Programme Specification

BA (Hons) Counselling and Psychology in Community Settings

Awarding Institution:	University of Bolton
Teaching Institution:	Bradford College
Division and/or School/Institute:	Department of Early Years, Social Care and Progression/School of Social and Community Practice

Professional accreditation	Professional body	Professional body URL	Status of graduates
	National Counselling Society	www.nationalcounsellingsociety.org	

Final award(s):	Bachelor of Arts - BA (Hons)
Exit or Fall back award(s)	Ordinary Degree Counselling and Psychology in Community Settings - Exit or Fall-back Award Level 6 Dip HE Counselling and Psychology in Community Settings - Exit or Fall-back Award Level 5 Cert HE Counselling and Psychology in Community Settings - Exit or Fall-back Award Level 4
Programme title(s)	BA (Hons) Counselling and Psychology in Community Settings
JACS Code	B940 Counselling C890 Psychology
University Course Code(s)	CL85
QAA Benchmark Statement(s)	The following benchmark statements apply to this programme: Psychology (2019) Counselling and Psychotherapy (2013)
Other internal and external reference points	British Association for Counselling and Psychotherapy Core Curriculum (2016) National Counselling Society - Quality Checked status awarded to Counselling modules
Language of study	English
Mode of study and normal period of study	Full-time (3 years)

Admissions criteria

- 96 UCAS points
- GCSE grade C English and Maths or equivalent
- Successful interview
- Satisfactory enhanced DBS check

Additional criteria

- Non-traditional entry will be considered
- RPEL will be considered

Additional admissions matters

None.

Fitness to practise declaration

All students must abide by the College's Fitness To Practise standards. Any student who fails to meet these standards may be removed from the course.

Aims of the programme

The principal aims of the programme are to:

- Provide students with theoretical knowledge and understanding of psychology and counselling methods and theories and to set these within community settings.

- Facilitate the development of competent practitioners able to use skills and methods appropriate to their chosen vocational area.

- Provide a fieldwork experience as a means of linking theory with practice and to enhance students' practical abilities.

- Enable students to critically analyse the theoretical and practical studies presented and to develop their ability to approach these creatively, rationally and logically.

- Facilitate self-development and understanding of the relationship between this and a range of theoretical constructs and ideas.

Distinctive features of the programme

- The course aims to provide students with the knowledge and skills to perform as critical and reflective practitioners within a variety of community settings. It can enhance career prospects within these and other work settings where counselling skills and high level interpersonal skills are key. Whilst many degree programmes develop these attributes, they form a significant part of the content of this course.

- One of the purposes of the CAPICS programme is to critically examine the functions of counselling and psychology rather than 'instruct' or 'train' students. The course aligns

itself with the values of Community Psychology - a growing area of applied psychology which concerns itself with social inequality and practice-based methods of challenging such inequality which include mounting political challenges to orthodoxy and the status quo of professional roles. This particular feature of the course also serves to prepare students for employment in the area of community work and/or postgraduate study in the area of Community Psychology.

- The course is also distinguished by its provision of an empowering ethos in its thorough grounding in the person-centred approach to counselling which sees the client as "expert" and trusts in the client's own process. This is in sharp contrast to behaviourist-based courses which often focus on skills rather than a relationship.

- The person-centred approach is versatile in that it is not limited to therapy alone and provides "a way of being" within a variety of professional community and health settings. The personal development of the student is key to learning about the person-centred approach and dovetails with the Community Psychology approach in its aim to empower individuals and communities in effecting change for themselves rather than passively awaiting the intervention of 'experts'.

- These features of the course are enhanced further by the Fieldwork Placement which allows students to engage in community-based learning. Students undertake a work role in a community setting and develop practical skills as well as the skills of critical reflection and the application of knowledge and understanding to real world situations. Our placement agencies and organisations have come to view our students as professionals, rather than students who are merely on site to shadow their staff.

- The CAPICS programme has a long history of producing capable graduates and all of the above distinctive features serve to develop practitioners who are flexible and resourceful and therefore employable in a wide range of community, voluntary and statutory provision.

Programme learning outcomes

K. Knowledge and understanding
On completion of the programme, successful students will be able to demonstrate systematic knowledge and understanding of:

K1. Critical theoretical understanding in areas of psychology and counselling methods and set these within community settings.

K2. Selected areas of psychological research and theory to analyses of human interaction and experience in a variety of community settings.

K3. Anti-oppressive and anti-discriminatory practice.

K4. The impact of ethical issues relevant to the generation of knowledge in the discipline.

C. Cognitive, intellectual or thinking skills
On completion of the programme, successful students will be able to demonstrate the ability to:

C1. Appraise, evaluate and synthesise data/evidence from appropriate sources to make independent judgements.

C2. Question orthodoxy using balanced, logical and supported argument based on own evaluative criteria and judgement.

C3. Critically assess the merit of competing knowledge claims.

C4. Identify and define complex problems and the application of appropriate knowledge, tools/methods for their solution.	

P. Practical, professional or subject-specific skills
On completion of the programme, successful students will be able to demonstrate the ability to:

P1. Operate ethically in complex and unpredictable contexts, requiring selection and application from a wide range of standard or innovative techniques.
P2. Act autonomously with limited supervision or direction within defined guidelines.
P3. Critically reflect on own values, attitudes and beliefs and how these affect interpersonal interactions and non-oppressive use of counselling methods.

T. Transferable, key or personal skills
On completion of the programme, successful students will be able to demonstrate the ability to:

T1. Plan, manage and critically evaluate the acquisition of new knowledge and skills as part of a lifelong learning strategy.
T2. Critically reflect on own personal and professional values and demonstrate employment potential.
T3. Engage effectively in critical academic discussion and present competing arguments in a professional manner.
T4. Critically evaluate factors which enhance group processes and team-working, and modify and evaluate your own personal effectiveness within a team.
T5. Apply appropriate information technology autonomously in a range of styles appropriate to the context.

Programme structure

Full-time route

Year 1

Semester 1	Semester 2
Introduction to Psychology and Human Development (20)	Counselling Theory and Practice 1: Introduction to the Person-Centred Approach (20)
Interpersonal Communication (20)	Psychology of Self and Identity (20)
The Sociology of Health, Welfare and Community (20)	
Introduction to Counselling and Personal Development (20)	

Year 2

Semester 1	Semester 2
Counselling Theory and Practice 2: Developing Counselling Practice (20)	Counselling Theory and Practice 3: Group Supervision (20)
Understanding Interpersonal Behaviour (20)	Critical Analysis and Research Methodology (20)

Inter-Professional Practice (20)	Fieldwork Placement (20)

Year 3

Semester 1	Semester 2
Counselling Theory and Practice 4: A Comparative Perspective (20)	Counselling Theory and Practice 5: The Person-Centred Approach in Context (20)
Critical Issues in Psychology 1 (20)	Critical Issues in Psychology 2 (20)
Dissertation (40)	

Module Code	Module title	Core/ Option (C/O)	Credits	Length (1, 2 or 3 periods)
TBC	Interpersonal Communication	C	20	1
TBC	Introduction to Psychology and Human Development	C	20	1
TBC	The Sociology of Health, Welfare and Community	C	20	2
TBC	Psychology of Self and Identity	C	20	1
TBC	Counselling Theory and Practice 1: Introduction to the Person-Centred Approach	C	20	1
TBC	Introduction to Counselling and Personal Development	C	20	2
TBC	Counselling Theory and Practice 2: Developing Counselling Practice	C	20	1
TBC	Understanding Interpersonal Behaviour	C	20	1
TBC	Inter-Professional Practice	C	20	1
TBC	Counselling Theory and Practice 3: Group Supervision	C	20	1
TBC	Fieldwork Placement	C	20	1
TBC	Critical Analysis and Research Methodology	C	20	1
TBC	Dissertation	C	40	2
TBC	Counselling Theory and Practice 4: A Comparative Perspective	C	20	1
TBC	Critical Issues in Psychology 1	C	20	1
TBC	Critical Issues in Psychology 2	C	20	1
TBC	Counselling Theory and Practice 5: The Person-Centred Approach in Context	C	20	1

Key Learning & Teaching Methods

The content will be delivered through lecture, seminar, group work, group and individual tutorial support, personal study time, and provision of multi-media resources through the college VLE. All students will have the opportunity to link theory to practice through a

fieldwork placement. Lectures will communicate the theoretical content of the module to students; however, throughout delivery, and across all levels, students will be expected to relate theory to practice through practice-based observations and exercises, developing a deep understanding of the application of theory to practice. Students will be expected to engage in reflective activity at all levels of the programme, learning how to engage in reflection on and in practice. Students will additionally be expected to undertake a wide range of personal reading from sources provided on the VLE, and through library-based research.

The VLE is a key source of support to students. As well as being used to give students access to lecture notes and hand-outs, it is the primary means of communication between staff and students. It is also a key tool for online collaboration between students helping them to engage in effective group work and peer-to-peer support within a busy round of college, work and family responsibilities. It can also be used for secure electronic submission of coursework and for equally secure return of marked work and feedback.

Learning activities (KIS entry)

Course Year	HE4	HE5	HE6
Scheduled learning and teaching activities	25%	20.8%	20.7%
Guided independent study	75%	62.5%	79.3%
Placement	0%	16.7%	0%

Assessment strategy

Assessment on the course takes place in a variety of ways. Written assignments, reflective analyses, essays, examinations, presentations, assessed practice and independent research are amongst the range of summative assessment formats. Formative assessment via tutorial is included in all modules, often with a seminar presentation and peer assessment also.

Formative assessment opportunities provide a less pressurised opportunity for students to assess their own learning, and a chance to both give and receive peer feedback, developing critical, analytical and leadership skills, progressing toward personal and academic maturity.

Summative assessment measures student achievement of intended learning outcomes. Assignment tasks and assessment criteria are set out in module handbooks and are regularly discussed during teaching sessions. Written and verbal feedback provided to students is designed to indicate the extent to which students have addressed the relevant learning outcomes in their assignment submission.

Students are given clear guidance on assessment requirements and criteria in written form and through teaching sessions and formative assessment. Students are helped through the levels of study to progress to more mature, analytical and academically critical styles.

Assessment methods (KIS entry)

Course Year	HE4	HE5	HE6
Written exams	0%	6.7%	12%
Coursework	89.2%	93.3%	77%
Practical	10.8%	0%	11%

Assessment regulations

Assessment Regulations for Undergraduate Programmes apply to this programme.

Regulations can be found at:

https://www.bolton.ac.uk/about/governance/policies/student-policies/

Grade bands and classifications

Assessment Regulations for Undergraduate Programmes apply to this programme.

Undergraduate regulations can be found at:
https://www.bolton.ac.uk/wp-content/uploads/2018/11/Assessment-Regulations-for-Undergraduate-Programmes-2019-2020.pdf

Degree/Foundation Degree (delete as appropriate)

Grade	Mark
Pass/3rd	40-49%
2:2	50-59%
2:1	60-69%
1st	70-100%

Role of external examiners

External examiners are appointed for all programmes of study. They oversee the assessment process and their duties include: approving assessment tasks, viewing assessed samples of work with corresponding feedback/feed forward, reviewing assessment marks, attending assessment boards and reporting to the University on the assessment process.

They support both staff and students in the teaching and learning process.

Support for student learning

Students interact with the curriculum through involvement in student led seminars, presentations and discussions. The development of independent learning and leadership skills, including self-evaluation and conscious awareness of effective learning techniques is promoted through interactive teaching approaches such as personal tutorials, e-mail, VLE-based activities and the requirement to pursue independent research. Whilst students are expected to take responsibility for their own learning, study skills support is available to them both in the communication workshops and through IT support. Students who declare additional learning needs will be able to access personalised support.

Student workload is monitored by staff and commented on by students' course representatives at course committees. Individual students can discuss workload issues through the personal tutorial system. As far as practicable, assessment schedules are designed to spread workload throughout the academic year.

Students may make appointments to see staff outside scheduled course times.
The student decides which member of staff they feel most able to discuss their concerns with and this member of staff discusses any course-related issues with the team (with the student's consent).

Additional Support

Academic writing skills tutorials are supported by a dedicated member of staff in the School on an individual basis. Students can also access the College's ALS provision for fundable support provision.

The College provides a counselling service and drop-in sessions for careers information and guidance. Support for English and Maths is provided in the College's English/Maths workshops.

Programme Level:

Induction onto the course, and onto every level is seen as an important aspect of the programme. It helps to prepare students for the forthcoming year and is an opportunity to familiarise and remind them of the facilities and support mechanisms available to them. The Induction will give the students the opportunity to meet others on their programme and members of the programme team, as well as preparing them for their programme of study. This will ensure a sense of programme identity and offer the opportunity to obtain programme-specific information. Induction will also provide support in the development of skills to support 'online' learning as this may be a new method of studying for some students.

Module tutors are supported by personal tutors who are responsible for a defined level. Currently, the Level 4 personal tutor assesses and identifies any individual student needs as they start their HE journey. The Level 5 tutor works and liaises with the students, the course tutor and the dedicated placement office to ensure an appropriate and rewarding experience in placement. The Level 6 tutor works with the students to identify areas of strength and areas of possible development in terms of academic progress, and career progression. During Level 6 specific employability skills and ideas for career progression become the focus. Tutorials take place regularly throughout the course providing personal, pastoral and academic guidance.

Methods for evaluating and enhancing the quality of learning opportunities

- External examiner feedback
- Programme committees
- Engagement with employers and placement providers
- Module reviews
- College quality processes - Student Experience Surveys
- National Student Surveys
- Peer observation feedback
- Individual Induction Questionnaires
- Feedback on Placement Organisations.

Other sources of information

- **Bradford College University Centre website:** https://www.bradfordcollege.ac.uk/study/university-centre
- **Student Handbook:** https://www.bradfordcollege.ac.uk/study/university-centre/handbook
- **College Regulations:** https://www.bradfordcollege.ac.uk/study/university-centre/handbook/regulations
- VLE - Moodle - https://moodle.bradfordcollege.ac.uk
- Student Portal - https://www.bradfordcollege.ac.uk/student-portal
- Registrar Services Learner Portal - https://learnerportal.bradfordcollege.ac.uk
- Students Union - https://www.bradfordcollege.ac.uk/student-services/students-union
- External Examiner Report - See college website (link to be arranged)
- Library Services - https://www.bradfordcollege.ac.uk/student-services/library-services
- College Careers - https://www.bradfordcollege.ac.uk/student-services/student-support/careers-advice

Document control	
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Learning Outcomes Map *(D – Developed; T – Taught; A – Assessed)*

Level 4

Module title	Module Code	Status C/O	K1	K2	K3	K4	C1	C2	C3	C4	P1	P2	P3	T1	T2	T3	T4	T5
Introduction to Psychology and Human Development	TBC	C	D,T,A	D,T		D	D,T	D,T	D,T,A	D,T,A	D,T	D,T	D,T,A	D,T	D,T	D,T,A	D	D,T,A
Interpersonal Communication	TBC	C	D,T	D,T,A	D,T	D,T	D,T,A	D,T	D,T,A	D,T	D	D,T	D,T,A	D,T,A	D,T	D,T	D,T,A	D,T,A
Introduction to Counselling and Personal Development	TBC	C	D,T,A	D,T	D,T,A	D,T	D,T,A	D,T	D,T,A	D,T	D	D,T	D,T,A	D,T,A	D,T	D,T	D,T	D,T
Psychology of Self and Identity	TBC	C	D,T,A	D,T,A	D,T	D,T	D,T,A	D,T	D,T,A	D,T	D,T	D,T	D,T,A	D,T,A	D,T,A	D,T,A	D,T	D,T
Counselling Theory and Practice 1: Introduction to the Person-Centred Approach	TBC	C	D,T,A	D,T,A	D,T	D,T	D,T,A	D,T	D,T	D,T	D,T	D,T	D,T,A	D,T,A	D,T,A	D,T,A	D,T	D,T
The Sociology of Health, Welfare and Community	TBC	C	T,D,A	T,D,A	T,D,A	T,D,A	T,D	T,D	T,D	T,D,A	T,D	T,D	T,D	T,D,A	T,D	T,D,A	T,D	T,D

K. Knowledge and understanding   P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills   T. Transferable, key or personal skills

Level 5

Module title	Module Code	Status C/O	K1	K2	K3	K4	C1	C2	C3	C4	P1	P2	P3	T1	T2	T3	T4	T5
Understanding Interpersonal Behaviour	TBC	C	D,T,A	D,T,A	D,T	D,T	D,T,A	D,T,A	D,T,	D,T	D,T	D,T	D,T,A	D,T	D,T	D,T	D,T	D,T
Counselling Theory and Practice 2: Developing Counselling Practice	TBC	C	D,T,A	D,T,A	D,T,A	D,T,A	D,T,A	D,T,A	D,A	D,T	D,T	D	D,T,A	D	D,T	D	D	D,T
Inter-professional Practice	TBC	C	T,D	T,D,A	T,D,A	T,D,A	T,D,A	T,D,A	T,D	T,D,A	T,D,A	T,D,A	T,D,A	T,D,A	T,D,A	T,D,A	T,D,A	T,D,A
Fieldwork Placement	TBC	C		T,D	T,D,A	T,D,A	T,D	T,D,A	T,D	T,D	T,D	T,D	T,D,A	T,D	T,D,A	T,D,A	T,D	T,D
Counselling Theory and Practice 3: Group Supervision	TBC	C	T,D,A	T,D	T,D,A	T,D,A	T,D,A	T,D,A	T,D	T.D	T.D	T.D	T.D.A	T.D	T.D	T.D.A	T.D,A	T.D
Critical Analysis and Research Methodology	TBC	C	T,D	T,D,A	T,D,A	T,D,A	T,D,A	T,D,A	T,D	T,D,A	T,D,A	T,D	T,D	T,D,A	T,D,A	T,D,A	T,D	T,D

K. Knowledge and understanding   P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills   T. Transferable, key or personal skills

Level 6

Module title	Module Code	Status C/O	K1	K2	K3	K4	C1	C2	C3	C4	P1	P2	P3	T1	T2	T3	T4	T5
Critical Issues in Psychology 1	TBC	C	T,D,A	T,D,A	T,D,A	T,D,A	T,D,A	T,D,A	T,D,A	T,D,A	T,D,A	T,D	T,D	T,D	T,D	T,D,A	T,D	T,D
Counselling Theory and Practice 4: A Comparative Perspective	TBC	C	T,D,A	T,D,A	T,D	T,D	T,D,A	T,D,A	T,D,A	T,D	T,D	T,D	T,D,A	T,D,A	T,D,A	T,D,A	T,D	T,D
Critical Issues in Psychology 2	TBC	C	T,D,A	T,D,A	T,D,A	T,D,A	T,D,A	T,D,A	T,D,A	T,D,A	T,D,A	T,D	T,D	T,D	T,D	T,D,A	T,D	T,D,A
Counselling Theory and Practice 5: The Person-Centred Approach in Context	TBC	C	T,D,A	T,D,A	T,D,A	T,D,A	T,D,A	T,D,A	T,D	T,D	T,D	T,D	T,D,A	T,D,A	T,D,A	T,D	T,D	T,D
Dissertation	TBC	C	T,D,A	T,D,A	T,D,A	T,D,A	T,D,A	T,D,A	T,D,A	T,D,A	T,D,A	T,D	T,D	T,D,A	T,D	T,D,A	T,D	T,D

K. Knowledge and understanding   P. Practical, professional and subject specific skills C. Cognitive, Intellectual and thinking skills   T. Transferable, key or personal skills

Module Listing and Assessments Map

Module title	Module Code	New? ✔	Level	Credits	Type	Core/Option /Elective C/O/E	Pre-requisite Module	Assessment 1			Assessment 2		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Interpersonal Communication	TBC		4	20	Standard	C	None	Presentation	40		Written academic piece	60	Y
Introduction to Psychology and Human Development	TBC		4	20	Standard	C	None	Presentation	25		Written academic piece	75	Y
The Sociology of Health, Welfare and Community	TBC	✔	4	20	Standard	C	None	Written academic piece	100	Y			
Psychology of Self and Identity	TBC		4	20	Standard	C	None	Written academic piece	100	Y			
Counselling Theory and Practice 1: Introduction to the Person-Centred Approach	TBC		4	20	Standard	C	None	Written academic piece	100	Y			
Introduction to Counselling and Personal Development	TBC	✔	4	20	Standard	C	None	Written academic piece	60		Written academic piece	40	Y

Module title	Module Code	New? ✓	Level	Credits	Type	Core/Option /Elective C/O/E	Pre-requisite Module	Assessment 1			Assessment 2		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Counselling Theory and Practice 2: Developing Counselling Practice	TBC		5	20	Standard	C	None	Practice task	0		Written academic piece	100	Y
Understanding Interpersonal Behaviour	TBC		5	20	Standard	C	None	Examination	40		Written academic piece	60	Y
Inter-Professional Practice	TBC		5	20	Standard	C	None	Written academic piece	75		Written academic piece	25	Y
Counselling Theory and Practice 3: Group Supervision	TBC		5	20	Standard	C	None	Practice task	0		Written academic piece	100	Y
Fieldwork Placement	TBC		5	20	Placement	C	None	Written academic piece	100	Y			
Critical Analysis and Research Methodology	TBC		5	20	Standard	C	None	Written academic piece	75		Written academic piece	25	Y

Module title	Module Code	New ? ✓	Level	Credits	Type	Core/Option /Elective C/O/E	Pre-requisite Module	Assessment 1			Assessment 2		
								Assessment type	Assessment %	Add Y if final item	Assessment type	Assessment %	Add Y if final item
Dissertation	TBC		6	40	Diss	C		Written academic piece/ Dissertation	85		Presentation	15	Y
Counselling Theory and Practice 4: A Comparative Perspective	TBC		6	20	Standard	C	None	Written academic piece	100	Y			
Critical Issues in Psychology 1	TBC		6	20	Standard	C	None	Written academic piece	40		Written academic piece	60	Y
Critical Issues in Psychology 2	TBC		6	20	Standard	C	None	Presentation	40		Examination	60	Y
Counselling Theory and Practice 5: The Person-Centred Approach in Context	TBC		6	20	Standard	C	None	Practice task	0		Written academic piece	100	Y