

PROGRAMME SPECIFICATION

Bachelor of Arts with Honours in Counselling and Psychotherapy

Awarding institution	LJMU
Teaching institution	Nelson and Colne College Group
JACS Code	
Programme Duration	Full-Time: 1 Year
Language of Programme	All LJMU programmes are delivered and assessed in English
Subject benchmark statement	The development of the curriculum content has been informed by, and is cognisant with the QAA Statement of Common Purpose for Subject Benchmark Statements for Counselling and Psychotherapy (2013)
Programme accredited by	None
Description of accreditation	N/A
Validated target and alternative exit awards	Bachelor of Arts with Honours in Counselling and Psychotherapy
Link Tutor	Julie Connolly

Educational aims of the programme

The main educational aims of the programme are to:

- Enable students to critically engage with the various theoretical frameworks and concepts relevant to the context and practice of counselling and psychotherapy work
- 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
- Enable students to develop their own skills, knowledge and competence in order to provide the most effective service to their clients while maintaining their own well-being
- Promote critical reflection which independently applied will lead to improved counselling practice
- Develop relevant transferable skills such as critical enquiry, argument and analysis, and capacity for independent learning
- Develop proactive and flexible graduates who can respond to rapidly changing environments thereby enhancing their employment prospects
- 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

Target award Learning Outcomes - Bachelor of Arts with Honours

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

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

1. Critically evaluate the key conceptual frameworks and techniques central to counselling and psychotherapy
2. Analyse the importance of personal awareness and professional development for the counsellor/psychotherapist
3. Critically appraise the process of the therapeutic relationship for the counsellor and client
4. Analyse and evaluate a range of approaches, strategies and interventions used to manage a diversity of clients
5. Analyse and apply the BACP ethical framework and organisational practice standards
6. Identify and critically assess a range of explanations of mental health issues, well-being and the promotion of

mental well-being within individuals, human service organisations, communities and society

7. Analyse and evaluate the principles of research design and main methods of data collection used by social and health researchers
8. Synthesise information and data from a variety of sources
9. Develop and promote the skills of critical, analytical and reflective thinking.
10. Demonstrate a depth of communication skills including active listening, reflecting skills and challenging
11. Critically analyse, evaluate and apply a range of theoretical debates and concepts, to identify a range of solutions to a problem in relation to counselling practice
12. Facilitate a personal development group
13. Demonstrate independent thought, judgement and initiative
14. Demonstrate critical engagement with the academic conventions of citation, referencing and the presentation of bibliographies
15. Demonstrate competence in clear communication and presentation, in speech and writing and in other media
16. Apply a range of Information Technology skills as a means of communication, presentation and learning
17. Apply time management skills

Teaching, Learning and Assessment

The methods used to enable outcomes to be achieved and demonstrated are as follows:

Learning 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 students.

Throughout students are encouraged to undertake independent reading and research using both printed and electronic material to complement, widen, deepen and consolidate their knowledge and understanding.

Students are assessed via both oral and written coursework (such as essays, projects, seminars, role plays, portfolio and a dissertation).

Programme structure - programme rules and modules

This programme has been developed for students who have successfully completed the LJMU FdA Counselling Studies at the Nelson and Colne College Group, normally within 5 years of application. These students will be awarded 120 level 4 credits and 120 Level 5 credits via RPL before commencing level 6.

Entry to the programme is therefore at level 6 only for suitably qualified candidates.

At Level 4 students should 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.

At level 5 student should be able to:

- Explore and analyse the key concepts and techniques of various counselling approaches and theories
- Analyse the importance of personal awareness and development for the counsellor
- Analyse the process of the therapeutic relationship for the counsellor and client

- Analyse and evaluate a range of approaches strategies and interventions used to manage a diversity of clients
- Analyse and apply the BACP ethical framework and organisational practice standards
- 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
- Explain the principles of research design and main methods of data collection used by social and health researchers
- Develop and promote the skills of critical, analytical and reflective thinking
- Demonstrate a depth of communication skills including active listening, reflecting skills and challenging.
- Analyse, evaluate and apply a range of theoretical debates and concepts in relation to counselling practice
- Demonstrate independent thought, judgement and initiative
- Demonstrate competence in clear communication and presentation, in speech and writing and in other media
- Apply Information Technology skills, such as word-processing and structured searching of the internet

Level 6	Potential Awards on completion	Bachelor of Arts with Honours
Core	Option	Award Requirements
6501HASS DISSERTATION (40 credits) 6502CPSY MORALITY AND PERSONALITY (20 credits) 6503CPSY ADVANCED PROFESSIONAL AND PERSONAL DEVELOPMENT (20 credits) 6504CPSY Supervision in counselling and psychotherapy (20 credits) 6505CPSY Working with Trauma (20 credits)		120 core credits at level 6 0 option credits at level 6

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>

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

Work-related learning is included within this programme, so students will have the opportunity to engage in real world projects and activities.

The programme has active links with industry and involves employers in the industrial projects, utilising real world case studies wherever possible. As this is a part time programme, students will be apply knowledge attained in their employment to their academic studies.

Criteria for admission

Other

Applicants who have successfully complete FD in Counselling (Liverpool John Moores University) may be considered for entry into Level 6 of the programme.

Candidates holding other level 5 qualifications may be admitted subject to a satisfactory mapping of their prior learning and the approval of the Faculty Recognition Group (FRG).

We would typically expect students to have completed their level 5 programme within 2 years of applying for the top-up.

Additional non-academic entry requirements:

- Interview.
- Most employers in this field expect their staff to have a current Disclosure and Barring Service (DBS) certificate. This is not a formal entry requirement, but candidates are advised that having criminal convictions

(even if spent) may severely limit their employment prospects.

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.