



UNDERGRADUATE PROGRAMME SPECIFICATION

Programme Title: Foundation Degree in Counselling Theory and Practice

Awarding Body: Staffordshire University

Teaching Institution: Shrewsbury College

Final Awards: FdSc Counselling Theory and Practice

Intermediate Awards:

Mode of Study: Part time

UCAS Codes:

QAA Subject Benchmarks: Counselling & Psychotherapy (2013)

JACS Code:

Professional/Statutory Body: Society

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EDUCATIONAL AIMS OF THE PROGRAMME

- To develop a critical understanding of key contemporary approaches to counselling
- To develop reflective, flexible and ethical practitioners who can recognise and respond to the impact of the cultural and societal influences upon clients.
- To integrate work experience opportunities throughout the programme in order to promote employability skills.
- To develop knowledgeable and skilled practitioners who can relate theoretical concepts to the counselling context and who are able to respond to the increasing demand for psychological therapies.

What is distinctive about this programme?

- There is an increasing need for skilled practitioners to meet the public demand for psychological therapies. Work placement is an integral feature throughout the programme with opportunities to develop learning and therapeutic practice in primary care/community/educational settings. Placement is formally evaluated within specific modules and by the candidate's supervisor to give credible and realistic appraisal of professional practice.
- The graduate will have a diverse set of knowledge and skills relative to their understanding of the multi-professional, multi-disciplinary nature of counselling and therapeutic provision appropriate to a variety of contexts.

The Staffordshire Graduate

The Staffordshire Graduate represents a set of qualities that the University passionately believes is necessary for success in the 21st century. The Staffordshire Graduate is a reflective and critical learner with a global perspective, prepared to contribute in the world of work.

As a graduate in the Theory and Practice of Counselling you will be enabled to gain employment in a variety of settings and will be able to work within a multi / inter-disciplinary team environment. You will have many opportunities to develop and achieve these attributes through engagement with the learning opportunities within the programme as well as through engagement in co-curricular activities such as work experience, volunteering and the development of employability, enterprise and entrepreneurial skills.

On completion of the Foundation Degree in Counselling Theory and Practice programme you will have met the Staffordshire Graduate qualities in the following ways:

Discipline Expertise:

- You will have an understanding of the forefront of knowledge in counselling and psychotherapy with a critical awareness of policy development and the use of research in these areas

Professionalism:

- You will gain skills in reflective practice, team working and communication with the opportunity to develop these skills through work experience; thereby being work-ready and employable and understand the importance of being enterprising and entrepreneurial

Global Citizenship:

- You will have an understanding of how counselling services are delivered in differing settings and understand how services are designed in a globalised economy

Communication and Teamwork:

- You will be an effective communicator and presenter and able to interact appropriately with a range of colleagues
- You will have developed the skills of independence of thought and (when appropriate) social interaction through teamwork

Reflective and Critical Learner:

- You will have the ability to carry out inquiry-based learning and critical analysis and be able to solve problems and create opportunities

Lifelong Learning:

- You will be technologically, digitally and information literate
- You will be able to apply Staffordshire Graduate attributes to a range of life experiences, to facilitate life-long learning and life-long success.

PROGRAMME OUTCOMES

At the end of your study for the Foundation Degree in Counselling Theory and Practice you should be able to:

Knowledge & Understanding Demonstrate knowledge and critical understanding of the well-established concepts and principles of key approaches to counselling and their development
Learning Understand the limits of your own and others knowledge within counselling and psychotherapy and how this influences analyses and interpretations based on that knowledge
Enquiry Demonstrate knowledge of the main methods of enquiry in counselling research and demonstrate application of the key principles of Information Literacy
Analysis Use a range of established techniques to initiate and undertake critical analysis of information
Problem Solving Evaluate critically the appropriateness of different approaches to solving ethical issues as they arise within the diversity of counselling situations to enable the application of good practice in the counselling relationship
Communication Communicate effectively information and arguments in a variety of forms, to specialist and non-specialist audiences within the academic and work based setting to deploy key communication techniques effectively.
Application Apply underlying concepts and principles of key approaches to counselling within the work place setting.
Reflection Demonstrate qualities and transferable skills necessary for employment or further training including the development of existing skills, and acquisition of new competencies that will require the exercise of personal responsibility and decision-making and will enable students to assume significant responsibility within organisations

PROGRAMME STRUCTURE, MODULES AND CREDITS

Programme Title: FdSc Counselling Theory and Practice

Part Time Route

Potential Award: Certificate in Higher Education

120 credits at Level 4

L E V E L 4	Semester 1 September – December 2017	Study Skills for Higher Education Level 4 (15 credits)	Placement Preparation for Counselling Level 4 (15 credits)	Practice and Development 1 Level 4 (30 credits)	Personal Development 1 Level 4 (30 credits)
	Semester 2 January – March 2018	Counselling Theory Level 4 (30 Credits)			
	Semester 3 April – July 2018				

To progress to Level 5 all 120 credits must be achieved

Final Award: FdSc Counselling Theory and Practice

L E V E L 5	Semester 1 September – December 2017	Working with Loss and Grief Level 5 (15 credits)	Theories of Human Development Level 5 (15 credits)	Practice and Development 2 Level 5 (30 credits)	Personal Development 2 Level 5 (30 credits)
	Semester 2 January – March 2018	Research Methods in Counselling Level 5 (30 Credits)			
	Semester 3 April – July 2018				

All 120 credits must be achieved

HOW WILL I BE TAUGHT AND ASSESSED?

Teaching and Learning

This is a modular programme. Within each module there will be a range of learning and teaching strategies that best fit the learning outcomes of each module.

The teaching, learning and assessment strategies are designed to enable achievement of intended learning outcomes and meet with the QAA Benchmark Statements for Counselling and Psychotherapy (2013) link. The British Association for Counselling and Psychotherapy makes a number of detailed recommendations for accredited courses:

- Knowledge based learning
- Therapeutic competencies
- Development of self-awareness
- Professional development
- Skills work
- Practice placements

These recommendations have been considered and utilised in the development of this programme of study. This is reflected in the nature of the curriculum, the learning outcomes, content of the modules and the assessment process. In developing these aspects of the curricula, reference has been made to the principles underpinning [Academic Regulations](#). Accordingly learning, teaching and assessment:

- Enables greater independence in the learner as the award progresses
- Promotes an evidence based approach to health and social care
- Demonstrates learning that is theoretical, empirical, personal and ethical
- Develops critical reflective and analytical skills
- Contains lead-lectures and discussion groups to explore key issues and theoretical debates
- Develops problem solving skills and challenges current practices through work based projects
- Includes work experience to help consolidate learning and develop an individualised career pathway.

Independent learning is encouraged as you develop and exhibit ability in the areas of critical reading, analysis and writing. You will be encouraged to explore ideas through independent study and engagement with the virtual learning environment, however the role of tutor facilitated learning is also a key supportive feature of the programmes.

A wide range of strategies will be utilised, reflecting the level of knowledge, the subject area, and the diversity of knowledge and experience that each student brings to the programme. We therefore aim to offer a range of learning approaches that reflects not only the subject matter to be delivered, but also takes consideration of individual student need. Whatever approach is taken, your participation in these processes is crucial to its success, not just for your own learning but also for the wider student group.

A range of approaches are therefore employed to ensure that;

- Students with different learning styles experience a diversity of learning methods
- Students experience learning methods appropriate to the learning outcomes
- There is parity in the students' experiences of learning methods.
- Students learn to maximise their own learning even when the method is not their favoured one.

You will be expected to participate in:

- Lectures
- Workshop – group tasks
- Seminar – student presentation, discussions, role play sessions
- Virtual Learning Environment (VLE)
- Group tutorials
- Enquiry based learning including problem based learning
- Reading – both directed and self-directed
- Personal self-directed study as well as teacher directed study
- Practice simulation in appropriate areas (i.e. triads and PAD groups)
- Work experience opportunities in an area of your preference to be negotiated with the lead tutor

The underlying principles guiding the teaching, learning and assessment within the Foundation Degree are that all students should acquire and further develop a number of transferable skills such as time management, IT, numeracy, written and verbal communication skills, as well as start to develop an analytical approach to solving problems. These academic skills are supported by work place activities, which promote personal traits such as confidence, initiative and decision-making, which are required to optimise employment opportunity.

Transferable Skills

Throughout each module you are provided with the opportunity to develop a range of key skills that are:

- Specifically relevant to the programme
- Transferable to other contexts within and external to your preferred work area
- Recognised by a wide range of employers
- Personally useful throughout life
- Contribute to job satisfaction and progression.

These transferrable skills include both academic and employability skills such as improving self-awareness through reflective practice, promoting confidence through effective communication, and developing analytical and evaluative skills through problem solving.

Classroom based learning

This will be facilitated and mainly delivered by the module teams at Shrewsbury College although it may include other specialist visiting lecturers, service users, carers or clinicians. Classroom based learning builds upon your understanding of key approaches to counselling, and develops therapeutic practice to promote health and well being with individuals and their communities. You will participate for example in:

key lectures; discussions; tutor led tutorials; student led tutorials; counselling skills triads; experiential exercises; seminars; reflection, Virtual Learning Environment based materials; information technology skills; case based activities; group work; and problem solving scenarios. Classroom based learning provides the opportunity for you to reflect upon your work experience and identify areas of success and development.

Work Experience Opportunities

A core aspect of the Foundation Degree in Counselling Theory and Practice Programme is a one hundred hour supervised counselling placement. You will gain knowledge of the skills required for your development as a counselling practitioner and apply the theoretical knowledge gained in the classroom in practice within the work setting. This is an integral requirement within some of the modules and must be achieved in order for you to progress through the programme.

All work experience is subject to negotiation and agreement with the programme staff. Some of you may already be employed in a relevant work area and you may continue to use this experience to develop your skills within the award as long as you inform the staff and your employer is in agreement whilst some of you may need some help to find a suitable work experience opportunity; this will be discussed at the start of your study.

A reflective log of your learning is required as evidence of your progression in the workplace and you will receive feedback from the mentor within the workplace of your developing skills.

Experiential Learning

Experiential Learning is seen as a key method of learning and practicing skills that are required on completion of the award. This method of teaching and learning is utilised in groups where you will have the opportunity to share knowledge and insights, recognise and value diversity and develop the interpersonal skills necessary to provide a supportive environment for the safe emergence of personal issues

Please note that during triad skills sessions you will take on the role of client/counsellor/observer to support the development of your practice.

You will also engage in experiential learning that is designed to develop understanding of your own process and how it impacts on others and your client work.

Inter-professional Learning

The award will enable you to develop a professional perspective in relation to self and others, this includes developing effective communication skills, being able to contribute productively as part of a team and able to organise time and resources effectively. You will also gain experience from staff tutors with a variety of counselling experiences who are all currently in private practice.

Foundation Degree in Counselling Theory and Practice

The teaching and learning strategy within the Foundation Degree in Counselling Theory and Practice aims to build upon and consolidate the learning gained in previous study; therefore, teaching and learning strategies will be similar to your

previous study and will build upon the skills and knowledge previously acquired although there is further emphasis on independent learning. For this reason there is a requirement to undertake a project which brings together all aspects of your learning in relation to theory and work experience to produce an in depth study of one aspect of counselling of your choice.

Assessment

The assessment strategy has been informed by the principles of equity, fairness, flexibility and the recognition of practice-based learning and is based on the University's Assessment Principles and Policy. Module assessments have been designed to be appropriate and contribute towards the assessment of the award outcomes and in keeping with the Assessment Principles and Policy contain methods of formative feedback and summative assessment.

The assessment strategy is aimed at encouraging the exploration of key theoretical debates enhancing your knowledge and understanding through debate and analysis. Consequently, the approach makes use of essays as an effective form of written communication to develop the debates at the appropriate depth. This process enables you to become aware of the application of theories and knowledge to the study of counselling as an area of debate.

Inquiry and the use of critically evaluated articles will analyse the issues associated with the use of research in counselling. However, throughout the course learning through critical reflection on the application of your knowledge within a changing environment will encourage you to be aware of the contested nature of counselling as an area of debate and study.

Assessment strategies will include:

- Essay writing
- Presentations
- Case studies
- Reports
- Portfolios
- Research reports
- Project work
- Work based portfolio
- Recordings of client work
- Peer feedback and supervision

Further detail on the assessment methods will be found in each module handbook

ADDITIONAL INFORMATION

What qualifications would I need to join this programme?

The entry requirements for the award are normally:
Level 3 Certificate in Counselling Skills

Support services for students

In addition to your subject tutors, you will be assigned a personal tutor whose key role is to support you during your time with us. We encourage you to discuss issues linked to and outside of your primary learning which impact upon your well being with them. Your timetable will also include a weekly slot for your group, which is linked to tutorial and pastoral issues.

You will have full access to the support facilities offered by the Student Services Department located at Shrewsbury College of Arts & Technology, they can support you in accessing financial support, health services, counselling and the Student Union.

You will also have access to support through the 'Agency' at the College, this team provide advice and guidance on work experience opportunities, enrichment opportunities (including volunteering), careers advice, employability support and disability services.

Equal opportunities and harassment policies

The counselling team are committed to facilitating equal opportunities for all students irrespective of race, religion, age, gender, sexual orientation, nationality, disability or creed. If you consider that any form of discrimination or prejudice is occurring either to yourself or to another student please raise this with your personal tutor or the Curriculum Leader for your course.

We have a strict anti-harassment and bullying policy. If you believe that you are being harassed either by a member of staff or by another student please raise this with your personal tutor or the Curriculum Leader for your course.

You can access the Colleges policies relating to equal opportunities and harassment by clicking this link:

www.shrewsbury.ac.uk/policy

Safeguarding and health and safety

All students and staff are required to comply with safeguarding and health and safety requirements at their various places of practice and learning.

Click this link to find the Shrewsbury College safeguarding policy

www.shrewsbury.ac.uk/policy

Shrewsbury College information about health and safety can be access by clicking this link www.shrewsbury.ac.uk/college_life/health_and_safety

The Safeguarding team can be contacted at safeguarding@shrewsbury.ac.uk or on 07792 147365.

Support for students with additional needs

We aim to ensure that individual needs are met before starting a course and during the course of study. The College offers a range of services including support with physical disabilities, screening for dyslexia and support for mental wellbeing.

Follow this link for more information:

www.shrewsbury.ac.uk/higher_education/he_learning_support/

Please tell us as soon as possible if your situation changes at any time during the course and you feel you need support as a result. You would normally discuss your needs with your personal tutor or can raise them through your student representative.

Core staff at Shrewsbury College are informed of any additional needs of students because of the potential impact it may have on your ability to study and complete module requirements. For example, we need to know which students have been diagnosed with dyslexia so that work is not automatically penalised for non-standard spelling or grammar. Please discuss it this with your personal tutor if it is an issue for you. You are also able to contact the Shrewsbury College Student Support department directly on (01743) 342418.

Staffordshire University operates a policy of inclusive teaching and learning to ensure that all students have an equal opportunity to fulfil their educational potential. Details about how to apply to have your needs assessed can be found at:

http://www.staffs.ac.uk/courses_and_study/disabled_students/index.jsp

AWARD SPECIFIC INFORMATION

Your award is regulated by the Undergraduate Modular Framework.

These can be accessed at: <http://www.staffs.ac.uk/legal/policies/awardregs/index.jsp>

However, due to the nature of your award there are three important award specific regulations you need to be aware of:

1. To progress to the next level of the award, you must successfully pass all 120 credits
2. You must pass each element of assessment for each module
3. You are required to engage in at least 20 hours of personal therapy as part of your training across Level 4 and Level 5. You must complete a minimum of 10 hours at Level 4 to continue on to Level 5. Your therapist must have training in the Person-centred, Gestalt or Existential approach. Your therapist must be registered with the BACP.
4. Attendance for all formal teaching or timetabled activities is compulsory. The University's regulations state that if you are absent from a module on four consecutive occasions in a teaching block you may be withdrawn from the module or have your registration cancelled. Note four occasions does not mean four weeks.

Further information about the award can be found in the relevant Student Handbook and on the University Website. This includes information about optional modules, learning outcomes at levels below honours, student support, and academic regulations.

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THE STAFFORDSHIRE GRADUATE

The Staffordshire Graduate represents a set of qualities that the University passionately believes is necessary for success in the 21st century. The Staffordshire Graduate is a reflective and critical learner with a global perspective, prepared to contribute in the world of work.

The table below indicates where, within your award, these characteristics are addressed:

AWARD TITLE:		
Characteristic	Award Module(s) including level and number of credits	Method of Assessment
Work-ready and employable	L4: Practice & Development 1 (30 credits)	30 min video-taped session with a peer. 0% weighted Pass/Fail. Meets LO1. A 2000 word analysis of the effectiveness of the skills used during a counselling session with one peer, based on a 10 minute transcription taken from the 30 minute video-taped session. weighted at 100% meets LO2, LO3 and LO4
	L4: Placement Preparation (15 credits)	1500 word report– weighted at 100%. Meets LO1, LO2 and LO3
	L5: Practice & Development 2 (30 credits)	A 45 minute audio-taped recording of one client from placement. 0% weighted Pass/Fail. Meets LO1 A reflective case study based on working with one client over 8-10 sessions weighted at 100%. Meets LO2 and LO3 Placement portfolio of evidence. 0% weighted. Pass/Fail
Understanding of enterprise and entrepreneurship	L4: Placement Preparation for Counselling (15 credits)	1500 word report– weighted at 100%. Meets

		LO1, LO2 and LO3
	L4: Practice & Development 1 (30 credits)	30 min video-taped session with a peer. 0% weighted Pass/Fail. Meets LO1. A 2000 word analysis of the effectiveness of the skills used during a counselling session with one peer, based on a 10 minute transcription taken from the 30 minute video-taped session. weighted at 100% meets LO2, LO3 and LO4
	L5: Practice & Development 2 (30 credits)	A 45 minute audio-taped recording of one client from placement. 0% weighted Pass/Fail. Meets LO1 A reflective case study based on working with one client over 8-10 sessions weighted at 100%. Meets LO2 and LO3 Placement portfolio of evidence. 0% weighted. Pass/Fail
Understanding of global issues and their place in the global economy	L4: Counselling Theory (30 credits)	2500 word essay – weighted at 100%. Meets LO1, LO2 and LO3
	L5: Working with Loss and Grief (15 credits)	2500 word case study – weighted at 100%. Meets LO1, LO2, LO3 and LO4
Communication skills	L4: Practice & Development 1 (30 credits)	30 min video-taped session with a peer. 0% weighted Pass/Fail. Meets LO1. A 2000 word analysis of the effectiveness of the skills used during a counselling session with one peer, based on a 10 minute transcription taken from the 30 minute video-taped session. weighted at 100% meets LO2, LO3 and LO4
	L4: Study Skills for Higher Education (15 credits)	10min. Presentation outlining the principal issues of an article of your choice, related to

		counselling. 60% Meets LO1 and LO2 1000 word reflection– weighted at 40%. MeetsLO3
	L4: Personal Development 1 (30 credits)	2500 word reflective essay– weighted at 100%. Meets LO1, LO2. Reflective Journal – 0% weighted Pass/Fail. Meets LO3
	L5: Practice & Development 2 (30 credits)	A 45 minute audio-taped recording of one client from placement. 0% weighted Pass/Fail. Meets LO1 A reflective case study based on working with one client over 8-10 sessions weighted at 100%. Meets LO2 and LO3 Placement portfolio of evidence. 0% weighted. Pass/Fail
	L5: Theories of Human Development (15 credits)	30 min Presentation weighted at 100%. Meets LO1. LO2, LO3.
	L5: Personal Development 2 (30 credits)	2500 word reflective essay - weighted at 100% LO1 and LO2. Reflective Journal. 0% weighted Pass/Fail. Meets LO3
Presentation skills	L4: Study Skills for Higher Education (15 credits)	10min. Presentation outlining the principal issues of an article of your choice, related to counselling. 460% Meets LO1 and LO2 1000 word reflection– weighted at 40%. MeetsLO3
	L5: Theories of Human Development (15 credits)	30 min Presentation weighted at 100%. Meets LO1. LO2, LO3.
	L5: Research Methods in Counselling (30 credits)	2000 word critical appraisal 60% weighted Meets L01 Pass/Fail 20min viva voce 40% weighted Pass/Fail Meets L02 and L03
The ability to interact confidently with	L4: Personal Development 1 (30 credits)	2500 word reflective essay– weighted at

colleagues		100%. Meets LO1, LO2. Reflective Journal – 0% weighted Pass/Fail. Meets LO3
	L4: Study Skills for Higher Education (15 credits)	10min. Presentation outlining the principal issues of an article of your choice, related to counselling. 60% Meets LO1 and LO2 1000 word reflection– weighted at 40%. MeetsLO3
	L5: Personal Development 2 (30 credits)	2500 word reflective essay - weighted at 100% LO1 and LO2. Reflective Journal. 0% weighted Pass/Fail. Meets LO3
Independence of thought	L4: Study Skills for Higher Education (15 credits)	10min. Presentation outlining the principal issues of an article of your choice, related to counselling. 60% Meets LO1 and LO2 1000 word reflection– weighted at 40%. MeetsLO3
	L4: Placement Preparation for Counselling (15 credits)	1500 word report– weighted at 100%. Meets LO1, LO2 and LO3
	L5: Research Methods in Counselling (30 credits)	2000 word critical appraisal 60% weighted Meets L01 Pass/Fail 20min viva voce 40% weighted Pass/Fail Meets L02 and L03
Skills of team working	L4: Practice & Development 1 (30 credits)	30 min video-taped session with a peer. 0% weighted Pass/Fail. Meets LO1. A 2000 word analysis of the effectiveness of the skills used during a counselling session with one peer, based on a 10 minute transcription taken from the 30 minute video-taped session. weighted at 100% meets LO2, LO3 and LO4

	L4: Counselling Theory (30 credits)	2500 word essay – weighted at 100%. Meets LO1, LO2 and LO3
	L5: Practice & Development 2 (30 credits)	A 45 minute audio-taped recording of one client from placement. 0% weighted Pass/Fail. Meets LO1 A reflective case study based on working with one client over 8-10 sessions weighted at 100%. Meets LO2 and LO3 Placement portfolio of evidence. 0% weighted. Pass/Fail
	L5: Working with Loss and Grief (15 credits)	2500 word case study – weighted at 100%. Meets LO1, LO2, LO3 and LO4
Ability to carry out inquiry-based learning and critical analysis	L4: Study Skills for Higher Education (15 credits)	10min. Presentation outlining the principal issues of an article of your choice, related to counselling. 60% Meets LO1 and LO2 1000 word reflection– weighted at 40%. MeetsLO3
	L5: Working with Loss and Grief (15 credits)	2500 word case study – weighted at 100%. Meets LO1, LO2, LO3 and LO4
	L5: Research Methods in Counselling (30 credits)	2000 word critical appraisal 60% weighted Meets L01 Pass/Fail 20min viva voce 40% weighted Pass/Fail Meets L02 and L03
Skills of problem solving and creation of opportunities	L4: Study Skills for Higher Education (15 credits)	10min. Presentation outlining the principal issues of an article of your choice, related to counselling. 60% Meets LO1 and LO2 1000 word reflection– weighted at 40%. MeetsLO3
	L4: Placement Preparation for Counselling (15 credits)	1500 word report– weighted at 100%. Meets LO1, LO2 and LO3
	L5: Practice & Development 2 (30 credits)	A 45 minute audio-taped recording of one client from placement. 0% weighted Pass/Fail. Meets LO1

		A reflective case study based on working with one client over 8-10 sessions weighted at 100%. Meets LO2 and LO3 Placement portfolio of evidence. 0% weighted. Pass/Fail
Technologically, digitally and information literate	L4: Study Skills for Higher Education (15 credits)	10min. Presentation outlining the principal issues of an article of your choice, related to counselling. 60% Meets LO1 and LO2 1000 word reflection– weighted at 40%. MeetsLO3
	L4: Counselling Theory (30 credits)	2500 word essay – weighted at 100%. Meets LO1, LO2 and LO3
	L4: Placement Preparation for Counselling (15 credits)	1500 word report– weighted at 100%. Meets LO1, LO2 and LO3
	L5: Theories of Human Development (30 credits)	30 min Presentation weighted at 100%. Meets LO1. LO2, LO3.
Able to apply Staffordshire Graduate attributes to a range of life experiences to facilitate life-long learning	L5: Practice & Development 2 (30 credits)	A 45 minute audio-taped recording of one client from placement. 0% weighted Pass/Fail. Meets LO1 A reflective case study based on working with one client over 8-10 sessions weighted at 100%. Meets LO2 and LO3 Placement portfolio of evidence. 0% weighted. Pass/Fail

Notes:

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Award Modules

Indicate which module(s) within the award

develop this characteristic

Assessment

Indicate how achievement of

characteristic is assessed

The QAA Subject Benchmark Standards for Counselling and Psychotherapy (2013)

AWARD TITLE:	Foundation Degree Health in Counselling Theory and Practice		
Benchmark Standards		Award Module(s) including level and number of credits	Method of Assessment
<p>Professional autonomy and accountability</p> <p>6.3 The award holder will have the relevant professional knowledge and skill to:</p> <ul style="list-style-type: none"> • maintain the ethical principles that underpin counselling and psychotherapy • integrate into practice legal, professional and organizational requirements pertaining to equal opportunities, diversity and anti-discrimination • recognise the social and cultural context of their practice • recognise potential limitations of their preferred theoretical model or models in work with specific clients • ensure a consistent commitment to continuing professional and personal development, including self-awareness and fitness to practice • recognise their own professional strengths and limitations that may affect therapeutic practice, and develop appropriate self- support and self-care strategies • recognise the need for, and engage with, their own personal support and/or therapy as appropriate • recognise and cope with uncertainty, responding therapeutically while 		L4: Placement Preparation for Counselling (15 credits)	1500 word report 100% weighted Pass/Fail
		L4: Personal Development 1 (30 credits)	2500 word reflective essay Reflective Journal 0% weighted Pass/Fail
		L4: Practice & Development 1 (30 credits)	30mins video- taped session 0% weighted Pass/Fail 10mins transcript + 2000 word analysis 100% weighted Pass/Fail

<p>maintaining firm boundaries</p> <ul style="list-style-type: none"> recognise responsibilities to the client, employers, the counselling and psychotherapy professions and to society at large. 	<p>L5: Practice & Development 2 (30 credits)</p>	<p>Placement portfolio 0% weighted Pass/Fail 45min audio recording 0% weighted Pass/Fail reflective case study 1 client over 8-10 sessions 100% weighted Pass/Fail</p>
<p>Professional relationships</p> <p>6.4 The award holder will have the relevant professional knowledge and skill to:</p> <ul style="list-style-type: none"> recognise and respect inter-professional and multi-agency approaches to mental health recognise their own professional limitations, making referrals where appropriate respect the role of supervision as an essential aspect of clinical practice analyse ethical dilemmas and work with others as necessary, to formulate appropriate responses take account of diversity issues and the rights and responsibilities of all clients, regardless of their gender, age, ethnicity, national or ethnic origin, culture, class, ability, sexual orientation, religion and beliefs respond appropriately to the effect of their own values, beliefs, attitudes and behaviours when working as a counsellor/psychotherapist work with managers and clients in the delivery, monitoring and evaluation of services build and sustain professional relationships and work collaboratively, as appropriate to the work context critically appraise a range of theoretical approaches to practice make use of supervision to develop their understanding about clinical work and to enhance and protect their well being. 	<p>L4: Placement Preparation for Counselling (15 credits)</p>	<p>1500 word report 100% weighted Pass/Fail</p>
	<p>L4: Practice & Development 1 (30 credits)</p>	<p>30mins video- taped session 0% weighted Pass/Fail 10mins transcript + 2000 word analysis 100% weighted Pass/Fail</p>
	<p>L4: Personal Development 1 (30 credits)</p>	<p>2500 word reflective essay Reflective Journal 0% weighted Pass/Fail</p>
	<p>L5: Personal Development 2 (30 credits)</p>	<p>2500 reflective essay Reflective Journal 0% weighted Pass/Fail</p>
	<p>L5: Practice & Development 2 (30 credits)</p>	<p>Placement portfolio 0% weighted Pass/Fail 45min audio recording 0% weighted Pass/Fail</p>

		reflective case study 1 client over 8-10 sessions 100% weighted Pass/Fail
	L4: Counselling Theory (30 Credits)	10 minute presentation 40% weighted 1000 word reflection weighted 60%
<p>Maintaining a framework for practice</p> <p>6.5 The award holder will have the relevant professional knowledge and skill to:</p> <ul style="list-style-type: none"> • establish and maintain a secure frame for therapeutic work • maintain clear professional boundaries in all relationships with clients • summarise the client's difficulties, as perceived by the therapist, and articulate the ways in which counselling/psychotherapy can address them • implement an appropriate strategy for assessing potential clients using appropriate consultation where necessary, which may include risk assessment • make informed decisions about referral to appropriate agencies • negotiate an appropriate therapeutic contract using all available information • recognise the implicit power imbalance in the counselling/psychotherapy relationship • utilise research evidence or organisational guidance to ensure an appropriate therapeutic response for specific clients • openly and freely discuss sexual matters when appropriate, whatever the client's sexual orientation or the nature of the client's problem • be aware of psychopharmacological interventions commonly used in the treatment of mental health problems and be sensitive to the impact that prescribed medication may have on the therapeutic relationship and process of counselling/psychotherapy • recognise signs and symptoms associated with mental distress and regularly update knowledge about mental health and well- being 	L4: Practice & Development 1 (30 credits)	30mins video- taped session 0% weighted Pass/Fail 10mins transcript + 2000 word analysis 100% weighted Pass/Fail
	L4: Placement Preparation for Counselling (15 credits)	1500 word report 100% weighted Pass/Fail
	L4: Counselling Theory (30 Credits)	10 minute presentation 40% weighted 1000 word reflection weighted 60%
	L5: Practice & Development 2 (30 credits)	Placement portfolio 0% weighted Pass/Fail 45min audio recording 0% weighted Pass/Fail reflective case study 1 client over 8-10 sessions 100% weighted Pass/Fail
	L5: Working with Loss and Grief (15 credits)	2500 assessment weighted 100% Pass/Fail

<ul style="list-style-type: none"> • recognise and make appropriate decisions in response to ethical dilemmas and legal responsibilities when assessing potential risk to the client or others • recognise the potential for physical signs and symptoms to accompany, mimic or be indicative of severe forms of psychological distress and respond appropriately • apply consistently a comprehensive, in-depth and research-informed body of knowledge in their practice • recognise that specific knowledge and skills are required to work with particular client groups, for example children and young people. 	L5: Theories of Human Development (15 Credits)	20 – 40 min Presentation weighted 100% Pass/Fail
<p>The therapeutic process</p> <p>6.6 The award holder will have the relevant professional knowledge and skill to:</p> <ul style="list-style-type: none"> • demonstrate familiarity with a model of assessment compatible with their core theoretical model in order to determine the client's therapeutic needs, while maintaining an awareness of other assessment strategies • determine whether the type of counselling and psychotherapy that can be offered is suitable for particular clients • assess the components which underpin therapeutic alliances, which may include client motivation, commitment to the therapeutic process and contractual arrangements • be able to communicate the scope and limits of confidentiality clearly and ethically to clients • set and maintain appropriate professional boundaries • establish and sustain a therapeutic alliance • understand and manage the impact of diversity and difference on the therapeutic relationship • use research literature on the impact of the therapeutic alliance to enhance relationships with clients • recognise ways in which the relationship is conceptualised in a range of different theoretical models 	L4: Practice & Development 1 (30 credits)	30mins video- taped session 0% weighted Pass/Fail 10mins transcript + 2000 word analysis 100% weighted Pass/Fail
	L4: Counselling Theory (30 Credits)	10 minute presentation 40% weighted 1000 word reflection weighted 60%
	L4: Study Skills for Higher Education (15 credits)	10mins presentation 60% weighted Pass/Fail 1000 word supporting paper 40% weighted Pass/Fail
	L4: Personal Development 1 (30 credits)	2500 word reflective essay Reflective Journal 0% weighted Pass/Fail
	L5: Practice & Development 2 (30 credits)	Placement portfolio 0% weighted Pass/Fail

<ul style="list-style-type: none"> • recognise and manage difficulties and ruptures in the therapeutic alliance • recognise and manage distortions in the client's perception of the therapist and of their experience of therapy • draw on a range of therapeutic responses, strategies and interventions to inform practice • manage problematic situations, including violation of the therapeutic contract • adapt responses and strategies to open-ended or time-limited contracts • apply appropriate strategies and interventions in work with specific client populations and client issues • work with the constraints of the therapeutic contract • recognize the importance of preparing clients for endings • be able to comply with professional requirements of record-keeping • manage contact with external agencies and professionals, as appropriate to the interest of the client • regularly review client progress 		45min audio recording 0% weighted Pass/Fail reflective case study 1 client over 8-10 sessions 100% weighted Pass/Fail
	L5: Personal Development 2 (30 credits)	2500 reflective essay Reflective Journal 0% weighted Pass/Fail
<p>The social, professional and organisational context for therapy</p> <p>6.7 The award holder will have the relevant professional knowledge and skill to:</p> <ul style="list-style-type: none"> • identify some of the philosophical assumptions underpinning the practice of counselling and psychotherapy • appraise the interrelatedness of truth claims, belief and ideology, and their influence on professional practice • interpret and apply relevant policies and codes of the employing organisation, including equal opportunities statements, disability statements and widening participation strategies • appraise the range of psychological services and interventions available to clients • recognise the potential importance of diversity in the therapeutic relationship • reflect on the role and function of counselling and psychotherapy in society 		
	L4: Practice & Development 1 (30 credits)	30mins video- taped session 0% weighted Pass/Fail 10mins transcript + 2000 word analysis 100% weighted Pass/Fail
	L4: Personal Development 1 (30 credits)	2500 word reflective essay Reflective Journal 0% weighted Pass/Fail

<ul style="list-style-type: none"> • recognise ways in which government policies and recommendations such as those in the National Institute for Health and Clinical Excellence (N.I.C.E.) guidelines may impact on mental health service provision and client well-being • recognise that power relationships and dynamics within groups and organisations have the potential to impact on therapy • critically appraise published research on counselling and psychotherapy and integrate relevant research findings into practice • implement methodologies to audit and evaluate the process and outcome of therapy • be familiar with the legal and ethical framework in which the therapy takes place deliver the counselling/psychotherapy services with due regard to the practice setting. 	L4: Study Skills for Higher Education (15 credits)	10mins presentation 60% weighted Pass/Fail 1000 word supporting paper 40% weighted Pass/Fail
	L4: Placement Preparation (15 credits)	1500 word report 100% weighted Pass/Fail
	L5: Personal Development 2 (30 credits)	2500 reflective essay Reflective Journal 0% weighted Pass/Fail
	L5: Research Methods in Counselling (30 credits)	2000 word critical appraisal 60% weighted Meets L01 Pass/Fail 20min viva voce 40% weighted Pass/Fail Meets L02 and L03

The BACP Core Curriculum for Counselling and Psychotherapy

AWARD TITLE:	Foundation Degree Health in Counselling Theory and Practice	
Professional Standards	Award Module(s) including level and number of credits	Method of Assessment
<p>9.1.A The professional role and responsibility of the therapist The practitioner will have relevant knowledge to inform his or her ability to:</p> <ol style="list-style-type: none"> 1. Show a commitment to personal and professional development including self-awareness and an awareness of fitness to practice in relation to clients. 2. Reflect on personal development including ways in which life experiences affect self and relationships with peers, clients and other professionals. 3. Demonstrate the psychological and emotional robustness necessary to work with intense feelings and uncertainties. 4. Engage in rigorous self-examination, monitoring thoughts, feelings, physical sensations and behavior in the therapeutic relationship. 5. Recognise personal and professional limitations and identify ways of addressing these. 6. Recognise and maintain appropriate professional boundaries even when these are challenged by the client or others. 7. Understand the values underpinning the profession, as exemplified in the Ethical Framework. 8. Demonstrate the capacity for reflexivity as applied in therapeutic practice. 9. Understand the importance of supervision, contract for supervision and use it to address professional and developmental needs. 10. Understand the importance of professional development activities. 11. Understand and use a relevant ethical framework to make critical decisions about the practice of counselling and psychotherapy. 12. Manage counselling practice efficiently, including record and note keeping; provision of an appropriate environment; liaison with other services; reviewing of caseloads and evaluation of practice. 	L4: Practice & Development 1 (30 credits)	30 min video-taped session with a peer. 0% weighted Pass/Fail. Meets LO1. A 2000 word analysis of the effectiveness of the skills used during a counselling session with one peer, based on a 10 minute transcription taken from the 30 minute video-taped session. weighted at 100% meets LO2, LO3 and LO4
	L5: Practice & Development 2 (30 credits)	A 45 minute audio-taped recording of one client from placement. 0% weighted Pass/Fail. Meets LO1 A reflective case study based on working with one client over 8-10 sessions weighted at 100%. Meets LO2 and LO3 Placement portfolio of

<p>13. Identify and use networks that can be used for the benefit of the service.</p> <p>14. Communicate clearly with clients, colleagues and other professionals both orally and in writing.</p> <p>15. Demonstrate a critical awareness of commonly recommended therapeutic approaches that are underpinned by evidence of efficacy and effectiveness.</p> <p>16. Give and receive feedback constructively, reflect and make appropriate changes.</p> <p>17. Regularly evaluate and review personal development progress, making links with theoretical knowledge and the counselling process.</p>		evidence. 0% weighted. Pass/Fail
	L4: Personal Development 1 (30 credits)	2500 word reflective essay– weighted at 100%. Meets LO1, LO2. Reflective Journal – 0% weighted Pass/Fail. Meets LO3
	L5: Personal Development 2 (30 credits)	2500 word reflective essay - weighted at 100% LO1 and LO2. Reflective Journal. 0% weighted Pass/Fail. Meets LO3
	L4: Placement Preparation for Counselling (15 credits)	1500 word report– weighted at 100%. Meets LO1, LO2 and LO3

	L4: Counselling Theory (30 credits)	2500 word essay – weighted at 100%. Meets LO1, LO2 and LO3
<p>9.1.B Understanding the client</p> <p>The practitioner will have relevant knowledge to inform his or her ability to:</p> <ol style="list-style-type: none"> 1. Devise a strategy for conducting assessment interviews with potential clients. 2. Devise and use a comprehensive risk assessment strategy. 3. Use all available information including pre-assessment information; client presentation; therapist response to the client and quantitative or qualitative measures or assessment tools to make a collaborative decision with clients regarding an appropriate therapeutic contract. 4. Reflect on, and synthesise complex and sometimes contradictory information in order to facilitate an understanding of underlying psychological difficulties. 5. Access and interpret research evidence and organisational guidance about appropriate and effective interventions for particular presentations of personal difficulties. 6. Demonstrate awareness of diversity and the rights and responsibilities of all clients, regardless of their gender, age, ethnicity, culture, class, ability, sexuality, religion and belief. 7. Openly and freely discuss sexual matters, when appropriate with a client, whatever the client’s sexual orientation or the nature of the client’s problem. 8. Make informed decisions about referral and the compatibility of counselling/psychotherapy and psychopharmacological interventions in conjunction with other professionals. 9. Recognise the signs and symptoms associated with mental distress and regularly update knowledge about mental health and wellbeing. 10. Identify ethical and legal responsibilities with regard to potential risk including critical decision making with respect to autonomy of the client and potential harm to self or others. 	L4: Placement Preparation for Counselling (15 credits)	1500 word report– weighted at 100%. Meets LO1, LO2 and LO3
	L5: Theories of Human Development (30 credits)	30 min Presentation weighted at 100%. Meets LO1. LO2, LO3.

<p>11. Recognise physical signs and symptoms that may accompany, mimic or be indicative of severe forms of psychological distress.</p> <p>12. Understand the inter-relatedness of social and psychological factors.</p> <p>13. Understand the inter-relatedness of psychological and physical illness and recognise that symptoms of physical illness may be indicative of the mental pain/distress/state of the client and vice versa.</p> <p>14. Critically appraise conceptualisations of the nature of severe psychological distress.</p> <p>15. Draw on empirical and theoretical sources to make an initial estimation of the number of sessions that may be most appropriate for clients with particular presenting difficulties.</p> <p>16. Apply consistently a comprehensive, in-depth and research-informed body of knowledge in their practice.</p> <p>17. Critically appraise theoretical frameworks which underpin therapeutic practice.</p>	<p>L4: Practice & Development 1 (30 credits)</p>	<p>30 min video-taped session with a peer. 0% weighted Pass/Fail. Meets LO1.</p> <p>A 2000 word analysis of the effectiveness of the skills used during a counselling session with one peer, based on a 10 minute transcription taken from the 30 minute video-taped session. weighted at 100% meets LO2, LO3 and LO4</p>
	<p>L5: Practice & Development 2 (30 credits)</p>	<p>A 45 minute audio-taped recording of one client from placement. 0% weighted Pass/Fail. Meets LO1</p> <p>A reflective case study based on working with one client over 8-10 sessions weighted at 100%. Meets LO2 and LO3</p> <p>Placement portfolio of evidence. 0% weighted. Pass/Fail</p>
	<p>L5: Working with Loss and Grief (15 credits)</p>	<p>2500 word case study – weighted at 100%. Meets LO1, LO2, LO3 and LO4</p>

	L4: Counselling Theory (30 credits)	2500 word essay – weighted at 100%. Meets LO1, LO2 and LO3
<p>9.1.C The therapeutic process</p> <p>The practitioner will have relevant knowledge to inform his or her ability to:</p> <ol style="list-style-type: none"> 1. Establish and maintain an effective, collaborative therapeutic alliance with the client, with due regard to the physical, contractual and ethical framework. 2. Manage the beginning, middle and end of a therapeutic relationship according to their theoretical perspective of practice. 3. Develop and sustain a relationship with the client that offers sufficient safety and security, understanding and warmth to explore complex emotional concerns and clearly defines the boundaries of the relationship. 4. Clearly agree roles and responsibilities with the client whilst in a therapeutic relationship. 5. Negotiate and agree with clients' appropriate and achievable therapeutic goals or outcomes and the process by which these can be achieved. 6. Demonstrate awareness of theoretical and research literature regarding the provision of a secure frame for therapy, including physical environment, contractual arrangements and ethics. 7. Apply and monitor a range of appropriate therapeutic interventions and strategies. 8. Acknowledge diversity relating to gender, age, ethnicity, culture, ability, religion, spirituality and sexuality as it impacts on the therapeutic relationship or the process of therapy. 9. Acknowledge changes that have occurred for the client during the course of therapy whether they be practical, behavioural, emotional or relational. 10. Acknowledge difficulties and ruptures encountered as part of the therapeutic process in order to find ways of making progress and re-establishing a positive therapeutic alliance 11. Recognise and work with distortions in the client's perception of the therapist 	L4: Practice & Development 1 (30 credits)	<p>30 min video-taped session with a peer. 0% weighted Pass/Fail. Meets LO1.</p> <p>A 2000 word analysis of the effectiveness of the skills used during a counselling session with one peer, based on a 10 minute transcription taken from the 30 minute video-taped session. weighted at 100% meets LO2, LO3 and LO4</p>
	L5: Practice & Development 2 (30 credits)	<p>A 45 minute audio-taped recording of one client from placement. 0% weighted Pass/Fail. Meets LO1</p> <p>A reflective case study based on working with one client over 8-10 sessions weighted at 100%. Meets LO2 and LO3</p> <p>Placement portfolio of evidence. 0% weighted. Pass/Fail</p>

<p>or of their experience in therapy.</p> <p>12. Support clients when in crisis by providing information about self-care strategies and making clear arrangements for future meetings or contact.</p> <p>13. Anticipate the types of 'out of session' communication that clients might use, such as email, letters, text, telephone and visits, and determine an appropriate policy for managing and responding.</p> <p>14. Recognise ways in which breaks and holidays may affect the therapeutic relationship or therapeutic process and make appropriate arrangements for clients to seek support in case of emergency.</p> <p>15. Apply a theoretically and empirically informed body of knowledge consistently and effectively during the therapeutic process.</p> <p>16. Clearly communicate imminent endings for the client and work to ensure these are managed safely and appropriately.</p> <p>17. Negotiate an end date with the client allowing sufficient time to process the ending in accordance with a consistent, coherent and in-depth perspective.</p>	<p>L5: Theories of Human Development (15 credits)</p>	<p>30 min Presentation weighted at 100%. Meets LO1, LO2, LO3.</p>
	<p>L4: Counselling Theory (30 credits)</p>	<p>2500 word essay – weighted at 100%. Meets LO1, LO2 and LO3</p>
<p>9.1.D The social, professional and organisational context for therapy</p> <p>The practitioner will have relevant knowledge to inform his or her ability to:</p> <p>1. Take an active role as a member of a professional community.</p> <p>2. Show a critical awareness of the history of ideas, the cultural context and social and political theories that inform and influence the practice of counselling and psychotherapy.</p> <p>3. Identify and critique the philosophical assumptions underpinning the practice of counselling and psychotherapy.</p> <p>4. Understand the inter-relatedness of truth claims, belief and ideology and their</p>	<p>L5: Theories of Human Development (15 credits)</p>	<p>30 min Presentation weighted at 100%. Meets LO1, LO2, LO3.</p>

<p>influence on professional practice.</p> <p>5. Interpret and apply relevant policies and codes of the employing organisation, including equal opportunities statements, disability statements and widening participation strategies.</p> <p>6. Explore sensitively and respectfully with clients their culture and associated values recognising cultural differences, for example, in terms of predispositions to individualism and collectivism, emotional involvement and detachment.</p> <p>7. Reflect on the role and function of counselling and psychotherapy in society and understand national politics in relation to mental health service provision and client wellbeing.</p> <p>8. Demonstrate a clear commitment to best practice and work within an ethical framework for professional practice</p> <p>9. Demonstrate understanding of the relevant legislation that affects the practice of counselling and psychotherapy.</p> <p>10. Make a contract with the appropriate organisation for the provision of therapy, including the extent of the provision with regard to time, place and resources.</p> <p>11. Demonstrate an awareness of power relationships and dynamics within groups and organisations and their potential impact on therapy.</p> <p>12. Work in multidisciplinary teams with other professionals and participate effectively to maximise therapeutic outcomes as appropriate.</p> <p>13. Critically appraise published research on counselling and psychotherapy and integrate relevant research findings into practice.</p> <p>14. Understand methodologies to evaluate the process and outcome of therapy.</p> <p>15. Monitor and review the effectiveness of own practice.</p> <p>16. Participate in therapeutic practice audit and other quality assurance procedures.</p> <p>17. Identify suitable criteria and evaluation tools for evaluating own practice.</p>	<p>L4: Placement Preparation for Counselling (15 credits)</p>	<p>1500 word report– weighted at 100%. Meets LO1, LO2 and LO3</p>
	<p>L4: Practice & Development 1</p>	<p>30 min video-taped session with a peer. 0% weighted Pass/Fail. Meets LO1.</p> <p>A 2000 word analysis of the effectiveness of the skills used during a counselling session with one peer, based on a 10 minute transcription taken from the 30 minute video-taped session. weighted at 100% meets LO2, LO3 and LO4</p>
	<p>L5: Practice & Development 2 (30 credits)</p>	<p>A 45 minute audio-taped recording of one client from placement. 0% weighted Pass/Fail. Meets LO1</p> <p>A reflective case study based on working with one client over 8-10 sessions weighted at 100%. Meets LO2 and LO3</p> <p>Placement portfolio of evidence. 0% weighted.</p>

		Pass/Fail
	L4: Study Skills for Higher Education (15 credits)	10min. Presentation outlining the principal issues of an article of your choice, related to counselling. 60% Meets LO1 and LO2 1000 word reflection– weighted at 40%. MeetsLO3
	L5: Research Methods in Counselling (30 credits)	2000 word critical appraisal 60% weighted Meets L01 Pass/Fail 20min viva voce 40% weighted Pass/Fail Meets L02 and L03

