University of Plymouth

Academic Partnerships

CORNWALL COLLEGE

Programme Specification

BA (HONS) Counselling Studies

Academic Year 2021-2022

If you require any part of this document in larger print, or an alternative format, please contact:

HE Operations
E-mail: *(CCHEA@cornwall.ac.uk)*

Please note:

All the information in this document is correct at the time of printing.

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PROGRAMME SPECIFICATION

Programme Title: BA (Hons) Counselling Studies (Top up)

University of Plymouth Programme Code: 3408 (Full Time), 5099 (Part Time)

Partner Faculty: Academic Partnerships, University of Plymouth

Partner Delivering Institution: Cornwall College

Start Date: September 2021

First Award Date: July 2022 (FT), July 2023 (PT)

Date(s) of Revision(s) to this Document: 10 Feb 20, 16 Apr 20, 17 Sep 21, 21 Oct 2021

Contents

PS1. Programme Details

Awarding Institution:	University of Plymouth
Partner Institution and delivery site (s):	Cornwall College, Camborne
Accrediting Body:	N/A
Language of Study:	English
Mode of Study:	Full Time and Part Time
Final Award:	BA (Hons)
Intermediate Award:	N/A
Programme Title:	Counselling Studies (Top up)
UCAS Code:	**B941**
HECoS Code:	100495
Benchmarks:	No benchmarks currently exist for this subject area. The framework for higher educational qualifications (FHEQ) has been used to inform the design of the programme. The team have also been guided by subject benchmark statements for psychology and sociology
Date of Programme Approval:	July 2006

PS2. Brief Description of the Programme

This text is definitely approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation (approx. 200-250 words)

Module title: Counselling in a Contemporary Context: Identity, Diversity and Differences

Short module summary:

Drawing on a range of post-modern philosophical, sociological and cultural understandings of identity, this module critically explores the constructs of identity, diversity and differences in relation to counselling in contemporary society. The influences of ethnicity, disability and sexuality are examined and applied to the role of counsellor and the identities of clients.

Module title: Group Facilitation Training

Short module summary:

This module examines how personal development occurs through group activities, and enables students to develop skills in facilitating groups and critiquing practice.

Module title: Counselling Independent Research study

Short module summary:

This module aims to provide students with the opportunity to explore a subject of their choice related to counselling (subject to approval of the course team), and research the topic independently with academic supervision.

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Module title: Person Centred Supervision

Short module summary: This module provides students with a foundation in person centred supervision training. It is suitable for practitioners in a variety of professional settings e.g. social work, youth work, health etc., who wish to offer person centred supervision.

Module title: Person Centred group Supervision

Short module summary: This module enables supervisory students to develop the skills and knowledge of group supervision.

Module title: Person Centred Therapeutic Supervision

Short module summary: This module is intended for counsellors and psychotherapists who wish to offer person centred supervision to other counsellors, therapists or trainees.

PS3. Details of Accreditation by a Professional/Statutory Body (if appropriate)

Not Applicable

PS4. Exceptions to Plymouth University Regulations
(Note: Plymouth University's Academic Regulations are available internally on the intranet:
https://www.plymouth.ac.uk/student-life/your-studies/essential-information/regulations

 "None"

PS5. Programme Aims

This programme will deliver:

a) Provide the opportunities and support needed to enable students, from a variety of socio-economic and academic backgrounds to achieve an honours degree.

b) Develop critical understanding of the theoretical and practical complexities inherent within the counselling discourse.

c) Make use of emerging knowledge and research in the field of counselling in order to provide academic insight into the counselling process and issues of contemporary relevance.

d) Enhance employability by offering pathways which will enable students to specialise in areas of relevance to their employment destinations.

e)   Promote enhanced practice through the systematic understanding of real-life applications of theory to a range of experience and behaviour.

Offer within the programme, optional modules, of interest and relevance to counselling practitioners, which may be taken as discrete units by those suitably qualified.

PS6. Programme Intended Learning Outcomes (ILO)

By the end of this programme the student will be able to:

ILO1: knowledge and understanding – Demonstrate a critical understanding of the research process. Recognise and account for issues of contemporary relevance within the discipline of counselling and be able to devise and sustain arguments coherently.

ILO2: cognitive and intellectual skills – Critically explore how differences and diversities in identities shape the lives and needs of clients. Appreciate the uncertainty, ambiguity and limits of knowledge within the discipline. Demonstrate a critical understanding of the research process.

ILO3: transferable skills – Communicate information, ideas, problems and solutions to a range of audiences. Critically explore how differences and diversities in identities shape the lives and needs of clients. Undertake an independent study, making use of scholarly reviews and primary sources. Critically appraise relevant research, theoretical underpinnings and their relation to practice.

ILO4: employment – Select and undertake a pathway that enhances their employability.

ILO5: practical – Apply relevant theory to processes in groups, and respond appropriately to a range of interpersonal experiences and behaviours. Enhance their practice through the application of conceptual understanding and techniques of analysis and enquiry. Demonstrate awareness of ethical principles in relation to personal study and the practice of counselling.

PS7. Distinctive Features
This text is definitively approved at programme approval and therefore may be directly used for promotion of the programme without the need for further confirmation:

Cornwall College has wide experience in counselling courses, having offered a range for over twenty years. It is our intention to ensure that our students are equipped for the employment market with respected and recognised qualifications, regularly reviewed and updated in line with developments in the profession.

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PS8. Student Numbers

The following provides information that should be considered nominal, and therefore not absolutely rigid, but is of value to guide assurance of the quality of the student experience, functional issues around enabling progression opportunities to occur and staffing and resource planning:

Minimum student numbers per stage = 10

Target student numbers per stage =15

Maximum student numbers per stage =30

PS9. Progression Route(s)

Approved "progression route(s)" are those where successful achievement in this programme enables direct alignment to join a stage of another programme. This is an approach employed primarily for Foundation Degree students to "top-up" to complete a Bachelor degree, but may be employed for other award types.

This is in part an automated admissions criterion and therefore progression may be impacted on by availability of a position on the progression award; however, progression opportunity, if not available in the first year of application, is guaranteed within 3 years.

Progression arrangements with institutions other than Plymouth University carry an increased element of risk. It is necessary for the delivering partner institution to obtain formal agreement from that institution to guarantee progression for existing students on the programme. For progression to Plymouth University, should there be the need to withdraw the progression route programme(s) then either this will be delayed to provide progression or appropriate solutions will be found. This arrangement is guaranteed for existing students that complete their programme of study with no suspensions or repeat years and who wish to progress immediately to the University.

The contribution of marks from prior levels of study to the progression award is governed by University regulations.

The **Counselling Supervision** pathway is intended for counsellors seeking to develop their professional roles by becoming supervisors of counsellors. Successful completion of the three modules leads to the Counselling Supervision Award.

The **Therapeutic Approaches** pathway focuses on a range of counselling approaches. These modules will be of interest to practising counsellors, but there is no requirement to be working with clients

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PS10. Admissions Criteria

Qualification(s) Required for Entry to this Programme:	Details:
APEL / APCL[1] possibilities:	240 Credits
Interview / Portfolio requirements:	Interview Required
Independent Safeguarding Agency (ISA) / Disclosure and Barring Service (DBS) clearance required:	No

PS11. Academic Standards and Quality Enhancement

The Programme Leader/Manager (or the descriptor) leads the Programme Committee in the Plymouth University's annual programme monitoring process (APM), as titled at the time of approval. APM culminates in the production, maintenance and employment of a programme level Action Plan, which evidences appropriate management of the programme in terms of quality and standards. Any formally agreed changes to this process will continue to be followed by the Programme Leader/Manager (or other descriptor) and their Programme Committee.

Elements of this process include engaging with stakeholders. For this definitive document it is important to define:

Subject External Examiner(s):

An Interim visit by External Examiner (EE) (usually between January and February) will review work that has been marked, consult students and feed back to the programme manager and module leaders and course team.

Subject Assessment Panel (SAP) reviews the assessment marking and is scrutinised by the subject EE. Representatives of the team review and present their module marks for each student on the programme.

The annual Award Assessment Board (AAB) takes place with Programme Manager, the awarding body's partnership member and the External to receive the students work and confer progression or award.

Additional stakeholders specific to this programme:

Students have the opportunity to discuss the programme independently, twice a year in the Student Review. This forms part of the discussion for the annual programme monitoring in the autumn and spring of each academic year.

The Student Perception Questionnaire (SPQ) is administered during the year and feeds into the programme review.

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[1] Accredited Prior Experiential Learning and Accredited Prior Certificated Learning

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Students Representatives attend Annual Programme Monitoring (APM) to contribute student views alongside Module Leaders, the Programme Manager and the Assistant Registrar to monitor module delivery and the course provision.

Curriculum meetings take place once a month to review progression, department provision, resources and staffing.

PS12. Programme Structure[2]

College	Cornwall College	Programme Title	BA (Hons) Counselling Studies
Academic Year	2021-2022	Mode of Attendance Course Duration	Full Time Over 1 Year
Plymouth Programme Code	3408	Total Credits	120 at Level 6

For: BA (Hons) Counselling Studies Full Time (3408)				
F/T Route Year	When in Year? (i.e. Autumn, Spring etc)	Core or Optional	Credits	Module
FHEQ - Level 6 (120 credits) Year 1				
FT	AY	CORE	20	CORC394 – Advanced Integrative Theory and Practice
FT	AY	CORE	20	CORC3007 – Counselling Independent Research Study
FT	AY	CORE	20	COUN301 – Counselling in a Contemporary Context: Identity, Diversity and Difference
(SELECT 3 FROM THE FOLLOWING)				
FT	AY	Optional	20	CORC363 – Transpersonal Approaches
FT	AY	Optional	20	COUN304 – Introduction to Person Centred Supervision
FT	AY	Optional	20	COUN305 – Person Centred Group Supervision 2
FT	AY	Optional	20	COUN306 – Person Centred Therapeutic Supervision 3
FT	AY	Optional	20	COUN308 – Working with Rage and Anger
FT	AY	Optional	20	COUN309 – Cognitive Behavioural Therapy
FT	AY	Optional	20	COUN310 – Transactional Analysis Theory
FT	AY	Optional	20	COUN311 – Gestalt Counselling

NB: it should be noted that only the Supervision modules will be offered; applicants will be guided as such at the point of application (COUN304/305/306).

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College	Cornwall College	Programme Title	BA (Hons) Counselling Studies
Academic Year	2021-2022	Mode of Attendance Course Duration	Part time (indicative) Over 2 Years
Plymouth Programme Code	5099	Total Credits	120 at Level 6 (60 credits in each academic year)

For: BA (Hons) Counselling Studies Part Time (5099)				
P/T Route Year	When in Year? (i.e. Autumn, Spring etc)	Core or Optional	Credits	Module
FHEQ - Level 6 (120 credits) Year 1				
PT1	AY	CORE	20	CORC394 – Advanced Integrative Theory and Practice
PT1	AY	CORE	20	CORC3007 – Counselling Independent Research Study
PT1	AY	CORE	20	COUN301 – Counselling in a Contemporary Context: Identity, Diversity and Difference
FHEQ - Level 6 (120 credits) Year 2 (SELECT 3 FROM THE FOLLOWING)				
PT2	AY	Optional	20	CORC363 – Transpersonal Approaches
PT2	AY	Optional	20	COUN304 – Introduction to Person Centred Supervision
PT2	AY	Optional	20	COUN305 – Person Centred Group Supervision 2
PT2	AY	Optional	20	COUN306 – Person Centred Therapeutic Supervision 3
PT2	AY	Optional	20	COUN308 – Working with Rage and Anger
PT2	AY	Optional	20	COUN309 – Cognitive Behavioural Therapy
PT2	AY	Optional	20	COUN310 – Transactional Analysis Theory
PT2	AY	Optional	20	COUN311 – Gestalt Counselling

NB: it should be noted that only the Supervision modules will be offered; applicants will be guided as such at the point of application (COUN304/305/306).

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PS13. Explanation and Mapping of Learning Outcomes, Teaching & Learning and Assessment

Developing graduate attributed and skills, at any level of HE, is dependent on the clarity of strategies and methods for identifying the attributes and skills relevant to the programme and where and how these are operationalised. The interrelated factors of Teaching, Learning and Assessment and how these are inclusive in nature, are fundamentally significant to these strategies and methods, as are where and how these are specifically distributed within the programme.

Ordered by graduate attributes and skills, the following table provides a map of the above, plus an exposition to describe and explain the ideas and strategy of each. Therefore, subsequent to the initial completion for approval, maintenance of this table as and when programme structure changes occur is also important:

FHEQ level: 6					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog intended Learning Outcomes**	**Range of Assessments**	**Related Core Modules**
Knowledge / Understanding: No benchmarks currently exist for this subject area. The framework for higher educational qualifications (FHEQ) has been used to inform the design of the programme. The team have also been guided by subject benchmark statements for psychology and sociology By the end of this level of this programme the students will be able to demonstrate for a threshold pass: • Identity and difference • Power dynamics in counselling • BACP Ethical Framework • Regulation of the counselling profession • Research methodology	**Primary**: • Lectures and tutorials • Directed independent study • Tutorials **Secondary/Supplementary:** • Case studies • Problem-solving exercises	b, c, d, f		• Assessed discussions • Essays/projects/dissertations • Examinations/tests • Coursework/group work on practical application questions	a, b, c, d, e Counselling in a contemporary context: Identity, Diversity and Differences

FHEQ level: 6					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog intended Learning Outcomes**	**Range of Assessments**	**Related Core Modules**
• Group dynamics • Detailed knowledge and understanding of a specific counselling topic of their choice					d, e, g Personal Development through Groupwork e, f, h Dissertation
An explanation for embedding Knowledge and Understanding through Teaching & Learning and Assessment at this level of the programme: K and U is developed through a range of different learning opportunities and assessment tasks. These tasks are designed to drawn on existing understanding so the student can progress own knowledge and understanding through discussion, reflective activities, personal case studies and taught sessions. Learning material is up to date and reflects the professionalism of the Counselling sector.					
Cognitive and Intellectual Skills: No benchmarks currently exist for this subject area. The framework for higher educational qualifications (FHEQ) has been used to inform the design of the programme. The team have also been guided by subject benchmark statements for psychology and sociology By the end of this level of this programme the students will be able to demonstrate for a threshold pass: • Critiques of rival theories and frameworks • Abstract analysis and synthesis • Intelligent application of appropriate principles in assessing policy or practice • Ability to construct a research proposal	**Primary:** • Class exercises and discussion • Tutorial/seminar discussions • Feedback via coursework assessment process (essay and dissertation) student seminar presentation.	a, b, c, d, f		• Assessed discussions • Essays/projects/dissertations • Examinations/tests • Coursework/group work on practical application questions	a, b, c, f Counselling in a contemporary context and Personal development

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FHEQ level: 6					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog intended Learning Outcomes**	**Range of Assessments**	**Related Core Modules**
• Ability to select and evaluate appropriate research methodology • Ability to critically appraise relevant research. Communicate critical, coherent and detailed knowledge in a suitable format	• Independent study **Secondary/Supplementary:** None.				through Groupwork a, b, c, d, e, f Dissertation
An explanation for embedding Cognitive and Intellectual Skills through Teaching & Learning and Assessment at this level of the programme: Cognitive and intellectual skills are continually developed through a range of different learning opportunities and assessment tasks. These tasks are designed to drawn on existing understanding so the student can progress own knowledge and understanding through discussion, reflective activities, personal case studies and taught sessions. Having to think, write and communicate at this level requires students to develop these skills. These are integral skills that are developed over time through class activities, development of professional counselling practice and writing essays.					
Key Transferable Skills: No benchmarks currently exist for this subject area. The framework for higher educational qualifications (FHEQ) has been used to inform the design of the programme. The team have also been guided by subject benchmark statements for psychology and sociology By the end of this level of this programme the students will be able to demonstrate for a threshold pass: The ability to manage their own learning, and to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to the discipline. The ability to communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences	**Primary:** Learning and Teaching Strategy/Method Library and other research exercises Group work awareness and practice Tutorial support for dissertation **Secondary/Supplementary:** None	a.		• Coursework of all types • Seminar presentation • Group work assessments	all core modules

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FHEQ level: 6					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
An explanation for embedding Key Transferable Skills through Teaching & Learning and Assessment at this level of the programme: Key transferable skills are developed through a range of different learning opportunities and assessment tasks. These tasks are designed to drawn on existing understanding so the student can progress own knowledge and understanding through discussion, reflective activities, personal case studies and taught sessions. Learning material is up to date and reflects the professionalism of the Counselling sector. Students have opportunities on the programme to develop effective communication skills through activities that require them to work in groups, to feedback individual research projects and to write and present work to a high literary standard and the latest presentation IT formats.					
Employment Related Skills: No benchmarks currently exist for this subject area. The framework for higher educational qualifications (FHEQ) has been used to inform the design of the programme. The team have also been guided by subject benchmark statements for psychology and sociology By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Qualities and transferable skills necessary for employment requiring: - The exercise of initiative and personal responsibility; - Decision making in complex and unpredictable contexts and - The learning ability needed to undertake appropriate further training of a professional or equivalent nature.	**Primary:** Strategy/Method Library and other research exercises Group work awareness and practice Tutorial support for dissertation **Secondary/Supplementary:** None	e, f		Project work Competence in a range of business-related communication techniques	The Personal development through groupwork module enhances employability, but these skills are largely addressed in the individual pathways, and also through PDP which is

FHEQ level: 6					
Definitions of Graduate Attributes and Skills Relevant to this Programme	**Teaching and Learning Strategy / Methods**	**Prog Aims**	**Prog intended Learning Outcomes**	**Range of Assessments**	**Related Core Modules**
					carried out through the tutorial system.
An explanation for embedding Employment Related Skills through Teaching & Learning and Assessment at this level of the programme: Employability related skills are developed through a range of different learning opportunities and assessment tasks. These tasks are designed to drawn on existing understanding so the student can progress own knowledge and understanding through discussion, reflective activities, personal case studies, works and taught sessions. Learning material is up to date and reflects the professionalism of the Counselling sector... Many assignments/projects require students to complete observations, pieces and apply theory to practice. These activities make a clear link between academic theoretical learning and that of practice.					
Practical Skills: No benchmarks currently exist for this subject area. The framework for higher educational qualifications (FHEQ) has been used to inform the design of the programme. The team have also been guided by subject benchmark statements for psychology and sociology By the end of this level of this programme the students will be able to demonstrate for a threshold pass: Specific computer and information technology skills Observational techniques	**Primary**: • Laboratory work • Projects • Designated tasks • Lectures and tutorials • Learning from work **Secondary/Supplementary:** None	a, b, c f		Project work Competence in a range of business-related communication techniques	a) & b) all core modules c) & d) Personal Development through groupwork
An explanation for embedding Practical Skills through Teaching & Learning and Assessment at this level of the programme: Employability related skills are developed through a range of different learning opportunities and assessment tasks. These tasks are designed to drawn on existing understanding so the student can progress own knowledge and understanding through discussion, reflective activities, personal case studies, works and taught sessions. Learning material is up to date and reflects the					

FHEQ level: 6					
Definitions of Graduate Attributes and Skills Relevant to this Programme	Teaching and Learning Strategy / Methods	Prog Aims	Prog intended Learning Outcomes	Range of Assessments	Related Core Modules
professionalism of the Counselling sector... Many assignments/projects require students to complete observations, pieces and apply theory to practice. These activities make a clear link between academic theoretical learning and that of practice.					

PS14. Work Based/ Related Learning

WBL is an essential element of Foundation Degrees and therefore needs to be detailed here. However, for all types of HE Programmes there should be an element of employability focus through, at least, Work Related Learning, and therefore the following is applicable for all:

FHEQ level: 6					
WBL/WRL Activity:	**Logistics**	**Prog Aim**	**Prog Intended LO**	**Range of Assessments**	**Related Core Module(s)**
Plan, design and execute practical activities using appropriate techniques and procedures	Throughout the programme	Level 6	apply graduate Counselling attributes and skills; apply career management skills: apply lifelong learning skills: business and organisational awareness demonstrate an international outlook	Key knowledge and understanding is assessed via a combination of: Essays/projects/dissertations Examinations/tests Coursework/group work on practical application questions Reflective assignments	ALL Core Modules
An explanation of this map: Work Based Learning is embedded throughout level 6 of this programme. Many assignments require students to complete observations, reflect on practice and apply theory to practice. These activities make a clear link between academic theoretical learning and that of professional practice					

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