

PROGRAMME SPECIFICATION

Foundation Degree Arts in Counselling Studies

Awarding institution	Liverpool John Moores University
Teaching institution	Accrington & Rossendale College
JACS Code	B940
Programme Duration	Full-Time: 2 Years
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	Counselling and Psychotherapy (2013)
Programme accredited by	
Description of accreditation	
Validated target and alternative exit awards	Foundation Degree Arts in Counselling Studies Certificate of Higher Education in Counselling Studies
Link Tutor	Philomene Uwamaliya

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.

Alternative Exit/ Interim Award Learning Outcomes - Certificate of Higher Education

A student who is eligible for this award will be able to:

Identify the key concepts, theoretical debates and the approaches used in therapeutic relationships.

Recognise the purpose of self-reflection, personal awareness and development.

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.

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.

Target award Learning Outcomes - Foundation Degree Arts

A student successfully completing the programme of study will have acquired subject knowledge and understanding as well as skills and other attributes.

Knowledge and understanding

A student who is eligible for this award will be able to:

- A1. Explore and analyse the key concepts and techniques of various counselling approaches and theories
- A2. Analyse the process of the therapeutic relationship for the counsellor and client
- A3. Analyse the importance of personal awareness and development for the counsellor
- A4. Analyse and apply the BACP ethical framework and organisational practice standards
- A5. Analyse and evaluate a range of approaches strategies and interventions used to manage a diversity of clients
- A6. Explain the principles of research design and main methods of data collection used by social and health researchers
- A7. Discuss current legislative and policy frameworks in relation to the shaping and provision of counselling service provision
- A8. 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

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

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.

Assessment

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.

Skills and other attributes

Intellectual Skills

A student who is eligible for this award will be able to:

- B1. Demonstrate a depth of communication skills including active listening, reflecting skills and challenging.
- B2. Analyse, evaluate and apply a range of theoretical debates and concepts in relation to counselling practice
- B3. Interpret information and data from a variety of sources
- B4. Develop and promote the skills of critical, analytical and reflective thinking

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

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.

Assessment

Intellectual skills are assessed via both oral and written coursework (such as essays, projects, seminars, poster presentations, counselling portfolio. Written examination.

Professional practical skills

A student who is eligible for this award will be able to:

- C1. Demonstrate a high level of probity
- C2. Identify own strengths and limitations to develop professional competency
- C3. Clarifying and agreeing the rights and responsibilities of work and self.

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

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.

Assessment

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

Transferable / key skills

A student who is eligible for this award will be able to:

- D1. Work as part of a group
- D2. Demonstrate independent thought, judgement and initiative
- D3. Apply skills in the conventions of citation, referencing and the presentation of bibliographies
- D4. Demonstrate competence in clear communication and presentation, in speech and writing and in other media
- D5. Apply Information Technology skills, such as word-processing and structured searching of the internet
- D6. Apply time management skills

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

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.

Assessment

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.

Programme structure - programme rules and modules

Programme rules

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

Level 5	Potential Awards on completion	Foundation Degree Arts
Core	Option	Award Requirements
5511ARCCS Continuing Personal Development and Professional Practice (20 credits)		120 core credits at level 5 0 option credits at level 5

5512ARCCS Cognitive Behavioural Therapy (20 credits) 5513ARCCS Models of Practice (20 credits) 5514ARCCS Research Methods in Counselling (20 credits) 5515ARCCS The Philosophy of Mind and the Theories of Consciousness (20 credits) 5516ARCCS Mental Health and Wellbeing (20 credits)		
Level 4	Potential Awards on completion	
Core	Option	Award Requirements
4511-ARCCS Personal & Academic Development (20 credits) 4512-ARCCS Counselling Skills (20 credits) 4513ARCCS Counselling Theories (20 credits) 4514ARCCS Introduction to Research (20 credits) 4515ARCCS Developing Counselling Skills in Clinical Practice (20 credits) 4516ARCCS Developmental Psychology (20 credits)		120 core credits at level 4 0 option credits at level 4

Information about assessment regulations

All programmes leading to LJMU awards operate within the University's Academic Framework.
<https://www.ljmu.ac.uk/about-us/public-information/academic-quality-and-regulations/academic-framework>

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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.

Opportunities for work-related learning (location and nature of activities)

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.

Criteria for admission

A/AS Level

All students will be interviewed for their suitability for the programme.

Level 3 Counselling

Access

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)

Mature entry

Prospective mature students without prior academic qualifications in relevant subjects may be asked to demonstrate their suitability for the programme by researching and producing a 1200 word essay on an appropriate topic including the importance of personal awareness and the three main approaches to counselling which the applicant would need to complete and bring to a second interview.

External Quality Benchmarks

All programmes leading to LJMU awards have been designed and approved in accordance with the UK Quality Code for Higher Education, including the Framework for Higher Education Qualifications in the UK (FHEQ) and subject benchmark statements where applicable.

The University is subject to periodic review of its quality and standards by the Quality Assurance Agency (QAA). Published review reports are available on the QAA website at www.qaa.ac.uk

Programmes which are professionally accredited are reviewed by professional, statutory and regulatory bodies (PSRBs) and such programmes must meet the competencies/standards of those PSRBs.

Support for students and their learning

The University aims to provide students with access to appropriate and timely information, support and guidance to ensure that they are able to benefit fully from their time at LJMU. All students are assigned a Personal Tutor to provide academic support and when necessary signpost students to the appropriate University support services.

Students are able to access a range of professional services including:

- Advice on practical aspects of study and how to use these opportunities to support and enhance their personal and academic development. This includes support for placements and careers guidance.
- Student Advice and Wellbeing Services provide students with advice, support and information, particularly in the areas of: student funding and financial matters, disability, advice and support to international students, study support, accommodation, health, wellbeing and counselling.
- Students studying for an LJMU award at a partner organisation will have access to local support services

Methods for evaluating and improving the quality and standards of teaching and learning

Student Feedback and Evaluation

The University uses the results of student feedback from internal and external student surveys (such as module evaluations, the NSS and PTES), module evaluation questionnaires and meetings with student representatives to improve the quality of programmes.

Staff development

The quality of teaching is assured through staff review and staff development in learning, teaching and assessment.

Internal Review

All programmes are reviewed annually and periodically, informed by a range of data and feedback, to ensure quality and standards of programmes and to make improvements to programmes.

External Examining

External examiners are appointed to programmes to assess whether:

- the University is maintaining the threshold academic standards set for awards in accordance with the FHEQ and applicable subject benchmark statements

- the assessment process measures student achievement rigorously and fairly against the intended outcomes of the programme(s) and is conducted in line with University policies and regulations
- the academic standards are comparable with those in other UK higher education institutions of which external examiners have experience
- the achievement of students are comparable with those in other UK higher education institutions of which the external examiners have experience

and to provide informative comment and recommendations on:

- good practice and innovation relating to learning, teaching and assessment observed by external examiners
- opportunities to enhance the quality of the learning opportunities provided to students

Please note:

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content, teaching, learning and assessment methods of each module can be found in module and programme guides.