

Foundation Degree (Science) in Counselling

Programme Specification



1. Programme title	<i>Foundation Degree (Science) in Counselling</i>
2. Awarding institution	Middlesex University
3a. Teaching institution	<i>Activate Learning Guildford College campus</i>
3b. Language of study	<i>English</i>
4a. Valid intake dates	<i>September</i>
4b. Mode of study	<i>Full-time</i>
5. Professional/Statutory/Regulatory body	British Association for Counselling and Psychotherapy (BACP)
6. Apprenticeship Standard	n/a
7. Final qualification(s) available	<i>FdSc in Counselling</i> <i>Cert HE in Counselling Studies</i>
8. Year effective from	September 2022

9. Criteria for admission to the programme
<p>Entry criteria for the programme will be a minimum of 1 full 'A' Level or equivalent, . in addition to the following: :</p> <ul style="list-style-type: none">• Achievement of Certificate Level 3 in Counselling Theory and Skills (minimum 120 hours tuition):<ul style="list-style-type: none">o NCFE: external exam, oro Access to Counselling: at least 12 credits at merit level• In addition, applicants will be required to have a GCSE English Language and Maths Grade 4 or above (A*-C).• You will also need to obtain or be in possession of a Disclosure and Barring Service (DBS) check, and.• Evidence of commitment to be in personal therapy for the duration of the two-year programme, which will be an additional cost for the student.

Recognition of Previous Learning (RPL)

We welcome applications from individuals who may not have taken a traditional route to higher education but may have other learning experiences that are relevant to this course. If you have already been working and/or have other learning experience relevant to this course, then we can count this towards your entry requirements.

Students will be considered on individual merit at interview and evidence of work experience/voluntary work in a counselling or related setting is advantageous. Students will be assessed on their potential to meet the expectations of the counselling profession, in conjunction with meeting the academic, professional, ethical, and personal requirements demanded of a practitioner.

Applicants will also be asked to complete a reflective piece of work at interview which will be used to inform the discussion.

10. Aims of the programme

The BACP accredited FdSc in Counselling aims to provide a coherent programme of study which offers students a rigorous grounding in counselling theory, together with a sound knowledge of the BACP framework and contemporary issues which impact on counselling practice. It aims to develop students' knowledge and understanding of theoretical models or modalities and in doing so, produce counsellors who can establish an effective therapeutic relationship with their clients.

The FdSc will promote the students' capacity for self-exploration and appraisal, facilitating personal development and awareness, pertinent to the role of a counsellor. Graduates from this programme will be well-equipped to take up a range of posts within the counselling profession, such as in organisations or private practice, or to undertake further study e.g., BSc/BA (Hons) or specialist training in the field e.g., CBT training.

11. Programme outcomes*

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding of:

- **A1** Integration of the philosophy, theory and practice of the models or modalities studied into one coherent approach.
- **A2** Integration of models or modalities studied to explain client personality, function and dysfunction and the counselling process.
- **A3** Key issues in time-limited and long-term counselling.

Teaching/learning methods

Students gain knowledge and understanding through a variety of teaching and learning approaches to meet the diverse needs of students and to ensure the achievement of learning outcomes. This will include lectures, group seminars, large and small group discussions, experiential exercises, demonstrations, and clinical case discussion groups, all reinforced through the experience of ongoing clinical practice.

<ul style="list-style-type: none"> • A4 Methods of resolution of ethical issues in working with clients. • A5 Awareness of a variety of other models and the similarities and differences with the core theoretical model. • A6 Research methodologies, processing of data collection, ethical considerations, and ways to analyse a research report. • A7 Analytical understanding of the social and political context of counselling. 	<p>Students will be expected to read widely outside college days and to discuss ideas with colleagues, applying their knowledge of counselling practice.</p> <p>In particular, frequent demonstrations, practice and self, peer and tutor assessment of skills will be the basis for the development of outcomes. Techniques such as interpersonal Process Recall and an Empathy Lab will be used to enhance the learning process.</p> <p>Assessment methods</p> <p>Students' knowledge and understanding is assessed by a range of professionally relevant assessment methods including theory-focused essays, case studies, accounts of practice based upon self-reflection, oral presentations of clinical material and transcript analysis.</p>
<p>B. Skills</p> <p>On completion of this programme the successful student will be able to:</p> <p>Intellectual Skills</p> <ul style="list-style-type: none"> • B1 Integrate the key concepts of the models or modalities studied into own coherent approach. • B2 Evaluate own and colleagues' counselling practice, personal and professional development. • B3 Apply theory to work with external clients in a coherent, integrated manner. • B4 Analyse and resolve ethical dilemmas in own practice using Ethical Framework and supervision. • B5 Demonstrate the ability to gather, collate and present information both orally and in writing concisely and appropriately. <p>Subject Practical Skills</p> <ul style="list-style-type: none"> • C1 Use a wide variety of counselling skills flexibly and appropriately with individual clients and settings. • C2 Act autonomously and ethically in placement within BACP guidelines and with supervision support. 	<p>Teaching/learning methods</p> <p>Students learn intellectual skills through a variety of teaching and learning approaches to meet the diverse needs of students and to ensure learning outcomes are met. These approaches include seminars, lectures, large and small group discussions, demonstrations, videos, presentations, and e-learning, all reinforced through the experience of ongoing clinical practice. Course activities to develop intellectual skills include problem-solving exercises, reflection on practice, information retrieval plus evaluation, debate, and discussion.</p> <p>The acquisition of subject practical skills will be secured through professional development sessions, supervision groups, large and small group discussions, demonstrations, and experiential exercises.</p> <p>Subject practical skills will be reviewed in case discussion groups and tutor-facilitated open discussion groups, but the primary site of development will be students' ongoing clinical practice. Students will be expected to be in placement and attending fortnightly</p>

<ul style="list-style-type: none"> • C3 Use supervision skills to prepare for and utilise supervision sessions appropriately and effectively. • C4 Work with a range of client issues effectively, including the management process. • C5 Negotiate a contract for the provision of counselling. 	<p>external supervisor meetings over the duration of the course.</p> <p>Assessment methods Students' intellectual skills are assessed by presentations, theory essays, case study presentations, observation studies and learning logs. Subject practical skills will be assessed as they are recorded in case studies (oral and written) accounts of practice based on self-reflection, transcript critique, case conceptualisation presentation and the clinical supervisor or placement manager report.</p>
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12. Programme structure (levels, modules, credits and progression requirements)		
12. 1 Overall structure of the programme		
Full-time, Year 1/Level 4		
Term 1	Term 2	Term 3
FDSC 1001 Academic Skills for Counsellors (15 credits)		
FDSC 1002 Clinical Practice for Counsellors (30 credits)		
FDSC 1003 Foundations of Integrative Theory and Practice (30 credits)		
FDSC 1004 Personal Development for Counsellors (15 credits)		
FDSC 1005 Introduction to Professional Practice for Counsellors (30 Credits)		
Full-time, Year 2/Level 5		
Term 1	Term 2	Term 3
FDSC 2005 Introduction to the Research Process (15 credits)		
FDSC 2001 Enhancing Clinical Practice (30 credits)		
FDSC 2002 Embedding Integrative Theory into Practice (30 credits)		
FDSC 2003 The Counselling Relationship and Use of Self (15 credits)		
FDSC 2004 Working within a Professional Framework (30 credits)		

12.2 Levels and modules		
Level 4		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take all of the following:</p> <ul style="list-style-type: none"> • Academic Skills for Counsellors • Clinical Practice for Counsellors • Foundations of Integrative Theory and Practice • Personal Development for Counsellors • Introduction to Professional Practice for Counsellors 	<p>No optional modules are available for this course.</p>	<p>Successful completion of all Level 4 modules, achieving 120 credits.</p>
Level 5		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
<p>Students must take all of the following:</p> <ul style="list-style-type: none"> • Enhancing Clinical Practice • Embedding Integrative Theory into Practice • The Counselling Relationship and Use of Self • Working within a Professional Framework • Introduction to the Research Process 	<p>No optional modules are available for this course.</p>	<p>Successful completion of all Level 5 modules, achieving 120 credits</p>

12.3 Non-compensatable modules

Module level	Module code
Level 4	
All	All
Level 5	
All	All

13. Information about assessment regulations

This programme will run in line with general University Regulations:

<https://www.mdx.ac.uk/about-us/policies>

14. Placement opportunities, requirements, and support

The FdSc requires students to be active in a suitable clinical placement, in which their understanding of counselling practice will be refined, and they will encounter substantial (developmentally appropriate) challenges that will require resilience to work through. As a routine aspect of going about their daily practice, counsellors face unfamiliar and unprecedented situations, therefore students are helped to understand how to work through such problems largely independently while also knowing how to take full advantage of professional supervisory support.

During their FdSc studies, students must complete a minimum of 100 hours supervised counselling with suitable clients. This experience is assessed via the Work-based Learning for counsellors' modules. A minimum of 50% of these hours must be completed in one-to-one counselling sessions with adults in a suitably organised placement. The balance may be declared from work with minors (children or adolescents over the age of 16 but under the age of 18 years, at the time the work commences). BACP accreditation specifically excludes logging work with couples for initial accreditation as a counsellor, and the FdSc follows that regulation. The balanced protection of the clinical needs of potentially vulnerable adults or minors and the developmental needs of the student counsellor in training is central to the decision-making process, which we strive to undertake transparently and collaboratively.

Every FdSc student is required to be in a suitable counselling placement by the start of Level 5 in which they will develop their clinical skills and encounter situations that foster greater appreciation of the value (and limitations) of counselling theory. These arrangements are by-and-large ad hoc when compared directly with the organisation of clinical placements for trainee nurses or social workers, with a specific tri-partite agreement entered into between the student, the College, and the clinical placement. A learning contract will be drawn up and a workplace learning supervisor from the College will be appointed to provide support for both the employer and student. Regular visits will ensure that the progress of the placement is regularly monitored and any problems for either the student or employer are dealt with effectively without allowing them to escalate. This situation is comparable with the majority of other high standard counselling and psychotherapy trainings.

15. Future careers / progression

Having successfully achieved the FdSc in Counselling, it is envisaged that many students will either progress on to an Honours programme such as the BSc (Hons) in Counselling delivered at Guildford College, or seek employment in the counselling field, including setting up in private practice. The FdSc enhances the employability of the students and prepares its graduates for the world of work, in the following ways:

- Offering a BACP accredited FdSc, which allows students to enter the BACP voluntary register on qualification and to work towards gaining accreditation, vital for paid employment.
- Focusing on the cutting-edge contemporary issues within the field, equipping students with practice specific understanding of the profession. Knowledge of these aspects is vital in counsellors gaining paid work post training.
- Providing an opportunity to learn about the workplace, through placement and placement specific training. This ensures students are safe to practice privately, and are equipped with the knowledge, personal therapy and supervision required in applying for paid employment.
- Providing an opportunity, through a well-designed curriculum, to develop theoretical understanding and clinical skills which will enable students to seize and shape the opportunities available to them within the counselling field, on graduating from the course.

16. Particular support for learning

Activate Learning provides a wide range of services to support the needs of higher education students, which includes:

- Activate Learning provides a fully inclusive study support service for any student who has additional learning requirements, which is provided by a team of HE Study Support Tutors.
- Tutorial support provides students with the opportunity to discuss their progress on a 1:1 basis and as part of small group discussions.
- The Group's counselling and wellbeing service provides a free and confidential service to all students.
- Activate Learning provides a means-tested maintenance bursary of £1,000 per year and offers students the opportunity to apply for additional funding to support their study through both a study support and/or hardship fund.

17. HECoS code (or other relevant coding system)

100495

18. Relevant QAA subject benchmark(s)

QAA Subject benchmark statement –
Counselling and Psychotherapy
https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-counselling-psychotherapy.pdf?sfvrsn=fde2f781_10

19. Reference points

QAA Foundation Degree Characteristics statement

https://www.qaa.ac.uk/docs/qaa/quality-code/foundation-degree-characteristics-statement-2020.pdf?sfvrsn=6fc5ca81_10

QAA Quality Code

<https://www.qaa.ac.uk/quality-code>

BACP Ethical Framework

<https://www.bacp.co.uk/events-and-resources/ethics-and-standards/ethical-framework-for-the-counselling-professions/>

BACP Course Accreditation

<https://www.bacp.co.uk/media/1502/bacp-course-accreditation-criteria.pdf>

Occupational Standard for Counselling

<https://ahpp.org.uk/national-occupational-standards/>

20. Other information

Additional costs associated with studying the FdSc in Counselling:

- BACP student membership £82 per year
- Supervision at clinical placement may be free for certain agencies but could cost £50 per hour for approximately 30 hours
- Personal therapy from approximately £30 to £45 per hour for 60 hours
- Indemnity Insurance may be free for certain agencies but could cost on average £50 in total
- Travel expenses to/from placement, therapy, and supervision venues
- Books, workshops, or seminars would also be an additional optional cost, as would any IT or stationery costs.

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

Curriculum map for FdSc in Counselling

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding	
A1	Integration of the philosophy, theory and practice of the models or modalities studied into one coherent approach
A2	Integration of models or modalities studied to explain client personality, function and dysfunction and the counselling process.
A3	Key issues in time-limited and long-term counselling.
A4	Methods of resolution of ethical issues in working with clients.
A5	Awareness of a variety of other models and the similarities and differences with the core theoretical model.
A6	Research methodologies, processing of data collection, ethical considerations, and ways to analyse a research report.
A7	Analytical understanding of the social and political context of counselling.
Intellectual Skills	
B1	Integrate the key concepts of the models or modalities studied into own coherent approach.
B2	Evaluate own and colleagues' counselling practice, personal and professional development.
B3	Apply theory to work with external clients in a coherent, integrated manner.
B4	Analyse and resolve ethical dilemmas in own practice using Ethical Framework and supervision.
B5	Demonstrate the ability to gather, collate and present information both orally and in writing concisely and appropriately.
Subject Practical Skills	
C1	Use a wide variety of advanced counselling skills flexibly and appropriately with individual clients and settings.
C2	Act autonomously and ethically in placement within BACP guidelines and with supervision support.
C3	Use supervision skills to prepare for and utilise supervision sessions appropriately and effectively.
C4	Work with a range of client issues effectively, including the management process.
C5	Negotiate a contract for the provision of counselling.

Programme Outcomes																
A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5
Highest level achieved by all graduates																
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5

Module Title	Module Code	Level	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	C1	C2	C3	C4	C5
			Academic Skills for Counsellors	FDSC 1001	4												X		
Clinical Practice for Counsellors	FDSC 1002	4				X	X		X		X		X						
Foundations of Integrative Theory and Practice	FDSC 1003	4	X	X		X	X					X							
Personal Development for Counsellors	FDSC 1004	4	X			X	X	X		X	X	X							
Introduction to Professional Practice for Counsellors	FDSC 1005	4	X	X		X	X			X		X							
Enhancing Clinical Practice	FDSC 2001	5									X	X	X		X		X	X	
Embedding Integrative Theory into Practice	FDSC 2002	5	X	X						X	X	X		X	X				
The Counselling Relationship and Use of Self	FDSC 2003	5					X					X			X			X	X
Working within a Professional Framework	FDSC 2004	5			X	X	X	X	X			X	X			X	X	X	X
Introduction to the Research Process	FDSC 2005	5												X					