

## Programme Specification for FdA Integrative Counselling

This document applies to Academic Year 2022-23 onwards

*Table 1 Programme Specification for FdA Integrative Counselling*

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	Iron Mill College
3.	<b>Programme accredited by</b>	British Association for Counselling & Psychotherapy (BACP); Exeter July 2018; Poole January 2019
4.	<b>Final award or awards</b>	FdA
5.	<b>Programme title</b>	Integrative Counselling
6.	<b>Pathways available and/or Linked Honours Degree progression route/s</b>	BA (Hons) Integrative Counselling (see Section 20 for further information)
7.	<b>Mode and/or site of delivery</b>	Iron Mill College, Exeter. Iron Mill College, Poole.
8.	<b>Mode of attendance and duration</b>	Full time. One day per week for 2 years
9.	<b>UCAS Code</b>	B9KO
10.	<b>Subject Benchmark statement and/or professional body statement</b>	British Association for Counselling and Psychotherapy Course Accreditation (Gold Book, 2009). <a href="#">The QAA Foundation Degree Qualification Benchmark Statement (2020)</a> The QAA Subject Benchmark Statement for Counselling and Psychotherapy (2013)
11.	<b>Date of Programme Specification preparation/ revision</b>	24 June 2013 August 2014 and October 2014 (Regulations) Revised Sept 2015 (revised requirements for progression and professional practice) July 2017 updated template and revised RPL wording relating to BACP accreditation criteria. November 2017 AQU amendments July 2018 BACP accreditation confirmed August 2018 AQU amendments and updates January 2019 additional delivery site approved (Poole), relevant sections updated February 2019 BACP Stage 1 'Introduction to Counselling Young People' requirements added for 2019/20. August 2019 AQU amendments to Section 19, minor updates. August 2020 QAA subject benchmark statement links and references updated August 2020 – AQU amendments to Section 19. August 2021 – AQU amendments August 2022 – AQU amendments

### 12. Educational aims of the programme

**The FdA Integrative Counselling programme** (Levels 4 and 5) is a two year modular programme. It is designed to qualify competent, confident and creative professional counsellors, who are well resourced for entering the workplace. Attainment of the award enables students to achieve individual registration with the British Association for Counselling & Psychotherapy (BACP). It qualifies students to work as professional counsellors and meet the requirements for individual membership of the BACP on graduation (MBACP).

## **Philosophy**

The FdA Integrative Counselling embraces relational values as described by Mearns and Cooper's work on Relational Depth (2005) and as more recently developed in Knox, Murphy, Wiggins and Cooper (2012). These works focus our attention on the depth and the quality of relationship as the central component of therapeutic work.

The core integrative framework is Faris and van Ooijen's Relational Integrative Model (2012), which offers an up-to-date framework for the integration of humanistic, psychodynamic and cognitive-behavioural approaches, and places the relationship firmly at the heart of the integrative approach. This model falls within a pluralistic postmodern paradigm, according to which there is no 'one true reality': the above approaches are presented as different 'lenses' with which to view relational integrative therapeutic work. The focus of counselling practice largely takes place within the areas of 'overlap' shared by the three approaches, and in direct response to each client's wishes and needs.

Each FdA module has a focus on a particular theme relevant to contemporary relational counselling practice; models relevant to that theme are taught, critically evaluated, compared, integrated and applied. The theoretical models addressed within this programme are taught in an integrative manner consistent with the philosophy described above. Psychodynamic approaches may include Transactional Analysis, Jungian and Freudian concepts, and attachment theory. Humanistic approaches may include Person-centred work, 'relational depth', and transpersonal models such as Psychosynthesis. Cognitive Behavioural approaches may include brief therapy, CBT/mindfulness and solution-focussed work. Additionally, family systems, neuroscience and existential approaches have particular relevance to a relational approach. Creative methods have a strong presence throughout this programme, both for client work and for student self-reflective practice. Students will be encouraged to develop their own integrative approach based upon their learning, and upon their ability to compare and contrast the presented models and approaches.

The FdA has a practical applied focus - through placement, professional skills and work based learning – and combines this with a deep interest in the richness of the human condition and the nature of relationship. These elements are integrated throughout the programme.

Finally, our philosophy for counselling extends to our philosophy for teaching:

*"How we like to be with clients – open, available, collaborative, invitational and creative – is how we like to be in relationship with students."*

Faris and van Ooijen, 2012

## **Ethical Framework**

The BACP Ethical Framework for Good Practice in Counselling and Psychotherapy (2013) is at the heart of each module taught on the programme. The BACP is the largest (by membership) professional organisation for Counselling and Psychotherapy in the UK. The Iron Mill College considers it important that all counsellors, whether qualified or in training, adhere to an Ethical Framework and are accountable for their professional work. Membership of the BACP for all students will promote a shared understanding of good practice standards. The BACP offer a wide variety of support for students who are members, including CPD, conferences, online resources, practice information sheets and placement information.

## **Work based Learning and Placement**

The FdA combines a practical applied focus (through placement, professional skills and work based learning) with a deep interest in the richness of the human condition and experience. These elements are integrated throughout the programme. '**Placement**' refers to the required 100 hours of one-to-one supervised counselling practice; '**work**

**based learning'** refers to the contextual organisational learning and experience associated with professional counselling-related employment.

**The FdA aims to:**

- advance understanding of integrative approaches to counselling which place the relationship at the heart of the work
- provide a rich and creative learning environment from which each counsellor can identify and develop a unique personal integrative approach
- enhance employability with a focus on professional applications and work based learning
- focus on up-to-date theory, research and critical thinking
- enhance counsellor self-awareness and reflective practice
- encourage and provide opportunities for the development of creative thinking and practice
- focus on ethical practice and the use of the BACP Ethical Framework (2013)
- expand awareness of difference and diversity and the implications for counsellors
- meet the criteria listed in the QAA Benchmark Statement for Counselling and Psychotherapy (2013) for undergraduate training, and the BACP Gold Book (2009) for Accredited Training.
- Introduce essential knowledge and understanding for Counselling Young People (11-18 years)

**13. Intended learning outcomes and learning, teaching and assessment methods**

*Table 2 knowledge and understanding outcomes and which module/code they relate to*

<b>Knowledge and Understanding</b>		
<b>LO no</b>	<b>On successful completion of the named award, students will be able to:</b>	<b>Module Codes</b>
1.	identify some of the philosophical assumptions underpinning the theory and practice of counselling and psychotherapy	IMIC1001
2.	recognise ways in which the relationship is conceptualised in a range of different theoretical models, and evidence the ability to form and maintain a meaningful therapeutic relationship	IMIC1001 IMIC1004 IMIC2004
3.	maintain the ethical principles that underpin counselling and psychotherapy	IMIC1002 IMIC1005 IMIC2005
4.	develop professional knowledge of mental health and psychopharmacology	IMIC1002 IMIC2003
5.	demonstrate in-depth understanding of the purpose, theory and practice of supervision	IMIC1002 IMIC2006
6.	Develop understanding and knowledge of BACP Stage 1 Counselling Young People (11-18 years)	IMIC1001 IMIC1002

*Table 3 cognitive and intellectual skills outcomes for module code/s*

<b>Cognitive and Intellectual skills</b>
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7.	evaluate and make use of a range of well-established humanistic therapeutic approaches appropriate to the needs of the client	IMIC1001 IMIC2001 IMIC2002
8.	describe and critically analyse a personal philosophy of counselling and integrative approach, and provide evidence of this approach in practice	IMIC1005 IMIC2004 IMIC2005
9.	develop knowledge about research and apply a comprehensive, in-depth and research-informed body of knowledge in practice, developing skills in the retrieval, evaluation and communication of information	IMIC2003
10.	demonstrate the ability to reflect upon your own practice and explicitly define areas for professional development	IMIC1002

*Table 4 learning skills and capabilities related to employability outcomes for module code/s*

<b>Skills and capabilities related to employability</b>
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11.	demonstrate confidence and competence in the use of therapeutic skills	IMIC2006
12.	integrate into practice legal, professional and organisational requirements pertaining to equal opportunities, diversity and anti-discrimination	IMIC1002 IMIC2003
13.	gain work based understanding (ethical, contractual, professional, legal, social and organisational)	IMIC1005 IMIC2003
14.	recognise their own professional strengths and limitations that may affect therapeutic practice, and develop appropriate self-support and self-care strategies	IMIC2005 IMIC2006
15.	recognise and make appropriate decisions in response to ethical dilemmas and legal responsibilities when assessing potential risk to the client or others	IMIC1002 IMIC2003

*Table 5 transferable/key skills outcomes for module code/s*

<b>Transferable/key skills</b>
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16.	demonstrate confidence and competence in the use of therapeutic skills	IMIC2006
17.	demonstrate use of reflective practice in developing an understanding of the self in relationship	IMIC1001 IMIC1004 IMIC2001
18.	professional presentation of work in a clear, well-structured and well-informed manner with the ability to critically evaluate material	IMIC1002 IMIC1005 IMIC2003

### **Learning, teaching and assessment**

The FdA makes use of both experienced core teaching staff and invited specialist staff in the teaching and learning on this programme.

- **Students:**

The Iron Mill College is a professional learning community which values the experience and knowledge students bring to and acquire during the programme, and provide ample opportunity for the shared learning opportunities this presents.

- **Teaching focus:**

The learning and teaching on this programme has a focus on being up-to-date and relevant to professional practice today.

- **Placement/Work Based Learning provision:**

There is a significant focus on acquiring learning through work based activities throughout the programme. This ensures that theoretical learning is applied to current professional practice, and students develop a professional resource network.

- **Technology:**

The University of Worcester [Library Services](#) ('The Hive') includes an array of online information which is available to FdA students. Resources Online provides access to numerous online databases as well as numerous full text journals. Most modules on the programme have an online presence via Blackboard. The Summon facility allows searches across all university library resources. Students will make use of the VLE (Blackboard) and e-portfolio (Pebblepad).

- **Learning and Teaching Methods:**

Students are taught through a combination of lectures, seminars, handouts, discussion, debate, modelling, audio-visual input, professional skills triad work, case studies, experiential work, group work, reflective practice opportunities, guided independent learning, recording of practice. In addition, meetings with Personal Academic Tutors are scheduled on at least four occasions in the first year and three occasions in each of the other years of a course.

The University places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support from Student Services and Library Services, and also the Personal Academic Tutoring system enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful.

### **Contact time**

In a typical week students will have around 7 contact hours of teaching. The precise contact hours will depend on the optional modules selected and in the final year there is normally slightly less contact time in order to do more independent study.

Typically class contact time will be structured around:

- Lectures, discussions,
- Group activities

### **Independent self-study**

In addition to the contact time, students are expected to undertake around 15 hours of personal self-study per week. Typically, this will involve reading, journaling and research.

Independent learning is supported by a range of excellent learning facilities, including the Hive and library resources, the virtual learning environment, and extensive electronic learning resources.

### **Teaching staff**

Students will be taught by a teaching team whose expertise and knowledge are closely matched to the content of the modules on the course.

Teaching is informed by research and consultancy, and 3 of lecturers on the course have a higher education teaching qualification or are Fellows of the Higher Education Academy.

## Assessment

The course provides opportunities to test understanding and learning informally through the completion of practice or 'formative' assignments. Each module has one or more formal or 'summative' assessment which is graded and counts towards the overall module grade.

Assessment methods include:

- **Formative Assessment Methods:**

Journal writing; peer and tutor feedback on skills work; group process work; reflective practice opportunities; experiential work; observations.

- **Summative Assessment Methods:**

Essays; oral exams and interviews; written assignments; professional portfolio (work based learning and placement); case presentation and discussion; poster/exhibition; work based learning conference presentation; counselling skills work and recordings; journal-based reflective writing

The precise assessment requirements for an individual student in an academic year will vary according to the mandatory and optional modules taken, but a typical formal summative assessment pattern for each year of the course is:

Year 1: Written Assignments (1500 + 4000 words)

Reflective Skills  
Presentation  
Portfolio work

Year 2: Written Assignments (2500 + 4000 words)

Case Study  
Portfolio Work  
Presentation  
Oral Exam

## 14. Assessment strategy

The assessment strategy is designed to help students develop the knowledge, skills and competence to practise as competent and professional counsellors on completion of the programme. Assessments provide opportunities to critically analyse and evaluate evidence and current practice in counselling and apply this knowledge within their own developing practice.

The team are committed to developing and enhancing students' professional competence by providing opportunities to demonstrate skills of self-reflection, evaluation of existing evidence and critical application of that learning to new practice situations. Students will be assessed in both theoretical and practical components of the course.

Each assessment has specific marking criteria contained in the relevant module guide, which is given to students at the beginning of the module. These are based on the generic assessment criteria contained within the [Undergraduate Grade Descriptors](#).

A grid showing **assessment methods and weightings** mapped to modules at each level is included in the assessment section of the programme handbook.

**Submission dates** are module-specific and located in the Module Guide provided at the beginning of each module.

### Assessment Strategy

The assessment strategy is aligned with the University's [Assessment Policy](#).

The course operates under the [Taught Courses Regulatory Framework](#) which sets out the full regulations for passing modules, grading of modules, retrieving failed modules, progression from one academic level to the next, requirements for awards, and how the degree is classified.

The course is fully compliant with UW regulations for assessment, mitigation, appeals and complaints. For further details on any of these areas please follow this link to the [Registry Services](#) website or see the [UW Student Handbook](#)

## 15. Programme structures and requirements

The FdA Integrative Counselling is a two-year full-time modular programme comprising:

- Year 1: 5 modules at level 4
- Year 2: 6 modules at level 5

Each module of 15 credits comprises 150 hours of study, including teaching days, work based learning and self-directed learning. Each module of 30 credits comprises 300 hours of study, including teaching days, work based learning and self-directed learning. In addition to this, students are required to undertake a further 100 hours of supervised counselling practice and 40 hours of personal therapy.

This course involves a high degree of self-directed learning. The following represents a guide to the time you need to devote to study per module in order to successfully complete the course:

- attendance at all timetabled teaching days
- 1 day per week attending placement, work based activities and supervision
- 2-3 days per week guided independent study and assessment preparation
- personal therapy at 1 hour per week (40 hours minimum over two years, starting in year 1)

It is therefore unlikely that students with other full time work or study commitments will be able to participate to the level required in order to successfully complete the programme.

**Additional expenses** (current sums, subject to change) to budget for throughout the programme are:

- personal therapy – approximately £30-£50 per hour
- supervision – if not paid for or supplied by your placement, approximately £30-£60 per 1.5 hours for monthly individual supervision; approximately £20 per hour for group supervision.
- enhanced DBS Certificate (DBS means [Disclosure and Barring Service](#), previously known as the Enhanced CRB) – £44. Students will need to meet the cost of their own DBS (see also Admissions section 18 below). Checks for eligible volunteers are free of charge. Please see [CRB/DBS website](#) for details.
- personal insurance – approximately £25 - £90 per year; discounts available from some insurers for BACP members; monthly payment options usually available.
- \*professional membership of the BACP - £70 per year, or £35 at reduced rate for people who are not in paid employment

### Options for Attendance

All students are full time and attend one day per week, with additional guided independent study, placement, supervision, work based learning and personal therapy.

### Placement and Work Based Learning



- **Placement Learning** refers to the supervised 1:1 counselling practice you will undertake with clients following a successful 'competence to practice' assessment.
- **Work Based Learning (WBL)** refers to the additional and contextual workplace learning which you will undertake, such as involvement in service evaluation assessments, administrative tasks, staff meetings, staff training, or attending case conferences.

Work Based Learning may start from the beginning of the programme; supervised placement practice with clients may start when the student has passed a competence to practice assessment.

### Gaining a Placement

It is the student's responsibility to obtain a suitable placement following a successful competence to practice assessment. The Iron Mill College will provide enrolled students with a designated Placement Coordinator, access to the placement database, guidance and support with applications and references, and access to lists of approved supervisors and therapists. We have many years of experience in building relationships with placement providers, and to date, all students seeking placement have successfully gained one or more placements during their training. However, good placements are in demand, and to gain maximum opportunity students will need to be flexible about the distance they are prepared to travel and times of the week they are available for placement work. Students must gain a placement and complete 100 hours of supervised client work during the FdA in order to gain their award.

## Award Map

*Table 6 award map for each level of the course*

Level 4: FdA Integrative Counselling Year 1				
Module Code	Module Title	Credits	Status	Pre-requisites
IMIC1001	The Art of Relationship	15	Mandatory	None
IMIC1002	Professional Competence	30	Mandatory	None
IMIC1003	The Neuroscience of Relationship	15	Mandatory	None
IMIC1004	A Sense of Self	30	Mandatory	None
IMIC1005	Professional Development 1	30	Mandatory	None

### Requirements at Level 4

Students must take all mandatory modules and must successfully complete 120 credits in total.

Level 5: FdA Integrative Counselling Year 2				
Module Code	Module Title	Credits	Status	Pre-requisites
IMIC2001	The 'here and now' encounter	30	Mandatory	None
IMIC2002	Creative Arts Therapies	15	Mandatory	None
IMIC2003	Counselling in Context	30	Mandatory	None
IMIC2004	The Process of Change	15	Mandatory	None
IMIC2005	Professional Development 2	30	Mandatory	None
IMIC2006	Professional Practice	0	Mandatory	None

### Requirements at Level 5

Students must take all the mandatory modules and successfully complete 120 credits in total at Level 5.



## 16. QAA and professional academic standards and quality

The FdA is designed with reference to the Academic Infrastructure, a means of describing academic standards in terms of the academic level you are expected to achieve. This includes the Framework for Higher Education Qualifications (FHEQ), which provides details of the academic level expected within each year of the programme.

The programme is designed in compliance with the University of Worcester Taught Courses Regulatory Framework and the QAA Foundation Degree Qualification Benchmark (2020). In addition, the QAA Subject Benchmark Statement: Counselling and Psychotherapy (2013) was instrumental in shaping the Learning Outcomes for this programme.

This course is accredited by the British Association of Counselling and Psychotherapy (July 2018). This is regarded as 'gold standard' in terms of sector endorsement.' The BACP Stage 1 'Introduction to Counselling Young People' training was integrated within Level 4 for Academic Year 2019-20.

The BACP Gold Book (2009) standards have been integrated throughout.

This award is located at Level 5 of the FHEQ.

## 17. Support for students

The Iron Mill College has a library available for students to use, internet access, and a pleasant learning environment where our team of administrators are available to answer any concerns throughout the year. Students will also be allocated a Personal Academic Tutor who will offer support throughout their studies at the Iron Mill College. It is recommended that you meet your Personal Academic Tutor at least once every semester, although occasionally you may also need to contact your tutor at other times, particularly if you are experiencing problems. The Iron Mill College's Placement Coordinator will support students in their professional placement practice.

Students enrolled on the FdA Integrative Counselling have the opportunity to access the services offered by UW Student Services. Student Services is the central department that provides non-academic support of students. The department includes Careers, Counselling and Mental Health Support, Disability and Dyslexia Service, Student Wellbeing Centre, and Welfare and Financial Advice. Further details are listed in the Course Handbook.

<https://www2.worc.ac.uk/firstpoint>

<https://worchester.ac.uk/life/help-and-support/services-for-students/home.aspx>

<https://www2.worc.ac.uk/disabilityanddyslexia/>

## 18. Admissions

### Admissions policy

The FdA Integrative Counselling course aims to attract interest from a wide range of applicants including those who are experienced in the counselling and psychotherapy profession wishing to gain a professional degree; mature entrants; applicants wishing to change their career paths; students who are in related professions wishing to broaden their expertise, and students with substantial life experience wishing to study at undergraduate level.

### Entry requirements

1. preliminary counselling training of 30 hours minimum, or equivalent. Applicants not meeting the preliminary counselling training requirements will be recommended to take the IMC Certificate in Counselling as an entry requirement.

2. the normal minimum entry requirement for Foundation Degree courses is the possession of 4 GCSE's (Grade C/4 or above) and 1 A Level (or equivalent Level 3 qualification). However, the current UCAS Tariff requirements for entry to this course are published in the prospectus and on the University's website: <https://www.worc.ac.uk/courses/integrative-counselling-fda> Applicants not meeting the academic entry requirements will be individually assessed for other appropriate qualifications and/or experience, and will be required to demonstrate the ability to study at this level. Please see [Admissions Policy](#) for other acceptable qualifications.

### **Disclosure and Barring Service (DBS) requirements**

3. **Enhanced DBS Certificate.** The DBS was established under the Protection of Freedoms Act 2012 and merges the functions previously carried out by the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA). We require students who do not hold a current certificate to apply for one via the University as soon as a place on the course has been accepted. DBS is a requirement of the course therefore without this clearance, students would be unable to proceed with registration onto this programme. Please also see [Admissions Policy](#).

### **Recognition of Prior Learning (RPL)**

4. To ensure that all students meet the criteria for BACP registration, RPL is not permitted. Students need to complete the course in its entirety.

### **Admissions procedures**

1. Applicants will apply to the University of Worcester. The application must include a personal statement and two references.
2. Applicants invited for interview must bring the following documentation to their interview:
  - Proof of academic achievement (original certificates) **plus** 2 photocopies of each certificate
  - Proof of identification (Birth certificate, Driving licence card, Passport) **plus** 2 photocopies of each
3. Students attend for a group and individual interview at the Iron Mill College (see details below)
4. The University of Worcester will send a letter to successful applicants confirming the offer, and requesting that the student completes the on-line registration. The student completes the registration via the secure student portal (SOLE). Worcester University will send a confirmation letter to the student and will enclose a handbook and student card.
5. Students will be required to apply for their Enhanced DBS Certificate via the University
6. Occupational Health Check – students will be asked to complete a health questionnaire.

Full-time applicants apply through UCAS (*B9K0*)

### **Admissions/selection criteria**

#### **Interview**

Students will attend a small group and an individual interview. The interview is an important part of the selection process, and applicants will need to demonstrate the criteria listed below in order to be offered a place.

Applicants successful at interview will have the professional and personal qualities for counselling training\*, as well as a good understanding of the expectations and commitments of the training. Strong relational and communication skills are essential, along with maturity, self-awareness and self-reflective ability, and the ability to engage with the academic requirements of the programme. Applicants will need to show the confidence and persistence required to actively seek and obtain a placement, as well as

having relevant professional experience which will assist with the gaining of a placement; they will need enthusiasm and the ability to be flexible with travel and time. Applicants also need to be at the right time in their own lives to be able to engage fully with this highly demanding training.

\*In preparation for interview applicants are advised to look at the [BACP website](#) and the [BACP Ethical Framework](#), which lists the values and personal qualities expected of counsellors.

See Section 20 of the Programme Specification for information regarding the admissions arrangements for progression to the linked Honours Degree(s)/Top-Up Degree(s).

## 19. Regulation of assessment

### **The course operates under the University's Taught Courses Regulatory Framework**

#### **Requirements to pass modules**

- Modules are assessed using a variety of assessment activities which are detailed in module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

#### **Submission of assessment items**

- A student who submits course work late but within 7 days (one week) of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- A student who submit work later than 7 days (one week) will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations please see the Taught Courses Regulatory Framework.

#### **Retrieval of failure**

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade
- Reassessment items that are passed are capped at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module); the module grade for a re-taken module is capped at D-.
- A student will be notified of the reassessment opportunities in the results notification issued via the secure student portal (SOLE). It is the student's responsibility to be aware of and comply with any reassessments.

#### **Requirements for Progression**

- A student will be permitted to progress from Level 4 to Level 5 if, by the time of the reassessment Board of Examiners, they have passed at least 90 credits at Level 4. Outstanding Level 4 credits must normally be studied in the following academic year.
- A student who, by the time of the reassessment Board of Examiners, has failed 90 credits or more (after exhausting all reassessment opportunities) during the academic year, will have their registration with the University terminated
- If a student has not passed at least 90 credits by the reassessment Board of Examiners, the student is not permitted to progress to the next level and will be required to either complete outstanding reassessment or retake the failed modules the following academic year. Students will be able to carry forward any passed modules.

This course is subject to the University's fitness to practice procedures.

## Requirements for Awards

*Table 7 requirements for awards*

Award	Requirement
Cert HE	In order to be eligible for the exit award of Certificate in Higher Education in the named subject/area of study, a student must have passed at least 120 credits in total including the mandatory modules for level 4 of the award as specified on the award map.
Foundation Degree FdA	120 credits at Level 4 and 120 credits at Level 5 as specified on the award map.

These awards are not classified.

## 20. Graduate destinations, employability and links with employers

### Graduate destinations

The Foundation Degree (FdA) in Integrative Counselling programme provides the opportunity for advancement in a variety of counselling-related careers, and for counselling practitioners to advance beyond their current role. Possible career opportunities include:

- NHS initiatives e.g. Improving Access to Psychological Therapies (IAPT).
- Educational institutions: schools, colleges and universities.
- Employee Assistance Programmes (EAPS).
- Local Authority employee services programmes
- Charitable agencies.
- Private practice.

### Progression to Linked Honours Degree(s)/Top-Up Degree(s)

The programme is designed for straightforward progression. Students successfully completing the Foundation Degree will be eligible to apply for progression onto the [BA \(Hons\) Counselling Top Up](#). For students successfully completing the BA (Hons) Top-Up, the Iron Mill College are in the process of creating a range of PG Cert programmes at level 7, subject to approval, and will provide further details of these new programmes in due course.

### Student employability

The programme provides valuable links with employers through both the placement and work based learning components, as well as networking opportunities within the community.

**Please note:** This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in associated course documentation e.g. course handbooks, module outlines and module specifications.