

## Programme Specification FdA Integrative Counselling with Iron Mill College

**This document applies to students who commence the programme  
in or after September 2017**

1.	<b>Awarding institution/body</b>	University of Worcester
2.	<b>Teaching institution</b>	Iron Mill College
3.	<b>Programme accredited by</b>	N/A
4.	<b>Final award</b>	Foundation Degree (FdA)
5.	<b>Programme title</b>	Integrative Counselling
6.	<b>Pathways available</b>	N/A
7.	<b>Mode and/or site of delivery</b>	Iron Mill College
8.	<b>Mode of attendance</b>	Full time One day per week
9.	<b>UCAS Code</b>	B9K0
10.	<b>Subject Benchmark statement and/or professional body statement</b>	British Association for Counselling and Psychotherapy Course Accreditation (Gold Book, 2009).  The QAA Foundation Degree Qualification Benchmark Statement (2010)  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) August 2017 AQU amendments and updates

### 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 progress towards future individual accreditation 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 in 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 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.

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

The bracketed numbers in the following sections refer to the General Learning Outcomes as listed on page 11 of the Course Handbook, and in the table in Appendix 4 (General Learning Outcomes mapped onto Module Specific Learning Outcomes).

**Knowledge and understanding:**

On successful completion of the course, students will be able to:

- identify some of the philosophical assumptions underpinning the theory and practice of counselling and psychotherapy (1)

- 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 (4)
- maintain the ethical principles that underpin counselling and psychotherapy (6)
- develop professional knowledge of mental health and psychopharmacology (9)
- demonstrate in-depth understanding of the purpose, theory and practice of supervision (14)

### **Cognitive and intellectual skills:**

- evaluate and make use of a range of well-established humanistic therapeutic approaches appropriate to the needs of the client (2)
- describe and critically analyse a personal philosophy of counselling and integrative approach, and provide evidence of this approach in practice (3)
- 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 (8)
- demonstrate the ability to reflect upon your own practice and explicitly define areas for professional development (13)

### **Practical skills relevant to employment:**

- demonstrate confidence and competence in the use of therapeutic skills (5)
- integrate into practice legal, professional and organisational requirements pertaining to equal opportunities, diversity and anti-discrimination (7)
- gain work based understanding (ethical, contractual, professional, legal, social and organisational) (10)
- recognise their own professional strengths and limitations that may affect therapeutic practice, and develop appropriate self-support and self-care strategies (11)
- recognise and make appropriate decisions in response to ethical dilemmas and legal responsibilities when assessing potential risk to the client or others (15)

### **Transferable/key skills:**

- demonstrate confidence and competence in the use of therapeutic skills (5)
- demonstrate use of reflective practice in developing an understanding of the self in relationship (12)
- professional presentation of work in a clear, well-structured and well-informed manner with the ability to critically evaluate material (16)

## Learning, Teaching and Assessment

- **Staff and specialists:**

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 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 Information and Learning services](#) ('The Hive') include 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:**

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.

- **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.

## 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 [Grade Descriptors Level 4 - 6 Undergraduate](#)

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

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

### Regulation of assessment

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 required 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** 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 ([Disclosure and Barring Service](#), previously known as the Enhanced CRB) – £44. 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

\*the expenses quoted above were correct for 2013; it is advisable to check on the appropriate websites for updates.

### **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**

#### **Definitions:**

- **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 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.

### Progression

The programme is designed for straightforward progression. Students successfully completing the Foundation Degree will be eligible to apply for progression onto the [BA \(Hons\) 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 validation, and will provide further details of these new programmes in due course.

### Award Map

<b>Level 4: FdA Integrative Counselling Year 1</b>				
Students must successfully complete 90 credits including IMIC1002 to progress onto year 2.				
<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Status</b>	<b>Pre-requisites</b>
<b>IMIC1001</b>	The Art of Relationship	15	Mandatory	None
<b>IMIC1002</b>	Professional Competence	30	Mandatory	None
<b>IMIC1003</b>	The Neuroscience of Relationship	15	Mandatory	None
<b>IMIC1004</b>	A Sense of Self	30	Mandatory	None



<b>IMIC1005</b>	Professional Development 1	30	Mandatory	IMIC1002
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### Level 5: FdA Integrative Counselling Year 2

Students must successfully complete all modules in Levels 4 and 5 to achieve the FdA

<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>	<b>Status</b>	<b>Pre-requisites</b>
<b>IMIC2001</b>	The 'here and now' encounter	30	Mandatory	None
<b>IMIC2002</b>	Creative Arts Therapies	15	Mandatory	None
<b>IMIC2003</b>	Counselling in Context	30	Mandatory	None
<b>IMIC2004</b>	The Process of Change	15	Mandatory	None
<b>IMIC2005</b>	Professional Development 2	30	Mandatory	IMIC1005
<b>IMIC2006</b>	Professional Practice	0	Mandatory	IMIC1005

## 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 required. 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 (2010). In addition, the QAA Subject Benchmark Statement: Counselling and Psychotherapy (2013) was instrumental in shaping the Learning Outcomes for this programme.

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

## 17. Support for students

The Iron Mill 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. The Iron Mill'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.

## 18. Admissions

### Admissions Policy

The FdA in 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.

### Age Requirements

We consider that age is not a reliable factor in assessing suitability for a counselling training. Learning from life experience, self-awareness, strong relational abilities and personal qualities are more useful indicators.

### Entry requirements

The current UCAS Tariff requirements for entry to this course are published on the University website: <https://www.worcester.ac.uk/courses/integrative-counselling-ba-hons.html>

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

### Additionally, all applicants must provide:

- **a personal statement** on application
- **references:** an offer of a place is dependent upon the receipt of two supportive references
- **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.
- **proof of identification**

### Admission to the programme via RPL (Recognition of Prior Learning)

The programme is integrative and it is recommended that students progress through the programme in its entirety. For students who wish to enter via RPL: these are thorough, in-depth processes of assessment, requiring clear evidence of prior achievement of the Learning Outcomes for each module at the required level of study. Students wishing to apply in this way must first contact the Programme Leader at the Iron Mill College, and will be assessed via the Institute of Health and Society at the University of Worcester.

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants with few or no formal qualifications can be found in the prospectus or on the University web pages. Information on eligibility for recognition of prior learning for the purposes of entry or advanced standing is also available from the University web pages or from the Registry Admissions Office (01905 855111).

Further information on Recognition of Prior Learning can be found at <http://www.worcester.ac.uk/registryservices/941.htm>

### **Further Progression: BA (Hons) Integrative Counselling Top-Up year, and PG Cert programmes**

Students successfully completing the FdA will be eligible to apply for progression onto the BA (Hons) Integrative Counselling. 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 validation, and will provide further details of these new programmes in due course.

### **FdA 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 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 Sole Pages. 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 and pay for their Enhanced DBS Certificate via the University.

### **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 22 of the Programme Specification for information regarding the admissions arrangements for progression to the linked Honours Degree(s)/Top-Up Degree(s).

## **19. Methods for evaluating and improving the quality and standards of teaching and learning**

Course evaluation is an ongoing process. It involves staff, students, the external examiner and the Course Management Committee.

We invite feedback using the following methods:

- Student module evaluation forms for each taught module
- Reports and evaluations from placement providers and supervisors
- External examiner and moderator reports and visits
- Discussion arising spontaneously during check in/out. Time allocated as necessary for staff and students to meet as a learning community, with regular feedback from the whole group
- Suggestions for programme changes.
- Staff meetings.
- Two student representatives involved in ongoing discussions within the Staff/student Liaison and Course Management Committees.
- End of course evaluation that involves discussion between the external examiner with staff and feedback from the Course Management Committee.
- Annual course evaluation process.

## **20. 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**

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- For full details of submission regulations see [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-.

### **Requirements for Progression**

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

### **Requirements for Professional Practice**

- Students must complete the required number of professional practice hours and all associated requirements of the Professional Practice module in order to be eligible for the FdA award.
- Subject to the confirmation of the Exam Board, a student may extend the period of study to complete the professional practice hours after all other modules have been successfully completed
- Students are not eligible to progress to a 'top-up' award until all requirements are met
- The Exam Board will monitor progress in relation to completion of the practice hours

## Requirements for Awards

Award	Requirement
CertHE	120 credits at Level 4 or higher
Foundation Degree FdA/FdSc	120 credits at Level 4 and 120 credits at Level 5

These awards are not classified.

### 21. Indicators of quality and standards

The University underwent a QAA Institutional Audit in March 2011. The audit confirmed that confidence can be placed in the soundness of the institution's current and likely future management of the academic standards of its awards and the quality of the learning opportunities available to students. The audit team highlighted several aspects of good practice, including the student academic representative (StARs) initiative, the proactive approach which supports the student experience for students with disabilities, the comprehensiveness of the student online environment (SOLE), the wide range of opportunities afforded to students to enhance their employability, the institution's commitment to enhancement, and the inclusive approach to working with its collaborative partners.

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

#### Employability and Graduate destinations

This FdA programme provides the opportunity for advancement in a variety of counselling-related careers. Applicants with degrees are increasingly being sought, and the Foundation Degree is established as a qualification which is also vocationally relevant. Our graduates are people with the advanced theoretical and applied knowledge to make an impact on service provision.

Foundation Degrees in Counselling leads to career opportunities and the possibility of further study leading to BA (Hons) and postgraduate qualifications.

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

The Programme provides links with employers through the placement and work-based learning component.

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

### **BA (Hons) Integrative Counselling (Level 6)**

The BA (Hons) is a one year, full time top-up programme which encourages individual choice in study, and a vocationally relevant and up-to-date focus. It provides opportunities for you to develop a specialism, to conduct a literature review on a chosen area, and a negotiated work based learning project of your choice. It also encourages a wider view of counselling in the 21<sup>st</sup> century, with the exciting developments in the present and future of our profession.

### **Entry requirements to the BA (Hons) Top-Up Programme**

- An FdA Counselling award at Levels 4 and 5, meeting BACP supervised practice requirements of 100 hours minimum, or equivalent
- Applicants not meeting this requirement will be individually assessed by the Programme Leader, and must provide further evidence of qualifications at Level 5 or higher
- MBACP status (qualified counsellor)
- It is expected that as qualified counsellors, students will enter the programme with counselling practice or placement arranged in advance.

### **BA (Hons) Additional Requirements**

Students must remain in counselling practice throughout their BA Top-Up year, and provide evidence of 50 hours of supervised counselling practice. Supervisory reports must indicate consistently safe and competent practice. The Specialist Work Based Learning module allows students to develop a specialism of their choice, and to participate in a negotiated contract of work with a counselling provider. It is expected that students will need to engage with approximately 30-50 hours of work in order to meet the learning outcomes.

**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.