

Programme specification for BA in counselling and psychology in community settings

Bradford College, Department of Applied Social Science and Humanities

Awarding Institution	University of Bradford
Teaching Institution	Bradford College
Final Award	BA (Honours) Level H
Programme Title	Counselling and Psychology in Community Settings
Duration	3yrs FT, 6yrs PT normally
UCAS Code	CL85BA/CP
Subject Benchmark Statement	Social Policy & Admin & Social Work; Psychology
Date completed	19 th December 2001.

Programme Aims

- To provide students with theoretical knowledge and understanding both in areas of psychology and counselling methods and theories and to set these within community settings.
- To facilitate the development of competent practitioners able to use skills and methods appropriate to their chosen vocational area.
- To provide a fieldwork experience as a means of linking theory with practice and to enhance students' practical abilities.
- To enable students to critically analyse the theoretical and practical studies presented and to develop their ability to approach these creatively, rationally and logically.
- To facilitate self-development and understanding of the relationship between this and a range of theoretical constructs and ideas.
- To gain appropriate recognition from professional organisations in order to enhance and give added value to the final degree award.

Programme Outcomes

The programme learning outcomes describe what you should be able to do on successful completion of the programme. They have been developed with reference to the Psychology, Sociology & Social Policy and Administration and Social Work subject benchmark statements, published by QAA. The programme outcomes are identified as a range of key skills, discipline skills, knowledge and understanding.

1	Key skills
<i>On successful completion of the programme you will be able to:</i>	
<ul style="list-style-type: none"> • Communicate ideas and concepts through a range of methods • Analyse and evaluate your own work and that of others to make informed critical judgements. • Work independently or as part of a team, manage your own time and meet deadlines. • Manage own learning and manage your own strengths and needs. • Respond to changing contexts through reflexive practices and problem solving • Use IT appropriately for the purposes of communication, research and presentation. 	

2	Knowledge and Understanding
<i>On successful completion of the programme you will be able to:</i>	
<ul style="list-style-type: none"> • Demonstrate a capacity to act in organisational and community settings with confidence and competence and employ a broad range of personal and interpersonal skills to facilitate working with others, communication, managing tasks and problem solving. • Demonstrate detailed knowledge and understanding of selected key areas of psychological research and theory and demonstrate an ability to apply this knowledge and understanding to the analysis of human behaviour and experience in a variety of organisational and community settings. • Utilise skills and knowledge in a range of situations as competent practitioners in their chosen vocational area. • Demonstrate a capacity to integrate and synthesise studies in psychology and counselling by critically applying psychological theories, concepts and findings to the theory, analysis and practice of counselling. • Show awareness of their own self-development and an ability to transfer this understanding to work with others. 	

3	Discipline Skills
<i>On successful completion of the programme you will be able to:</i>	
<ul style="list-style-type: none"> • Understand and critically evaluate theoretical and conceptual approaches to both psychology and counselling and apply these within the framework of community settings. • Demonstrate an understanding of a range of qualitative and quantitative research methodologies and techniques and apply this understanding to the collection, analysis, evaluation and presentation of information within psychological and counselling contexts. • Utilise skills of self-awareness, team working and application of group work methods. • Understand and interpret theories of individual and community development. • Recognise the significance of cultural and individual differences and use this awareness as a practitioner in the fields of either counselling or psychology. 	

Course Content

The programme consists of three strands of study at each level complemented by elective choices and a fieldwork placement (see diagram).

The strands permeate the programme in way intended to give coherence to them individually but which also considers the links between them.

Level 1. All students study for 40 credit points each in both Counselling and Psychology. They take a community studies module for a further 10 points and have the option of choosing **either** an elective for 20 points **or** an Introduction to Behavioural Science Statistics module for 10 points followed by the first part of Experimental Psychology for 10 points. In addition all students study the Learning to Learn module in Semester 1 for 10 credit points.

Level 2. All students study for 40 credit points in Psychology and 30 credit points in Counselling. All students also take **either** a 10 credit points module in the Community Settings strand **or** the second part of the 20 credit point module Experimental Psychology in Semester 3. Students who opt not to take the Experimental Psychology but to take the Community Settings strand at this Level in addition have an elective choice for 10 credit points in Semester 3.

The fieldwork placement, undertaken by all students, is for 30 credit points in Semester 4.

Level 3. Students study for 40 credit points each in Psychology and Counselling strands over both Semesters 5 and 6. In addition, all students undertake either a 20 credit points Dissertation module or a 20 credit points Independent Study module. In the Community Settings strand students opt for one from an option choice of identified modules over both semesters, again for 20 credit points.

The curriculum has been continuously reviewed and developed since its inception and this will continue subject to the College's course approval, monitoring and review procedures.

Core, Elective and Option modules on the BA (Hons) Counselling and Psychology in Community Settings degree (CAPICS).

List of module codes and values by semester:

Unit Code	Credits	Sem	Title	Type (C/E/O)
LEVEL 1				
EAM201A5	10	1	Introduction to Interpersonal Communication	Core
EAM211A5	10	1	Introduction to Counselling	Core
EBM051A5	10	1	Key Perspectives in Psychology	Core
EITHER				
EAM031A5	10	1	Social Policy	Option
OR				
EAM021A5	10	1	Understanding Society	Option
OR	10	1	Elective	Option
EAM202A5	*20	2	Counselling Theory & Practice 1	Core
EBM112A5	20	1 & 2	Human Studies	Core
EBM052A5	10	2	Cognitive Psychology	Core
EAM222A5	10	2	Learning to Learn	Core
LEVEL 2				
EAM204A5	20	3 - 4	Counselling Theory and Practice 2	Core
EAM083A5	10	3	Interpersonal Group work	Core
EBM053A5	10	3	Understanding Interpersonal Behaviour	Core
EBM153A5	10	3	Psychological Models	Core
EITHER				
	10	3	Experimental Psychology	Option
OR	10	3	Community Studies	Option
PLUS	10	3	Elective	Elective
EBM054A5	10	4	Interpersonal Perception	Core
EAM134A5	10	4	Developmental Psychology	Core
EAM044A5		4	Placement	Core
EAM074A5	15	4	Placement – Recording	Core
EAM084A5	15	4	Placement – Self Assessment	Core
LEVEL 3				
EBM055A5	10	5	Abnormal Psychology	Core
EBM056A5	10	6	Abnormal Psych: Therapies	Core
EAM226A5	20	5 & 6	Counselling: Methods and Contexts	Core
EAM226A5	20	5 & 6	Counselling: Practice and Development	Core
EBM126A5	20	5 & 6	Critical Issues in Psychology	Core
EITHER				
EAM036A5	20	5 & 6	Dissertation	Option
OR	20	5 & 6	Independent Study	Option
	20	6	Choose ONE elective	Elective

Assessment Regulations

A summary (the text of the progression regulations is maintained on the College Intranet site)

To pass and proceed from each stage and to achieve the award of the degree you must achieve a minimum of 40% in each module of study.

To pass the final year and be eligible for a classified Honours award you must achieve at least 40% in 100 credits and either:

- 35% in the other 20 credits, or:
- 25% in the other 20 credits, but with an average of at least 45% over all of the 120 credits.

The class and division of the Honours degree that you will be awarded is based on the overall weighted marks that you received for Levels 2 and 3. Level 2 contributes 30% and Level 3 contributes 70%. The classes and divisions of the Honours degree are awarded on the basis of the following minimum final overall, weighted average marks:

70% or above	First Class Honours
60% or above	Second Class Honours – First Division
50% or above	Second Class Honours – Second Division
otherwise	Third Class Honours

Students are eligible for a Certificate of Higher Education if they successfully complete Level 1 *and* do not proceed with their studies, ie 120 credit points.

Students are eligible for a Diploma of Higher Education if they successfully complete Level 2 of the course, ie. 240 credit points.

The learning outcomes for these awards and for the final award are consistent with those of the national qualifications framework for England.

4 Teaching, Learning and Assessment Strategies

The guiding principle is that the learning environment and methods adopted are appropriate both to the learning needs of individual students and the range of vocational settings within the field of applied social sciences. The learning *environment* is organised around nurturing 'the empowered learner' through a balance of experience which is both supportive and challenging. Challenging, because students come from diverse backgrounds of age, abilities, culture and experience, making a valuable contribution to an experiential and theoretically informed learning environment. Supportive, because we aim to engage the prior learning of all students, as part of the process of learning from life and for life in all future personal or professional development.

The *methods* similarly reflect the diversity of student experience and social science requirements. The methods are broad and differentiated according to the nature of the personal attributes, skills and subject comprehension. Assessment tasks reflect this broad range of activity and are designed for promotion of student learning as well as for grading purposes. Members of the teaching team have compiled a 'database of excellence', in order to illustrate the diverse methods of teaching, learning and assessment.

5 Admission Requirements

The programme caters for a range of entry qualifications and applications from mature students are actively encouraged. While no prior experience or knowledge of Counselling or Psychology are necessary, given the nature of Counselling all students must be prepared to act at times as clients in counselling practice. It is the teaching team's policy to interview all applicants for this programme during which prospective students will have an opportunity to meet members of the teaching team and familiarise themselves with the College. All applicants are invited to contact the Admissions Office or the Course Tutor for guidance and informal discussion.

Under 21:

Applicants should have passes in five GCSE subjects including three at GCSE Grade C or above and two A Levels, or the equivalent, such as AS Levels, BTEC, GNVQ Advanced, or successful completion of an accredited access course.

Over 21:

Applicants will be required to produce evidence of their ability to study at HE level. Short courses and relevant work experience may be taken into account. Mature applicants may be required to complete a piece of written work as part of their application.

The course is also available on a part-time basis.

Student Support and Guidance

You will be allocated a personal tutor following induction, who will also be your Learning to Learn tutor. Tutorials take place throughout the course providing academic guidance as well as pastoral and personal support. The Course Tutor, Level Tutor and Module Tutors also provide academic tutorial support throughout the programme of study. The Department Academic Support Tutor is also available to discuss and help if problems arise on the course. Additional support can be provided by the Colleges' extensive student support services. Further information is available in the undergraduate prospectus (www.bradfordcollege.ac.uk)