LIVERPOOL JOHN MOORES UNIVERSITY

Counselling Studies

Programme Information

2022.01, Approved

Overview

Programme Code	35600
Programme Title	Counselling Studies
Awarding Institution	Liverpool John Moores University
Programme Type	Level 3/4/5 Qualification

Awards

Award Type	Award Description	Award Learning Outcomes
Alternative Exit	Certificate of Higher Education - CHE	Identify the key concepts, theoretical debates and the approaches used in therapeutic relationships. Identify the key concepts, theoretical debates and the approaches used in therapeutic relationships. Recognise the purpose of self-reflection, personal awareness and development. Recognise the purpose of self-reflection, personal awareness and development. Develop techniques to support clients to bring about effective change and enhance well-being. Develop techniques to support clients to bring about effective change and enhance well-being. Communicate and present work clearly and reliably both in writing and orally, developing lines of argument within their work and produce effective presentations. Communicate and present work clearly and reliably both in writing and orally, developing lines of argument within their work and produce effective presentations. Analyse the process and importance of building therapeutic relationships. Analyse the process and importance of building therapeutic relationships. Access, retrieve and process information from both paper based and electronic sources and apply appropriate academic conventions to their written work. Access, retrieve and process information from both paper based and electronic sources and apply appropriate academic conventions to their written work.
Target Award	Foundation Degree Arts - FDA	N/A

Alternate Award Names	

Partner Name	Partnership Type

| Nelson and Colne College Group | Validated |

External Benchmarks

| Subject Benchmark Statement | UG-Counselling and psychotherapy (2013) |

Programme Offering(s)

Mode of Study, Mode of Delivery	Intake Month	Teaching Institution	Programme Length Programme Length Unit
Full-Time, Face to Face	September	Accrington Campus, Nelson and Colne College	2 Years

Aims and Outcomes

Educational Aims of the Programme	To provide a programme of learning which enables students to critically engage with the various theoretical frameworks and concepts relevant to the context and practice of counselling work. To enhance life-long learning skills and personal development in order to contribute to society at large and to prepare students for a career in the field of counselling work or further academic study. To facilitate students work towards the relief of psychological suffering and to enable them to support clients in developing their self-awareness, self-worth and self-confidence in order to manage their lives more effectively. To promote critical reflection which independently applied will lead to improved counselling practice. To develop relevant transferable skills such as critical enquiry, argument and analysis, and capacity for independent learning. To develop proactive and flexible graduates who can respond to rapidly changing environments thereby enhancing their employment prospects. To provide a supportive and collaborative learning environment which is sensitive to the needs of all learners. To develop students' knowledge, understanding and application of the principles which underpin counselling practice. To facilitate students to engage with employability skills by completing a self-awareness statement.

Learning Outcomes

Code	Number	Description
PLO1	1	Explore and analyse the key concepts and techniques of various counselling approaches and theories
PLO2	2	Analyse, evaluate and apply a range of theoretical debates and concepts in relation to counselling practice
PLO3	3	Interpret information and data from a variety of sources
PLO4	4	Develop and promote the skills of critical, analytical and reflective thinking
PLO5	5	Demonstrate a high level of probity
PLO6	6	Identify own strengths and limitations to develop professional competency
PLO7	7	Clarifying and agreeing the rights and responsibilities of work and self.
PLO8	8	Work as part of a group
PLO9	9	Demonstrate independent thought, judgement and initiative
PLO10	10	Apply skills in the conventions of citation, referencing and the presentation of bibliographies
PLO11	11	Demonstrate competence in clear communication and presentation, in speech and writing and in other media
PLO12	12	Analyse the process of the therapeutic relationship for the counsellor and client

PLO13	13	Apply Information Technology skills, such as word-processing and structured searching of the internet
PLO14	14	Apply time management skills
PLO15	15	Analyse the importance of personal awareness and development for the counsellor
PLO16	16	Analyse and apply the BACP ethical framework and organisational practice standards
PLO17	17	Analyse and evaluate a range of approaches strategies and interventions used to manage a diversity of clients
PLO18	18	Explain the principles of research design and main methods of data collection used by social and health researchers
PLO19	19	Discuss current legislative and policy frameworks in relation to the shaping and provision of counselling service provision
PLO20	20	Identify and discuss a range of explanations of mental health issues wellbeing and the promotion of mental well being within individuals human service organisations communities and society
PLO21	21	Demonstrate a depth of communication skills including active listening, reflecting skills and challenging.

Course Structure

Programme Structure Description	The foundation degree will be studied as a full-time programme. The programme is structured around the University Academic Framework. If a student has to break off from study, for work or personal reasons, the credits he/she has gained up to that point are retained. When the student is able to begin studying again, he/she uses his/her credits to return to the college (within a time limit of usually 4 years). The target award is the FdA Counselling Studies (240 credits). However, students who are unable to complete the full programme may be eligible for alternative exit awards as follows: Certificate of Higher Education for achievement of 120 credits at L4 For information about awards, see https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework All students will be required to attend a two day residential within the first year of the course

Structure - 240 credit points	
Level 4 Core - 240 credit points	CORE
[MODULE] 4514ARCCS Introduction to Research Approved 2022.01 - 20 credit points	
[MODULE] 4511-ARCCS Personal and Academic Development Approved 2022.01 - 20 credit points	
[MODULE] 4512-ARCCS Counselling Skills Approved 2022.01 - 20 credit points	
[MODULE] 4513ARCCS Counselling Theories Approved 2022.01 - 20 credit points	
[MODULE] 4516ARCCS Developmental Psychology Approved 2022.01 - 20 credit points	
[MODULE] 4515ARCCS Developing Counselling Skills in Clinical Practice Approved 2022.01 - 20 credit points	
Level 5 Core - 240 credit points	CORE
[MODULE] 5515ARCCS The Philosophy of Mind and the Theories of Consciousness Approved 2022.01 - 20 credit points	
[MODULE] 5511ARCCS Continuing Personal Development and Professional Practice Approved 2022.01 - 20 credit points	
[MODULE] 5512ARCCS Cognitive Behavioural Therapy Approved 2022.01 - 20 credit points	
[MODULE] 5513ARCCS Models of Practice Approved 2022.01 - 20 credit points	
[MODULE] 5514ARCCS Research Methods in Counselling Approved 2022.01 - 20 credit points	
[MODULE] 5516ARCCS Mental Health and Wellbeing Approved 2022.01 - 20 credit points	

Approved variance from Academic Framework Regulations

Variance
All programmes leading to LJMU awards operate within the University's Academic Framework. Full details are available from: https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework A programme operating within the Framework may be unable to comply with all the requirements of the Framework. In these circumstances the programme team may apply to the Academic Planning Panel for a programme variance which will be considered against agreed criteria that the variance is a nationally published condition of an accrediting / professional body, without which the programme could not be accredited.

Teaching, Learning and Assessment

Teaching, Learning and Assessment	The acquisition of knowledge & understanding is promoted through a variety of methods including lectures, seminars, presentations, case studies, group work, group tutorials, project work, work placement/s, observation and demonstration and independent self-directed study and research. Lectures present relevant subject information in a structured manner in order to outline key themes, issues and debates and thus provide students with the underpinning knowledge from which to conduct further self-directed learning. Seminars, group work and group tutorials offer more potential for a purposely student led interactive forum for knowledge sharing and acquisition. Individual tutorials facilitate student learning by addressing specific knowledge and understanding needs on an individual basis and remains an integral aspect of the relationship between staff and student in respect of the Professional Practice modules and the Research Methods modules. Throughout the learner is encouraged to undertake independent reading and research using both printed and electronic material to complement, widen, deepen and consolidate their knowledge and understanding. Knowledge and understanding are assessed via both oral and written coursework (such as essays, projects, seminars, poster presentations, counselling portfolio, practice sheets, case studies, examination. Formative assessments will also be undertaken throughout the course in the form of supervision reports, contact hours with clients, classroom observations with tutor and peers and individual tutorials. Within the programme students demonstrate intellectual skills in a variety of ways including through interactional lectures, seminar presentations, coursework and preparatory reading & research involves evaluation and interpretation of salient issues and/or empirical data. Constructive feedback on both coursework and examinations also enhances students' intellectual development by confirming areas of intellectual acumen and outlining scope for further development. Intellectual skills are assessed via both oral and written coursework (such as essays, projects, seminars, poster presentations, counselling portfolio. Written examination. Within the programme students demonstrate professional practical skills in a variety of ways including through work-based learning, interactional lectures, seminar presentations, coursework and preparatory reading, experiential activities and workshops. Constructive feedback on practice will be given orally and written format throughout the course enabling students to assess and evaluate own development. Professional practical skills are assessed via both practical, work based placement, supervision, written work, oral communication within group settings and one to one practical based workshops Students are taught and provided with opportunities to develop/practise transferable/key skills during the Personal & Academic Development module. However such skills are also embedded throughout the entire programme via a range of strategies including the use of written and oral presentations, training in how to obtain information from a variety of paper based and electronic resources, via group work activities and via the student's counselling voluntary or paid work. Relevant numerical and statistical skills are taught in the programme and students use these in certain modules such as in Research Methods. Transferable skills are assessed through coursework at all levels in all modules. In addition students will be required to complete exercises, for example on the use of IT or the presentation of bibliographies and references, as part of the Personal & Academic Development module.

Opportunities for work related learning

Opportunities for work related learning
An important element of any counselling foundation degree programme is practical experiential learning which is achieved and demonstrated through an engagement within college and a work based placement. Students are normally employed within a statutory, private or voluntary human services agency/organisation or service provider. Students will fulfil the learning outcomes through their own counselling placement. Work-based learning is not restricted to work experience or placement learning. It also includes relevant and appropriate assessed theoretical learning which links academic study with work situations and issues.

Entry Requirements

Type	Description

A levels	All students will be interviewed for their suitability for the programme. Level 3 Counselling Access to Higher Education Diploma - 60 credits, of which at least of which at least 45 must be achieved at level 3 (from 2010, with merit) and with an appropriate combination of modules Access to Higher Education Diploma & modular achievement with 24 credits at level 3 (from 2010, with merit) Open College level 3 qualifications (obtained in or before 2008) at 50% or above NVQ level 3 in relevant vocational areas At least 96 UCAS tariff points (45 points from AS alone; at least 40 points should be obtained from A2s, AVCE, GNVQ Advanced or Scottish Highers) 96 UCAS tariff points for Sept 2017 Entry. Relevant work experience/ professional qualifications All students will be required to have a current Disclosure and Barring Service (DBS) certificate All students will require 2 hours per week paid or voluntary work in a relevant counselling setting (100 hours over the 2 years)

Programme Contacts

Programme Leader

Contact Name

Link Tutor

Contact Name
Philomene Uwamaliya