

## Programme Specification for FdA Integrative Counselling

**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>	BACP
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>	N/A
7.	<b>Mode and/or site of delivery</b>	Iron Mill College
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). 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) July 2017 updated template and revised RPL wording relating to BACP accreditation criteria. November 2017 AQU amendments July 2018 BACP accreditation confirmed.

### 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.

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

#### Knowledge and Understanding

LO no.	On successful completion of the named award, students will be able to:	Module Code/s	Award *
1.	identify some of the philosophical assumptions underpinning the theory and practice of counselling and psychotherapy	IMIC1001 IMIC1004 IMIC2001 IMIC2002 IMIC2004	Foundation Degree
4.	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 IMIC1003 IMIC1004 IMIC2001 IMIC2004 IMIC2005	
6,	maintain the ethical principles that underpin counselling and psychotherapy	IMIC1002 IMIC1005 IMIC2005	
9.	develop professional knowledge of mental health and psychopharmacology	IMIC1002 IMIC2003	
14	demonstrate in-depth understanding of the purpose, theory and practice of supervision	IMIC1002 IMIC2006	

#### Cognitive and Intellectual skills

2.	evaluate and make use of a range of well-established humanistic therapeutic approaches appropriate to the needs of the client	IMIC1001 IMIC1004 IMIC2001 IMIC2002 IMIC2004 IMIC2006	Foundation Degree
3.	describe and critically analyse a personal philosophy of counselling and integrative approach, and provide evidence of this approach in practice	IMIC1005 IMIC2004 IMIC2005	
8,	develop knowledge about research and apply a comprehensive, in-depth and research-informed body	IMIC2003	

	of knowledge in practice, developing skills in the retrieval, evaluation and communication of information		
13.	demonstrate the ability to reflect upon your own practice and explicitly define areas for professional development	IMIC1002	

<b>Skills and capabilities related to employability</b>
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5.	demonstrate confidence and competence in the use of therapeutic skills	IMIC1001 IMIC1002 IMIC1003 IMIC1004 IMIC1005 IMIC2001 IMIC2002 IMIC2003 IMIC2004 IMIC2005 IMIC2006	Foundation Degree
7	integrate into practice legal, professional and organisational requirements pertaining to equal opportunities, diversity and anti-discrimination	IMIC1002 IMIC2003	
10	gain work based understanding (ethical, contractual, professional, legal, social and organisational)	IMIC1005 IMIC2003	
11.	recognise their own professional strengths and limitations that may affect therapeutic practice, and develop appropriate self-support and self-care strategies	IMIC1001 IMIC1002 IMIC1003 IMIC1004 IMIC1005 IMIC2001 IMIC2002 IMIC2003 IMIC2004 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	

<b>Transferable/key skills</b>
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5.	demonstrate confidence and competence in the use of therapeutic skills	IMIC1001 IMIC1002 IMIC1003 IMIC1004 IMIC1005 IMIC2001 IMIC2002 IMIC2003 IMIC2004 IMIC2005 IMIC2006	Foundation Degree
12.	demonstrate use of reflective practice in developing an understanding of the self in relationship	IMIC1004	
16.	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 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 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 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 [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.

## 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 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** 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. 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 are 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**

- **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.

### **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 approval, and will provide further details of these new programmes in due course.

## Award Map

### Level 4: FdA Integrative Counselling Year 1

Students must successfully complete 90 credits including IMIC1002 to progress onto year 2.

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

### Level 5: FdA Integrative Counselling Year 2

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

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

#### 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 (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 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.

<http://www.worcester.ac.uk/student-services/index.htm>

<http://www.worcester.ac.uk/student-services/disability-and-dyslexia.htm>

## 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

- 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.
- 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.worcester.ac.uk/courses/integrative-counselling-fda.html> 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

- **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.

### Recognition of Prior Learning (RPL)

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 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 for their Enhanced DBS Certificate via the University. A fee of £44 will be payable at this point.

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 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 Programme 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 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-.

#### 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 Awards

Award	Requirement
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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/FdSc	120 credits at Level 4 and 120 credits at Level 5 as specified on the award map.

These awards are not classified.

## 21. Indicators of quality and standards

The Iron Mill College completed a Partnership Review with the University of Worcester in 2014. The Partnership review is a robust process of collaborative evaluation that occurs every six years. The 2014 Review confirmed that the Iron Mill College continues to provide effective management of university programmes, and has effective processes for quality enhancement as well as appropriate staffing and learning resources. The College's increased provision of HE programmes additionally requires an annual Strategic Partnership and Quality Review, the first of which took place in 2015-16. Each programme provides an Annual Evaluation Report that assesses the health of each programme and details planned updates and improvements in response to both student and External Examiner feedback provided throughout the year.

## 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.

The Foundation Degree in Integrative 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 exiting 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.

### **Links with employers**

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

**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.