

BA (Hons) in Integrative Counselling

Health and Social Studies

June 2015

PROGRAMME SPECIFICATION AND CURRICULUM MAP



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Programme Specification

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Integrative Counselling BA Integrative Counselling Diploma of Higher Education Integrative Counselling y Certificate of Higher Education in Counselling Studies
Teaching Institution	Havering College
Awarding Institution	The Open University
Date of latest OU validation	2015
Credit points for the award	BA (Hons) Integrative Counselling - 360 credits Level 4- 120 credits Level 5- 120 Credits Level 6- 120 Credits BA Integrative Counselling - 300 credits Level 4- 120 credits Level 5- 120 credits Level 6- 60 credits Diploma of Higher Education in Integrative Counselling - 240 Credits Level 4-120 credits Level 5- 120 credits Certificate of Higher Education in Integrative Counselling Studies- 120 Credits at Level 4
UCAS Code	BCX8
Programme start date	September 2015
Underpinning QAA subject benchmark(s)	QAA Benchmarks for Counselling & psychotherapy (2013)
Other external and internal reference points used to inform programme outcomes	British Association of Counselling and Psychotherapy (BACP) - We are Institutional & Individual members of the BACP and therefore adhere to the BACP Ethical Framework as well as working towards course accreditation.
Professional/statutory recognition	BACP accreditation for this programme will be sought after one academic year of running the programme.
Duration of programme of study	Full time- 3 years
Date of production/revision of this specification	2015

2. Programme aims and objectives

2.1 Educational aims and objectives

This programme aims to:

Enable students to develop a seamless, yet fully aware and responsive approach to integrative counselling. The course provides an opportunity for students to develop self-awareness and a facility with counselling skills sufficient to practice competently as counsellors. The course will provide the students with learning opportunities to:

- Acquire knowledge of integrative counselling theories and skills, which would inform the trainees' counselling practice
- Maintain the ethical principles in the ethical framework that underpins counselling
- Self-explore and development, leading to greater self-acceptance
- Ensure a consistent commitment to continuing professional and personal development, including self-awareness and fitness to practice
- Support consolidation of learning and meeting academic requirements
- Develop skills and knowledge with the support of the programme, to provide the best service for their prospective clients while maintaining their own well being
- Respect the role of supervision as an essential aspect of counselling practice
- Make use of supervision to develop their understanding about counselling work and to enhance and protect their well being
- Recognise the implicit power imbalance in the counselling relationship
- Set and maintain professional boundaries
- Establish and sustain a therapeutic alliance
- Prepare for effective, critical and ethical practice
- Prepare for higher study

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This programme is not related or connected to any other programme.

3. Programme Outcomes

Intended learning outcomes are listed below.

3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1: Explore the philosophical thought within each of the three main theoretical perspectives of counselling theory</p> <p>A2: Place each theory within the historical and societal context</p> <p>A3: Understand the concepts of prejudice, culture, ethnicity diversity, power, race, class, gender, stereotyping, labelling and disability discrimination and their effects on society, including Equal opportunities/equalities legislation and its relation to the BACP ethical framework and anti-oppressive practice and there relation to self and others.</p> <p>A4: Demonstrate understanding of how the diverse nature of society affects counselling practice</p> <p>A5: Understand the main perspectives of human growth and development</p> <p>A6: Identify and show understanding of a range of research methodologies</p>	<p>Teaching and learning strategies: The teaching strategy is based on the experiences, understanding and knowledge that students’ bring to the Programme. These are explored and integrated with theories and concepts, which are taught in class, such as Freud’s and Rogers’ models. Through this process individual students’ starting points are identified and built upon in the work that follows. The teaching sequences are constructed around didactic lectures, which are Tutor led, small group-work, and formative work in the Personal and Professional Development module and individual and group tutorials. The strategy of this programme enables a clear progression with regards to the various tools that are implemented throughout the course to support the students learning between level 4.5 and 6. The use of the VLE is introduced from level 4 and seminar sessions, and professorial lectures are encouraged in level 5 and 6, in addition to the lectures provided in class.</p> <p>Assessment Methods: The assessment strategy has been designed with the needs of a diverse student group at the core.</p> <p>A range of assignment tasks – essays, verbal presentations both one to one and group, the analysis of case-study materials, the production of a DVD, the development of a reflective journal are all</p>

3A. Knowledge and understanding	
A7: Demonstrate knowledge of how personal experience and traits impact on relationships	used to assess the knowledge and understanding of the student group

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Explain and evaluate the key concepts of the philosophical concepts within each of the three main theoretical perspectives of counselling theory, identifying some of the philosophical assumptions underpinning the practice of counselling</p> <p>B2: Develop a reflective approach to learning and be able to choose from and implement a range of effective learning strategies</p> <p>B3: Understanding self (including analysing own values and prejudices as well as ones own philosophical, social and historical stance) in relation to work with clients and explore personal development in relation to the three approaches</p> <p>B4: Identify concepts of human growth and development within counselling settings</p> <p>B5: Demonstrate and evaluate ethical practice, theoretical underpinning and philosophical claims in the three approaches</p> <p>B6: Demonstrate understanding and ability in using counselling skills in formulating client cases in a professional context, evaluate and critique client work and the counselling environment</p> <p>B7: Critically evaluate the current diagnostic criteria for mental health disorders and its impact on the therapeutic relationship</p> <p>B8: Identify and critically interpret information from appropriate sources, giving due consideration to issues relating to ethics</p>	<p>Teaching and learning strategies:</p> <p>Cognitive and intellectual skills are developed through a range of modules in the Programme such as theory; skills based work then at higher levels client work 1 and 2. Strategies include experiential learning, and simulation activities as individuals and in groups, the creation of a reflective journal, individual and group tutorials, and the critical analysis of professional practice.</p> <p>Assessment Methods:</p> <p>Cognitive skills are assessed by all aspects of course work both formatively and summatively where there is an expectation of critical and reflective analysis of the materials explored across the modules the assessments are mainly through essays and reports. However a formative assessment is on-going throughout in process group, peer learning and student presentations</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Initiate, develop, and maintain a range of relationships using counselling skills, and demonstrate the ability to conclude the interaction.</p> <p>C2: Evaluate personal development of counselling skills and demonstrate the ability to be a critical and reflective practitioner using a range of theoretical models</p> <p>C3: Draw on a range of responses, strategies and interventions to inform counselling practice</p> <p>C4: Apply knowledge and understanding of Human Growth and Development concepts to practice and to self.</p> <p>C5: Apply and evaluate the advantages and disadvantages of theory in relation to practice.</p> <p>C6: Demonstrate an understanding of the BACP ethical framework for Good Practice, including themes of values and principles and ethical practice and the impact on the therapeutic relationship exploring supervision in relation to the ethical framework and professional engagement</p> <p>C7: Demonstrate an understanding of basic research principles including the evaluation of quantitative and qualitative research methodology</p>	<p>Teaching and learning strategies:</p> <p>Practical skills are promoted and developed via skill-based modules such as Counselling skills practice, Client work 1 and 2 where students will carry out dyads and triads in order to simulate the counselling experience, and bring the theory 'to life' this is also mirrored at level 5 and 6 in placements. Student learning needs are reviewed in tutorials, submission of reports and logs and reflective academic work.</p> <p>Assessment Methods:</p> <p>Practical skills are assessed both formatively and summatively. Summative assessments take place through the completion of an essay, and case study, and the compilation of a professional log. Formative assessment takes place in individual and group tutorials. Other methods of assessment will include DVD's and reflective commentary of themselves based on their recorded performance</p> <p>Assessment also takes place in form of their professional portfolio and links with Client work one. Supervisors reports are received on completion of 40/100/150 hours where supervisors report on timekeeping, time management and record keeping in the agency</p>

3C. Practical and professional skills	
	with the final report of 150 asking the supervisor to comment on professional competency.

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Reflect on and link personal experience in relation to the counselling theories.</p> <p>D2: Critically analyse the factors affecting client work in a variety of diverse counselling settings</p> <p>D3: Access a range of material relevant to the research topics/ the counselling process.</p> <p>D4: Demonstrate an ability to think critically, independently and engage in reflection giving consideration to issues relating to ethics</p> <p>D5: Demonstrate an ability to research information from a range of sources to support academic work by using fluent, logically organised and accurate writing in standard English using the Harvard referencing system</p> <p>D6: Develop clear communication skills required for an oral presentation on an academic topic using IT and visual aids</p> <p>D7: Demonstrate different agency working</p>	<p>Teaching and learning strategies: Transferable skills are developed through the full range of College and fieldwork modules. Individual and group tutorials and fieldwork supervision support the enhancement of transferable skills. The research methods at L5 provide students with the opportunity to develop an understanding of research methods, which can lead to an independent piece of work at L6, as well as research as a practitioner, which is tailored to their interests or specialism, that requires a range of skills learnt through the college or personal experiences.</p> <p>Assessment Methods: The demonstration and assessment of transferable skills takes place in successful completion of College and placement, across all levels of the programme. The placements are diverse in their nature through their specialism so being on placements, the students gain a wealth of experience within the field but also within the running, funding of the agency. This links with the Client work 1 module at Level 5.</p>

4. Programme Structure

Programme Structure - Preparation and Induction			
Compulsory modules	Credit points	Optional modules	Credit points
Academic skills induction	0	Summer skills school – if need is identified	0

Programme Structure - LEVEL 4			
Compulsory modules	Credit points	Optional modules	Credit points
Context of theory in integrative counselling (CTIC)	30	All modules are compulsory	
Counselling Skills Practice (CSP)	30		
Preparing to work in a diverse society (PWDS)	30		
Readiness for personal and professional practice (RPPP)	15		
Development in the human lifespan (DHLS)	15		
	120		

Exit Award- Certificate in Higher Education in Counselling Studies- 120 credit points

Programme Structure - LEVEL 5			
Compulsory modules	Credit points	Optional modules	Credit points
Application of Theory in Integrative Counselling (ATIC)	30	All modules are compulsory	
Client Work (1)	30		
Working in a diverse society (WDS)	30		
Exploring Research (ER)	15		
Ethics and professional practice (EPP)	15		
	120		

Exit Award- Diploma in Higher Education Integrative Counselling - 240 credit points

Programme Structure - LEVEL 6			
Compulsory modules	Credit points	Optional modules	Credit points
Counselling Evolution (CE)	30	All modules are compulsory	
Engaging with Mental Health (EMHI)	30		
Client Work (CW2)	15		
Counselling in a diverse society(CIDS)	15		
Research project (RP)	30		
	120		

BA Integrative Counselling - 360 credits

BA (Hons) Integrative Counselling - 360 credits

5. Distinctive features of the programme structure

- Where applicable, this section provides details on distinctive features such as:
- where in the structure above a professional/placement year fits in and how it may affect progression
- any restrictions regarding the availability of elective modules where in the programme structure students must make a choice of pathway/route

Progressive steps have been placed at the end of Level 4 and 5 as follows:

Level 4 Progression to Level 5

- Completion of a minimum of 90 credits at level 4 as stated in the academic regulations
- Completion of 20 personal therapy hours
- A placement must be secured by the new academic year enrolment session. This is supported by the placement officer through a placement fair, approved placement lists and the VLE.

To exit – Completion of 120 Level 4 credits will enable the student to exit with a Certificate in Higher Education in Counselling Studies

Level 5 progression onto Level 6

- Completion of a minimum of 120 Level 4 credits and 90 Level 5 credits as stated in the academic regulations
- Client work 1 is a compulsory module for progression and cannot be trailed
- A further 20 personal therapy hours
- Completion of 40 hour supervision report and a 40 hour client log

To exit – Completion of 120 Level 4 credits & 120 Level 5 credits. With completion of 150 placement hours the student can exit off the Diploma in Higher Education Integrative Counselling, which is recognised professional qualification that can be used towards personal accreditation with BACP.

Exit at Level 6

Ordinary degree

- 120 Level credits 4
- 120 Level 5 credits
- 60 Level 6 credits
- 150 placement hours
- 100 hour & 150 hours supervision report and client log
- A further 20 personal therapy hours

Honours degree

- 120 credits at Level 4
- 120 Credits at Level 5

- 120 Credits at Level 6
- 150 placement hours
- 100 hour & 150 hours supervision report and client log
- A further 20 personal therapy hours

6. Support for students and their learning

Students have a range of support structures available to them dependant on their specific needs. This includes:

- Personal tutor – all students are allocated a personal tutor whose role it is to offer academic and professional support throughout the time the student is on the programme.
- Academic skills support – a structured induction led by the academic team and supported by colleagues from other areas of the college (Learning Resource Centres, Quality and Standards, Learning Support etc) serves to underpin academic skills appropriate to Level 6 study. This is further supported by ongoing academic skills sessions focusing on specific issues during the modules of the programme where the students are able to share ideas and knowledge and receive lecturer and peer support around academic skills.
- HE Learning Support Coordinator – a dedicated member of staff is employed to offer support to HE students with disabilities or learning support needs. Diagnostic assessment can be undertaken for specific learning difficulties; referrals made for other assessments that may be required; support provided with accessing DSA funding and finding appropriate support workers as required. Additional drop in sessions are organised at key points in the academic year to enable students to access 1:1 support with their academic skills if required.
- ESOL support for HE students – although there are clear expectations that those entering the programme will have demonstrated that they have sound written and verbal communication skills there may be a need for some students to receive additional support in relation to English as an academic language.
- HE Student Services – a full time student services advisor is employed to work specifically with HE students on the Quarles campus of the college. This member of staff is able to provide guidance and advice on a range of issues in relation to college policies and procedures, personal and financial issues. The student services team also work to develop and support StARS (Student Academic Representatives) in representing the views of their cohorts on programme and college wide issues.
- Counsellor – if personal problems become such that personal tutors and student services advisors are no longer able to support individual students, the college employs a counsellor who students may either self-refer or be referred to for additional support.
- Personal counselling- students on this programme will complete a minimum of 20 per year over the three years

• Students also have at level 5/6 at least 1.5 hours per month supervision. Personal Development Planning (PDP) is embedded throughout the programme. For example, tutorials are used to help students consider their learning needs and identify the support that may be needed to support those needs.

7. Criteria for admission

Successful completion of a level 3 counselling qualification.
English GCSE A*-C or equivalent

8. Language of study

English

9. Information about assessment regulations

The Open University, through the Centre for Inclusion and Collaborative Partnerships, are introducing a set of Higher Education Assessment Regulations that will apply to all OU validated programmes from 1 September 2015. These regulations are supported by Regulations, Policies and Procedures developed by Havering College to manage its Higher Education provision.

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

The college has well developed mechanisms for receiving and evaluating standards of teaching and learning. These include:

1. Course Boards of Studies meetings with student representatives.
2. Focus groups undertaken by senior managers with student cohorts from HE programmes.
3. A College student survey focusing on curriculum, academic faculty and college issues.
4. End of module evaluation questionnaires, managed centrally.
5. Teaching and Learning observations.
6. Staff appraisals.
7. External Examiner visits and reports.
8. Student meetings with an Academic Reviewer from the Open University (OU).
9. An Annual Monitoring Report written by each programme and scrutinised by students at the Course Board of Studies meeting in October of each

academic year. All reports are scrutinised at College level by the Curriculum Quality and Student Achievement Committee.

10. College and programme information from the National Student Survey.

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (X) particular programme learning outcomes.

Level	Study module	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7
4	Context of Theory in Integrative Counselling	X	X						X								X				X					X				
	Counselling Skills Practice (CSP)	X						X			X			X			X										X			
	Preparing to work in a diverse society (PWDS)		X		X		X				X											X				X			X	
	Readiness for personal and professional practice (RPPP)			X		X				X			X									X			X					
	Development across the human lifespan (DHLS)					X						X									X					X		X		

Level	Study module	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7
5	Application of Theory in Integrative Counselling (ATIC)	X	X						X												X	X					X			
	Working in a diverse society (WDS)			X		X					X								X					X						
	Client Work 1				X								X	X		X							X							X
	Exploring Research (ER)						X			X														X			X		X	
	Ethics and professional practice (EPP)							X			X					X							X				X			

Level	Study module	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	C6	C7	D1	D2	D3	D4	D5	D6	D7
6	Counselling Evolution (CE)	X							X									X									X		X	
	Engaging with Mental Health Issues (EMHI)			X											X				X					X						X
	Client Work 2			X					X					X										X						X
	Counselling in a diverse society(CIDS)			X						X								X							X					
	Research project (RP)	X					X									X			X			X							X	