



**1. Programme title(s) and UCAS code(s):**

Foundation Degree in Integrative Counselling

**2. Awarding body or institution:**

University of Leicester

**3. a) Mode of study:**

The Foundation Degree programme carries 120 credits at level 4 and 120 credits at level 5

It may be studied as a four year part time course, with 120 credits at level 1 spread over years 1 and 2; and 120 credits at level 5 spread over years 3 and 4.

**b) Type of study:**

Campus Based, part time

**4. Registration periods:**

The normal period of registration is four years

The maximum period of registration is six years

**5. Typical entry requirements:**

Applicants are not required to have formal qualifications, should have access to a personal computer, basic IT skills and access to the internet.

Prospective students need be able to demonstrate a serious commitment to study, have a standard of general education appropriate to this level of study, and an ability to benefit from the course.

Prospective students will be interviewed prior to commencing the course, to ensure that they are aware of the demands that will be made of them whilst on the course, and to assess their ability to meet the academic and practice requirements. (See Policy on Selection for Counsellor training in Appendix 3)

Students are required to be member of the BACP at the commencement of the course, and to undertake DBS checks at the beginning of year 3, before commencing placement.

**6. Accreditation of Prior Learning:**

Completion of Higher Education Certificate in Counselling enables entry direct into year 3 of the Foundation Degree course.

Applicants may apply for accreditation of prior learning by reason of prior relevant study at University level or relevant work experience.

**7. Programme aims:**

The Foundation Degree in Integrative Counselling provides the essential foundations for training in counselling, with an emphasis on safe professional practice, and an understanding of the theory and research based evidence that support it. It will provide the foundation of knowledge, skills and expertise needed to be eligible for individual registration with the National Register of Counsellors.

On completion of the requisite hours of practice, it will also provide the training hours needed for individual accreditation with the British Association of Counsellors and Psychotherapists (BACP). The Foundation Degree provides students with an opportunity for personal and professional development of sufficient competence to work in a professional capacity as counsellors.

There is irrefutable evidence from counselling research that it is the quality of the counselling relationship and the therapeutic alliance which it produces that is essential to good outcomes. To this end, the Foundation Degree will embrace Humanistic values, focussing attention on the importance, quality and depth of the relationship as the central component of therapeutic work. This will be underpinned by elements of theory from the psychodynamic model. An introduction to Cognitive Behavioural Therapy is also included.

Within each module, well established counselling theory and practice skills will be taught, with a clear emphasis on their recent developments, to ensure that training is up to date and relevant.

Theoretical approaches and skills include:

- Person Centred theory and skills, including fragile process and pre-therapy;
- Short and long term client work, and client assessment.
- Elements of Psychodynamic theory: emphasising the importance of a strong therapeutic frame, the impact of past and present experiences, and unconscious processes.
- Theories of human growth and development, and unconscious processes.
- Attachment theory; models of working with grief (including Freud, Kubler-Ross, Colin Murray Parkes); relational neuroscience
- Evidence based practice and an introduction to Cognitive Behavioural Therapy and an understanding for which clients and issues it might be appropriate.

Professional skills include:

- Counselling skills in theory and practice, settings and employment opportunities, purpose and use of supervision, counsellor self-care, ethics and legal requirements, socio-cultural perspectives, recognising mental health issues, contracting and risk assessment, short and long term client work, case discussion studies and professional standards.

The programme aims to:

- Enable the students to develop their capacity for self-reflective learning about counselling in the context of evidence-based practice and research findings
- Provide students with a broad overview of the theory and practice of Person Centred Counselling, focusing on the therapeutic relationship, and underpinned by elements of psychodynamic theory, in preparation for the workplace
- Provide a learning environment in which students feel sufficiently safe and secure to explore aspects of own personal development that relate to the practice of working as a counsellor
- Provide opportunities in a learning environment for students to explore their own values, beliefs, attitudes and prejudices that may have an impact on their relationships with others, in personal or professional contexts
- Introduce students to an ethical framework that underpins and contains psychotherapeutic work in a professional context
- Enable students to develop academic skills that can be applied to discussing the complexities of counselling theories and practice
- Introduce students to evidence-based practice

## 8. Reference points used to inform the programme specification:

- QAA Subject Benchmarking Statement  
<http://www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-Psychology.pdf>
- The Framework for Higher Education Qualification
- University of Leicester Periodic Developmental Review Report
- External Examiners' reports
- [University of Leicester Learning and Teaching Strategy 2011-2016](#)
- British Association of Counsellors and Psychotherapists (BACP) course accreditation criteria

## 9. Programme Outcomes Level 4:

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
<i>(a) Discipline specific knowledge and competencies</i>		
<b>(i) Mastery of an appropriate body of knowledge</b>		
Articulate the principles of Person Centred counselling theory which underpin the practice of counselling	A combination of lectures, seminars, DVD presentations, and private study	Successful completion of coursework assignments, including essays, observation reports and case studies
<b>(ii) Understanding and application of key concepts and techniques</b>		
Explain the relationship as the main vehicle for therapeutic change	A combination of lecture, self-reflective practices, tutorials, seminars, DVD presentations, oral presentations and private study.	Successful completion of coursework assignments, including essays, observation reports, case studies and self-reflective journals
Explain the key concepts and techniques that inform the practice of Person Centred counselling	A combination of lectures, tutorials, seminars, DVD presentations, oral presentations and private study.	Successful completion of coursework assignments, including essays, observation reports, case studies and self-reflective journals
Explain the importance of maintaining a secure therapeutic frame	Seminars, role play sessions and private study. Group discussion	Successful completion of coursework assignments, including essays, observation reports and case studies
Identify some unconscious processes such as defence mechanisms and demonstrate an ability to recognise defensive behaviour in self and others	Lectures, seminars, DVD presentations, role play sessions, group discussion and private study.	Successful completion of coursework assignments, including analysis of case studies and self-reflective journals
Describe unconscious processes as they impact on the counsellor in the therapeutic relationship	DVD presentations, role play sessions, lectures, seminars, and private study	Successful completion of coursework assignments, including role-play exercises, case study analysis, self-reflective journal
Articulate the formative impact of early experience on the human brain and possible developments	Lectures, seminars, experiential exercises, and private study	Successful completion of coursework assignments, including essay and personal self-reflective journal

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Differentiate between the assumptions about the nature of being human which underpin main counselling theories, Person Centred and Psychodynamic	Lectures, seminars, private study and group discussion	Successful completion of coursework assignments, including essay and self-reflective journal
Define the ways in which power is deployed in the society, and how that may manifest within a counselling relationship	DVD presentations, role-play, experiential exercises, seminars and group discussion	Successful completion of coursework assignments, including personal self-reflective journal, role play exercises and case studies
Discuss the BACP Ethical Framework, and issues around diversity which are necessary to commence the counselling placement	Lectures, seminars, experiential exercises and private study	Successful completion of coursework assignments, including personal development statement, role-play of a counselling session
<b>(iii) Critical analysis of key issues</b>		
Identify and describe key concepts in a coherent style	Research for and writing of assignments, tutorials, group discussion	Successful completion of coursework assignments
Apply theory to practice in case study material	Participation in practical sessions that apply theory to practice	Successful completion of coursework assignments
<b>(iv) Clear and concise presentation of material</b>		
Demonstrate an ability to communicate concepts and arguments relevant to Person Centred and Psychodynamic counselling, both orally and in writing	Participate in seminars and group discussions and Personal tutorials. Study skills training. Using examples set by lecturers	Successful completion of written essays. Acceptable level of contribution to group discussion. Personal self-reflective journal
<b>(v) Critical appraisal of evidence with appropriate insight</b>		
Demonstrate a capacity for insight and exploration of human communication, as influenced by developmental theories	DVD presentations, lectures, observation of role-play counselling sessions, observation of human interaction particularly in large and small group work	Successful completion of coursework assignments including essays and case studies. Self-reflective journal entries noting observations of self and others
Incorporate research findings into the understanding of the counselling relationship	Seminar attendance and group discussion. Private study.	Successful completion of coursework assignments including a review of relevant literature
<b>(vi) Other discipline specific competencies</b>		
Demonstrate the ability to integrate counselling theories, and self-awareness into practice, as a reflective practitioner	Seminars, group discussion, counselling role-play sessions, case studies.	Successful completion of coursework assignments including essays and case studies. Self-reflective journal entries.
<b>(b) Transferable skills</b>		
<b>(i) Oral communication</b>		
Compose and articulate effective oral communication of principal concepts and arguments	Seminar presentation and group discussion	Effective participation in group discussions and presentations

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
Demonstrate the ability to give and receive appropriate feedback constructively	Role-play sessions, group discussion, small group work	Self and peer assessment, personal self-reflective journal
Develop a linguistic register suitable for use in a counselling relationship	Role-play sessions, group discussion, small group work	Self and peer assessment, personal self-reflective journal
<b>(ii) Written communication</b>		
Communicate knowledge of selected topics in writing. Be able to record and evaluate evidence	Study skills training and coursework assignments	Successful completion of written coursework assignments
Develop the capacity to write self-reflectively, with appropriate self-disclosure	Self-reflective journal, small group discussion	Successful completion of written coursework assignments
<b>(iii) Information technology</b>		
Demonstrate the acquisition and use of IT skills, a capacity to use word processing facilities and to access library information	Use of IT facilities to research material associated with coursework assignments. Use of IT facility to process assignments	All relevant assignments being presented word processed with evidence of having access to electronic sources
Demonstrate competence in use of the Virtual Learning Environment	Use of Blackboard for course communication and assignments	Submission of assignments on Blackboard; use of online communication
<b>(iv) Numeracy</b>		
Interpret numerical evidence as presented in research material	Statistical data or other numerical material referred to during the course will be explained	Accurate reference to numerical material in coursework assignments if and when appropriate
<b>(v) Team working</b>		
Demonstrate the ability to work in small groups, with some understanding of the dynamics of such groups	Small group work regularly throughout the programme	Successful participation in group activities. Effective participation in group discussions. Relevant reflections in journal work
Demonstrate the ability to form good, supportive, challenging and trusting relationships with others	Small group work, role play exercises	Personal self-reflective journal, assessment of role-play counselling sessions
Demonstrate the capacity to tolerate the process of challenge, self-reflection and change	Small group work, role play exercises, inevitably disturbing nature of course content, tutorials	Self-reflective journal, group participation, interaction with peers and tutors
<b>(vi) Problem solving</b>		
Demonstrate the ability to analyse case study material and the self, using counselling theory and attention to the relationship	Case study discussion in small groups. Role-play exercises, DVDs and discussion. Self-reflective journal	Successful completion of relevant coursework assignments involving case study material. Participation in group discussion, personal reflective journal
Demonstrate an understanding of ethical codes and their application to practice	Group work discussion of ethical issues. Role-play exercises.	Reflection in personal self-reflective journal

<b>Intended Learning Outcomes</b>	<b>Teaching and Learning Methods</b>	<b>How Demonstrated?</b>
<b>(vii) Information handling</b>		
Demonstrate the ability to identify appropriate sources of information and to extract relevant information to specific contexts.	Use of the library sessions and study skills sessions	Successful essay and other assignment completion
<b>(viii) Skills for lifelong learning</b>		
A capacity for the acquisition of new knowledge and skills	Attendance at seminars, tutorials, group work, completion of all coursework assignments. Reading and private study	Successful completion of the programme
Explain the need for continuing personal and professional development	Group discussion. Research findings	Personal self-reflective journal. Tutorials, capacity to receive feedback
Be able to manage time boundaries and limitations	Requirement to produce assignments on time. Time keeping during the modules, time keeping in role-play counselling sessions	Successful completion of coursework within the time deadlines
Ability to find and use relevant research findings	Completion of assignments. Use of IT to source research findings	Use of research findings and correct referencing and bibliography in assignments
<b>(ix) Counselling Skills</b>		
Demonstrate an ability to establish and develop an effective relationship, using warmth and empathy	Experiential exercises and role-play. Participation in student group	Assessment of role-play. Peer and tutor feedback
Demonstrate an ability to listen, respond clearly, and summarise.	Experiential exercises and role-play exercises. Self-reflective journal	Assessment of role-play counselling sessions through self, peer and tutor assessment
Demonstrate the ability to use metaphor, to explore openly and to begin to listen for a pattern of feelings	Experiential exercises and role-play exercises.	Self and peer assessment of role-play counselling sessions

**Programme Outcomes Level 5:**

Intended Learning Outcomes	Teaching and Learning Methods	How demonstrated?
<b>(a) Discipline specific knowledge and competencies</b>		
<b>(i) Mastery of an appropriate body of knowledge</b>		
Articulate the inter-relationship between research and practice, and of the principles the main counselling theories which underpin the practice of counselling in the modern world	A combination of lectures, seminars, DVD presentations, and private study	Successful completion of coursework assignments, including essays, observation reports and case studies
<b>(ii) Understanding and application of key concepts and techniques</b>		
Articulate the relationship as the main vehicle for therapeutic change	A combination of lectures, self-reflective practices, tutorials, seminars, DVD presentations, oral presentations and private study.	Successful completion of coursework assignments, including essays, observation reports, case studies, recorded counselling sessions and self-reflective journals
Articulate the key concepts and techniques that inform the practice of Person Centred counselling	A combination of lectures, tutorials, seminars, DVD presentations, oral presentations and private study.	Successful completion of coursework assignments, including essays, observation reports, case studies and self-reflective journals
Explain the centrality of secure therapeutic boundaries	Clinical practice, supervision, seminars, role play sessions and private study.	Successful completion of coursework assignments, including supervision and placement reports and case studies
Explain unconscious processes and defensive behaviour, theoretically and therapeutically.	Supervision, Lectures, seminars, DVD presentations, role play sessions, group discussion and private study, personal development group	Supervision report. Analysis of case material, self and peer appraisal.
Explain transference and counter transference, theoretically and therapeutically	Clinical practice, supervision, DVD presentations, role play sessions	Successful completion of coursework assignments, including supervision and placement reports and case studies
Compare and contrast the main counselling theories of human development, as relevant to practice	Clinical practice, lectures, seminars, supervision, and private study	Successful completion of coursework assignments, including supervision and placement reports, case studies and personal self-reflective journal
Demonstrate ways in which diversity influences their practice	Supervision, DVD presentations, role play, experiential exercises, seminars	Successful completion of coursework assignments, including supervision and placements reports, case studies and self-reflective journal

Discuss the formative impact of early experience on the human brain and developments	Lectures, seminars, experiential exercises and private study	Successful completion of coursework assignments, including personal self-reflective journal, and essay
Describe the assumptions about the nature of being human which underpin counselling theories	Lectures, seminars, private study	Successful completion of coursework assignments, including essay
Explain how power is deployed in society, and how that may manifest within a counselling relationship	DVD presentations, role play, experiential exercises, seminars, Group discussion	Successful completion of coursework assignments including personal self-reflective journal, role play exercise and case studies
Articulate the importance of the BACP Ethical Framework, and of issues of diversity which are necessary to commence the counselling placement	Lectures, seminars, experiential exercises and private study	Successful completion of coursework assignments, including personal development statement, role-play of a counselling session
<b>(iii) Critical analysis of key issues</b>		
Demonstrate an ability to critically evaluate key concepts of counselling theory in a coherent style	Research for and writing of assignments, tutorials, group discussion	Successful completion of coursework assignments
Demonstrate an ability to critically evaluate counselling theories as related to practice with real clients	Participation in practical sessions that apply theory to practice	Successful completion of recorded counselling session and critique of the session
<b>(iv) Clear and concise presentation of material</b>		
Communicate concepts and arguments relevant to Person Centred and Psychodynamic counselling, both orally and in writing	Delivery of presentations. Participation in seminars and group discussions and personal tutorials. Study skills training. Following example set by lecturers	Successful completion of written essays. Acceptable level of contribution to group discussion. Personal self-reflective journal
<b>(v) Critical appraisal of evidence with appropriate insight</b>		
Demonstrate the use of insight to understand communication, as influenced by Person Centred and Psychodynamic counselling theories	DVD presentations, lectures, observation of role-play counselling sessions, observation of human interaction particularly in the personal development group	Successful completion of coursework assignments including essays and case studies. Self-reflective journal observations of self and others
Evaluate the development of counselling theories and clearly articulate their own stand point.	Clinical practice, and supervision, self-appraisal of practice, seminar attendance and group discussion	Successful completion of coursework assignments including a critique of relevant literature and statement of philosophy
Demonstrate an ability to incorporate research findings into the understanding of the counselling relationship	Seminar attendance and group discussion. Private study.	Successful completion of coursework assignments including a review of relevant literature
<b>(vi) Other discipline specific competencies</b>		
Demonstrate the ability to integrate counselling theories, and self-awareness into practice, as a reflective practitioner	Seminars, group discussion, counselling role-play sessions, case studies.	Successful completion of coursework assignments including essays and case studies. Self-reflective journal entries. Supervision and placement reports



<b>(b) Transferable skills</b>		
<b>(i) Oral communication</b>		
Articulate and debate the key concepts and arguments of counselling theory and practice	Seminar presentation and group discussion. Supervision	Evaluation of seminar presentation
Demonstrate the ability to give and receive appropriate critical feedback in a constructive and reflective way	Role-play sessions, group discussion, and small group work. Personal development group, tutorials	Self and peer assessment, personal self-reflective journal
Demonstrate the development of a linguistic register suitable for use in a counselling relationship	Role-play sessions, group discussion, small group work	Self and peer assessment, personal self-reflective journal
<b>(ii) Written communication</b>		
Communicate knowledge of selected topics in writing. Be able to record and evaluate evidence	Study skills training and coursework assignments. Case notes for supervision	Successful completion of written coursework assignments
Demonstrate the capacity to write self-reflectively, with appropriate self-disclosure	Self-reflective journal, small group discussion. Use of suitable examples in an academic setting	Successful completion of written coursework assignments
Demonstrate the ability to keep counselling records, process notes and other professional documents	Supervision, log of counselling hours, assignments	Successful completion of written assignments and professional documents
<b>(iii) Information technology</b>		
Acquire and use IT skills and engage in all aspects of the VLE	Use of IT facilities to research material associated with coursework assignments. Use of IT facility to process assignments	All relevant assignments submitted via Turnitin on Blackboard, with evidence of use of on line sources
Demonstrate competence in use of the Virtual Learning Environment	Use of Blackboard for course communication and assignments	Submission of assignments on Blackboard; use of online communication
<b>(iv) Numeracy</b>		
Interpret numerical evidence as presented in research material	Statistical data or other numerical material referred to during the course will be explained	Accurate reference to numerical material in coursework assignments if and when appropriate
<b>(v) Team working</b>		
Perform effectively in small groups, with an understanding of group process.	Seminar. Participation in small group work regularly throughout the programme. Personal development group	Effective participation in group discussions. Relevant reflections in personal reflective journal
Be able to form good, supportive, challenging and trusting relationships with others	Clinical practice and supervision, personal development group, role play exercises and tutorials	Personal self -reflective journal, critical evaluation of recorded counselling sessions. Placement and supervision reports.
Demonstrate the capacity to tolerate the process of challenge, self-reflection and change	Small group work, role play exercises, inevitably disturbing nature of course content, tutorials and personal development group	Self-reflective journal, group participation, interaction with peers and tutors

<b>(vi) Problem solving</b>		
Critically analyse case material and their own practice, using using counselling theory and developmental models	Seminar presentation, supervision, role play, experiential exercises, discussion of ethical issues	Successful completion of relevant coursework assignments involving case study material. Participation in group discussion, personal reflective journal
Demonstrate an understanding of ethical codes and their application to practice	Seminar presentation, supervision, role play, experiential exercises, discussion of ethical issues.	Successful completion of relevant coursework assignments. Reflection in personal self-reflective journal
<b>(vii) Information handling</b>		
Demonstrate the ability to identify appropriate sources of information and to extract relevant information to specific contexts.	Use of the library sessions and study skills sessions	Successful essay and other assignment completion
<b>(viii) Skills for lifelong learning</b>		
Continue to acquire complex knowledge and skills	Attendance at seminars, tutorials, group work, completion of all coursework assignments. Reading and private study	Successful completion of the Foundation Degree programme
Articulate the need for continuing personal and professional development	Group discussion. Research findings	Personal self-reflective journal. Tutorials, capacity to receive feedback
Be able to manage time boundaries and limitations	Requirement to produce assignments on time. Time keeping during the modules, time keeping in role-play counselling sessions	Successful completion of coursework within the time deadlines
Ability to find and use relevant research findings to support their ongoing practice	Completion of assignments. Use of IT to source research findings	Use of research findings and correct referencing and bibliography in assignments
<b>(ix) Counselling Skills</b>		
Clinical competence in counselling sessions with clients, especially in holding boundaries, and offering warmth and empathy	Placement and supervision. Experiential exercises and role-play. Participation in student group	Successful placement reports, supervision report, assessment of tape recorded counselling sessions and case studies
Assess risk and suitability of clients for counselling	Supervision, experiential exercises, case studies, role play	Successful placement reports, supervision report, assessment of tape recorded counselling sessions and case studies
Make a clear formulation of the client's difficulties and work with the formulation in place	Placement, supervision, lectures, experiential exercises and role play	Successful placement reports, supervision report, assessment of tape recorded counselling sessions and case studies

### 10. Progression points:

All modules are compulsory Satisfactory completion of all level 1 modules is prerequisite to progression to level 2

### **11. Special features:**

Experiential learning, use of role-play

### **12. Indications of programme quality**

Staff student consultative meetings termly

Module feedback evaluation forms

External Examiners feedback

Undergraduate Counselling Programme Board scrutiny of feedback.

Staff support through Course Director

### **13. External Examiners**

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports can be found [here](#).

## **Appendix 1: Programme structure (programme regulations)**

### **6 x 20 Credit Modules at Level 4 (Level 4 NQF):**

Introduction to Counselling Skills

Understanding self and other

The relationship between inner and outer worlds

The counselling relationship and evidence-based practice

Advanced Counselling Skills

Preparing to Practice

### **6 x 20 Credit Modules at Level 5 (Level 5 NQF):**

Early Development

Loss and Change

Understanding Process

Becoming a Professional

Supervised Practice

Personal Development Group

## **Appendix 2: Module specifications**

See module specification database <http://www.le.ac.uk/sas/courses/documentation>

## **Appendix 3: Policy on Selection for Counsellor Training**

<http://www2.le.ac.uk/departments/lifelong-learning/counselling/info/selection>

**Appendix 4: Skills matrix**

	Counselling Skills	Understanding self and other	The relationship between inner and outer worlds	The counselling relationship and evidence based practice	Counselling practice	Preparing for practice
<b>Programme Learning Outcomes</b>						
<b>(a) Discipline specific knowledge and competencies</b>						
<b>(i) Mastery of an appropriate body of knowledge</b>						
Articulate the broad principles of Person Centred counselling theory that underpin the practice of counselling			*	*	*	*
<b>(ii) Understanding and application of key concepts and techniques</b>						
Explain the relationship as the main vehicle for therapeutic change	*	*		*	*	*
Explain the key concepts that inform the practice of Person Centred counselling			*	*	*	*
Describe unconscious processes such as defence mechanisms and an ability to recognise defensive behaviour in self and others			*	*	*	*
Describe unconscious processes as they impact on the counsellor in the therapeutic relationship			*	*	*	*
Articulate the formative impact of early experience on the human brain and possible developments			*	*	*	*
Differentiate between the assumptions about the nature of being human which underpin Person Centred and Psychodynamic counselling			*	*	*	*
Define the way in which power is deployed in society, and how that may manifest itself within the counselling relationship						
Discuss the BACP Ethical Framework and the issues of diversity which are necessary to commence the counselling placement					*	*
<b>(ii) Critical analysis of key issues</b>						
Identify and describe key concepts in a coherent style	*	*	*	*	*	*
Apply theory to practice in case study material in case study material				*	*	*
<b>(iii) Clear and concise presentation of material</b>						
Demonstrate the ability to communicate concepts and arguments relevant to Person Centred counselling theory both orally and in writing	*	*	*	*	*	*
<b>(iv) Critical appraisal of evidence with appropriate insight</b>						
Demonstrate an ability to demonstrate a capacity for insight and exploration of human communication, as influenced by counselling theories			*	*	*	*
Incorporate research findings into the understanding of the counselling relationship			*	*	*	*
<b>(v) Other discipline specific competencies</b>						
Demonstrate the ability to integrate counselling theories and self awareness into practice as a reflective practitioner			*	*	*	*
<b>(b) Transferable skills</b>						
<b>(i) Oral communication</b>						
Articulate effective oral communication of principal concepts and arguments	*	*	*	*	*	*
Demonstrate the ability to give and receive appropriate feedback constructively	*	*	*	*	*	*
Develop a linguistic register suitable for use in a counselling relationship	*	*	*	*	*	*
<b>(ii) Written communication</b>						
Communicate knowledge of academic topics in writing. Be able to report and evaluate evidence	*	*	*	*	*	*
Develop the capacity to write self-reflectively, with appropriate self-discipline	*	*	*	*	*	*
<b>(iii) Information Technology</b>						
Demonstrate the acquisition and use of IT skills, a capacity to use word processing facilities and to access library information	*	*	*	*	*	*
Demonstrate competence in the use of the Virtual Learning Environment	*	*	*	*	*	*
<b>(iv) Numeracy</b>						
Interpret numerical evidence as presented in research material			*	*	*	*
<b>(v) Team working</b>						
Demonstrate the ability to work in small groups, with positive understanding of the dynamics of such groups		*	*	*	*	*
Demonstrate the ability to form good, supportive, challenging and trusting relationships with others		*	*	*	*	*
Demonstrate the capacity to tolerate the process of challenge, self-reflection and change		*	*	*	*	*
<b>(vi) Problem solving</b>						
Demonstrate the ability to analyse case study material and self using counselling theory and attention to the counselling relationship			*	*	*	*
Demonstrate an understanding of ethical codes and their application to practice			*	*	*	*
<b>(vii) Information handling</b>						
Demonstrate the ability to identify appropriate sources of information and to extract relevant information to specific contexts	*	*	*	*	*	*
<b>(viii) Skills for lifelong learning</b>						
A capacity for the acquisition of new knowledge and skills	*	*	*	*	*	*
Explain the need for continuing personal and professional development				*	*	*
Be able to manage time boundaries and institutions	*	*	*	*	*	*
Ability to find and use relevant research findings				*	*	*
<b>(ix) Counselling skills</b>						
Demonstrate an ability to establish and develop an effective relationship, using warmth and empathy	*	*	*	*	*	*
Demonstrate an ability to listen, respond clearly, and summarise	*	*	*	*	*	*

**Programme Specification Appendix 3**  
**Skills Matrix: Foundation Degree in Integrative Counselling Level 2**  
**Date amended: January 2013**

	Early development	Less and change	Understanding process	Becoming a professional	Supervising practice	Personal/Development group
<b>Programme Learning Outcomes</b>						
<b>(A) Discipline specific knowledge and competences</b>						
<b>(i) Mastery of an appropriate body of knowledge</b>						
Articulate the inter-relationship between research and practice, and of the principles of Person Centred and Psychodynamic theories which underpin counselling in the modern world	*	*	*	*	*	*
<b>(ii) Understanding and application of key concepts and techniques</b>						
Articulate the relationship as the main vehicle	*	*	*	*	*	*
Articulate in depth key concepts inform the practice of Person Centred counselling	*	*	*	*	*	*
Explain the centrality of secure therapeutic boundaries			*	*	*	*
Explain theoretically and therapeutically unconscious processes and defensive behaviour	*	*	*	*	*	*
Explain theoretically and therapeutically transference and counter transference			*	*	*	*
Compare and contrast the main counselling models theories of human development, as relevant to practice	*	*	*	*	*	*
Demonstrate ways in which diversity issues influences their practice			*	*	*	*
Explain the formative impact of early experience on the human brain and possible developments	*	*	*	*	*	*
Describe the assumptions about the nature of being human that underpin counselling theories	*	*	*	*	*	*
Explain how power is deployed in society, and how that may manifest within a counselling relationship	*	*	*	*	*	*
Articulate the use of the BACP Ethical Framework, and issues around diversity which are necessary to commence the counselling placement			*	*	*	*
<b>(iii) Critical analysis of key issues</b>						
Demonstrate an ability to critically evaluate key concepts of counselling theories in a coherent style	*	*	*	*	*	*
Demonstrate an ability to critically evaluate counselling theories as related to practice with real clients			*	*	*	*
<b>(iv) Clear and concise presentation of material</b>						
Communicate concepts and and arguments relevant to integrative counselling theories. Both orally and in writing	*	*	*	*	*	*
<b>(v) Critical appraisal of evidence with appropriate insight</b>						
Demonstrate a capacity for insight into human communication, as influenced by counselling theories			*	*	*	*
Evaluate the development of counselling theories and clearly articulate their own standpoint	*	*	*	*	*	*
An ability to incorporate research findings into the understanding of the counselling relationship	*	*	*	*	*	*
<b>(vi) Other discipline specific competences</b>						
Demonstrate the ability to integrate counseling theories and self-awareness into practice, as a reflective practitioner	*	*	*	*	*	*
<b>(B) Transferable skills</b>						
<b>(i) Oral communication</b>						
Articulate and debate the key concepts and arguments of counselling theory and practice	*	*	*	*	*	*
Demonstrate the ability to give and receive appropriate critical feedback in a constructive and reflective way	*	*	*	*	*	*
Demonstrate the development of a linguistic register suitable for use in a counselling relationship	*	*	*	*	*	*
<b>(ii) Written communication</b>						
Communicate knowledge of selected topics in writing. Be able to record and evaluate evidence	*	*	*	*	*	*
To have developed the capacity to write self-reflectively, with appropriate self-disclosure	*	*	*	*	*	*
Demonstrate the ability to keep counselling records, process notes and other professional documents				*	*	*
<b>(iii) Information Technology</b>						
Demonstrate the acquisition and use of IT skills, and engage in all aspects of the VLE	*	*	*	*	*	*
Demonstrate competence in the use of the Virtual Learning Environment	*	*	*	*	*	*
<b>(iv) Numeracy</b>						
Interpret numerical evidence as presented in research material	*	*	*	*	*	*
<b>(v) Team working</b>						
Perform effectively in small groups, with an understanding of the dynamics of such groups	*	*	*	*	*	*
Be able to form good, supportive, challenging and trusting relationships with others	*	*	*	*	*	*
Demonstrate the capacity to tolerate the process of challenges, self-reflection and change	*	*	*	*	*	*
<b>(vi) Problem solving</b>						
Demonstrate the ability to analyse case study material and their own practice, using counselling theory and developmental models			*	*	*	*
Demonstrate an understanding of ethical codes and their application to practice			*	*	*	*
<b>(vii) Information handling</b>						
Demonstrate the ability to identify appropriate sources of information and to extract relevant information to specific contexts	*	*	*	*	*	*
<b>(viii) Skills for lifelong learning</b>						
Continue to acquire complex knowledge and skills	*	*	*	*	*	*
Articulate the need for continuing personal and professional development	*	*	*	*	*	*
Be able to manage time boundaries and limitations	*	*	*	*	*	*
Ability to find and use relevant research findings to support their ongoing practice	*	*	*	*	*	*
<b>(ix) Counselling skills</b>						
Clinical competence in counselling sessions with clients			*	*	*	*