Gillick competence, data protection and Freedom of Information, upon practice and record management using digital methods.
- Child development stages to understand the appropriateness of an intervention and therapeutic medium.
- The application of attachment theory.
- Risk management using the principles of clinical governance and clinical audit to quality assure work and identify areas for self-improvement.
- The dynamics of therapeutic group work to avoid chaotic practice.
- The adoption of a therapeutic decision-making framework to maintain safe practice but increase effectiveness and efficiency of practice.
- The learning methods used have a large proportion of experiential work. Students are guided to distinguish between what principles may be used in practice with the children and which are to identify psychological issues within themselves that will lead to unsafe practice and suboptimal clinical work.

Course Learning Outcomes

At the end of the course, students will be able to:

- 1 Develop personal perspectives in using play and creative arts therapies for working with individual children and young people.
- 2 Put into practice the play and creative arts therapy competences required for helping children and young persons with social, emotional, behaviour and mental health problems.
- 3 Apply the techniques learnt, to practise in a safe and effective way, systematically evaluating the outcomes, using clinical supervision and clinical governance principles.
- 4 Make critically informed judgements about current developments in play and creative arts therapies, applying these in practice and be able to communicate these to specialist and non-specialist audiences.
- 5 Integrate the use of existing talking therapy skills with those of play and creative arts therapies in practice.
- 6 Cultivate a critical awareness of the skills necessary for success, particularly in fulfilling the course aims and learning outcomes, with reference to personal responsibility (ethical awareness, active participation, accountability); self-direction (a reflective, questioning, proactive attitude, initiative); and communication, at different levels, to different audiences, as appropriate.

Teaching and Learning Activities

Summary

Students will be heavily involved in experiential exercises as well as lectures/presentations, critical discussion, small group seminars and workshops. Clinical practice under supervision is central to the learning process. Delivery of taught modules involves a full programme of workshops. Assessment is based on a careful balance of a growing mastery of the theoretical perspective that the course offers, the development of greater personal maturity and the application of competencies in practice. The assessment methods (formative and summative) used are: written module assignments, satisfactory reports of practitioner skills by a clinical and placement supervisor, satisfactory reports from Course Directors, two case studies, and a process diary.

Teaching sessions will usually include the following: attention to the personal skills of the reflective-practice cycle and group cohesion, a review of reading, lecture/case study presentation with analysis and debate, workshop demonstrations and experiential exercises, including video, dyad, triad and larger group work, role-play, expressive/creative arts activities, visualisation, formative feedback and planning for between-session activities.

Your Modules

Level 6 Core Modules (2020/21)

- Re-orientating current practice for working with children and young people using the Integrative Holistic model
- Using creative arts media and metaphor safely
- Integrating talking therapy with creative arts therapy skills

Assessment Balance and Scheduled Learning and Teaching Activities by Level

The assessment balance and overall workload associated with this course are calculated from core modules.

A standard module equates to 200 notional learning hours, which may be comprised teaching, learning and assessment, placement activities and independent study. Modules may have more than one component of assessment.

Level 6 is assessed by coursework predominately, with some practical assessments.

Placements on this course will be assessed.

Overall Workload	Level 6
Teaching and Learning	138 hours
Independent Study and Assessment	402 hours
Placement and clinical supervision	60 hours

Learning Support

APAC support

Academic

Academic support is provided by APAC by means of:

- Daily group review sessions
- Feedback on formative assignments
- Individually requested support sessions
- Requests arising from the responses to theme questionnaires

Emotional support

Emotional support is integral to all experiential exercises. All of our facilitators are qualified counsellors who practise with adults, young persons and children and have experience with the issues that arise from the exercises used.

Career development

APAC believes strongly that it has a moral responsibility to support trainees to obtain work, based upon their training, through their own efforts. Career development support is provided by means of:

- Personal guidance on obtaining a placement
- A master PowerPoint presentation that can be adapted to promote counselling of children and young persons using the creative arts and the student's own skills and experience to obtain work
- Job prospecting, CV and interview guidance through individual personal advice

Records management system

Students will be trained in the use of the specialised records management system needed for academic and clinical assessment and practice management as recommended by the professional organisation PTUK. The system is designed to meet the new requirements of the European General Data Protection Regulation. The software will be supplied free of charge.

Clinical Supervisor support

Clinical supervision is an essential part of working therapeutically with clients be they adults or children. The purpose of clinical supervision, as compared to line management supervision, is for the supervisor to help the supervisee become more effective in helping other persons, i.e., the children in the case counselling CYP. The role of a Clinical Supervisor is to provide support and advice upon issues that arise during the therapist's clinical

work. These may be matters of therapeutic techniques, therapeutic relationships, difficult problems, ethical decisions or issues that impact personally upon the therapist caused by the therapeutic process. Supervision has two main functions: it should be educative and supportive.

Education

- To provide a regular space for the supervisee to reflect upon the content and process of the work.
- To develop understanding and skills within the work.
- To help relate theory to practice.
- To enable the supervisee to apply their approach appropriately to children at different developmental stages.
- To have an opportunity to think and develop ideas.

Support

- To be validated both as a person and a therapist.
- To plan and utilise the personal and professional resources of the supervisee.
- To give constructive positive and critical feedback.
- To offer a space to reflect and clarify what is evoked by the work and explore our reactions to this experience.
- To ensure that the work is done in such a way that the supervisor can be accountable for the monitoring and quality of the work being done with the children. It is important to form a clear contract for every supervisory relationship, stating length of contract, responsibilities and fees.

University support

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Hub on either campus to speak to our Student Experience Team. This team, consisting of recent graduates and permanent staff, are available to support you. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. The telephone number is 0113 812 3000, and the e-mail address is studentexperience@leedsbeckett.ac.uk

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The **Support** tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, Student Services. There is also an A-Z of Support Services, and access to online appointments/registration.

The **Opportunities** tab is the place to explore the options you have for jobs, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.