**Programme Specification**

**Foundation Degree in Counselling** programme (2012-13), approved to be offered in partnership with the University of Sunderland and Sunderland College, Tyne Metropolitan College, Bishop Auckland College and South Tyneside College in accordance with the University's Model B of Collaboration

**1. Intellectual, academic and Market Rationale**

This document concerns the Foundation Degree in Counselling Practice that is developed in partnership with FE colleges under programme regulations Model B. In the past Partnerships have existed with New College Durham, Tyne Metropolitan College, Northumberland College and Sunderland College, Bishop Auckland College and South Tyneside College. Current partnerships in 2012-13 include Tyne Metropolitan College, Sunderland College, Bishop Auckland College and South Tyneside College

**Strategic Context**

Programme development should be seen in the context of the university's strategic aims and objectives. The following strategic aims are of direct relevance to this programme:

- '**To be an exemplary provider of innovative solutions and high quality expertise to business and industry.** The programme will achieve this through developing skills in professional counselling practice. This will benefit the local economy by providing skilled counsellors to local service providers in the North East region to help meet the demands of service users. Mental health problems and interpersonal problems have a negative impact on the economy through sickness absences, inability to work and the social costs of problems such as family break-up, substance misuse etc. The programme will make a positive contribution to the mental wellbeing of individuals and the wider community.

- '**To develop an integrated academic strategy which draws together research, teaching and learning and external activity to support learners and stakeholders, and to provide academic programmes which are of high quality, subject to continuous improvement and underpinned by research, scholarship and engagement with the social, professional and business communities.'** The Foundation Degree programme draws on the considerable expertise within the Psychology department in therapy and applied areas which are being developed through new staff appointments, staff research interests and outreach work.

- '**To foster and build mutually advantageous strategic alliances with a number of local colleges of further education and strong partnerships with those further afield'.** The programme offers an exciting development opportunity for the University by encouraging collaborative working relationships involving exchange of ideas and further increasing the visibility and raising the profile of the University within partner colleges and the communities they serve. Partnerships with colleges provide a further opportunity for the University to forge closer links with local organizations and national organizations which operate locally in the health and social care arena.

- '**To offer a range of academic programmes which are supported by demand from students and responsive to the needs of local/regional employers'.** This programme

has been developed in direct response to the needs of employers for an appropriately educated, skilled and professional workforce. It responds to the needs of practising and aspiring counsellors for a qualification that ensures the development of knowledge and skills and provides evidence of achievement for the benefit of employers and clients.

**Market Rationale**

There has been growing recognition within the UK in the last ten years of the enormous psychological, social and economic costs of poor mental health.   In 2001 the Government published a guide to treatment choice in *Psychological Therapies and Counselling* which outlined the evidence for the benefits of using talking therapy in the treatment of a range of mental health problems.  Mental health problems, anxiety, worry and interpersonal problems prevent many people from achieving their full potential and living contented and fulfilling lives. Problems such as stress have a significant role in the development of physical problems such as heart disease.

More recently there is growing realisation that good mental health is not simply defined by lack of mental disorder but also refers to a positive state of mental well being. In the National Service Framework for Mental Health the Government reiterates the importance of well-being by advocating the promotion of positive mental health within communities across the UK.

In line with current thinking it is acknowledged that pharmacological solutions to problems such as depression carry potential risks of side effects and physiological dependency. While it is generally accepted that drug treatments may relieve the suffering associated with serious mental illness there are a range of less serious conditions for which counselling may be a preferable treatment option.

In the past decade, the demand for counselling services has increased as doctors, professional practitioners and patients call for greater access to services. In 2005 the British Association for Counselling and Psychotherapy (BACP) observed the rapid increase in number of counsellors and therapists in the UK and discussed the benefits of benchmarking training courses for counsellors while at the same time cautioning against an overly academic orientation. The Foundation degree route is deemed to be ideally positioned to provide a programme that is highly vocationally relevant and which promotes collaboration between local education providers and employers. The programme is primarily concerned to develop individuals by integrating theory and practice and by encouraging reflection and analysis in the area of counselling; it responds to current public policy concerns about the need to provide greater regulation of the Counselling profession.  While provision of Foundation degrees exists nationally the Foundation Degree in Counselling at Sunderland provides unique provision in the North East  Region. Since several Further Education colleges in the North East (including partners in this development) provide introductory Counselling Skills courses (level 3 NCFE or EDEXCEL) with up to 60 students per year, the Foundation Degree provides an ideal opportunity for highly committed students who wish to progress their counselling careers beyond basic level courses.

**Employer Engagement**

Employer engagement is deemed essential to the success of foundation degrees. The Foundation Degree in Counselling may be considered as new provision which extends and builds on years of success by the partner colleges in working with a large body of local employers in the North East.  In the past, localised  provision of counselling has included New College Durham, Northumberland College and Sunderland College offering the Northern Counties Further Education (NCFE) Level 4 Diploma in Counselling, Tyne Metropolitan College offering the HND in Counselling and the BTEC Professional Diploma in Therapeutic

Counselling.  In the provision of training these partner colleges have developed strong links with local employers, knowledge and expertise in addressing employers' needs which have contributed to the development of the Foundation degree. As an example, Tyne Metropolitan College works with over 40 employers in the provision of student placements to include North East Council for Addictions, Newcastle Primary Care Trust, Place 2 Be (agency offering counselling to schoolchildren) and Paradigm Counselling (a private sector provider). Partner Colleges have consulted local private, statutory and voluntary sector employers about how best to equip counselling graduates for the current employment environment and, in turn, local employers have responded positively to the Foundation Degree in counselling. The Foundation Degree programme is regarded as an appropriate progression route for students who have completed introductory courses and work-based training and who wish to pursue an HE qualification in the discipline.  Taking all this into account, the Foundation Degree is designed to meet the needs of local employers as well as the aspirations of prospective students for a Higher Education Qualification.

**Intellectual Rationale**

This Foundation Degree programme makes a positive contribution to the theoretical basis for Counselling practice within the region and responds to increasing emphases on evidence based practice within all areas of health and social care work. To ensure that counselling professionals are practising in ways shown to be effective it is essential that they develop skills in reflection, critical thinking and evaluation in order to contribute to the growing body of research literature on Counselling and Psychotherapy. Foundation degrees offer a coherent framework for enabling practitioners to develop the ability to reflect academically on their own work. The emphasis on work-based learning ensures that Foundation degrees are simultaneously an effective vehicle for vocationally centred education. The programme equips participants to take part in the wider discourse of their profession and to become active contributors to the development of Counselling knowledge and the dissemination of good practice.

For the University the programme is an important part of the development of the Department of Psychology in which the programme resides. New appointments within the department and the professional development of existing members of college staff have enhanced the department's capacity for delivering and developing programmes related to counselling and therapy. The Psychology department uses this expertise in the development and ongoing evaluation of the Foundation Degree in counselling and in the development of progression routes for Foundation Degree graduates.

## 2. Programme Information

| | |
|---|---|
| Awarding Institution/body | |
| *Professional or Statutory Body Accreditation | N/A at present |
| Award Title: <br> *Include interim award title if different from the general University title* | Foundation Degree in Counselling |
| Level of Programme <br><br> QAA National Qualifications Framework for HE (see Appendix C) | Foundation Degree |
| *UCAS Code | |
| Relevant QAA subject benchmarking group (include QAA reference number for Unit) | (as appropriate) |

| Mode (different ways of studying the programme) <br><br> FT- Full Time, PT – Part Time, CBDL – Centre Based Distance Learning, IDL – Independent Distance Learning, MM-Mixed Mode (mixture of on-campus and independent learning), S-Sandwich, YA – Year Abroad, WBL – Work based learning | FT | CBDL | | MM | | YA | |
|---|---|---|---|---|---|---|---|
| | PT | IDL | | S | | WBL | |

| | |
|---|---|
| Faculty responsible | Faculty of Applied Sciences |
| Academic Subject Area | Psychology |

| | | |
|---|---|---|
| **COLLABORATIVE:** | **UK**        yes/no <br> **Overseas**   yes/no | |

| **Institution** | **Collaborative model** | **Funding arrangements** |
|---|---|---|
| **Tyne Metropolitan College** | **B** | |
| **Bishop Auckland College** | **B** | |
| **Sunderland College** | **B** | |
| **South Tyneside College** | **B** | |

## 3. Aims and Outcomes

The programme aims to meet DfES' call for greater diversity in Higher Education, which was the basis for the creation of Foundation Degrees.

While developed and piloted by a number of Higher Education Institutions nationally, all Foundation Degrees embrace a set of generic programme aims, to which this programme subscribes. These aims are drawn from the Department of Education Benchmarking for Foundation Degrees as follows:

### 3.1 The key aims of Foundation Degrees are:

A1 Raise the skill level of the workforce at regional/national levels

A2 Forge new alliances between Universities, Colleges and Employers

A3 Attract more people into Higher Education from different starting points and provide opportunities for progression to an honours degree and further professional qualifications

A4 Fuse academic and vocational paths to degree level qualifications

A5 Equip students with the combination of technical skills, academic knowledge and transferable skills demanded by employers at intermediate and higher skill levels

A6 Make higher education more affordable, accessible and appealing

A7 Combat social exclusion by providing a route to HE for groups that are currently under-represented

A8 Prepare students for employment in specific areas of the economy where there is evidence of a demand for higher technical or associate professional skills

A9 To involve employers in the design and review of programme

A10 To achieve employer and professional recognition for programmes through relevant NTO's or professional bodies.

A11 to offer accredited exposure to a workplace or working environment

A12 To meet credit accumulation and transfer arrangements and offer a minimum of 240 credits for a Foundation Degree

A13 To offer Foundation Degree graduates a guaranteed progression route to at least one Honours degree programme, to be completed in 1.3FTE years

### 3.1.2 Aims Specific to the Foundation Degree in Counselling

This foundation degree additionally aims to:

1. Improve the quality Counselling practice which is available in the North East through the education of highly skilled and reflective Counselling practitioners.
2. Improve the quality of Counselling education available in the North East by creating a Degree Programme which simultaneously sets standards across a number of institutions,

utilises and shares the expertise of these institutions and allows for local specialisation and innovation.

3. Improve the use of and contribution to Counselling research by North East counsellors by equipping graduates to better engage with research and research literature.

4. Integrate academic knowledge and counselling practice through work-based learning and assessment.

## 3.2 Overall Objectives of the Programme

The objective of the Foundation degree in counselling is to provide an educational programme which is based on the aims outlined in 3.1 above and which is embodied in the learning outcomes outlined in 3.3 below.

### 3.2.1 Key Skills

The programme aims to provide students with opportunities to learn and practice key skills. These are as follows:

**KS 1 Communication:** able to present complex issues in a variety of ways including oral, written and visual means of communication.

**KS2 Manage and develop own self:** demonstrate a commitment to learning and self-motivation, and should be able to identify and meet objectives and deadlines.

**KS3 Team Working:** able to participate effectively in joint discussion, decision making, planning allocation of and production of work, setting objectives and providing and responding to peer feedback.

**KS4 Information technology:** use of word processing and other IT packages appropriate to the subjects being studied, students should also be able to communicate using email, and should be familiar with internet usage.

**KS5 Numeracy:** able to apply a basic level of numeracy.

**KS6 Handle information:** able to identify and use appropriate information sources, gather appropriate material, sort, collate, abstract and summarize information and use it appropriately.

### 3.3 Programme Learning Outcomes

The programme learning outcomes below are separated between the levels to reflect the greater capacity for critical evaluation and responsibility for the student's own learning which may be expected in level 2 of the programme. The first level provides an opportunity to learn counselling theory, develop the skills of counselling and to show an ability to apply them in a professional setting through classroom exercises. The second level builds on the learning of level 1 and gives students the opportunity to apply the learning of level 1 to genuine client work in the field and to contribute to debate concerning more complex professional and practice issues.

### 3.3.1 Programme Learning Outcomes

Learning outcomes have been developed with reference to Benchmark Statement on Foundation Degrees and BACP guidelines on accreditation of Counselling courses.

**LEVEL 1**

On successful completion of level 1 students should have demonstrated:

1. An ability to describe and evaluate the well established and evolving principles, theories and practices of counselling and how these have been developed.
2. The successful application of the range of knowledge and skills learned throughout the programme in a professional context.
3. The ability to relate theory to practice and reflect on theory and practice issues in a professional context.
4. Knowledge of the main areas of inquiry in counselling theory and research and an ability to evaluate the appropriateness of different approaches to counselling practice.
5. The integration of ethical principles within professional counselling practice, including competence in working with diversity.
6. An ability to use information technology.

## LEVEL 2

On successful completion of level 2 students will additionally have demonstrated:

1. The ability to evaluate the limits of one's knowledge and competency, seek appropriate support, use supervision effectively and take responsibility for one's own development by seeking appropriate support.
2. The ability to use established techniques of research and critical reflection to undertake critical analysis of information and develop strategies for improving their own practice and contributing to the development of the profession.
3. The effective communication of information, arguments and analysis in a variety of forms to specialist and non-specialist audiences.
4. The personal qualities and transferable skills necessary for employment in the field of counselling, and for progression to other qualifications requiring the exercise of professional skills and decision making.

## 4. Programme Delivery, structure and Curriculum

## 4.1 Delivery and structure of Provision

This programme is planned for delivery in a virtual full time/part-time notional mode. Students attend part-time and undertake additional tasks in the workplace, in private study and reflection to allow them to complete the programme on a full time timescale.

Section 4.2 outlines the breakdown of modules and their credit values for each year and details the order in which modules will be delivered.

It is a Programme requirement that students attend at least 80% of the taught programme. This resonates with BACP requirements with regard to the amount of teaching students have to receive. In addition, the programme is structured to conform to requirements of BACP accredited awards to enable students to apply for accreditation at a later date.

In the second year of the Programme students are required to undertake work-based learning which involves a minimum of 100 hours of supervised counselling practice. Students are normally required to identify their placement opportunities before proceeding to second level. While in placement students will be supervised at a minimum of bi-weekly or every 8 hours of counselling whichever comes first.

## 4.2 Programme Structure

## Table of Modules at each Level of the Programme

Programme Structure

| Year 1  Level 1 | Year 2  Level 2 |
|---|---|
| Personal Development- 20 credits | Personal Development - 20 credits |
| Counselling Skills Development and Practice - 20 credits | Supervised Counselling Practice - 40 credits |
| Professional Issues - 20 credits | Introduction to Counselling Research - 20 credits |
| Core Theory - 30 credits | Contemporary Issues in Counselling - 40 credits |
| Comparative Theory - 30 credits | |

## Table of Order of Presentation of Modules at Level 1 with contact time per week

| Weeks 1-12 | Core Theory – 2 hours Staff available for Individual Tutorials- 1 hour | - Personal Development 1 hour<br>- Counselling Skills Development and Practice 3 hours |
|---|---|---|
| Weeks 13-18 | Professional issues- 3 hours | - Personal Development 1 hour<br>- Counselling Skills Development and Practice- 3 hours |
| Weeks 19-30 | Comparative Theory- 1 hour Staff available for individual tutorials- 1 hour | - Personal Development 1 hour<br>- Counselling Skills Development and Practice- 3 hours |

## Table of Order of Presentation of Modules at Level 2

| Weeks 1-10 | Introduction to Counselling Research - 3 hours Staff available for individual tutorials – 2 hours | - Personal Development 2- 1 hour<br>- Supervised Counselling Practice<br>- 1 hour |
|---|---|---|
| Weeks 11-30 | Contemporary Issues in Counselling - 3 hours Staff available for individual tutorials - 2 hours | - Personal Development 2 - 1 hour<br>- Supervised Counselling Practice - 1 hour |

## 4.3  Matrix of Programme learning Outcomes to Modules

**Matrix for Level 1 Modules**

| Programme Learning Outcome / Module Level 1 | Personal Development 1 | Counselling Skills Development and Practice | Professional Issues | Core Theory | Comparative Theory |
|---|---|---|---|---|---|
| | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| L01 | | X | | X | X |
| L02 | | X | X | | |
| L03 | X | X | X | | |
| L04 | | X | | X | X |
| L05 | X | X | X | | |
| L06 | | | | | |

**Matrix for Level 2 Modules**

| Programme Learning Outcome / Module LEVEL 2 | Personal Development 2 | Supervised Counselling Practice | Introduction to Counselling Research | Contemporary Issues in Counselling |
|---|---|---|---|---|
| L01 | X | X | | |
| L02 | | X | X | X |
| L03 | X | | X | X |
| L04 | X | X | X | |

## 4.4  Curriculum

Since the BACP is a recognized authority in relation to training and regulation in the Counselling profession, the design of the programme is guided by BACP requirements. At the time of the programme's inception it was intended to apply for BACP accreditation once the first cohort of students had completed the programme. While the proposal to accredit the programme has been postponed, the structure and content of curriculum enables graduates to apply for BACP accreditation once they have completed  the required number of hours of practice.

The priority within first year is to equip students with the knowledge and skills which they need in order to prepare for their placement in the second year. In accordance with BACP guidelines for Programmes, the educational focus in the first term of level one centres on acquiring in-depth knowledge of one particular perspective, core model or theory before broadening the curriculum to encompass other approaches working with human problems. This enables students to acquire a comprehensive understanding of one counselling epistemology before being asked to compare, contrast and evaluate the contribution of other approaches.

The Professional Issues module positioned in the middle period of level one aims to provide students with the opportunity to examine a range of important ethical and professional issues typically encountered in practice. This module aims to prepare students for beginning counselling practice before progressing to second level. The Comparative Theory module aims to broaden the scope of knowledge beyond the core theory to other perspectives on human development, human problems and counselling interventions. This module provides an

introduction to a minimum of two maximum of three models in addition to the core model and informs students about integrative practice. In the delivery of modules, both Personal Development 1 and the Counselling Skills and Practice module are delivered in long and thin mode across the 30 week period. Personal Development is presented as experiential group work which accumulates in regular weekly sessions while the Counselling Skills module aims to accumulate skills through interaction with other students and personal reflection.

Contact time for each module as a proportion of the total learning hours varies in accordance with learning outcomes. For example, the module Counselling Skills and Practice requires students to develop skills within a highly structured and supervised classroom setting while others such as Core theory require students to spend time in reading and independent study.

In level two the Counselling Research module is delivered in the first 10 weeks. This module plays a dual role in helping students to make sense of research findings in counselling and acts as preparation for more complex assignments in level 2. The module aims to enhance understanding of how skills of critical thinking and evaluation may be applied in practice. The Contemporary Issues in Counselling module (weeks 21-30) explores issues relating to specific elements of counselling practice and discusses best practice when working with specific client groups. This module is delivered in the final part of academic programme and is designed to expand students' range of knowledge, and provide practice in skills in critical evaluation. In this module students are encouraged to apply the knowledge which they have so far built up in the programme. As in level one, the Personal Development module at second level is delivered across the whole year.

Before embarking on the second year of the Programme, students are advised to seek a suitable placement at the earliest opportunity. An early start is encouraged to avoid the situation which prevents students from graduating at the end of level 2 due to delays in completing the required 100 hours of supervised practical work. Exceptionally, students may be considered at the September exam board and thereafter where delays are considered unavoidable provided regular contact between student and college tutor is maintained. It is important to note that in cases where students have been unable to complete their hours of practice in good time, there are several common features as, for example, when the rate of referral is erratic or when the rate of client non-attendance is high. Nevertheless each case is judged on its own merit. It should be emphasized that students are only given referrals that are appropriate to their learning needs and level of competence.

The Supervised Counselling practice module involving placements is supported by teaching and assessment of counselling linked to the core model taught in level one. This is in line with the British Association for Counselling and Psychotherapy guidelines on Accreditation of Training courses (4th edition 2002) which states that 'client work should be congruent with the theoretical orientation of the course' (2002, C.5.7.e).

The module Counselling Theory in second level responds to BACP requirements (Accreditation of Training Courses guidance) that students should be equipped to understand and make use of research findings and be encouraged to become research active. This is also a theme which runs through the Contemporary Issues in Counselling module. Both modules aim to help students accrue the knowledge and skills necessary to contribute to the development of their profession. By the end of the programme students will have acquired the critical skills to evaluate research as well as the ability to recognize the need for research in the workplace. They gain experience in building arguments based on theory and research findings and in defending these arguments. These skills are considered important for personal and professional development and provide a supportive framework for progression to further academic study including BA (Hons) 'Top-Up' degree in Counselling.

While students may exit the programme with an interim award of **Certificate in Higher Education in Counselling Skills** provided they pass all level 1 modules, all students are encouraged and supported to continue through second level.

To achieve the Foundation Degree in Counselling students must achieve:
- A pass in level 1 modules
- A pass in modules at level 2
- 100 hours of supervised counselling practice as set out in the assessment criteria for the professional Counselling Practice module.

The pass mark for assessed work on modules at levels one and two is 40%. **The generic University assessment criteria is adopted for assessed work in this programme**.

**4.5 Mapping of Key Skills across Programme**

The programme is committed to equipping students with key skills as outlined in 3.2 above. The link between the teaching of key skills and the individual modules is shown in the tables below.

**Key Skills in Level 1 Modules**
**T = Taught, D = Developed, A = Assessed**

| Key skill/ Module | Personal Development 1 | Counselling Skills development and Practice | Professional Issues | Core Theory | Comparative Theory |
|---|---|---|---|---|---|
| **KS1 Communication** | T/D | T/D/A | | D/A | D/A |
| **KS2 Manage and Develop Own Self** | T/D/A | T/D/A | T/D/A | | T/D/A |
| **KS3 Team Working** | T/D | T/D/A | T/D | | D |
| **KS4 Information Technology** | | | | T/D/A | T/D/A |
| **KS5 Numeracy** | | | | | |
| **KS6 Handle Information** | | | T/D/A | D/A | D/A |

**Key Skills in Level 2 Modules**

| Key Skill/ Module | Personal Development 2 | Supervised Counselling Practice | Introduction to Counselling Research | Contemporary Issues in Counselling |
|---|---|---|---|---|
| **KS1 Communication** | T/D | D/A | T/D/A/ | D/A |
| **KS2 Manage and Develop Own Self** | T/D/A | D/A | T/D/A | |
| **KS3 Team Working** | D | D/A | | |
| **KS4 Information Technology** | | | A | A |
| **KS5 Numeracy** | | | T/D/A | |
| **KS6 Handle** | | | T/D/A | T/D/A |

| Information | | | | |
|---|---|---|---|---|

## 4.6 Progression to BA Honours

The current progression route from the Foundation Degree is the BA Honours Degree in Counselling located within the Psychology Department. This award replaces the BSc Honours in Professional Practice as more suited to the nature of the programme.

## 4.7 The Role of Work based learning in the achievement of the Foundation Degree

In line with the philosophy of Foundation degrees this programme has been designed to maximize the opportunities for students to apply knowledge and skills gained on the Programme to the workplace as well as expressing and receiving credit for their own growth as counsellors through group work and coursework. Thus growth and development as a Counsellor is first stimulated in the group work undertaken in Personal Development modules and the skills practice incorporated in Counselling Development modules. Taken together these modules provide a platform to help students develop and reflect on their skills. In addition the Personal Development module uses an approach to teaching and assessment that enables students to develop the skills to plan and reflect upon their own development through writing.  Some students may be employed in Counselling when they begin the course. Students who are not counsellors are advised to participate in appropriate voluntary work in order to enhance interpersonal communication skills before enrolling on the Programme. The skills used in Counselling may be applied in a variety of occupational and voluntary settings and all students are encouraged to seek opportunities to develop interpersonal skills and increase self-awareness as a preliminary to the reflective, work based nature of the Foundation degree. **It is therefore a requirement that students who are not in Counselling work before beginning the Programme find a suitable voluntary work opportunity before enrolment.**

The teaching sessions, classroom exercises and assessed work across the programme are designed to encourage students to assimilate theoretical knowledge and relate it to practice.  In second year, for example, Counselling Research and Contemporary Issues modules provide opportunities for students to contribute to the development of the Counselling profession. by accumulating knowledge of research methods and building skills in critical thinking and evaluation.
Students are required to keep a reflective journal as a point of reference for assignments and for thinking how learning may be applied in counselling practice. As befits a vocational course, each stage in the programme attempts to foster a close relationship between college-based learning and practical application.

## 5. Teaching learning and Assessment

## 5.1 Overview of teaching and learning strategies

In developing the teaching and learning strategy for the programme the following issues have been taken into account:
a)  The University's teaching, learning and assessment strategy
b)  The aims and nature of Foundation degrees with their strong emphasis on work based learning and its integration with classroom learning.
c)  The needs of the Counselling sector for skilled reflective practitioners.
d)  The needs of students for a Programme which prepares them for the workplace and develops them academically.

In its entirety the Programme intends to provide students with an academic grounding which enables maximum integration between theory and practice. Group work and experiential approaches are emphasized to reflect the nature of Counselling as an interpersonal process with discussion and debate as an essential part of the learning process. Diversity in learning/teaching methods is achieved as each module endeavours to create the learning environment required to meet the learning outcomes of a particular module. An explanation of different teaching and learning methods in matrix form is shown below.

**Teaching and Learning Methods**

**5.1.1 Experiential group work**

There is a strong tradition in counselling education and related professions to consider experience of group dynamics as equally important as the content of the group discussion. Group work provides opportunities for learning about self through interaction with others. Experiential group work engenders self-awareness and mindfulness, qualities that are highly regarded in counselling work. This approach is the predominant teaching/learning method used in the Personal Development modules at levels one and two where group work is the norm. In these sessions a member of staff takes a facilitating role while responsibility for what occurs is shared by group members. The 'group' is thus considered an environment where students are encouraged to reflect upon their own development and their interactions with others. Group work conceived in this way is productive and can be challenging. Elsewhere on other modules students work in small groups to carry out exercises, discussions and simulations but without the intensity experienced in the whole group approach as, for example, in Comparative Theory module where groups of students work as a team to produce presentations as part of their assessed work.

**5.1.2 Personal Journal and Personal Action Plan**

The personal journal is an important learning tool that is used throughout the programme and reflects the nature of the degree itself and of the discipline of Counselling. Becoming a reflective practitioner is widely acknowledged as an important quality in counselling and regarded as key to understanding and evaluating interactions with clients as well as the impact of interventions. The Journal helps to develop the skills of reflection and promotes work based learning by ensuring that students are monitor their own growth and development over the course of the Programme. Students use their personal journal to record progress in learning and identify work based issues to bring into the classroom for the benefit of all. The personal journal is held to be a private learning tool in order to preserve the confidentiality of personal insight and is generally regarded as a source of reference for use in assessments requiring reflection on development and application of learning in the workplace.
The personal journal is to be used in tandem with the Personal Development plan. This is simultaneously a piece of assessed work and an important development tool which students use to identify needs and compare progress at the two levels. The Personal Journal is a source of material for assessment and for the reflective report which students have to produce for the Supervised  Counselling Practice module.

**5.1.3 Personal Therapy**

It is considered to be beneficial for students to undertake personal therapy as this makes a valuable contribution to personal growth. While the BACP acknowledge the value of undertaking personal therapy, it is no longer considered a requirement for Counselling courses. In line with current thinking students may be recommended to undertake personal therapy as an aid to personal and professional development.

### 5.1.4 Counselling triads and Video Work

Counselling triads and video work are methods used in the Counselling Skills module. Students alternately take roles of counsellor, client or observer in order to practice their counselling skills. Some sessions are videotaped to provide evidence of their skills and to help students evaluate their own performance. This work is **facilitated by staff** who provide feedback on performance.

### 5.1.5. Lecture presentations

Presentations are given on theories and counselling research. In line with the experiential nature of the programme, formal teaching is integrated with **classroom discussion** so that concepts can be debated and contextualized as they are presented. The small nature of the class sizes eliminates the need for artificial distinctions to be drawn between lectures and seminars. The learning experience is enhanced by the use of outside speakers on specialist topics.

### 5.1.6. Tutorials

The programme allows time for individual and group tutorials. More time is allocated in level 2 because of increased intellectual demands at this level coupled with the need to monitor student placements, and the benefits to be gained from students sharing their experiences of placements in different agencies.

### 5.1.7 Counselling Placement

The counselling placement provides a platform for the student to demonstrate the skills which they have learned on the programme by working with clients in a real setting. Students who are not already carrying paid or unpaid work as a counsellor will have responsibility for finding their own placement and arrangements must be in place before commencing level 2. Details of the regulations for the placement and the documentation which is used to record student progress are included in the module descriptor in the Appendix. The roles of academic and placement staff in supporting students are outlined in Section 6.

### 5.1.8 Teaching Methods which Prepare Students for Participation in the Development of the Counselling Profession

While self-development is an important goal of the programme, there is also emphasis on preparing students for their role in the development of the profession itself. An important tool in this process is the **use of published counselling research to develop in class to develop** students' abilities to **critically evaluate the quality of research and evaluate its applications in their work**.
**Student presentations** and **classroom debates** are used to give students the skills to argue and defend their opinions on/regarding important counselling issues. Students are taught the skills to construct a **research proposal** to encourage students to be research active within their own practice.

### 5.1.9 Virtual Learning Environments
In line with university teaching and learning strategy it is intended that virtual learning environments such as web ct and Blackboard will be used extensively in the delivery of the Programme. This will allow students to interact with each other and staff.

**5.2 Matrices Mapping Teaching Learning and Assessment Methods to Individual Modules**

**Matrix for Teaching and Learning Methods for Modules in Level 1**

| Teaching and Learning Method/ Module | Personal Development 1 | Counselling Skills development and Practice | Professional Issues | Core Theory | Comparative Theory |
|---|---|---|---|---|---|
| Experiential groupwork (whole group) | X | | | | |
| Experiential groupwork (small groups) | | X | X | | |
| Personal journal | | X | | | X |
| Personal action plan | X | | | | |
| Reflection on personal therapy (if undertaken) | X | | | | |
| Video work | | X | | | |
| Tutorials | X | X | X | | |
| Peer observation | | X | | | |
| Staff facilitation | X | X | X | | |
| Task sheets | | | X | | |
| Lecture presentation | | | X | X | X |
| Directed Reading | | | X | X | X |
| Student presentations | | | | | X |
| Classroom discussions | | X | X | X | X |
| Guest speakers | | | | X | X |
| Web ct/ Blackboard | | | X | X | X |

**Matrix for Teaching and learning Methods in Level 2**

| Module/ Teaching and Learning Method | Personal Development 2 | Supervised Counselling Practice | Introduction to Counselling Research | Contemporary Issues in Counselling |
|---|---|---|---|---|
| Groupwork with whole group | X | | | |
| Personal Therapy (if undertaken) | X | | | |
| Personal development plan | X | | | |
| Personal journal | X | X | X | |
| Case recording | | X | | |
| Supervised Counselling work placement (arranged by student) | | X | | |
| Counselling Supervision (arranged by placement or student) | | X | | |
| Tutorials | X | X | X | |
| Lectures | | | X | X |
| Small group exercises | | | X | X |
| Classroom discussions and debates | | | X | X |
| Work based reflection and activities (other than counselling) | X | | X | X |
| Web ct/ blackboard | | | X | X |

## 5.3 Recognized routes of prior learning which can be accredited towards the programme.

There is no exemption from any part of the programme. All students must complete all modules. Entry requirements are laid out in Section 8.

## 5.4 Negotiated and work-based learning.

The supervised counselling placement module sets out very precise criteria which have to be met in terms of the nature of the work, where it must be completed, and the nature of supervision provided. Students must have identified a suitable placement before enrolling in the second year. It is important to emphasize that work based learning is not restricted to the work

for this module but is an integral part of the learning strategy and the assessment within the programme. Students who are not working as counsellors at the start of the programme must be in paid or voluntary work which enables them to utilize counselling skills and get experience of relating to people undergoing stress or change. If not already in this type of work they must have identified an opportunity to get this type of experience before beginning the programme and programme staff must be satisfied that this experience is suitable. An example of a suitable setting could be volunteering at a day care facility.

## 6.  Assessment Strategies and Methods

### 6.1.1. Assessment Strategy for the Programme
The assessment strategy reflects the philosophy underpinning Foundation degrees, the experiential nature of the programme, the requirements of the BACP, and the need to demonstrate the skills which are essential to being a competent counsellor. A number of the assignments provide students with additional benefits in addition to measuring their achievement on the Programme. These benefits include evidence of their own development as counsellors, unique insights into their personal philosophies about counselling, evaluating and planning of their future developmental needs and the skills to participate in the development of the Counselling profession. Much of the work which students produce for assessment on the programme will serve as important developmental tools for students long after they finish the programme.
The strategies adopted for assessment also reflect essential differences between foundation degrees and traditional degrees on the one hand and NVQ's, on the other.  There is a strong emphasis on work based learning and work based applications which is not present on traditional degrees. Although this work based emphasis is shared by NVQ's the Foundation Degree is aimed at developing students rather than merely accrediting their existing level of competency. The aim is to create reflective practitioners who can express themselves academically and take responsibility for their own development. The assessment strategy is purposed accordingly.

### 6.6.2 Assessment methods used in level 1

The developmental approach of the Foundation degree is strongly reflected in the assessed work for the Personal Developmental module in which students are asked to produce a Personal Development plan and a rationale for the importance of this. They are also asked at the end of the module to complete an assignment on their development over the course of level 1 with reference to their personal development plan. This assignment gives students an opportunity to reflect on their growth including what they have gained from the use of their personal journal. These assignments encourage students to take responsibility for their own learning and learn the skills of personal reflection which they need as student counsellors. Within Counselling Skills module the requirements for video evidence and observation sheets reflect the practical nature of this module as the student is encouraged to reflect and comment on how they have integrated theory and practice.
The Professional Issues module demonstrates an innovative approach which encourages team-working skills and reflects the importance of work based applications of student learning. The project assignment which involves the design of a counselling agency brings together student understanding of the different elements of how counselling is provided (ethical policies, recording etc.) and again encourages team working while an independently written evaluative summary is required from each student.
The modules on Core Theory and Comparative Theory tend to focus on more traditional teaching than any other part of level 1 because of the high theoretical content while the approach to assessment of these modules reflects the programme's emphasis on practical applications and work based reflections. One of the assignments for the Comparative module

requires students to write a report on how various counselling approaches could be applied to the workplace. The assignment for the Core model involves the use of case studies. The remaining assignments for the two modules consist of an essay and presentation, assessing the development of written and oral presentation skills respectively. Thus the first level assignments taken together encourage the development of reflective practitioners who can express themselves well and relate theory to their practice.

### 6.6.3 The use of formative assessment in level 1

It is considered important that students receive help and guidance on their assessed work as they proceed through level 1 and have a good understanding of what is required before submitting work which is summative.

In the Counselling skills module, students will complete observation sheets at regular intervals and a significant proportion of these will be examined by staff to ensure that observers are providing supportive feedback and that students are carrying out sufficient reflection on their own performance. Similar monitoring is used in Professional Issues ensuring that before students submit summative assessments they will have a clear idea of what is expected of them.  For written assignments on Core and Comparative modules students will submit an essay plan to their tutor for comments.

### Matrix of Assessment Methods across Modules in Level 1

| Assessment method/ Module | Personal Development 1 | Counselling Skills development and Practice | Professional Issues | Core Theory | Comparative Theory |
|---|---|---|---|---|---|
| Personal action plan | X | | | | |
| Experiential Report | X | | | | X |
| Video Evidence | | X | | | |
| Observed Practice | | X | | | |
| Case Studies | | X | | X | |
| Essays | | | | X | |
| Presentations | | | | | X |
| Group Project | | | X | | |

### 6.6.4 Assessment Methods used in Level 2

The assessment strategy for level 2 is intended to help students to consolidate the skills and knowledge which they have developed at level 1. The Personal Development 2 module includes an essay which invites reflection on personal and professional development over the two years in line with BACP recommendations (Accreditation of Training Courses 4th edition 2002 para C7.5) that development should be seen as a continuous process. The Supervised Counselling practice module at level 2 (in common with the Counselling Skills module at level 1) strongly reflects the BACP requirements that there should be an emphasis on the assessment of student competency in relation to actual counselling skills. The reflective element in the assessment in turn reflects the Foundation degree approach and the need for students to take responsibility for their own development.

The Counselling Research module offers an innovative approach to assessment. Students are required to produce either a Critical Review to demonstrate that their ability to evaluate research

literature or a Research Proposal which demonstrates knowledge of research methods. This type of assessment is useful preparation for students who intend to pursue further study on the BA 'Top-up' programme.

Finally, the assessment methods used in the Contemporary Issues in Counselling module requires students to demonstrate skills which they will need for further academic study as well supporting their ability to contribute to the development of their profession. This is achieved by requiring students to give a verbal presentation and defend their academic position (1$^{st}$ assessment) and advocate a particular position in a debate with another student. The second assessment for this 40 credit module requires students to produce a 2000 word assignment on work related applications, and also tests students' abilities to develop and defend an argument based on theory and research evidence. This final 2000 word assessment requires students to bring together a range of skills which they have developed over their participation in the Programme while the development of written skills will be important to students who wish to progress to Honours.

**Matrix of Assessment Methods across Modules in Level 2**

| Module/ Assessment Method | Personal Development 2 | Supervised Counselling Practice | Introduction to Counselling Research | Contemporary Issues in Counselling |
|---|---|---|---|---|
| Experiential Report | X | X | | |
| Essay | | | | X |
| Placement Portfolio | | X | | |
| Critical Review | | | X | |
| Research Proposal | | | X | |
| Verbal Presentation | | | | X |
| Debate | | | | X |

Sunderland University policies in relation to plagiarism will apply to this Foundation Degree

## 7. Support, Guidance and Progression

### 7.1 Mechanisms for Provision of student support and guidance

The support infrastructure is designed to provide appropriate support frameworks for students' academic and pastoral needs. By its very nature, a course in Counselling involves a great deal of personal reflection and personal exploration. Great care has been taken to design a learning environment in which students feel supported and empowered to undertake the necessary process of self development. Ways of supporting students through the process are outlined below.

### 7.1.1 Support from other students

Learning will take place in a non-competitive environment. The strong emphasis on experiential learning, group-work and group tutorials will encourage an environment in which students will support each other. Students will benefit from finding out about each other's placement

experiences and from sharing views about important counselling issues in classroom discussions. They will be encouraged to work co-operatively and develop team-working skills.

### 7.1.2 Support from lecturers

Staff who are leading teaching sessions perform an important role in facilitating student learning and discussing the relationship between the content of teaching sessions and work based learning.

### 7.1.3 Support from Tutors

Every student will be allocated a member of college staff as their tutor. They should approach this member of staff about any issue which they have about their progress on the Programme or any problems which arise that may impact on their academic work, work-based learning or placement. Tutors are required to proactively arrange a meeting with their tutees at least twice per year.
Tutors are responsible for monitoring student counselling placements by ensuring that all the necessary placement agreement and placement monitoring documentation (as specified in the relevant module guide) are being completed. Tutors should be consulted by students, placement providers or supervisors where there are any problems with the placement.
Tutors must ensure that a placement setting has been approved (if it is new) or that it has been reviewed within the past 4 years. They must ensure that suitable arrangements are in place for the student placement such as adequate supervision arrangements. They must visit the student at their placement at least once and ensure that they receive the necessary reports from the placement supervisor. They should offer support to the Placement Provider and Placement Supervisor with any issues relating to the Placement and student performance.

### 7.1.4  Support from Assistant Module Leaders

Each module will have a designated assistant module leader at each College who is responsible for the delivery of that module. Module tutors have an important role in ensuring that any problems with a module or suggestions for improving it are directed to the relevant the module leader based at the University of Sunderland for information and the opportunity to respond.

### 7.1.5 Support from Module Leaders

University Module leaders will be responsible for providing advice and guidance on academic issues specific to the modules they are responsible for. This information will be given to the module tutors who deliver the module locally at the partner colleges. This will include giving details of assessments, the provision of module guides and monitoring of the efficacy of the module. Students who have queries about any of the modules they are taking should address these to their module tutor who will contact the module leader at the University of Sunderland only when they cannot resolve the issue themselves.

### 7.1.6 Support from Assistant Programme Leaders

Each Partner College will have an Assistant Programme Leader (APL) who will be responsible for the delivery of the Programme at that College. The APL should try to resolve any issues which students have about the programme which have not been resolved by Assistant module Leaders or Tutors. APLs are authorized to give guidance on where to get support and guidance on non-academic issues and answering general queries They are further responsible for collecting student feedback about their overall satisfaction with the Programme.

### 7.1.7 Support from Programme Leader

The Programme Leader is appointed by the Dean of the Faculty of Applied Sciences. The Programme Leader is responsible to the Psychology Board of Studies.
The Programme Leader's responsibilities regarding student, support and progression include:

1. Dealing with programme issues which have not been resolved by Assistant Programme leaders in the Colleges and issues which require uniformity of approach between the partner Colleges.
2. Chairing staff/student liaison committee meetings and developing and implementing solutions to issues raised at these meetings.

A full list of programme leader responsibilities is included in Section 9.

### 7.2 Placements

### 7.2.1 Placement Provider

This is a named individual who works for the organization with whom the student is based for their clinical placement in level 2 Counselling practice. The Placement Provider will be responsible for ensuring that the student has a safe, comfortable environment to work in which is suitable for carrying out therapeutic work and associated administrative tasks. In addition, the Placement Provider is responsible for ensuring that the student is briefed on the rules, policies and procedures of the placement agency and that they are informed of all health and safety aspects of their placement. A further responsibility will ensure that all necessary insurance cover is in place with regard to the student. Finally the Placement Provider is responsible for arranging that the student receives client referrals which are appropriate to their level of experience and learning needs.
The placement provider should immediately contact the student's tutor if they have any concerns about their performance or any inappropriate behaviour or problems associated with the placement. Where the placement provider is qualified to provide clinical supervision they may also act as Counselling Supervisor. In situations where the Counselling Supervisor is not provided by the Placement Agency it shall be the responsibility of the Placement Agency to ensure that the Counselling Supervisor is suitably experienced to supervise the student in working with the types of clients which are referred to them.

### 7.2.2 Counselling Supervisor

The Counselling supervisor must be a qualified and experienced Counsellor who works within the BACP ethical framework. The College Tutor must be provided with a CV of the Counselling supervisor and they must agree that the Supervisor is appropriately qualified and experienced before the placement can go ahead. The Counselling supervisor undertakes to give the student the amount and frequency of supervision which is laid down in the module guide and the Placement agreement form. The Counselling Supervisor should ideally work for the agency in which the student is placed. Where the agency does not have a suitable supervisor working with them, students will be supervised by an external supervisor with the college tutor's approval. The Counselling supervisor is required to complete records of their supervision as specified in the module descriptor for the Supervised Counselling practice module. The Counselling supervisor must contact the Tutor at the college promptly about any concerns in relation to the placement arrangements or the student's performance.

### 7.2.3 Personal Tutor at College

Each student will have a designated personal tutor at the college who will offer support in relation to the placement and to whom they can approach about any placement concern. They

must approve the placement and supervision arrangements. They must visit and approve any new placement setting and existing placement providers must be reviewed at least every four years.

The College Tutor must also approve the suitability of the student's Counselling Supervisor by reviewing a current CV for the Supervisor.

The Tutor must visit the student at least once during the placement. Ideally they should also meet the Supervisor and the Placement provider but if this is not possible then they should make telephone contact with these individuals at least once during the placement to ensure that all is going well. Tutors should particularly ensure that Supervisors who are new to the Programme are made aware of their responsibilities and sources of support.

### 7.2.4 Virtual learning environments

Students will be given support and learning opportunities via either Web CT or Blackboard depending on what system is used by the College they are studying with. This should include the use of discussion forums. The degree to which virtual learning environments are used in individual modules will vary according to the content of the modules and the suitability of electronic environments for supporting the teaching and learning for that module. It would be inappropriate, for example, in the Personal Development modules which are based on group processes to have discussion threads taking place outside that group process.

### 7.2.5  Student Support and Guidance which is not specific to this programme

Students will be able to use the support facilities of the College at which they are studying. This will include the use of Careers guidance, student counselling and other services. The Foundation Degree itself is designed to help students to reflect on and take responsibility for their own development and a number of the activities and assessments which students will take part in during the programme will help in longer term development.

## 8 Recruitment and Admissions

### 8.1 Admissions Requirements

The University's entry requirements for the admission of students to Foundation Degrees (stated below) will apply to all applicants, with some additional requirements.  Selection will initially be carried out by the individual Colleges who will forward details of applicants to the Programme leader for their approval where necessary.

In addition to the University entry requirements listed below, it will be a requirement that students are in voluntary or paid work as a Counsellor **or** that they are undertaking (or about to undertake) paid or voluntary work in a setting which will allow them to practice counselling skills and gain experience of working with people who are experiencing problems, stress or distress.

The minimum entry qualifications are:

(a) A General Certificate of Secondary Education (GCSE) or General Certificate of Education (GCE) with passes in four subjects including one relevant subject at Advanced level, or their equivalent or NVQ Level 3 (in relevant subject in each case) or,
(b) A London Qualifications/ Scottish Qualifications Authority national Diploma, Advanced Vocational certificate of Education or NVQ Level 3 (in relevant subject in each case) or,
(c) Such qualifications or appropriate experience as the Programme Board deems to be equivalent, eg. those Access courses validated or approved by the University, or approved by other institutions.

Where an applicant's first language is not English, and where an applicant's qualifications are not covered in (a)- (c) above, there must be evidence of level 6 attainment in the International English Language Testing Scheme and/or TOEFL (Test of English as a Foreign Language) score of at least 550 (paper test)/213 (computer test).

Note: in all cases a pass in the GCSE must be grade A, B or C. A pass at Grade 1 in the CSE will be accepted in lieu of a pass at ordinary level in the GCSE or GCE.

An additional entry requirement for this programme is that students will already have passed a Level III Counselling Skills course (NCFE or equivalent). Such courses are provided at most FE Colleges in the region.

Students will have to demonstrate a degree of sensitivity, personal maturity and capacity for insight and self-reflection appropriate to the role of counselling. This will be assessed in their application form and selection interview.

### 8.2 Articulation

There will be no exemption from the first level.

It is necessary for students to complete all the modules to demonstrate the learning outcomes of the Programme and conform to all the requirements of the BACP. There are therefore no exemptions from individual modules.

### 8.3 Induction of Students

All students will be provided with an induction programme when they start at College. This will include:

1) Provision of a Programme handbook and discussion of the content. The handbook will cover essential information about the programme and how it operates.
2) An introduction to the crucial study skills students will need on the programme.
3) A tour of College library facilities and information on how to use them including remote access.
4) An introduction to the ethos of the Programme and the role of work-based learning.
5) A demonstration of Web CT or Blackboard or relevant virtual learning environment.
6) Identification of the identity and roles of key personnel who will be responsible for the delivery of the programme and the sources of support which are available to students.

In addition to this, students will be given an introductory session at the University to introduce them to the role of the University in their Programme. They will also receive induction to the University library and computing facilities and be informed of the pastoral support and careers guidance.

### 8.4  Professional Accreditation

The Programme has been developed to conform to the BACP requirements for courses in Counselling and provides students with the basic requirements for student membership.

### 9. Regulatory Issues

The Foundation Degree described in this document will be subject to the regulations contained in the University's framework for Foundation degrees.

**FdA Counselling – Programme Specific Regulations**

The following programme specific regulations were approved by the Deputy Vice Chancellor:

1. In addition to the normal entry requirements for a Foundation degree students must already possess a level III certificate in counselling skills or equivalent.

2. Before registering students must either be in a paid employment or voluntary work (or about to begin paid or voluntary work) which will give them the opportunity to practice the counselling skills which will be taught to them in the first year. The decision as to what constitutes appropriate paid or voluntary work will be made by the Assistant programme leader at the college in consultation with the Programme leader at the University on a case-by-case basis.

3. Before registering for the second year of the programme students will have identified a counselling placement which will satisfy the requirements of the second level module in Supervised counselling Practice. It shall be the responsibility of the student to find this counselling placement. If the counselling placement provider cannot supply an appropriate supervisor it shall be the responsibility of the student to identify a suitable supervisor to whom they the student will be responsible for payment of any fees charged for this service. it shall be the responsibility of the Assistant Programme Leader at the individual colleges to approve placements and placement supervisors.

4. There is no exemption from any part of the programme.

## 10. Programme Administration, Management and Quality Assurance

The QA process described below utilises the board structures, which currently exist in the Faculty of Applied Sciences.

### 10.1 Programme Management

The programme will be managed by the Programme leader, supported by a Centre Leader.. Both these staff (who may be one and the same person) are based in the Faculty of Applied Sciences. A named Assistant Programme Leader will be identified within each College delivering the Programme.
The quality aspects of the Programme will be monitored by the Programme Leader, Psychology Board of Studies and the QMSC.

## 10.1.1 Programme Leader Responsibilities

The programme leader is appointed by the Dean of Faculty of Applied Sciences. The Programme Leader is responsible to the Undergraduate Psychology Programme Studies Board. The Programme Leader's responsibilities include:

- The academic conduct of the programme;
- Admitting students to the programme in line with the agreed regulations for entry to the programme;
- Reporting on resources required for the Programme and its development, so that estimates and allocations can be considered through the Faculty of Applied Sciences;
- Implementing recommendations agreed by the Board of Studies or Board of Assessment, and responsibility for implementing policies of the University's Academic Board;
- Monitoring the progress of students on the programme;
- Liasing with External Examiners for the programme;
- Ensuring that staff/student liaison committee meetings are taking place and reporting on issues raised at these meetings;
- Together with College partners, developing and implementing solutions to issues raised at staff/student liaison committee meetings;
- Ensuring action points identified in Programme Board of Studies are addressing points raised by the External Examiner
- Ensuring action points identified in Programme Annual Monitoring reports are addressed;
- Liasing with the Assistant Programme Leaders at the partner Colleges to ensure that examples of good practise are shared and that any changes to the programme are implemented consistently across the partner colleges.

## 10.1.2  Module Leader Responsibilities:

Module leaders will have executive responsibility for operation and development of modules (in partnership with College staff who are delivering the modules) including:

1. Regular liaison with College staff and, where appropriate, students and response to points raised.
2. Reviewing Module guides produced by College staff to ensure that they conform to current University
3. Maintaining correct module information for the University module catalogue and the briefing and liaison with the module teaching teams at the partner colleges.
4. Checking and reporting on the suitability of learning resources being used in the partner colleges.
5. Maintaining a list of learning materials (books etc.) to University standards.
6. Effective communication to students on the module and other staff teaching on the module of all learning and assessment procedures and schedules; ensuring that the University Regulations on Continuous Assessment are adhered to.
7. Advising the Module Studies Board and Module Assessment Boards as required.
8. Advising programme leaders of any assessment irregularity or special circumstances to be taken into consideration in module assessment.
9. Ensuring that any extenuating circumstances affecting student performance are taken into account
10. Verification of students registered to the module.
11. Development of methods of teaching and learning in association with teaching staff at partner colleges.
12. Liasing with programme leader about delivery or development of modules.
13. Ensuring that monitoring of student attendance is being carried out.

14. Ensuring that marking of student work is being carried out correctly, monitoring a sample of that student work, and submitting these marks to the appropriate Module Board.
15. Providing the Module Studies Board with relevant information on the monitoring of the module eg. Through staff and student feedback.
16. Ensuring, through the relevant School's procedures, that external examiners on the Module Assessment Board receive appropriate assessment information.
17. Preparing annual monitoring reports

Every module shall have a Module Leader appointed by and responsible to the Dean of Faculty and his/her nominee. Module Leaders must be aware of the module and programme regulations, and must observe University standards and procedures. Module leaders are ex-officio members of the Module Studies Board and Module Assessment Board to which their module belongs. All staff will be actively encouraged to take advantage of the University's staff development to enhance their personal effectiveness.


## 10.1.3 Assistant Programme Leaders

The Assistant Programme Leader at each partner College will be responsible for the day to day management of the Programme at their College. They have a responsibility to ensure that the programme is adequately resourced and to inform the Programme leader at the University of any concerns which they have about shortcomings in this. They are responsible for organizing the team of Assistant module Leaders at their College and ensuring that students all receive Module Guides, Programme Handbooks and all other appropriate information and documentation. They should raise any issues of concern about the running of the programme with the University Programme Leader and also highlight examples of good practice and suggestions for improving the Programme.
They are responsible for co-ordinating the collection of student marks and passing these on to the Programme leader for presentation to University Assessment boards. They are responsible for providing samples of student work to the Module Leaders at the University and other activities relating to quality.
They should try to resolve any issues which students have about the programme which have not been resolved by Assistant module Leaders or Tutors. They also give guidance on where to get support and guidance on non-academic issues and answering general queries. They are also responsible for collecting student feedback about their overall satisfaction with the Programme.

## 10.1.4 Assistant Module Leaders

Each module will have a named module Leader at each partner college. They will be responsible for co-ordinating the delivery of that module at their College and ensuring that all assessment activities are carried out and that student marks are compiled. They will support students who are taking the module and will collect student feedback. They will be supported in this by the respective Module Leaders at the University. There will be good communication in both directions between Assistant Module Leaders at the Colleges and module leaders at the university to ensure that concerned are dealt with and good practice is highlighted and shared.

## 10.1.5 Paths of communication

In situations where Assistant Module Leaders require clarification about module content, assessment or the performance of students then they should contact the Module Leader at the University directly. Where there are resource issues (or issues which go across modules) the Assistant Module Leader should consult with the Assistant Programme Leader. If s/he cannot resolve the issue then the person should consult with the Programme Leader at the University.

The Assistant Programme Leaders should maintain regular contact with the Programme Leader and raise any issues of concern about the delivery of the programme as necessary.
Good communication should exist in both directions and Module leaders and the Programme Leader should share issues of concern and examples of good practice across the programme teams in the Colleges. This will ensure that there is consistency across the partner Colleges in how the programme is delivered and that all partners can benefit quickly from examples of good practice and work as a team to improve the programme.

## 10.2 Programme monitoring criteria

The programme will be monitored and evaluated on an ongoing basis by the University and College staff involved in delivering and administering the programme and the individuals and bodies identified as being responsible for monitoring the quality of the programme in section 9.1.1.

The methods used to monitor the quality of the programme are listed in the table below.
Assistant Module Leaders at each College will produce Annual Monitoring Reports for their modules at each college. The module Leaders at the University will produce Module Reports which summarize the information from all the partner Colleges. The programme leader will then produce an Annual Monitoring Report summarizing the delivery of the whole programme across the colleges.

| Area of Quality | Performance Measure | Sources of Information |
|---|---|---|
| Academic standards of programme | Academic peer feedback | External Examiners<br>Internal moderators<br>Module Board<br>Programme Board<br>Annual Module and<br>Programme Reports |
| Student performance | Distribution of student marks<br>Progression rates<br>Pass rates | Course statistics |
| Equipment and resources | Student feedback<br>Site visit reports | Questionnaires administered by college teaching staff<br>Programme leader visits |
| Module delivery | Student feedback<br>Staff feedback | Questionnaires<br>Peer observation |
| Teaching materials | Student feedback | Questionnaire |
| Programme relevance | Student feedback<br>Employer feedback<br>Recruitment rates | Employer feedback<br>Student questionnaire<br>Monitoring of first destination of graduates |

### 10.3  Programme Board

The programme will be managed by the Psychology Board of Studies.

### 10.4  External Examiners

A Programme External Examiner is being appointed for the Foundation Degree in Counselling. They will carry out their responsibilities as described in the University regulations.

### 10.5  Mechanisms for Student Representation and Student Feedback.

The processes for student representation and feedback from stakeholders are as follows:
1. Informal feedback to college teaching staff, the programme leader, and other members of staff.
2. Module feedback questionnaires at the end of each module.
3. Student representatives who attend Programme Studies Boards. The University offers training for students who undertake this role.
4. Feedback from staff/student liaison meetings which will be held once a year, at the programme mid-point at the partner colleges. This will involve College staff, students, representatives from organizations who provide placements or employ graduates of the programme, and (in a sample of staff/student meetings) a representative from the University.
5. Comments from the External Examiner. These will be addressed in the annual programme report.
6. The Programme Studies Board will consider comments made by the external examiner in their annual report.
7. Students will be informed of the actions taken as a result of their feedback through a specific section in each module guide which informs them of changes made to the module as a result of previous students' feedback.  These will be uniform across the colleges delivering the Programme and it will be the responsibility of the Module Leader to disseminate advice about good practice and module content changes.  Changes to delivery methods which occur at a local level will be communicated to students by the Assistant module Leaders at the Colleges.

### 10.6  Employer/ Stakeholder Feedback

The vocational nature of the programme, the commitment to ensuring that the programme is relevant to needs of the employment market, and the strong emphasis on work based learning all make good ongoing employer engagement a priority. Ongoing contact with employer stakeholders will occur through the meetings associated with student placements. Representatives from employers will also be invited to programme boards. Where any major changes are proposed to the programme, the views of employers will be sought.

### 11 Resource Environment

The following infrastructure must be available at all colleges delivering the programme:

1. A regular classroom which is available for teaching sessions and is dedicated to this purpose on the dates and times on which the course is running.
2. The classroom should be well lit, preferably with some natural light. It should be of sufficient size for a class of 20 students to be able to undertake large group work, small group work, and counselling exercises in triads. It should be possible to undertake these activities in

comfort and with sufficient space and a degree of privacy which ensures that groups of students do not interfere with each other.

3.  A 'break-out area'- ie. another classroom or a quiet area of some sort should be available when needed for additional space where this is necessary for group work.
4.  Video cameras, video recorders and television monitors must be available for use in the video work which is necessary for counselling skills exercises and producing evidence of student progress.

The resources available at each partner College are described in the Site Reports in the Appendices.

**APPENDIX A**


**<u>Mapping of BACP Ethical Framework to the Learning Outcomes of Selected Modules</u>**

It was decided by the development team that the Ethical framework of the BACP should form the  foundation for the way in which the Programme would prepare Counsellors for practice. There are two important reasons for this. Firstly, it is intended to apply for BACP accreditation in the future. Unfortunately this cannot be done until at least one cohort of students have graduated. It is important, however, that the course conforms to BACP standards so that approval is likely. Secondly, the BACP is recognized widely within the Counselling sector as the authority on good practice. By bringing the BACP Ethical Framework into a central position in the design of the programme it can be insured that the course is promoting good ethical standards which are in accordance with industry standards.

The BACP ethical framework recognizes that ethics are conceptualized in contemporary societies in different ways by different people depending on their philosophical, professional religious and cultural beliefs. Ethics are the very basis of counselling practice and good practice can therefore be measured in terms of its embodiment of these qualities. They have created a statement of ethical qualities which are expressed across three different dimensions: **Values, Ethical Principles and Personal Moral Qualities.** It was agreed that each of these sets of values should be linked to a particular module. This ensures that they will all be systematically addressed. Furthermore, dividing the three dimensions up ensures that students and staff are not given an impossible task of having to deal with 25 different values simultaneously. The matching of the three ethical dimensions to individual modules was done on the basis of which module seemed the most logical place. Thus, ethics which relate to counselling practice were mapped to a module which involved counselling practice etc.

The **Values** are mapped to the **Professional Issues module** at level 1; the **Ethical Principles** are mapped to the **Supervised Counselling Practice module** in level 2 and **Personal Moral Qualities** are mapped to the **Personal Development** module in level 2. Below are matrices linking each set of ethical values to learning outcomes in the appropriate module and in turn to the piece of assessed work in which these qualities will be assessed.

## Mapping of BACP 'Values of Counselling and Psychotherapy' to Learning outcomes and Assessment for Professional Issues Module.

| BACP Value | Learning Outcome | Assessment |
|---|---|---|
| Respecting human rights and dignity | Skill 5 | 1 |
| Ensuring integrity of practitioner-client relationships | Knowledge 1 and 2, Skills 1,2 3,4 and 5 | 1 and 2 |
| Enhancing the quality of professional knowledge and its application | Skills 3 and 6 | 1 and 2 |
| Alleviating personal distress and suffering | Skills 4 and 5 | 1 |
| Fostering a sense of self that is meaningful to the person's concerned | Skills 5 | 1 |
| Increasing personal effectiveness | Knowledge 2 Skills 3 | 2 |
| Enhancing the quality of relationships between people | Skills 4 | 1 |
| Appreciating the variety of human experience and culture | Skills 5 | 1 |
| Striving for fair and adequate provision of counselling and psychotherapy services | Knowledge 1 Skills 1, 2 and 5 | 1 and 2 |

## Link Between Ethical Principles of Counselling and Psychotherapy and Learning and Assessment in Supervised Counselling Practice Module.

It is a specific learning outcome of this module that students must demonstrate that they have incorporated these principles into their practice. It is also a requirement that they provide evidence that they have done this in the personal report which they produce as part of the assessment.

### BACP Ethical Principles of Counselling and Psychotherapy

The student must demonstrate in their assessed work that they have followed the following Ethical Principles of Counselling and Psychotherapy as laid out in detail in the BACP Ethical Framework.

1. Fidelity- honouring the trust placed in the practitioner.
2. Autonomy- respect for the client's right to be self-governing.
3. Benificence- a commitment to promoting the client's well-being.
4. Non-maleficence- a commitment to avoiding harm to the client.
5. Justice- the fair and impartial treatment of all clients and the provision of adequate services.
6. Self-respect- fostering the practioner's self-knowledge and care for self.

**Mapping of the Learning Outcomes and Assessment Methods to the BACP 'Personal Moral Qualities' of a Counsellor as outlined in the BACP Ethical Framework.**

This module is linked to the moral qualities dimension of the BACP ethical framework. The second assignment asks students to reflect on the degree to which they feel that they embody these characteristics and how important they are to their work. It is important to note that students are not required to demonstrate that they process all these qualities. The BACP state that personal moral qualities should arise out of personal commitment and not out of requirement by external authority. However, they recommend that counsellors should aspire to these qualities and for this reason students are asked to address their relationships to these qualities in their assignment.

**The Personal Moral Qualities (outlined in detail in the BACP Ethical Framework) are as follows:**

- Empathy
- Sincerity
- Integrity
- Resilience
- Respect
- Humility
- Competence
- Fairness
- Wisdom
- Courage