University of
BRISTOL

MEd Counselling in Education Programme

Supplement to Masters Programmes Handbook for 2013/14

This programme supplement
should be read in conjunction
with the M-level Handbook

GRADUATE SCHOOL OF EDUCATION

CONTENTS

1   INTRODUCTION

1.1   Letter of welcome from Programme Coordinator

Dear Students,

Welcome to the MEd Counselling in Education Programme. We hope that you find this experience rewarding, both in terms of professional qualifications and professional development. Central to the thinking behind the programme design are the needs of our students, the links between theory and practice and the opportunity to gain an award at Masters Level**.**

The programme is aimed at people with an interest in engaging critically with the field of Counselling in Education. Usually participants will have some professional experience or will have acted as volunteers in an educational context. Participants will have a first degree from a recognised university.

This handbook plays an important role in supporting you in your studies. It contains a wide range of information on seeking advice from tutors, writing assignments and specific unit information. We hope it will help through all stages of your study.

Finally, on behalf of the MEd programme team, may I take this opportunity to wish you well with your studies and I hope you enjoy your time with us here at the Graduate School of Education.

Helen Knowler

Programme Coordinator
Counselling in Education
Helen.knowler@bristol.ac.uk
0117 331 4102

1.2 THE MEd PROGRAMME STAFF CONTACT DETAIL

GSoE Staff involved in the Programme
(Most staff are located in 35 Berkeley Square, though other staff can be found in 5 Berkeley Square and 8-10 Berkeley Square)

Masters Programmes Team –   **Room 1.08, 35 Berkeley Square**
Email: ed-masters-students@bristol.ac.uk
Phone: 0117 331 4417

Programme Co-ordinators (MEd)

Name	Email address	Programme	Room	Tel
Angeline Mbogo-Barrett	Angeline.Barrett@bristol.ac.uk	Educational Leadership, Policy and Development	1.18	14284
Laurinda Brown	Laurinda.Brown@bris.ac.uk	Mathematics Education	208	14495
Sara Meadows	Sara.Meadows@bris.ac.uk	Psychology of Education	213B	14487
Helen Knowler	Helen.Knowler@bristol.ac.uk	Special and Inclusive Education, Counselling in Education	315b	14102

Staff Teaching on the MEd Counselling in Education Programme

Names	Room Number	Telephone	e-mail
Helen Knowler	315b	0117 331 4102	Helen.knowler@bristol.ac.uk
Jenny Knibb	315b	0117 331 4102	Jenny.knibb@bristol.ac.uk
Tim Bond	201	0117 331 4485	Tim.bond@bristol.ac.uk

2 PROGRAMME AIMS, OBJECTIVES AND STRUCTURE

2.1 What are the aims of the programme?

Aim

This programme is designed to enable students from a range of educational contexts to develop their knowledge and understanding of the ways in which theories, principles and practices of counselling can be used to support the personal and academic development of learners.

Units in this Programme will focus on theoretical approaches to counselling, the development of a range of practical skills and the application of counselling principles across educational sectors.

Learning Outcomes

This programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Knowledge and Understanding

- To be able to understand aspects of the field of Counselling in Education;
- To be able to understand the complex interactions between education and its contexts, and functions at micro and macro level (i.e., classroom, school and systems levels) and to understand the role of a counselling relationship in improving educational outcomes for vulnerable children and young people;
- To understand the social, historical and cultural influences inherent in the development of counselling;
- To critique the relevance of concepts to their own professional and cultural context;
- To be able to understand how to conduct research project through educational inquiry and dissertation research project;

Intellectual Skills

- To be able to use critical reasoning skills.
- To be able to reflect critically on systems, development, practices.
- To be able to evaluate education policy in an informed and systematic way.
- To be able to interrogate the assumptions underpinning theory and research in the field.
- To be able to develop understanding through discussions with peers, presentations, writing and team work

Practical Skills

- To be able to read and understand academic and professional research articles in a wide variety of journals.
- To be able to plan, conduct and evaluate a research project.

Transferable Skills

- To be able to analyse, synthesise and interpret a wide variety of information from different sources (qualitative and numeric information).
- To be able to communicate and present oral and written assignments to academic and professional audiences.
- To be able to work with others, to demonstrate the capacity to plan, to share goals and work as a member of a team.
- To be able to improve own learning and performance, including the development of study and research skills, information retrieval, capacity to plan and manage learning and to reflect on own learning.
- To be able to access information from a variety of sources such as use of information technology for research purposes.

IT IS IMPORTANT TO NOTE THAT THIS PROGRAMME WILL PROVIDE EXCELLENT PREPARATION FOR CAREER PROGRESSION AND FOR FURTHER ACADEMIC STUDY. HOWEVER, THIS IS NOT A PRACTICAL TRAINING COURSE IN COUNSELLING.

2.2   What are the components of the programme?

The regulations for the programme require you to complete six modules and one dissertation, credits being awarded as follows:

Component	Credit Rating	No required	Total credits
Units	20	6	120
Dissertation	60	1	60
Total Credits			180

2.3   What are the core and optional course units?

The following course units are *core* to achieving the objectives of the programme and are compulsory for all participants:

Must take **three** of the following programme units (i.e. a total of 60 credits)

- Approaches to Counselling in Learning (20 credits)
- Practical Counselling Skills 1 (20 credits)
- Counselling Young people and Families (20 credits)
- Professional Issues in Counselling (20 credits)

and,
- Introduction to Educational Inquiry (20 credits)

Plus

TWO optional units from the following (all 20 credits each) or from remainder of the programme units or from elsewhere in the Graduate School

- Practical Counselling Skills 2 (20 credits)

Plus

- Complete a dissertation (60 credits)

2.3a Timetabling

During Orientation Week, you will choose your taught units for 2013/14. This will be done online, via Online Unit Registration.

Once you have registered for your units, you are expected to check your online personalised timetable on a regular basis. You can do this via MyBristol (the student portal) at: http://www.mybristol.bris.ac.uk/portal

It is important that you check your timetable on a regular basis. During the year, it may become necessary to reschedule or cancel classes, or to move them to another room. Your personalised timetable will have details of any changes.

Timetables for all Masters programmes can be found at: http://www.bris.ac.uk/education/students/newstudents/timetables.html Please refer to these for guidance only, at the beginning of the year.

2.4 What are the similarities and differences between the Master of Education and the Postgraduate Diploma in Education?

Participants following the MEd/Postgraduate Diploma in Education courses build up their course of study from the same pool of units. All participants complete assessed work for those units – core and optional – for which they choose to be assessed. Assessment tasks **do not** vary depending on whether a participant is following the Masters or the Diploma route.

- All students have to gain 120 credits through coursework

- All participants' work is assessed at M level

- All participants must attend <u>a minimum of 80%</u> of sessions for all their units

Students who want to be awarded a Master of Education degree need to:

1. have completed their six assessed pieces of work at C grade or above;[*]

2. complete a dissertation and have this assessed as a pass at C or above;[†]

3. complete the assignment for their compulsory research training unit at C or above. A failure in this unit <u>cannot be substituted</u> with any other unit.

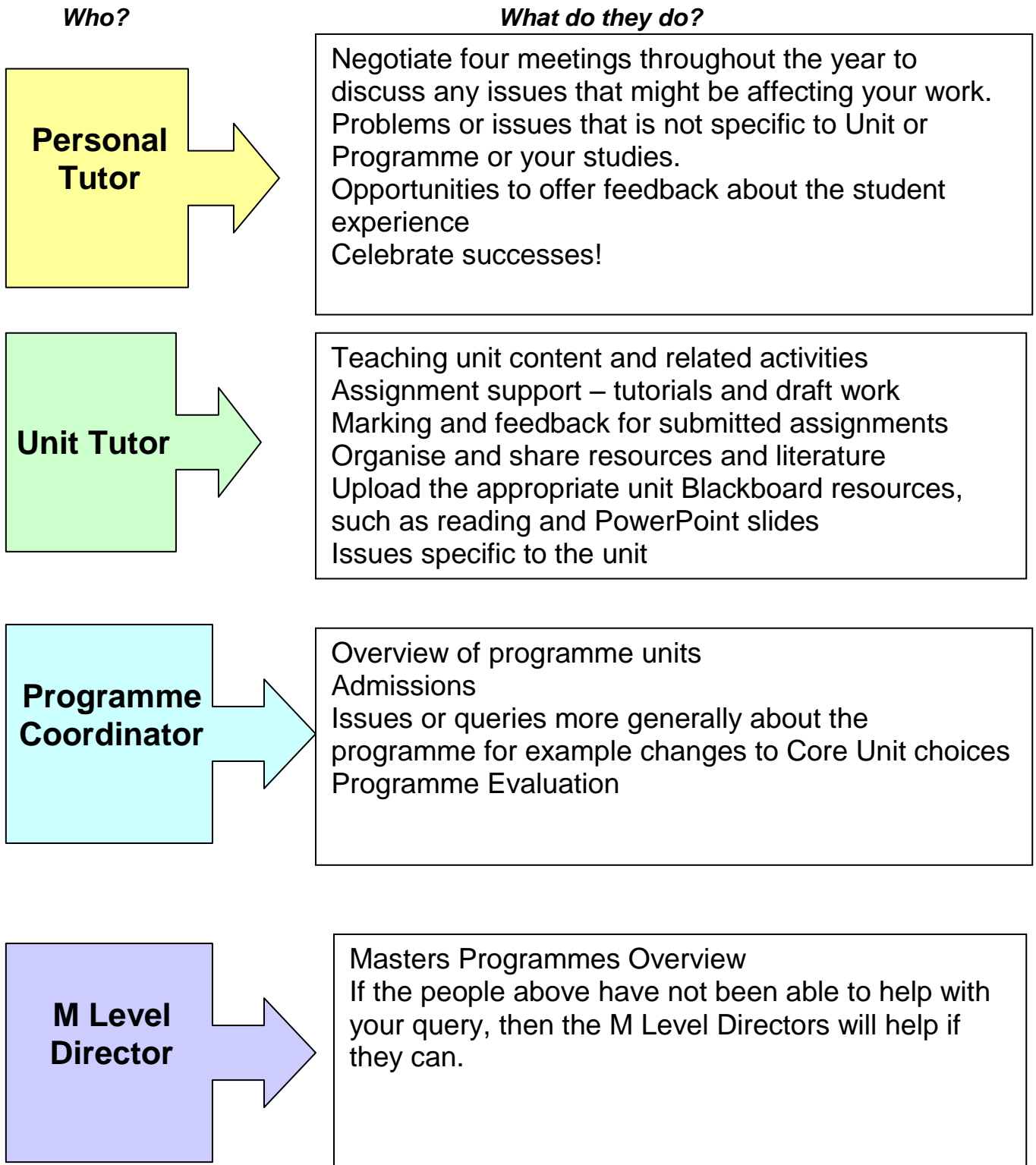Students may be awarded a Postgraduate Diploma in Education because:

1. they have not gained a C grade or above in their research training unit;

2. they elect to complete only 120 credits of coursework.

---

[*] Please refer to the 'M-level Handbook' for guidelines on marking criteria.

[†] Please refer to the 'M-level Handbook' for guidelines on marking criteria.

2.4 Student Support

There is a range of people who within the Department who are here to support you throughout your time in the MEd Special and Inclusive Education Programme.

Who?	*What do they do?*
Personal Tutor	Negotiate four meetings throughout the year to discuss any issues that might be affecting your work. Problems or issues that is not specific to Unit or Programme or your studies. Opportunities to offer feedback about the student experience Celebrate successes!
Unit Tutor	Teaching unit content and related activities Assignment support – tutorials and draft work Marking and feedback for submitted assignments Organise and share resources and literature Upload the appropriate unit Blackboard resources, such as reading and PowerPoint slides Issues specific to the unit
Programme Coordinator	Overview of programme units Admissions Issues or queries more generally about the programme for example changes to Core Unit choices Programme Evaluation
M Level Director	Masters Programmes Overview If the people above have not been able to help with your query, then the M Level Directors will help if they can.

2.4.1 Assignment Support

Throughout your time on the programme we aim to offer flexible and carefully structured support for your assignment writing.

On the *MEd Counselling in Education* programme we will usually offer the following opportunities for specific assignment support:

- Opportunities **throughout the Unit** to discuss specific ideas, make initial plans and discuss the resources you might need to do your assignment;

- **One face to face tutorial** during the course of a unit: this might be an initial meeting to discuss ideas or a meeting to discuss part of a draft or issues that relate specifically to your work. Your Unit Tutor will make arrangements for tutorial time in your face to face sessions;

- For your first assignment, your Unit Tutor will be prepared see a **FULL DRAFT** and comment on it prior to submission. Your Unit Tutor will discuss the specific arrangements for submissions of full drafts and will negotiate realistic timeframes for this. Thereafter, it is usual for Unit tutor to see and comment on appropriate sections, rather than complete drafts;

- **Email** availability as appropriate. Unit Tutors will get back to you as soon as possible if you have any problems that cannot be dealt with in your face to face session;

You should also make full use the wider University Resources (see the M-Level Handbook) and don't forget that Peer Support is also an important source of help, ideas and resources.

2.4.2 Feedback and Assessment

The assessment process here at the Graduate School has been carefully designed to incorporate both formative and summative assessment opportunities. While your written submitted assignment makes up the summative element of assessment on your programme, you should remember that the conversations during unit sessions and dialogue with your Unit tutor are also intended to form an important element of learning about writing. Whilst working on your assignment you will receive personalised feedback on your ideas and plans and your draft writing. You should take this into account and act on these formative comments to improve your work. You should also look carefully at the Assessment Criteria by which you work will be marked and understands on what basis summative judgements about your work will be made (see M-Level Handbook for Assessment Criteria).

Once your assignment has been submitted to the office it will be marked. You will receive a grade for the work and written comments on the assessment form. Taken together with the ongoing formative feedback you will have received throughout the process of planning and drafting the assignment, you will have a clear indication of your strengths and areas for development in future work.

2.4.3. Dissertation Support

The Dissertation phase of your studies represents a substantial amount of work (60 Credits). In order to support you throughout this process there are a range of opportunities for you to attend workshops as part of the MEd Programme – a timetable of activities will be available later in the Autumn Term on the Blackboard site.

In addition to the generic dissertation workshops that are available to all MEd students, on the Counselling in Education programme you will be offered further opportunities to attend dissertation group workshops related to our programme.

For example:

- Planning your dissertation
- Research methods in Counselling in Education
- Reviewing the literature and Library based studies
- Ethical issues

These sessions will be detailed later in the Autumn Term on Blackboard.

2.4.4 Extensions

Assignment submission dates are shared with you at the beginning of a Unit (usually in the Unit Handbook) in order to support your timely submission and to help your organise your study time. If you envisage that you will have problems meeting your assignment submission date you should talk to your Unit tutor **as soon as possible** to ensure that appropriate support can be put into place.

In *exceptional circumstances* a two week extension to the deadline may be permitted. Please refer to the M-level Handbook for further guidance.

UNIT OUTLINES

University of Bristol Graduate School of Education
MEd/Postgraduate Diploma in Education

Counselling in Education

EDUCM5101 Approaches to Counselling in Learning
_____

This unit provides students with the opportunity to engage with the psychological and philosophical concepts that have informed the development of the three major theoretical approaches to counselling – psychodynamic, person-centred and cognitive-behavioural. Students will also be introduced to multicultural counselling theory (MCT) and to the debate concerning theoretical and technical integration and eclecticism. The cultural, historical and social factors that have influenced the development of each theoretical position will be embedded throughout the curriculum.

Topics include:

The psychodynamic approach to counselling – influences of Freud and the post-Freudians

Humanistic psychology and the person-centred philosophy and approach of Carl Rogers

Cognitive and behavioural psychology - the rational-emotive behavioural therapeutic approach of Albert Ellis

Integration and eclecticism – exploration of core integrating factors including the 'relationship multiplicity' framework of Petrushka Clarkson, Gerard Egan's use of problem-solving, postmodern challenges to the concept of integration

Multicultural Counselling Theory (MCT) – the work of Paul Pederson

- To develop an understanding of the core concepts of the psychodynamic, person-centred, cognitive-behavioural approaches to counselling –and of Multicultural Counselling Theory (MCT)

- To explore the implications of the application of each theoretical approach to the personal and academic support of learners

- To differentiate between the use of a single approach and the integration of elements from each in the effective personal and academic support of learners

- To examine the relationship between the development of counselling in the Western world and the psychological theories that have informed it

- To develop a critical awareness of the ways in which the mainstream approaches to counselling are culturally conceptualised and the implications for their application in a range of different cultures

Students will demonstrate that they:

- Have considered critically the psychological and philosophical underpinnings of the major theoretical approaches to counselling and are able to differentiate between them

- Have explored the social and cultural influences on counselling and critiqued their relevance in their own professional context

- Are able to differentiate between integrationism and eclecticism

- Are able to critically interrogate current counselling research

Methods of teaching
A variety of approaches to learning and teaching will be used including: small group discussion, experiential work, case studies, student led seminars and presentations, critical analysis of key readings and the critical analysis of counselling vignettes.

The needs of a wide range of students, including those with disabilities, international students and those from ethnic minority backgrounds have been considered. It is not anticipated that the teaching and assessment methods used will cause disadvantage to any person taking the unit. The Graduate School of Education is happy to address individual support requests as necessary.

Assessment
An essay of 3000 words that provides students with the opportunity to critically evaluate at least **one** of the major theoretical approaches to counselling, an integrative approach or MCT, and to consider its relevance in their own context. Students will also be required to maintain a reflective journal in which to record their experiences of learning during the unit conceptualising this experience within the theoretical perspectives encountered. A 1000 word summary of this reflective journal will be submitted as part of the assessment.

Reading

JACOBS, Michael (3rd ed.) (2004) *Psychodynamic counselling in action.* London, Sage

McLEOD, John (3rd ed.) (2003) *An introduction to counselling.* Buckingham, Open University Press

MEARNS, Dave (2nd ed.) (2003) *Developing person-centred counselling.* London, Sage

PALMER, S. & LAUNGANI, P. (eds.) (2000) *Counselling in a multicultural society.* London, Sage

PALMER, S. & WOOLFE, R. (eds.) (2000) *Integrative and eclectic counselling and psychotherapy.* London, Sage

PROCHASKA, James & NORCROSS, John C. (5th ed.) (2003) *Systems of psychotherapy: a transtheoretical analysis.* Pacific Grove, Ca., Brooks-Cole

University of Bristol Graduate School of Education
MEd/Postgraduate Diploma in Education

Counselling in Education

EDUCM5193 Practical Counselling Skills (1)
_____

This unit will provide theoretical frameworks around which to develop counselling skills and practical experience of developing basic active listening and problem-solving skills with tutor demonstrations and feedback on practice sessions.

This unit aims to help students to':

- develop understanding of the role of counselling in educational contexts, and of how counselling skills can be valuable in supporting students and pupils in a range of educational contexts
- critically assess the ethical issues around the use of counselling in educational settings

- develop a framework to assess the suitability of counselling methods in the particular context

- develop basic counselling skills intrinsic to the effective support of their pupils' and students' academic, social and emotional learning

Students will be able to :

- articulate the ways in which the use of counselling skills can be valuable in supporting students in a range of educational contexts and in their academic, emotional and social learning with a frame work from which to assess their suitability.

- use a range of counselling skills such as active listening and making interventions appropriate to the context in order to create the optimal relationship for problem-solving

- describe the qualities that are considered essential to a supportive counsellor and listener

- identify the ethical limits of the use of counselling skills demonstrate basic competence as a counsellor in practice sessions.

The focus of this unit is on learning by observation, experience and evaluative reflection. The methods of teaching will be very practical and will include experiential activities, small and larger group discussion as well as tutor-led

demonstrations and input in order to identify, practise and receive constructive feedback on a range of counselling skills and interventions.

The needs of a wide range of students, including those with disabilities, international students and those from ethnic minority backgrounds have been considered. It is not anticipated that the teaching and assessment methods used will cause disadvantage to any person taking the unit. The Graduate School of Education is happy to address individual support requests as necessary.

Assessment
Students will be supported to produce a video paper for this unit.

Reading
Aldridge, S. & Rigby, S. (eds.) (2001) *Counselling Skills in Context*. London, Hodder & Stoughton
Bell, E. (1996) *Counselling in Further and Higher Education*. Buckingham, Open University Press
Culley, S. & Bond, T. (2nd ed.) (2004) *Integrative Counselling Skills in Action*. London, Sage
Lynch, G. (2002) *Pastoral Care and Counselling*. London, Sage
McLeod, J. (2004) *The Counsellor's Workbook: Developing a Personal Approach*. Buckingham, Open University Press
McLeod, J. (2003) *An Introduction to Counselling*. (3rd ed.) Buckingham, Open University Press

University of Bristol Graduate School of Education
MEd/Postgraduate Diploma in Education

Counselling in Education

EDUCM5192 Counselling Young People and Families

_____

This unit considers a selection of issues that are frequently raised by clients in educational settings and provides the opportunity to critically evaluate established frameworks and practices that inform counsellors' responses and use of counselling skills. The unit will consider a selection of at least five topics chosen in consultation with students. These could include: bullying; difficulties with learning; impact of assessment; behaviour and discipline; bereavement; coping with transition and major life changes; vulnerability arising from abuse or neglect; self-harm; anxiety and depression; eating disorders and substance abuse. The selected topics will be considered from the perspectives of the person seeking help and their families and what is appropriate to educational settings.

The aims of this unit are to:

- develop a theoretical understanding of at least five selected issues that that are likely to be brought by young people seeking help in educational settings.
- examine and evaluate theoretical differences
- critically analyse the implications for theory and practice
- draw on participants' own life experience and of others known to them to deepen their understanding
- formulate appropriate strategies for helping by use of counselling skills that take account of the individual needs, cultural norms and the educational setting

Students will demonstrate that they:

- have a critical knowledge of and the ability to evaluate different approaches to issues presented by young people for help in educational settings
- can explain with reasons any preferred approaches to offering help or use of counselling skills
- understand the implications of life story and personal experience for offering help
- can formulate an appropriate way of helping someone with specified issues for which help is being sought.

A variety of approaches to learning and teaching will be used including: tutor input, small group discussion, experiential work, case studies, student led seminars and presentations, the use of audiovisual materials

The needs of a wide range of students, including those with disabilities, international students and those from ethnic minority backgrounds have been considered. It is not anticipated that the teaching and assessment methods used will cause disadvantage to any person taking the unit. The Graduate School of Education is happy to address individual support requests as necessary.

Students will be required, usually working collaboratively in small groups, to make a presentation to class about a selected issue. The presentation will not be summatively assessed but will be discussed in class; formative feedback will be offered. Undertaking this exercise is required as preparation for the assessed submission.

Assessment
The formal assessment will be based on an assignment of the equivalent of 4000 words about a selected issue that demonstrates a critical ability to understand and apply relevant literature; select an appropriate intervention; and to appreciate the challenges of implementation.

Reading
Dallos, R. & Draper, R. (2000) *An Introduction to Family Therapy: systemic theory and practice.* Buckingham, Open University Press

Geldard, K. and Geldard, D (2004) *Counselling Adolescents.* London, Sage

Geldard, K. and Geldard, D (2002) *Counselling Children: a practical Introduction.* London, Sage

Hornby, G., Hall, C. & Hall, E. (eds.) (2003) *Counselling Pupils in Schools: skills and strategies for teachers.* London, Routledge/Falmer

Sederholm, G. H. (2003) *Counselling Young People in School.* London, Jessica Kingsley

Lee, C. (2004) *Preventing Bullying in Schools: a guide to teachers and other professionals.* London, Paul Chapman.

University of Bristol Graduate School of Education
MEd/Postgraduate Diploma in Education

Counselling in Education

EDUCM5194 Practical Counselling Skills (2)

_____

This unit builds on Understanding and Using Counselling Skills 1. It is designed to teach more advanced counselling skills, informed by narrative theory and practices, and consider their application to commonly raised problems in educational settings. Participants will be given opportunities to develop their capacity for assessing and monitoring their own delivery of counselling and their appropriateness to the client's needs. Core principles and practices associated with narrative therapy will be taught as the basis for advanced counselling skills.

The unit aims to enable students to:

- extend their range of counselling skills that are intrinsic to the effective support of their students in their academic, emotional and social learning

- deepen understanding of the role of the use of counselling skills in educational contexts

- acquire additional counselling skills particularly in relation to narrative theory and practice

- demonstrate adequate competence in core counselling skills

- develop a capacity to evaluate and monitor the appropriateness of their use of counselling skills within specific helping relationships.

By the end of the unit students will be able to :

- demonstrate a critical awareness of their own use of counselling skills when supporting students in a range of educational contexts

- demonstrate knowledge of appropriate counselling skills to support the academic, emotional and social learning of pupils and students

- use a critical frame work to assess the suitability of their counselling skills.

- use selected advanced counselling skills appropriately

- explain the selection of specific skills and evaluate their application

- identify the ethical limits of the use of advanced counselling skills

- demonstrate competence in assessed practice sessions.

The focus of this unit is on learning by observation, experience and evaluative reflection. The methods of teaching will be very practical and will include experiential activities, small and larger group discussion as well as tutor-led demonstrations and input in order to identify, practise and receive constructive feedback on a range of advanced counselling skills and interventions.

The needs of a wide range of students, including those with disabilities, international students and those from ethnic minority backgrounds have been considered. It is not anticipated that the teaching and assessment methods used will cause disadvantage to any person taking the unit. The Graduate School of Education is happy to address individual support requests as necessary.

Assessment
The assessment for this unit will consist of a 4000 word assignment that is informed by narrative theory and practices. Topics to be negotiated with your unit tutor.

Reading
Aldridge, S. & Rigby, S. (eds.) (2001) *Counselling Skills in Context*. London, Hodder & Stoughton

Culley, S. & Bond, T. (2nd ed.) (2004) *Integrative Counselling Skills in Action*. London, Sage

McLeod, J. (2007) *Counselling Skill*. Buckingham, Open University Press

Morgan, A. (2000) *What is Narrative Therapy?* Adelaide, Dulwich Centre

Payne, M. (2nd ed.) (2006) *Narrative Therapy: an introduction for counsellors*. London Sage

Russell, S. & Carey, M. (2004) *Narrative Therapy: responding to your questions*. Adelaide, Dulwich Centre

University of Bristol Graduate School of Education
MEd/Postgraduate Diploma in Education

Counselling in Education

EDUCM5195 Professional Issues in Counselling
_____

This unit provides an opportunity to critically reflect on professional issues encountered by counsellors in educational settings and the professional norms that inform the responses. It will consider cultural factors; professional ethics; inter-professional collaboration; counselling supervision; and, continuing professional development.

This unit aims to:

- Provide an overview of the core professional issues and infrastructure involved in offering help by the use of counselling skills in educational settings
- Enable students to develop a critical appreciation of different approaches to providing counselling support in educational settings
- Identify on the basis of reasoned analysis a set of professional strategies and infrastructure, including ethics, appropriate to the culture, educational context and purpose of the service in which the student intends to work
- Develop students' experience and evaluation on the use of counselling supervision
- Enable students to make realistic plans for their on-going professional development

Students will be able to:

- Identify the appropriate professional requirements and infrastructure for the service in which they intend to practice
- Demonstrate ethical-decision making skills relevant to their cultural and institutional context
- Develop a basic competence in the use of counselling supervision and an ability to evaluate this
- Undertake a learning needs analysis for their application of counselling skills and produce a plan for their on-going professional development

A variety of approaches to learning and teaching will be used including: tutor input, small group discussion, experiential work particularly focussed on the use of supervision, case studies, student led seminars and presentations, the use of audiovisual materials.

The needs of a wide range of students, including those with disabilities, international students and those from ethnic minority backgrounds have been

considered. It is not anticipated that the teaching and assessment methods used will cause disadvantage to any person taking the unit. The Graduate School of Education is happy to address individual support requests as necessary.

Assessment
The assessment for this unit consists of the equivalent of a 4,000 word assignment which examines a professional issue in reasonable depth on any of the following topics:

1.   What are the opportunities and challenges that you anticipate in providing counselling or using counselling skills in your educational setting? Give examples of at least one challenge and one opportunity and how you will respond. Explain your responses with reasons.
2.   How will you develop appropriate support and professional development for providing counselling/using counselling skills in your educational setting?
3.   Review the existing infrastructure for counsellors/ users of counselling skills in your work setting and region/country and evaluate their strengths and deficiencies and s how they can be improved by drawing and evaluating examples from elsewhere.
4.   Evaluate your strengths and areas for further development against the role you plan to undertake using counselling skills or as a counsellor in your educational setting. Develop a plan for your continuing professional development which may include the role of supervision where this is appropriate.
5.   Select a topic or title that has been agreed with your tutor.

Reading

Bond, T. (2nd ed.) (2000) *Standards and Ethics for Counselling in Action*. London, Sage

Campbell, E (2003) *The Ethical Teacher*. Maidenhead, Open University Press

Claxton G., Pollard A. and Sutherland R. (eds.) (2003) *Learning and Teaching Where Worldviews Meet*. London, Trentham Books

Hawkins, P. and Shohet. R. (3rd ed.) (2006) *Supervision in the Helping Professions.* Maidenhead, Open University Press

Lago, C. (2nd ed.) (2006) *Race, Culture and Counselling: the ongoing challenge*. Buckingham, Open University Press

Trahar, S. (ed.) (2006) *Narrative Research on Learning: comparative and international perspectives*. Oxford, Symposium Books

Research Methods

EDUCM5000 Introduction to Educational Inquiry

Programme Coordinator: Jo Rose

Attendance: You will be informed of your group and day for seminar attendance in due course. There are further two conference slots that are going to take place in October and in December between 10:00-16:00.

Credits: 20

Aims of the Unit:
- To present the main philosophical and methodological positions within social science research with special reference to research in education
- To appreciate the importance of critically engaging with research literature
- To enable students to understand and to engage with the process of research design and its conduct.
- To introduce students to issues in data collection and analysis
- To help prepare students for undertaking an empirically-based dissertation
- To enable students to enrich their reading and understanding of research literature that they engage with in other Masters courses

Learning Outcomes
By the end of the unit students will be able to demonstrate that they can:
- Read critically, and summarise, research-related documents, which have employed a range of research approaches and methods based on differing epistemologies
- Formulate a research question and an appropriate research design
- Critically engage with issues of ethics, validity, trustworthiness and reliability in relation to research
- Have the skills and confidence to read research and evaluation reports that are work place related
- Have the skills and confidence to be able to conduct research, as may be necessary within their professional capacity
- Have made decisions regarding their future learning needs, in particular in the area of data collection and analysis techniques (this is particularly important for those likely to be undertaking a dissertation)

Methods of teaching
Teaching consists of a one-hour tutor-led lecture session followed by a tutor-facilitated seminar session consisting of group work activities. The tutor led lecture session will take the form of a presentation of key concepts and issues.

Wherever possible these will be illustrated with examples of research in the Graduate School of Education.

Within the seminar sessions students will be supported to design a research project in small groups, enabling them to get a more 'hands on' feel to doing research.

Unit Syllabus
This course provides an introduction to the variety of methods used to conduct research in education. It engages students in the key debates surrounding educational research and its importance in developing educational policy and improving educational processes. The question of what constitutes good educational research is addressed and students will be encouraged to develop strategies to better understand and critique the immense variety of educational research reported in books and journals.

In this course, students are introduced to the entire process of conducting educational research from the initial stages of thinking about research questions to designing a project, choosing particular methodologies and methods. Students are encouraged to look at this from a political and philosophical as well as an educational perspective and also to consider and reflect on the key issues that educational researchers face, including how it is possible to ensure good ethical practice.

Assignment
All students are required to write a 4,000-word research report of the qualitative project carried out during the unit.

Reading List

Brown A. & Dowling P. (1998) *Doing Research / Reading Research: A mode of interrogation for Education*, London: Falmer Press.

Coleman, M. & Briggs, A.R. (eds) (2002) *Research Methods in Educational Leadership and Management*, London: Paul Chapman Publishing.

Clough, P. & Nutbrown, C. (2002) *A Student's Guide to Methodology: justifying enquiry*, London: Sage.

Crotty, M. (1998) *The Foundations of Social Research: meaning and perspective in the research process*, London: Sage.

Denscombe, M. (2003) *The Good Research Guide: for small-scale social research projects*, Maidenhead: Open University Press.

Punch, K.F. (2001) *Introduction to Social Research: quantitative and qualitative approaches*, London: Sage.

APPENDIX I GUIDELINES FOR WRITING ASSIGNMENT

General Points

If you anticipate that you will not be able to submit your assignment on time please see the unit tutor about this.

For many who return to studying after several years teaching, writing an assignment can seem a daunting task. Hopefully, the following comments and suggestions will prove helpful.

Please do not forget to number your pages and complete a references section at the end. References are considered an integral part of each assignment and the Harvard method of referencing must be adhered to (please see the guide to referencing in this handbook).

Your assignment should be typed on A4 paper, using Arial font 12 with double line-spacing.

When starting a new paragraph, please start after you have inserted two new lines (not one).

Your assignments will be marked by a first marker (ie. Unit tutor) and a selection will be second-marked. Assignments are marked on a 5-point (A-E) scale. Please refer to the marking criteria listed in the 'MEd Programme Handbook' for details on grading.

Other points to bear in mind when writing

Using UK frameworks/models

If you are writing about conditions/provision in a country other than the UK, you may need to make it explicit at times that frameworks/issues such as those presented in the SEN Code of Practice (which is a UK Government document) can be applied and are relevant to educational contexts in Greece/Taiwan etc.

Explain 'buzz' words/new terms

Don't assume that your readers know what certain terms/words mean. If you are using a term such as 'inclusion' or 'attention-deficit-hyperactivity disorder', you should include a brief explanation/discussion of your understanding of this concept. This can be a summary or a direct quote from a published source. This is particularly important when a term you discuss may be controversial. For example, some are sceptical of the validity of the term 'emotional literacy', and see it as another fad/buzz word. To cover yourself, you should include some commentary about the term, e.g. 'Professionals in my local authority/country have recently introduced training in 'emotional literacy'. This, according to Smith (2005) is ….' and then include a quote. If writing about the term such as dyslexia, you are advised not refer to 'dyslexic children' or 'dyslexics', but

'children with dyslexia' – and some explanation of your understanding of this term would be useful.

Critical analysis

There can be tendency for those with less experience of writing to simply describe or summarise background reading/issues/frameworks, with too little emphasis on critical analysis and evaluation. For example, rather than just *describing* the background documentation and literature which relates to special needs provision, you should include, at times, some *discussion* of what has been written, e.g. by linking what one author says with the views of another. In other words *compare* the views expressed by different writers and the perspectives reflected in different frameworks; and discuss how such views/frameworks link to the report title and your theme/argument. You might also consider conceptual, methodological and interpretative weaknesses where appropriate and discuss how certain models, research findings, theories etc. are limited or contradictory.

You might also discuss how difficult it might be to arrive at a clear definition of the given term and the lack of agreement amongst professionals about the identification of such difficulties (i.e. which aspects of a child's behaviour do/don't fit the given category).

Avoid sweeping statements

Such as 'More children with special needs are being placed in mainstream schools than ever before...' unless you can support this with a reference or evidence/examples. Instead, write clearly and specifically e.g., 'The proportion of children with special needs placed in mainstream schools in the UK has remained fairly constant over the last 10 years (Farrell, 2005)'. On the whole, less experienced writers are inclined to give too few references when writing reports, tending not to acknowledge the source for certain assertions, and tending not to provide the name of an author/source to support a particular point of view (if you use ideas/theories/findings etc which you have come across while doing your background reading, you *must* give a reference for the source). Where you are quoting an author *verbatim* (i.e., word for word), cite the page number also in the reference, e.g. (e.g. Thomas et al, 1998: 4).

Using the background literature/citing sources and when to use direct quotes

When discussing/commenting on what others have written, it's generally appropriate to summarise research findings and others' commentary etc in your own words, and then acknowledge the source.

Take the following excerpt from Middleton (1999):

Traditional explanations of disadvantage experienced by disabled children rest on the medical model of disability which holds that the trauma of impairment is in itself an explanation for the individual's failure to achieve a reasonable quality of life. The 'social model' shifts this emphasis away from pathologising the individual and stresses restrictive environments and attitudes. *(Middleton, 1999: 1)*

When using this source, *you* might write the following:

Traditional explanations of disadvantage experienced by disabled children often reflect a medical model of disability, whereas the social model of disability emphasises the extent to which restrictive contexts and attitudes can pathologies the individual (Middleton, 1999).

The above wording is fairly close to that used by Laura Middleton. However it's not exactly the same and it summarises what she wrote. So this is *not* plagiarism. It's fine to write this in your own words, as long as you indicate which author you used.

So when should you include direct quotes? It's inadvisable to use too many direct quotes from authors (i.e. using quotation marks, and then quoting verbatim), as this can result in a rather fragmented style. When you come across a quote that is particularly strongly worded and well-expressed, then it may be appropriate to include a direct quote. In which case you should indent the quote, use italics, and include the page number. But don't use too many direct quotes! One or two per page (single spaced) is probably enough.

Be specific - include details

Wherever possible, be as specific and clear as possible, and provide 'hard' information. For example, if you include the following statement: 'At school *x*, most pupils are of average or above average attainment', it would be helpful if you could add some specific data to support this - e.g. results of SATS at Key Stage 1 or 2; or average GCSE points attained by pupils. Or, suppose you comment that some teachers at your school were supportive of a particular strategy to help low-achieving pupils, state *how many* teachers were positive about this approach; and provide *evidence* for such an assertion (e.g. comments made at a staff meeting).

Structure

Try to develop a style that results in a well-planned and well-structured assignment. Each section/part of the assignment should lead on to the next, with a logic and fluency that makes for pleasurable reading. Writers use many techniques to make their material more digestible and interesting. For example, use an introduction to briefly explain to the reader what you are aiming to cover and what your key theme(s) will be. When you reach the end of a section, before starting the next part of the report it can help to summarise what you have said (the salient points) and then briefly explain what you are going to discuss next, i.e. link different parts so that the reader understands the form and

logic of your report. One technique is to ask questions, e.g., 'So far in this report I have discussed possible factors that may impede teachers from supporting pupils with learning difficulties in the UK. What lessons can be gained from studying this field in other countries?' You can then go on to answer the question you have posed.

Other "do's" and "don'ts"

- Avoid writing informally. It is essential to use conventional words/phrases, e.g. do not write, 'I recently taught an SEN kid whose mum had reading problems …' [Alternative: 'I recently taught a pupil with special educational needs (on Stage 1 of the Code of Practice) whose mother informed me that she herself experienced difficulties with reading…']. And another example, rather than 'There's been a huge amount of research done on dyspraxia recently by medics…' [Alternative: 'A considerable amount of research has recently been conducted by a range of professionals in the medical profession…']. However, this does not mean that you should avoid the use of your own 'voice'.

- If you use technical terms, or acronyms/initials (such SEN etc), you should write these *in full the first time these are used*, and place the initials in brackets , e.g. 'In the section that follows the role of Special Educational Needs Coordinators (SENCOs) will be explored…'. From this point on you can refer to SENCOs.

- Please don't use italics when citing references in the text (e.g. *Ainscow, 1999*).

- When citing sources in the text of your assignment and when listing references at the end, please do not use bold or italics or colour to highlight the references.

- Please don't refer to the various sections as 'Chapters' (this is acceptable in a dissertation, but not appropriate in a shorter assignment such as this).

- Please don't write 'don't', 'isn't', '&' etc – always write in full.

- If you include a direct quote in your report, don't just leave it hanging in mid-air without any comment. It generally helps if you discuss the significance of what's been quoted, either just before the quote, or just after.

- Please type/write using double-spacing and single sides. Please don't use any footnotes.

- Make sure that *every reference you have cited* is listed alphabetically and correctly in your reference section at the end.

Guide to writing a literature review

A key aim of a literature review is to map out previous and current research on the topic you have chosen to write about. Within your chosen field, you should attempt to identify the authoritative voices, major issues, current debates and controversies.

Clearly, your literature review should include works (books, articles, policy documents, government publications) relevant to the field you have chosen to explore. You may decide to have separate sub-sections for policy publications (e.g. government guidelines, legislation, etc) and academic publications (research articles, review articles etc). You will have to make decisions about what is 'relevant' and how wide to cast your net. For example, if you choose to write about parental involvement in secondary schools, you may consider it appropriate to include commentary on the current broader context (e.g. a historical overview of parental involvement generally, the debate about inclusive education, etc). Alternatively, you might focus on a more specific aspect parental involvement (e.g. parental engagement with primary schools in urban contexts) and choose not to comment on wider issues. What is important is that you state clearly what your focus for the literature review will be (near the beginning), and provide a rationale for what you have chosen to include and what you have chosen not to include.

Include some direct quotes from authors, but not too many or too long. Three or four lines is generally about enough per quote; and you may well need to spell-out/explain the significance of the quote, e.g. explaining in your own words the key point being made by the quoted author, and/or how it links with the theme/argument you are developing – don't simply include a direct quote and leave it to the reader to guess why it's included/what point is being emphasised. For example, having inserted a direct quote, you might start the next sentence with a phrase such as: 'The key point being made by X is that…'.

The review should be critical, analytical and evaluative rather than a merely *descriptive* account of what has been published on your chosen topic. Avoid it becoming a mere catalogue of articles/books on your chosen topic This is an important point – too many literature reviews simply describe/list what others have done/found. What does 'critical, analytical and evaluative' mean in the context of a literature review? One useful strategy for writing in a 'critical, analytical and evaluative' style is to include inter-author links – i.e. links between the perspectives of authors, commenting on the extent to which various authors are agreeing or differing; or the extent to which differing authors' views/findings are or are not in line with current government policy initiatives. In addition:

- You might identify under-researched areas of your chosen topic.
- Or you might comment on the lack of detail reported in a certain article.
- Or the lack of longitudinal research conducted in a certain area (very common in the field of child development).
- Or the lack of ecological validity (in some areas of child development, research may be conducted in unnatural settings/contexts).

A guide to referencing your work

There is no one correct way to reference your work. The preferred style, and one which is very widely used currently in academic publications, is the Harvard system. It is essential that you fully reference all of the work which you produce for assessment purposes. Please do *not* produce a separate bibliography (i.e. all the books/articles etc that you read for the assignment, but which you may not have cited in the text), the list of references will suffice; and please do *not* use bullet points when listing references in your reference section.

N.B. In this guide italics are used in preference to underlining of titles, but underlining is equally acceptable.

Page numbers: these should be given after the year of publication, if you have quoted direct, e.g. Hill 1994:29

1.   Single Author

in your report: (Stewart 1986)
in the references: Stewart, J. (1986) *The Making of the Primary School*, Milton Keynes, Open University Press.

2.   Two Authors:

in your report: (Pollard & Tann 1987)
in the references: Pollard, A. & Tann, S. (1987) *Reflective Teaching in the Primary School*, London, Cassell.

3.   Three or More Authors:

in your report: (Mortimore et al.1988)
in the references: Mortimore, P., Sammons, P., Stoll, L., Lewis, D., & Ecob, R. (1988) *School Matters*, Wells, Open Books.

4.   Single Author's Chapter in an Edited Book:

in your report: (Acker 1987)
in the references: Acker, S. (1987) "Primary School Teaching as an Occupation" in Delamont, S.(ed.) *The Primary School Teacher*, Lewes, Falmer Press.

NOTES:
I)   Where the author is actually an editor then add (ed.) after their name and before the date.
II)   Where a chapter in an edited book has more than one author then apply the same rules as in 2 and 3 above.
III)   When a book has more than one edition, make clear which one you have used by inserting the edition after the date but inside the brackets. (1987, 3rd edition.)

5.   Articles in Journals

    Single Author

    in your report: (Nias 1984)
    in the references: Nias, J. (1984) "The definition and maintenance of self in primary teaching", *British Journal of Sociology of Education*, 5,3,pp.267-280

NOTES:
I)   Where available include the volume, part and page numbers.
II)   Where there is more than one author, apply the same rule as in 2 & 3 above.

6.   Government Publications

    in your report: (Central Advisory Council for Education 1967)
    in the references: Central Advisory Council for Education (1967) *Children and their Primary Schools*, London, HMSO ("The Plowden Report").

7.   Open University Course Publications

    in your report: (The Open University 1988)
    in the references: The Open University (1988) *E325 Managing Schools*, Block 4 *Managing Staff in Schools*, Milton Keynes, The Open University Press.

Listing Your References

In the references at the end of your piece of work list alphabetically, under the title 'References', all the sources to which you have referred, following these rules:

    1) Single authored items for each author are listed before multiple authored items by the same person.
    2) Within the single authored items and within the multiple authored section for each person the items are listed in date order.
    3) Where an author has more than one item in any given year these should be distinguished by adding lower case letters after the year. (Nias 1984a) (Nias 1984b)

When set out like this the problems of referencing sources look daunting but remember this guide is attempting to be comprehensive. Most of your references are going to be relatively straightforward so don't try to commit to memory the entire contents of this guide. Instead, keep it handy when you are working on your dissertation.

APPENDIX 2: JOURNALS AND USEFUL WEBSITES

Journals related to Counselling
Counselling Matters
Counselling
Counselling at work
Counselling and Psychotherapy Research
Counselling and Psychotherapy
Healthcare, Counselling and Psychotherapy
British Journal of Guidance and Counselling
Journal of critical psychology, counselling and psychotherapy
The European Journal of psychotherapy, counselling and health
International Journal for the Advancement of Counselling

www.bacp.co.uk
Link to British Association for Counselling and Psychotherapy. Here you can sign up for a range of alerts, such as the BACP newsletter or CCYP journal.

http://www.ccyp.co.uk
Link to Counselling Children and Young People microsite – some useful resources available from the CCYP journal.

http://www.cosca.org.uk/new_documents.php?headingno=32&heading=Research
Link to Counselling and Psychotherapy in Scotland website with some resources from their 'Research' section.

http://www.ncfr.org/
The National Council on Family Relations provides a forum for family researchers, educators, and practitioners to share in the development and dissemination of knowledge about families and family relationships, establishes professional standards, and works to promote family well-being.