

# POST-GRADUATE

School of Healthcare

FACULTY OF MEDICINE AND HEALTH



UNIVERSITY OF LEEDS

## Post-graduate Diploma / MA Psychotherapy and Counselling



### Fully funded places for NHS Employees

These programmes are currently **fully funded for NHS Employees** and are very popular and often oversubscribed. We advise you to plan your training as early as possible with your manager.

### Who is the programme for?

Our students are all graduates, with good honours degrees (normally 2:1 and above). They have also studied either our own certificate in counselling skills and theory, taught at level 3, or an equivalent. Most of our students have already pursued careers elsewhere before deciding to change direction in life, but all come with a richness of personal experience that enables them to reflect on a range of human issues.

### About the course

The course starts in September 2012. The post-graduate diploma (pg dip) is studied over two years and the Master of Arts (MA) over three years. The two programmes share the same teaching in the first two years, with the addition of a research methods course for MA students.

### Why study this course?

These programmes offer a professional training for those graduates who have already studied counselling to certificate level and developed sufficient skill to practise as a student counsellor / psychotherapist. They offer the added value of doing so within a research intensive university that also values teaching excellence, with the option of undertaking a small scale piece of original research.

These part-time programmes offer high quality professional training combined with cutting edge research. You will study through collaborative pedagogy (teaching processes), with excellent lecturers and professors who are all research active and experienced in their fields of practice.

### Programme outline

The post-graduate diploma (pg dip) is studied over two years and the Master of Arts (MA) over three years. The two programmes share the same teaching in the first two years, with the addition of a research methods course for MA students. Students progressing to MA have the opportunity to contribute to knowledge generated through research, and develop the skills of a researcher.

The pedagogical approach is one of collaboration, reflexivity and creativity. You will contribute to the learning community comprising staff and students from day one, generating knowledge through reading, reflection, and exploration and sharing this with others through discussion, formal presentations and writing.

The theoretical and practice model adopted focuses on the central importance of the therapeutic relationship, as evidenced through rigorous research. We approach this through a pluralistic lens, critically reviewing more than one school of thought (for example, humanistic, psychodynamic).

Our programme is especially developed in its understanding of the therapeutic process as a creative endeavour, in which the client's story can be understood as having layers of meaning and client metaphors offer a rich source of information pertinent to both the client's life and the therapeutic relationship. As with our pedagogical approach, therapy is seen as a collaborative endeavour in which both client and therapist are potentially transformed.

### Assessment

An assortment of assessment strategies are employed to allow students to demonstrate the required range of appropriate experience, development and achievement of nursing knowledge, clinical skills and competence.

Throughout the course, assessment tasks may include traditional unseen examinations, written assignments (essays / case studies / research proposal/dissertation), case discussions and presentations.

**DRIVING** POSITIVE CHANGE

## Entry requirements

- Normally a degree in any subject, usually a minimum of 2:1 or above
- A certificate in counselling or minimum 40 hours counselling skills training for applicants with a relevant professional qualification e.g. nursing, social work, occupational therapy.
- English Language at GCSE grade C or equivalent, or IELTS overall score 7.
- Two satisfactory references; one of which must normally be an academic reference.
- Insight into psychotherapeutic counselling, to be assessed via interview.
- A level of maturity associated with personal reflection on a variety of adult and childhood experiences and developed interpersonal skills, to be assessed via interview.
- Satisfactory police\* clearance.

The University of Leeds APL and APEL procedures may apply to exceptional applicants who do not meet the criteria.

\* We will send you a form for this.

## IELTS

Applicants whose first language is not English must provide evidence of an overall IELTS score of 7.

## Applications

(Home/EU and International)

Selection for interview takes place during January and so early application is advised.

For application information, please contact our admissions team:  
School of Healthcare

Baines Wing  
University of Leeds  
Leeds LS2 9JT  
T: 0113 343 1347  
E: [admissions@healthcare.leeds.ac.uk](mailto:admissions@healthcare.leeds.ac.uk)

### Programme manager:

Dr Bonnie Meekums.  
B.meekums@leeds.ac.uk

### Website Link

<http://www.healthcare.leeds.ac.uk/study/PG/counselling/>



## Fees

Fees will be the standard University of Leeds fee for a taught post-graduate programme. This means that students will pay approximately one third of £10,000 in the first year, and slightly more than this for each of the two subsequent two years to allow for inflation.

There are other costs involved with this course, of which applicants will be given a breakdown at interview. These include the costs of personal therapy and individual supervision. Estimated costs over the three year period may total approximately £18,000.

There are no formal bursaries for these programmes. However, applicants may find it helpful to consult the following web resources:

- [Charities directory](#)
- [Scholarships](#)
- [Career development loans](#)
- [Financial planning](#)

## Our academic profile

All of our core teaching staff are either registered psychotherapists (UKCP) and / or counsellors (BACP / UKRCP). They include:

- Dr Bonnie Meekums (programme manager and module leader)
- Jane Macaskie (professional advisor to the School, module leader and lead for practice, supervision and personal therapy for students)
- Dr Greg Nolan (module leader)
- Dr John Lees (senior lecturer)

Specialist input is also provided by others within the School, including Professor Dawn Freshwater, Pro-Vice Chancellor for Staff and Organisational Effectiveness and Professor of Mental Health.

## How our research informs teaching

Taught sessions, both experiential and formal lectures, based on lecturers' own research and that of others. This includes a funded study by British Association for Counselling and Psychotherapy (BACP) for which the programme manager was one of the researchers. This study generated guidelines for how to work with therapists' sexual attraction to clients.

Student presentations integral to more than one module, allowing students to identify an issue / question relevant to theory and practice, thoroughly research it, and present a reflexive and creative synthesis.

A student 'mini conference', which will be repeated each year, in which third year students present a reflexive account of their research to their peers in years one and two. This was warmly appreciated by our external examiner, Dr Andrew Reeves, who is also the Editor of *Counselling and Psychotherapy Research*.

## Student comments

'My life has significantly changed through doing the course. Learning new skills has given me confidence and as a result of the course my life has taken an entirely new direction professionally. The nature of the course has meant that I have been able to engage in a lot of reflexive thinking which has had a positive impact upon all of my relationships.' *Kate Holt, graduate, MA in Psychotherapy and counselling*

'I cannot begin to explain how my professional training has transformed me. I look at the world/people/ myself differently. I understand my values/how I react to situations/people and why much better.' *Dawn Elsegood, graduate, Post-graduate Diploma in Psychotherapy and counselling.*

'You offer knowledge of a number of topics and allow a person to be curious. I have felt able to verbally challenge and discuss topics that have been taught within lessons within a safe environment; this has allowed my thinking and learning to progress.' *Eleni Michael, MA in Psychotherapy and counselling.*