

## PROGRAMME SPECIFICATION

<b>1</b>	<b>Awarding institution/body:</b> University of Worcester
<b>2</b>	<b>Teaching institution:</b> Warwickshire College
<b>3</b>	<b>Programme accredited by:</b> N/A
<b>4</b>	<b>Final award:</b> FdSc
<b>5</b>	<b>Programme title:</b> FdSc Counselling (Cognitive Behavioural) FdSc Counselling (Person Centred)
<b>6</b>	<b>Pathways available:</b> Cognitive Behavioural Person Centred
<b>7</b>	<b>Mode and/or site of delivery:</b> Face to face delivery of theoretical and practical work with some blended learning via the Learning channel and Blackboard VLEs. All modules delivered at Leamington Centre of Warwickshire College. Substantial work-based learning also required.
<b>8</b>	<b>Mode of attendance:</b> FT
<b>9</b>	<b>UCAS Code:</b> Cognitive Behavioural: B940 Person Centred: B941
<b>10</b>	<b>QAA Benchmark statement:</b> Foundation degree qualification benchmark statement (2004). There is currently no Subject Benchmark Statement for Counselling.
<b>11</b>	<b>Date of Programme Specification preparation/revision:</b> July 2010

### 12 Educational aims of the programme

#### Generic Aims

The Foundation degree awards aim to:

- a) develop in each student subject knowledge and understanding appropriate to individual interests and developing vocational needs;
- b) develop each student's intellectual powers, their understanding and judgement, their ability to see relationships within what they have learned and to examine the field of study in a broader perspective;
- c) develop the personal effectiveness and employability of students, in particular their ability to learn, to communicate, to work with others and to solve problems;
- d) develop those skills of professional scholarship required for career management, lifelong learning and innovation;
- e) provide opportunities to learn and apply skills and knowledge in the workplace;
- f) provide a lively, stimulating and challenging educational experience which meets the defining characteristics of foundation degree awards;
- g) apply theory to observe and appraise practice in the work place; and
- h) evaluate safe working practices.

### Award Specific Aims

The FdSc Counselling (Cognitive Behavioural) and FdSc Counselling (Person Centred) awards aim to:

- a) provide an educational foundation for a range of careers in the counselling and therapy profession;
- b) develop a range of transferable skills and techniques, personal qualities and attitudes essential for successful performance in working life;
- c) provide support to meet the individual academic and pastoral needs of students with varying abilities;
- d) equip students for progression to honours degree study and to develop a positive attitude towards lifelong learning and employment;
- e) provide opportunities to develop, encourage and enhance students' motivation for the counselling and therapy profession so that they are able to make a substantial contribution to their chosen area of employment;
- f) provide students, through work-based learning, with an appreciation of issues in ethical practice towards the physical, emotional and mental safety of both client and counsellor/therapist in the counselling and therapy profession;
- g) develop students' abilities in the establishment and maintenance of a productive therapeutic alliance;
- h) develop through work-based learning, students' abilities to make informed decisions in the counselling and therapy profession.

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

### Generic Outcomes

On successful completion of Foundation degree awards, students should be able to:

- i. communicate clearly, concisely and confidently, using an appropriate format;
- ii. collect, select and evaluate information from a range of sources;
- iii. manipulate and interpret sets of data, assess their reliability and present them in an appropriate format;
- iv. learn independently and display the skills of professional scholarship required for personal development, career management and lifelong learning;
- v. use information and communication technology effectively;
- vi. select and apply knowledge and principles to the solution of identified problems;

- vii. demonstrate the ability to establish effective working relationships with others and observe and evaluate working practices; and
- viii. demonstrate safe working practices and advise others accordingly.

#### Award-Specific Outcomes – Cognitive Behavioural

On successful completion of the Foundation Degree in Counselling (Cognitive Behavioural) students should be able to:

- i. demonstrate knowledge and critical understanding of Cognitive Behavioural theory;
- ii. demonstrate knowledge of the main methods of enquiry in the profession of counselling and therapy and the ability to evaluate critically the appropriateness of different approaches to helping clients and applying these in a work context;
- iii. demonstrate knowledge and critical understanding of the social, cultural, political and legal milieu in which the counselling and therapy profession operates, and in addition an awareness of how such domains have impacted and continue to impact on them personally;
- iv. critically review and apply the principles of safe, ethical and effective working relevant to the counselling and therapy profession, in both theoretical and practical contexts;
- v. evidence and own their own personal growth and increased self-awareness in terms of self as an evolving Cognitive Behavioural practitioner (which includes awareness of their impact on others).
- vi. demonstrate a range of skills illustrating their development as Cognitive Behavioural practitioners.
- vii. demonstrate an understanding that counselling is a managed activity, with emphasis being given to the importance of opening and closing sessions and a series of sessions.
- viii. demonstrate an understanding of the limits of their competence in the context of the counselling and therapy profession and identify areas for personal and professional development; and
- ix. practice and promote professional conduct in the context of counselling and therapy including the maintenance of professional integrity.

#### Award-Specific Outcomes – Person Centred

On successful completion of the Foundation Degree in Counselling (Person Centred) students should be able to:

- i. demonstrate knowledge and critical understanding of Person Centred theory;
- ii. demonstrate knowledge of the main methods of enquiry in the field of counselling and therapy and the ability to evaluate critically the appropriateness of different approaches to helping clients and applying these in a work context;

- iii. demonstrate knowledge and critical understanding of the social, cultural, political and legal milieu in which the counselling and therapy profession operates, and in addition an awareness of how such domains have impacted and continue to impact on them personally;
- iv. critically review and apply the principles of safe, ethical and effective working relevant to the counselling and therapy profession, in both theoretical and practical contexts;
- v. evidence and own their own personal growth and increased self-awareness in terms of self as an evolving Person Centred practitioner (which includes awareness of their impact on others).
- vi. demonstrate a range of skills illustrating their development as Person Centred practitioners.
- vii. demonstrate an understanding that counselling is a managed activity, with emphasis being given to the importance of opening and closing sessions and a series of sessions.
- viii. demonstrate an understanding of the limits of their competence in the context of the counselling and therapy sector and identify areas for personal and professional development; and
- ix. practice and promote professional conduct in the context of counselling and therapy including the maintenance of professional integrity.

The aims and outcomes of these awards are in alignment with the Framework for Higher Education Qualifications (October 2008) at levels four and five.

### Learning, Teaching and Assessment Methods

A key approach to teaching and learning on the Foundation Degrees in Counselling is to fully utilise staff, student and local agency/employer professional experience to ensure that all teaching and learning is current, vocationally relevant and to a high standard.

Employer/agency engagement is critical for the success of the course. The College will continue to build on its strong links with the counselling sector to ensure meaningful work placements for students not in employment. This will ensure that theoretical teaching is regularly contextualised through employer engagement.

The teaching team will use excellent technology including a virtual learning environment (VLE) and intranet supported by strong technological support. Students will have home access to the College's VLE (called the Learning Channel) for dynamic resources and supporting materials.

The Foundation Degrees in Counselling will involve a blended learning approach with online resources, directed reading and online discussion fora all used to supplement the taught sessions. Relevant course books and access to the Learning Channel are therefore essential. The course relies heavily on work-based learning and, as would be expected, directed reading is a critical tool for developing students' knowledge while discussion fora can help students to apply that knowledge to their workplaces.

Teaching and learning methods used to deliver this curriculum are designed to provide experience, and, through reflection upon it, develop concepts which can then be explored through practical application. The methods used include a wide diversity from formal lectures to student centred activities including seminars, case studies and self-reflective exercises. The course in-class learning activities will be experiential wherever possible and appropriate. Opportunities will be maximised for both staff and students to share appropriately experiences from the workplace to reinforce the links between theory and practice.

## **14 Assessment Strategy**

The assessment strategy is designed to determine if students have achieved the module learning outcomes and assessment criteria and can demonstrate qualities and skills, which reflect the general educational aims of the course. Intended Learning Outcomes have been developed for each pathway. Some Intended Learning Outcomes are common to both pathways. In addition, the programme of assessment will provide ongoing feedback on student progress for both student and module tutors and will provide information for the student's future development and improvement.

A diagnostic written assessment is undertaken at the beginning of the course for all students. This assessment does not count towards final grades but enables students to have early feedback on any apparent areas of strength and weakness.

Formative assessment is undertaken regularly throughout the course in order to support the student's development. Many of the assessments that contribute to final grades are of a formative nature in addition to their summative role. Furthermore, students are expected to participate in a wide range of in-class activities, quizzes and tests using the Virtual Learning Environment, presentations and written work that will not contribute to the final grade but which is vital as part of the learning process and in providing students with feedback on their academic progress. Counselling skills are assessed on an on-going basis as part of Modality in Counselling module in year one and as part of Developing the Skills of Counselling module in year two. The summative assessment of skills is made via several modules and includes a recording of a demonstration of the student practising counselling skills with one of their classmates.

Summative assessments are as detailed in the table in section 4 of the course handbook.

A proportion of assessments on the Foundation Degrees in Counselling are designed to be completed through work-based learning. The nature of assessments contributes towards student' preparation for entering the counselling sector by assessing acquisition of knowledge, and also students' ability to apply that knowledge to practice. Students will note that module descriptors for the course include Learning Outcomes which are reflected in the assessments for those modules. These Learning Outcomes and the associated

assessments often make reference to evidencing something being achieved in the workplace or in a work environment. Application of theory within the workplace is an essential aspect of the Foundation degree and the assessment that takes place may be of direct benefit to the employer or work placement provider as well as meeting course Learning Outcomes. Supervisors, employers or work placement providers may be asked to make judgements on the students' abilities in certain areas as part of the course assessment. Where this happens, the supervisor, employer or work placement will be asked to complete a narrative feedback statement but not allocate a mark.

The course is fully compliant with UW regulations for assessment, mitigation, appeals and complaints. For further details on any of these areas please see the UW Student Handbook.

## 15 Course structures and requirements

Title: Foundation Degree in Counselling (Cognitive Behavioural) and  
Foundation Degree in Counselling (Person Centred)

Year: 2010

Last Updated: July 2010

Module Code	Level 4 Module Title	Credits	Status	Prerequisites
CNSL1101	Modality in Counselling: Cognitive Behavioural Therapy	15	Mandatory for CB pathway	None
CNSL1102	Modality in Counselling: Person Centred	15	Mandatory for PC pathway	None
CNSL1103	Personal and Professional Development 1	15	Mandatory	None
CNSL1104	Comparative Theoretical Modalities	15	Mandatory	None
CNSL1105	Human Growth and Development	15	Mandatory	None
CNSL1106	Social, Political and Cultural Context of Counselling	15	Mandatory	None
CNSL1107	Introduction to Counselling Ethics and the Law Relating to Counselling	15	Mandatory	None
CNSL1108	Independent Work-Based Learning 1	30	Mandatory	None

**Requirements at level 4** – students must take the 6 mandatory modules and the relevant modality module for their award

Module Code	Level 5 Module Title	Credits	Status	Prerequisites
CNSL2101	Introduction to Counselling Research	30	Mandatory	None
CNSL2102	Personal and Professional Development 2	15	Mandatory	PPD 1
CNSL2103	Advanced Skills of Counselling: Cognitive Behavioural Therapy	15	Mandatory for CB pathway	Modality in Counselling: CBT
CNSL2104	Advanced Skills of Counselling: Person Centred	15	Mandatory for PC pathway	Modality in Counselling: PC
CNSL2105	Counselling Children & Young People	15	Mandatory	None
CNSL2106	Counselling for Loss and Grief	15	Mandatory	None
CNSL2107	Independent Work-Based Learning 2	30	Mandatory	Independent Work-based Learning (1)

**Requirements at level 5** – Students must take the 5 mandatory modules and the relevant modality module for their award

To complete the Foundation degrees in Counselling, students must:

1. Gain at least a PASS in each module
2. Complete 50 hours of work-based learning (non-counselling)
3. Complete 150 hours of face-to-face counselling.
4. Complete 15 hours of personal therapy over the two years of the course.

Students who successfully complete the Foundation degrees in Counselling are eligible for entry to the BSc (Hons) Counselling at UW.

The course is a full time course and so students should expect to undertake around 35 hours of study each week, including time in College and time spent completing assessments

## 16 QAA Academic Infrastructure

Like all higher education courses in the UK, this award 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 and, in broader terms, the content that will be covered. This includes the Framework for Higher Education Qualifications (FHEQ), which provides details of the academic level expected within each year of the course.

A key reference in the development and management of higher education courses is the QAA Code of Practice for the Assurance of Academic Quality and Standards in Higher Education. The QAA Code of Practice plays a central role in shaping the Foundation Degrees in Counselling and has been a guide to developing the underlying University of Worcester Undergraduate Regulatory Framework as well as key aspects of the course such as approaches to admissions policy, assessment procedures and quality assurance through the appointment of External Examiners to oversee the course.

Section 1 of the QAA Code of Practice applies only to postgraduate courses and is not relevant to the Foundation Degrees. Section 2 of the QAA Code of Practice explains the principles and responsibilities involved in the partnership between the University of Worcester and Warwickshire College. Section 3 describes processes to ensure equality for disabled students while Section 4 details the ways in which external examiners play a role in assuring the quality of the assessment processes that you experience. Section 5 provides guidance on academic appeals and complaints on academic matters and Section 6 focuses on the need for assessment procedures to be fair and effective. Section 7 describes approaches to course design which have been followed in developing this Foundation degree and Section 8 outlines the policies that higher education providers should have on career education, information, advice and guidance. The work-based learning element of the courses, which is such a central aspect of Foundation degrees, is managed in line with guidance in Section 9 of the QAA Code of Practice. Section 10 deals with admissions to HE courses.

The QAA also produces a Subject Benchmark Statement which describes the content required by courses in particular subjects. All Foundation degrees are developed in line with the QAA's Foundation degree Qualification Benchmark Statement.

The Foundation degrees in Counselling have been designed in line with the University of Worcester Curriculum Design Policy. This includes most specifically, ensuring that the award provides you with appropriate learning outcomes and assessment opportunities. It also ensures that assessment criteria are appropriate and fair and that the course runs in line with the University of Worcester assessment policy. In addition, the course is consistent with the University of Worcester's Undergraduate Regulatory Framework and is fully informed by the University of Worcester's Equality Statements.

## **17 Support for students and their learning**

The Foundation degrees follow University of Worcester regulations. Resources for the courses are supplied solely by Warwickshire College.

### Induction

During your first days at Warwickshire College we will take the opportunity to introduce you to the staff and College facilities. You will be issued with a timetable specific to your first days which will incorporate an introduction to studying at HE level, the requirements of your specific course, researching and investigation to support your assessment programme, institutional rules and regulations and, of course, an introduction to the practical skills required for your course. Freshers' Week activities also help you to meet other new students from across the College.

### Equal Opportunities

Please ensure that you inform the College of any additional needs you may have to enable us to provide appropriate support or make reasonable adjustments to ensure you can participate fully in the course.

Written course materials are available in alternative formats for students who would benefit from this. The different formats available include large font text, coloured paper or

electronic formats. Please contact your Course Manager to discuss these options if this applies to you.

All HE courses of study at the College are outcome-based; for each module students are given a set of outcomes. The assessment strategy includes tasks that give students the opportunity to demonstrate that they can achieve these outcomes. In some cases students will be unable to complete an assessment task due to a physical disability, for example a non-verbal person is unable to give an oral presentation. In such cases, the College may provide students with alternative means of achieving the assessment tasks with advice from the Integration Officer as appropriate. In such cases a medical certificate will normally be required.

Further details can be found on the Warwickshire College intranet, including the College Equal Opportunities Policy.

The University of Worcester has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee.

The University's Disability and Dyslexia Service within Students Services provides specialist support on a one to one basis.

### Personal Tutors

Students will be assigned a personal tutor are entitled to a minimum of three tutorials on an individual basis with their. In addition, group tutorials take place that provide guidance and support on studying at HE level, informs students of changes and arrangements, and may be used to administer assessments, introduce assignments and return marked work.

Records and action plans result from tutorials and are entered onto a student's College file for review and updating.

The student may also be issued with progress reviews to provide an overview of their achievements to date, and what they need to do to improve and achieve their potential. The overall aim of tutorials is not to solve students' problems for them but to help students solve their own problems!

### Personal Development Planning

The Warwickshire College PDP Tutorial process provides advice and guidance to students on a range of approaches to planning for their personal, educational and career development. The planning of individual goals and intentions and the alignment of actions to achieve them is emphasised. Students are encouraged to record thoughts, ideas, and experiences in the form of an Evidence Log or Personal Development Record. Students are guided to use this PDR as a tool to review and evaluate their experiences and the results of their learning.

## Study Skills

During their course all students will develop and exercise key skills, career management abilities, and the research and scholarship competencies required of autonomous professionals in a rapidly changing sector. The course aims:

- To develop the key skills for successful learning both in undergraduate courses and in subsequent careers.
- To develop the knowledge, understanding, attributes and skills required to obtain appropriate employment and manage career development.
- To develop the professional scholarship required in a learning society.

Study Skills Advice Sheets have been developed in order to help you to plan and carry out your coursework and assessments, making the most of the time available and helping you to achieve your potential.

## Support in Work Based Learning

It is a requirement of the course that counselling placements secured by students are in an agency where there is at least one paid counsellor in addition to a management structure (staffed) that co-ordinates the activities of that agency. The student will be required to have a signed contract between themselves and the co-ordinator of the agency or whoever it is who takes line management for the student's work within the agency. (The contract is supplied by the College and is signed by the agency representative, the student and module tutor).

## Role of Supervisors

Supervisors are required to write a report at the end of each year of the course. During the course the supervisor undertakes the responsibility to monitor the student level of competence within a professional and ethical framework and to liaise with the course providers accordingly. The student will be required to have a signed contract between themselves and their supervisor.

## WBL Support from the College

The Course Team will provide applicants with advice and guidance before the start of the course to ensure that practice learning requirements can be organised in advance. Students who do not have a work placement arranged by the start of the course or who lose their employment or work placement during the course have a responsibility to secure alternative work placement or employment within the counselling sector could mean that the student is withdrawn from their course although this is considered a last resort. In these circumstances the Course Team will always aim to be supportive and will aid student seeking placements as much as possible (for example, by advising on CVs and putting students in touch with potential placement providers or employers). In addition, Course Managers will have a time allocation (4 hours per week each) for carrying out placement visits, liaising with placement providers, and monitoring student performance on placement.

## **18 Admissions policy, criteria and procedures**

### Admissions policy for the course

The Foundation Degree course aims to attract interest from a wide range of applicants including experienced in the counselling and psychotherapy profession, mature entrants and applicants wishing to change their career paths. This diversity of interest means that the entry requirements reflect varying qualifications of the applicants.

Given the vital importance of work-based learning in achieving learning outcomes, all applicants must have a qualification in counselling skills to Level 3 or equivalent and secure a work placement within the counselling sector. Applicants will be advised that – if they are not already working within the profession – they must gain a work placement for the course. Gaining a work placement is the responsibility of the applicant although the Course Team can provide substantial support and guidance as necessary.

Work placements will be a minimum of 150 face to face counselling with clients AND 50 hours of work-based learning. Students are recommended to undertake one day per week during term time. All placements MUST be approved under the Warwickshire College work placement provider guidelines. Employers/agencies must hold public and employer liability insurance, undergo a health and safety assessment and undertake an equal opportunities approach to supporting placement students. Students on work placement must have commenced their work placement by 1 November.

The Course Team will advise applicants of their responsibilities when they apply for the course and guidance on work-based learning will be provided. Students who do not have a work placement arranged by the start of the course or who lose their employment or work placement during the course have a responsibility to secure alternative work placement or employment within the counselling profession could mean that the student is withdrawn from their course although this is considered a last resort. In these circumstances the Course Team will always aim to be supportive and will aid student seeking placements as much as possible (for example, by advising on CVs and putting students in touch with potential placement providers/employers).

Applicants not conforming to the example entry requirements below may be considered for the course, where it is clear that they have the capacity and ability to benefit from the programme of study. Such applications should provide full details of their relevant training and experience including, preferably, a reference from a recent employer and the most recent tutor.

### Entry requirements

Each applicant will be assessed at interview to establish that the course is of benefit to them and to emphasise the requirement for work-based learning. The interview process will include questions to assess candidates' personal readiness for undertaking a course such as this: self-awareness, insight into motives for taking the course, robustness to meet the emotional demands of the course. The specific qualification of Level 3 Certificate in Counselling Skills is normally required. In addition an applicant will normally have:

- 4 GCSEs at Grade C or above (including Maths and English)

and

- 80 UCAS Tariff points from a minimum of six units to include one of:
  - GCE A Level
  - VCE Advanced Level
  - Advanced Diploma
  - Scottish Highers
  - Advanced GNVQ or NVQ Level 3
  - BTEC/Edexcel National Diploma
  - Foundation Year/Access course pass
  - Experiential entry route

Students will be required to be CRB and ISA registered. Students will need to register via an umbrella body and the umbrella body may charge a handling fee in addition to a registration fee. The ISA/VBS Scheme is currently under review by the Government.

Elements of practice (client counselling hours) will NOT be considered for Accreditation of Prior Learning. Students may only count client counselling hours (150) and non counselling work based learning hours (50) once they are enrolled on the course.

We are happy to consider candidates from all adult age groups including those who are making a career change.

Proof of qualifications may be asked for at interview. Applicants who do not meet the example entry requirements above may be considered for the course, where they can demonstrate that they have the capacity and ability to benefit from the programme of study. Such applications should provide full details of their relevant training and experience including, preferably, a reference from a recent employer and the most recent tutor.

Students with few or no formal qualifications should contact the College Student Services Admissions Officers (01926 884223) with details of their age, any work undertaken, including caring or organised voluntary work, and any other relevant experience gained since leaving school.

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 accreditation of prior learning for the purposes of entry or advanced standing is also available from the University web pages or from the University Registry Admissions Office (01905 855111).

### Mode of Attendance

The Counselling Foundation Degree courses are normally delivered over two years. Students are timetabled to attend College one day a week. Students are also required to undertake a work placement equivalent to one day a week during term time for the duration of the course.

## Admissions procedures

Application for full-time students (to study the two year course) are through UCAS:

Institution Code W25 – Warwickshire College  
Course Code B940 – FdSc Counselling (Cognitive Behavioural)  
Course Code B941 – FdSc Counselling (Person Centred)

Warwickshire College interviews all applicants.

## Admissions/selection criteria

An offer of a place on the course will depend upon the entry criteria described above and a successful interview at Warwickshire College.

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

Quality and standards at Warwickshire College are monitored and maintained through a wide range of processes, including those relying upon contributions from the student body.

The Course Manager for Foundation Degrees in Counselling completes an Annual Course Monitoring report the end of each academic year. This report enables the evaluation of many aspects of the course management including the quality of assessment and employer engagement. The report is shared with UW who write a Link Tutor Report to comment on the report and quality of the course. In addition, the report is circulated to key managers within Warwickshire College so that the quality of the course can be widely assessed.

The course reflects the requirements set out in the Assessment and Moderation Policy for the Institute of Health and Society (see Appendices 1 and 2). Students have a vital role to play in reporting on, and developing the quality of, their course. Students can provide feedback in a number of ways (see Appendix 3). A range of quality questionnaires are circulated during the year to provide students with the opportunity to feed back on key aspects of the provision. One important questionnaire is the Course Survey which asks all students to comment on aspects of the course such as the quality of learning resources and the quality of their lecturers. These Course Surveys are supported by Module Surveys which look more in depth at individual modules.

Students can comment on their course at a national level. The National Student Survey (NSS) takes place in the spring term and is administered nationally by Ipsos-Mori, the opinion polling company. Results of the NSS are published nationally and are available to read through the UCAS website and at [www.unistats.com](http://www.unistats.com).

## 20 Regulation of assessment

### 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.
- Some modules have attendance requirements.
- 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 fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- 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 URF.

### Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded 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).

### 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.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- 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 Awards

<b>Award</b>	<b>Requirement</b>
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.

Further to the above, to complete the Foundation degrees in Counselling, students must:

1. Gain at least a PASS in each module
2. Complete 50 hours of work-based learning (non-counselling)
3. Complete 150 hours of face-to-face counselling.
4. Complete 15 hours of personal therapy over the two years of the course.

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

## **21 Indicators of quality and standards**

- External Examiners' reports
- The University has the Investors in People kite mark which was renewed in 2008
- The College has the Investors in People kite mark renewed in 2006

In November 2005, the University was audited by the Quality Assurance Agency. The audit confirmed confidence in the University's management of the quality of its academic courses and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education.

## **22 Career opportunities and links with employers**

The Foundation degrees in Counselling leads to career opportunities in commerce and profession, the public sector and education as well as scope for further studies leading to postgraduate qualifications. Possible career opportunities include:

- NHS initiatives e.g. Improving Access to Psychological Therapies
- Educational institutions
- Employee Assistance Programmes
- Local Authority employee services programmes
- Charitable agencies

If students are not already employed in the counselling and psychotherapy profession, the course provides links with employers through the work-based learning component. Those already employed within the counselling and psychotherapy profession may find that they are provided with new responsibilities and management opportunities as a result of their studies.

The Foundation degrees in Counselling has a range of links with local agencies offering placements facilitating work-based learning. In addition, local practitioners provide enhancements for the Foundation degree where appropriate by providing input to workshops on contemporary issues in the counselling and psychotherapy profession. Students on the Foundation degrees in Counselling are also encouraged to attend

profession conferences where available. All of these activities – with their crucial employer involvement – help to ensure the profession relevance and currency of the course.