

DEFINITIVE COURSE RECORD

Course Title	FdA Counselling
Awarding Bodies	University of Suffolk
Level of Award ¹	FHEQ Level 5
Professional, Statutory and Regulatory Bodies Recognition	None
Credit Structure ²	240 Credits Level 4: 120 Credits Level 5: 120 Credits
Mode of Attendance	Full-time and Part-time
Standard Length of Course ³	2 years full-time
Intended Award	FdA Counselling
Named Exit Awards	None
Entry Requirements ⁴	<p>Typical Offer: 80 UCAS tariff points (or equivalent).</p> <p>As entry to the Counselling subject area does require specific subject knowledge, applicants are also expected to have achieved an appropriate introductory course in counselling skills.</p> <p>They will be 21 or over at the start of the course although in exceptional circumstances applicants will be accepted below this age if they can demonstrate an appropriate level of maturity.</p> <p>Entry is by interview and appropriate references. In addition applicants will be asked to write a personal piece in order to assess their ability to reflect on and write about Self and emotions.</p> <p>Any offer of a place will be subject to a satisfactory enhanced Disclosure and Barring Service (DBS) check</p>
Delivering Institution(s)	Ipswich
UCAS Code	B941 FdA/Coun

This definitive record sets out the essential features and characteristics of the FdA Counselling course. The information provided is accurate for students entering level 4 in the 2016-17 academic year⁵.

¹ For an explanation of the levels of higher education study, see the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

² All academic credit awarded as a result of study at the University adheres to the [Higher education credit framework for England](#).

³ Where the course is delivered both full-time and part-time, the standard length of course is provided for the full-time mode of attendance only. The length of the part-time course is variable and dependent upon the intensity of study. Further information about mode of study and maximum registration periods can be found in the [Framework and Regulations for Undergraduate Awards](#).

⁴ Details of standard entry requirements can be found in the [Admissions Policy](#)

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Course Summary

The programme provides work-related undergraduate study that aims to qualify competent and professional counsellors. The programme is characterised by a combination of theoretical knowledge, reflective practice and personal development which underpins applied counselling practice. The inclusion of a large work-based component makes it distinctive in its involvement with employers and counselling professionals and is designed to equip students with the knowledge, skills and qualities necessary to enter the counselling profession. Attainment of the award enables students to work as professional counsellors and to progress toward future individual accreditation with the British Association for Counselling and Psychotherapy (BACP). The proposed programme draws theoretically from humanistic, psychodynamic and cognitive approaches and aims to educate and train students to be relationally centred counsellors.

Course Aims

- To promote the development of the student as a reflective, flexible, independent learner with transferable skills for employment in the counselling at work and freelance sector
- To develop key and graduate skills and specific competence in care skills for the workplace - i.e. both organizations, including schools and colleges, and freelance practice
- To prepare graduates to understand that learning takes place across all spheres of activity, e.g. classroom and workplace contexts
- To provide graduates with appropriate knowledge and skills that are relevant to the regional counselling provision across service user groups and in Local Authority, NHS (both GP Practice and Hospital settings), and independent (private and voluntary) organisations, to meet local, regional, and national employment needs
- To promote an understanding of the work sector and the part that counselling has to play in that
- To prepare graduates to undertake counselling roles that require autonomy and assume responsibility -e.g. for appropriate disclosure or referral
- To promote personal and employment competencies to enable the graduate to create and take opportunities for promotion and progression within the sector of workplace and freelance counselling
- To prepare students for accreditation by British Association of Counselling and Psychotherapy and supporting them in the process of gathering the evidence needed for their applications
- To enable students to meet the growing need for qualified counsellors in schools, charity organisations and medical settings
- To enable students to develop their understanding and practice from an Integrative perspective

⁵ The University reserves the right to make changes to course content, structure, teaching and assessment as outlined in the [Admissions Policy](#).

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- To support students to gain the confidence to practice in a range of settings
- To provide a forum where counsellors from a variety of theoretical orientations and backgrounds are able to share knowledge and experience to their mutual advantage
- To promote personal and employment competencies to enable the FdA graduate to create and take opportunities for promotion and progression within the sector of workplace and freelance counselling, including Employee Assistance Programmes (EAP)
- To widen participation and promote access to and further progression within higher education to professional and other awards, by individuals who are under-represented in HE
- To create a strong foundation for lifelong learning

Course Learning Outcomes

The following statements define what students graduating from the FdA Counselling course will have been judged to have demonstrated in order to achieve the award. These statements, known as learning outcomes, have been formally approved as aligned with the generic qualification descriptor for level 5 awards as set out by the UK Quality Assurance Agency (QAA)⁶.

Knowledge and understanding

1. Knowledge and critical understanding of the well-established principles in Counselling and the way in which those principles have developed
2. A deepening awareness of how a range of theoretical concepts informs counselling practice
3. Awareness and understanding of group dynamics in a range of settings, and be able to maximise their own effectiveness and that of others in group contexts
4. An understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge in their field of study and in a work context
5. Understanding of how different client groups require different understanding and practice
6. Understanding and appreciation of a range of contemporary issues in counselling, professionalism and ethics
7. Understanding of theories of moral philosophy and their application to ethical and sustainability dilemmas
8. Awareness of the rationale and purposes of risk in professional settings

Cognitive/Intellectual Skills

⁶ As set out in the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(2014\)](#)

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9. Reflect on and apply their academic learning effectively within a professional context
10. Consider and critically evaluate views other than their own
11. Exercise independent, critical judgment in the close reading of texts
12. Demonstrate an ability to present, evaluate and interpret information, to develop lines of argument and make sound critical judgements in accordance with the theoretical frameworks and concepts associated with the counselling profession
13. Evaluate how academic learning may be linked to learning in the work-place
14. Evaluate and reconcile competing/contradictory theories, views and/or explanations
15. Demonstrate the ability to reflect on and be critical of their own research and writing
16. Demonstrate a significant degree of integrity and intellectual maturity

Subject Specific/Practical Skills

17. Use their theoretical knowledge to inform their counselling work and form an integrated approach that supports their practice
18. Plan and implement counselling sessions in a variety of settings and contexts: individuals and groups, a range of ages of patients
19. Reflect on personal experience of practice to evaluate and develop their own approaches
20. Carry out long term evaluation of practice and report this to an academic audience
21. Consolidate, extend and deepen their professional competence to achieve 'competence in depth'
22. Apply in the workplace, the range of knowledge and skills learnt throughout the programme
23. Apply underlying concepts and principles outside the context in which they were first studied, and in a work context
24. Apply knowledge of the main methods of enquiry in their subject(s), and critically evaluate the appropriateness of different approaches to solving problems in their field of study and apply these in a work context

Generic learning outcomes

25. Demonstrate the ability to integrate theory and practice
26. Demonstrate the ability to transpose class-based learning into work-based practice
27. Effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non- specialist audiences, and deploy key techniques of the discipline effectively in their field of study and in a work context

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28. Work effectively within a team and demonstrate team leadership where appropriate within a professional context
29. Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in their field of study and in a work context
30. Work towards the completion of coursework projects in a disciplined fashion according to deadlines
31. Make effective use of academic libraries, archives, and range of appropriate electronic media for research purposes
32. Assemble, interpret and analyse evidence as a means of forming a well-articulated argument
33. Undertake further training, develop existing skills, and acquire new competences that will enable them to assume responsibility within organisations
34. Employ qualities and transferable skills necessary for employment and progression to other qualifications requiring the exercise of personal responsibility and decision-making
35. Utilise opportunities for lifelong learning
36. Employ effective time and resource management skills
37. Perform effectively in periods of self-directed study
38. Deliver presentations using an appropriate range of communication technologies/ presentational aids
39. Employ appropriate academic referencing/citation conventions consistently and to an appropriate standard of competency
40. Effectively employ a range of IT resources in the completion of coursework including the storage, retrieval and analysis of data

Course Design

The design of this course has been guided by the following QAA Benchmarks / Professional Standards:

QAA Benchmarks

- Psychology (2007)

Professional Standards

- British Association for Counselling and Psychotherapy

Course Structure

The FdA Counselling comprises modules at levels 4 and 5.

Module Specifications for each of these modules are included within the course handbook, available to students on-line at the beginning of each academic year.

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	Module	Credits	Module Type ⁷
Level 4			
	Introduction to Counselling Theory	40	M
	Counselling Skills	40	M
	Self-Awareness	20	M
	Personal and Professional Development	20	R
Level 5			
	Post-Freudian Psychodynamic Theory	20	M
	Integrative Counselling Skills	20	M
	Humanistic Developments in Counselling	20	M
	Research Skills	20	M
	Self-Awareness and Reflective Practice	20	M
	Working as a Practitioner	20	M

Awards

On successful completion of the course, students will be awarded a FdA Counselling.

Course Delivery

The course is delivered at Ipswich. Students studying full-time on FdA Counselling are likely to have approximately 228 contact hours for level 4 and 228 contact hours for level 5. The contact hours will be a mix of lectures, skills practice, group process and seminars and students will also be required to participate in 100 hours of work placement in approved counselling settings. Students will be expected to find their own placement. Students will normally be expected to undertake 20 hours of independent study in an average week, but should be prepared for this to vary based on assignment deadlines and class exercises.

Course Assessment

A variety of assessments will be used on the course to enable students to experience and adapt to different assessment styles. The assessment methods used will be appropriate to assess each module's intended learning outcomes. Assessment on the course overall will be approximately 90% coursework (including essays, case studies, presentations, group work, reflective learning journals and research projects) and 10% practical assessments.

Course Team

The academic staff delivering this course are drawn from a team that includes teaching specialists and current practitioners. All staff are qualified in their subjects with their own specialist knowledge to contribute.

⁷ Modules are designated as either mandatory (M), requisite (R) or optional (O). For definitions, see the [Framework and Regulations for Undergraduate Awards](#)

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Course Costs

Students undertaking FdA Counselling will be charged tuition fees as detailed below.

Student Group	Tuition Fees
Full-time UK/EU	£9,250 per year
Part-time UK/EU	£1,454 per 20 credit module
Full-time International	£10,080 per year
Part-time International	£1,680 per 20 credit module

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Tuition Fee Policy.

Students are likely to incur other costs for personal counselling, client supervision, BACP membership and personal liability insurance amounting to approximately £1,500 per year.

Academic Framework and Regulations

This course is delivered according to the Framework and Regulations for Undergraduate Awards and other academic policies and procedures of the University and published on the [website](#).