UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1.	**Awarding Institution / Body**	UCLan
2.	**Teaching Institution and Location of Delivery**	Preston's College
3.	**University School/Centre**	School of Community Health and Midwifery
4.	**External Accreditation**	N/A
5.	**Title of Final Award**	Foundation Degree in Person-Centred Counselling & Psychotherapy
6.	**Modes of Attendance offered**	Full-time
7a)	**UCAS Code**	TBA
7b)	**JACS and HECOS Code**	B940 100495
8.	**Relevant Subject Benchmarking Group(s)**	**https://www.qaa.ac.uk/docs/qaa/quality-code/foundation-degree-characteristics-statement-2020.pdf?sfvrsn=6fc5ca81_10**
9.	**Other external influences**	**BACP & NCS**
10.	**Date of production/revision of this form**	**April 2021**

11. **Aims of the Programme**
• To identify and enhance the skills of critical, analytical and reflective thinking to underpin professional practice.
• To transform students to work professionally, either as an independent practitioner or as an effective member within the boundaries of a diverse workforce.
• To enable students to sensitively incorporate the skills of counselling to all areas of work and partnerships.

• To ensure students are able to respond to the constantly changing context within which counselling and psychotherapy practice is situated and mental health policies and regulations are being implemented.
• To provide opportunities for the development of reflective practice.

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding
A1. Knowledge and a critical understanding of the principles and theories of clinical person-centred counselling and psychotherapy practice and how those principles have developed; an ability to evaluate and interpret these, and understand the appropriateness of different approaches to client problems within clinical practice. A2. An ability to apply underlying concepts and principles within context of when they were first studied including the application of those principles in an employment context. A3. The ability to critically evaluate theories of the self-concept and influence on life experiences and emotional well-being. A4. The ability to identify and develop digital literacy and utilisation of such within various settings. A5. The ability to demonstrate an understanding of the purpose of clinical supervision and professional boundaries within training and practice.

Teaching and Learning Methods
Lectures, Seminars, Tutorials and Canvas VLE. Learners participate in reflective workshops, undertake placement hours, role-play, and work both independently and in groups.

Assessment methods
Formative assessment is embedded throughout the programme with each module have a maximum of two summative assessments. Assessment methods include essay-based assessments, presentations, completion of placement hours and videos.

B. Subject-specific skills
B1. An ability to take personal responsibility for decision making in complex and unpredictable contexts and propose solutions to problems arising in their field of study and in a work context. B2. An ability to demonstrate the use of supervision within professional frameworks. B3. The ability to utilise appropriate evidenced based practice and other research approaches to inform counselling practice and theory. B4. The ability to identify and apply a range of work-related skills and knowledge within practice. B5. The ability to develop knowledge and application of supervision to enhance client relationships and outcomes. B6. The ability to demonstrate an effective ability to establish and maintain effective therapeutic relationships with a range of clients within a clinical setting. B7. The ability to respond to diversity and difference whilst maintaining professional boundaries.

Teaching and Learning Methods
Lectures, Seminars, Tutorials and Canvas VLE. Learners participate in reflective workshops, undertake placement hours, role-play, and work both independently and in groups.

Assessment methods
Formative assessment is embedded throughout the programme with each module have a maximum of two summative assessments. Assessment methods include essay-based assessments, presentations, completion of placement hours and videos.

C. Thinking Skills
C1. The ability to use a range of established techniques to initiate and undertake critical analysis of information, to propose solutions to problems arising from that analysis and apply underlying concepts in a practice context. C2. The ability to present, critically evaluate and interpret qualitative and quantitative data in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts relating to counselling practice. C3. The ability to demonstrate the purpose of professional practice within a counselling setting.

C4. The ability to identify the need for evidenced based practice within clinical practice.
C5. The ability to recognise and critically reflect on the limits to knowledge and skills.
C6. The ability to apply problem solving skills to a range of work-based situations.

Teaching and Learning Methods

Lectures, Seminars, Tutorials and Canvas VLE.
Learners participate in reflective workshops, undertake placement hours, role-play, and work both independently and in groups.

Assessment methods

Formative assessment is embedded throughout the programme with each module have a maximum of two summative assessments.

Assessment methods include essay-based assessments, presentations, completion of placement hours and videos.

D.   Other skills relevant to employability and personal development

D1. The qualities, transferable skills and the learning ability needed for employment, to undertake appropriate further training of a professional qualification and engage in lifelong learning.
D2. The ability to communicate information, ideas, arguments, problems and solutions to both specialist and non-specialist audiences and deploy key techniques of the discipline effectively.
D3. The ability to demonstrate qualities, morals and ethical principles to underpin professional practice.
D4. The ability to explore, review and analyse own value and beliefs and how these influence relationships.
D5. Demonstrate a non-judgemental approach, applicable to all professional and personal relationships.
D6. Consider and develop skills and personal abilities to enhance practice and employability.

Teaching and Learning Methods

Lectures, Seminars, Tutorials and Canvas VLE.
Learners participate in reflective workshops, undertake placement hours, role-play, and work both independently and in groups.

Assessment methods

Formative assessment is embedded throughout the programme with each module have a maximum of two summative assessments.

Assessment methods include essay-based assessments, presentations, completion of placement hours and videos.

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 5	CG2086	Research in Counselling & Psychotherapy	20	**Foundation Degree in Person-Centred Counselling & Psychotherapy** Requires 240 credits including a minimum of 100 at Level 5 or above
	CG2083	Developing Ways of Working with Client Issues in Counselling & Psychotherapy	20	
	CG2082	Advancing Clinical Practice	40	
	CG2085	Mental Health and Developments within the Person-Centred Approach	20	
	CG2084	Developing Self-Awareness	20	
Level 4	CG1034	Professional and Ethical Practice	20	**Foundation Certificate in Person-Centred Counselling & Psychotherapy** Requires 120 credits at Level 4 or above
	CG1031	Academic skills for counsellors	20	
	CG1032	Introduction to Clinical Practice	20	
	CG1033	Introduction to Self-Awareness	20	
	CG1035	Theoretical Concepts of Person Centred Therapy.	40	

15. Personal Development Planning

- **Students are encouraged to become self-reflective practitioners throughout the programme.**
- **Development of academic skills is embedded through the course.**
- **Self-awareness modules encourage a focus on personal reflection and development.**
- **Students are engaged in their own target setting process.**

16. Admissions criteria *
(including agreed tariffs for entry with advanced standing)
Correct as at date of approval. For latest information, please consult the University's website.

- **A level three qualification in Counselling**

It is recommended that learners have a level 2 qualification in English Language however, learners accepted without this qualification will be required to work towards this alongside the programme.

17. Key sources of information about the programme

- **Preston's College Website/Social media**
- **Promotional leaflets and College prospectus**
- **Open Events**

18. Curriculum Skills Map

Please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
LEVEL 5	CG2086	Research in Counselling & Psychotherapy	Comp		X		X				X					X	X	X	X	X		X	X	X			
	CG2083	Developing ways of working with client issues in Counselling & Psychotherapy	Comp	X		X	X				X				X	X		X		X		X	X	X		X	
	CG2082	Advancing Clinical Practice	Comp		X	X	X	X	X	X	X	X	X	X						X	X	X				X	X
	CG2085	Mental Health and developments within the Person-Centred Approach	Comp	X			X				X					X		X		X		X	X	X			
	CG2084	Developing Self-Awareness	Comp			X	X				X				X					X		X	X		X	X	X
LEVEL 4	CG1035	Theoretical concepts of Person-Centred Therapy	Comp	X			X				X					X		X		X		X	X	X			
	CG1034	Professional and Ethical Practice	Comp	X			X				X				X	X		X		X		X		X		X	
	CG1031	Academic skills for counsellors	Comp				X				X					X			X	X		X	X				

Code	Module	Type																									
CG1032	Introduction to Clinical Practice	Comp		x	x	x	x		x		x		x	x							x	x		x			x
CG1033	Introduction to Self-Awareness	Comp			x	x	x			x			x		x						x			x	x		x	x

Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks

19.   LEARNING OUTCOMES FOR EXIT AWARDS:

Learning outcomes for the award of: Foundation Certificate A.   Knowledge and Understanding

A1. Knowledge and understanding of some of the principles and theories of clinical person-centred counselling and psychotherapy practice. Develop and understand the appropriateness of different approaches to client problems within clinical practice.
A2. The ability to evaluate theories of the self-concept and influence on life experiences and emotional well-being.
A3. The ability to identify and develop digital literacy and utilisation of such within various settings.
A4. The ability to demonstrate an understanding of the purpose of clinical supervision and professional boundaries within training and practice.

B. Subject-specific skills

B1. An ability to demonstrate the use of supervision within professional frameworks.
B2. The ability to utilise appropriate evidenced based practice to inform counselling practice and theory.
B3. The ability to identify and apply a range of work-related skills and knowledge within practice.
B4. The ability to develop knowledge and application of supervision to enhance client relationships and outcomes.
B5. The ability to respond to diversity and difference whilst maintaining professional boundaries.

C. Thinking Skills

C1. The ability to use a range of established techniques to initiate and undertake analysis of information, to propose solutions to problems arising from that analysis and apply underlying concepts in a practice context.
C2. The ability to present, analyse and interpret qualitative and quantitative data in order to begin to develop lines of argument and make some judgements in accordance with basic theories and concepts relating to counselling practice.
C3. The ability to demonstrate the purpose of professional practice within a counselling setting.
C4. The ability to identify the need for evidenced based practice within clinical practice.
C5. The ability to recognise and reflect on the limits to knowledge and skills.

D. Other skills relevant to employability and personal development

D1. The ability to demonstrate qualities, morals and ethical principles to underpin professional practice.
D2. The ability to explore, review and analyse own values and beliefs and how these influence relationships.
D3. Demonstrate a non-judgemental approach, applicable to professional and personal relationships.
D4. Consider and begin to develop skills and personal abilities for professional practice and employability.