

PROGRAMME SPECIFICATION
BA (Hons) Counselling, Coaching and Mentoring

1.	Awarding Institution	York St John University
2.	Teaching Institution	York St John University
3.	Delivery locations (if different to Teaching Institution)	N/A
4.	Programme(s) Accredited by (professional/statutory body)	N/A
5.	School offering the Programme(s)	Psychological and Social Sciences
6.	Final Award(s)	Bachelor of Arts with Honours. Bachelor of Arts Ordinary Degree
7.	Interim Awards	Diploma of Higher Education Certificate of Higher Education
8.	Programme Title(s)	BA(Hons) Counselling, Coaching and Mentoring
9.	UCAS Code / GTTR / Other	N/A
10.	Approved Combinations (for Joint Honours programmes only)	N/A
11.	QAA Benchmark Group(s)	N/A
12.	Applicable to Year of Entry to the Programme(s)	2017
13.	Date Produced/Revised	2012 was the first intake

14.	Mode of Study
	<p>The programme is offered in the following modes of study:</p> <p>Full-time: Over 3 years Part-time: Over 6 years Distance/distributed learning: N/A</p>

15.	Introduction and Special Features
15-a	<p>Introduction</p> <p>Building on its predecessor BA (Hons) Counselling Studies, the BA (Hons) Counselling, Coaching and Mentoring provides an undergraduate programme characterised by a focus on skills application and work-related study. This is in recognition of the employability agenda for new graduates and in response to the developing role of coaching in the field of counselling and other talking therapies. The programme introduces students to the broad range of skills and theoretical approaches encompassed by counselling, coaching and mentoring. Students will engage in an exploration of the areas of synergy and differentiation between the competing definitions, philosophies, methodologies and practices underpinning these helping disciplines with the intention they ultimately use their findings to inform their graduating interests.</p> <p>Graduate employment is a central influence on this programme which combines a learning experience with the provision of specific pathways into employment, further study or training in careers related to developing and helping people in organisational settings. With solution focused approaches gaining in credibility and influence in the</p>

	<p>field of counselling, it is timely to offer a programme that includes the modalities of coaching and mentoring. Coaching in particular is a developing field for addressing well-being and personal or professional development. The programme is designed to meet the growing demand for professional training in forward-focused and constructively practical ways of supporting and developing people in contexts ranging across health, social care, education and business.</p> <p>The programme is characterised by a stimulating opportunity to study the subject area and by the planned development of key transferable skills including communication skills, reflective practice and work experience.</p> <p>Please note that, due to the structure of this programme, study abroad is not permitted.</p>
<p>15-b</p>	<p>Special features of the programme.</p> <p>The programme places a continuous emphasis on applied learning, be it in a group situation, in a skills training context or in a placement. The programme incorporates 120 hours of placement activity allocated as 40 hours in each year of study. Depending on student interest, these can take place in a range of settings that might include healthcare, social care, business or education. Placement modules prepare students for professional supervised practice and advice on researching, securing and managing the placement experience is available from placement module tutors and detailed in the programme Placement Handbook. A 'Programme Advisory Group' consisting of representation of placement providers from social care, business and enterprise settings, students past and present and the staff team will meet once per semester in a networking capacity that helps to foster and maintain programme links with local business and placement providers. The new programme will continue to foster the international opportunities enjoyed by students from the current programme, whether as a placement opportunity in an international setting or a study exchange arranged through the University.</p>
<p>16.</p>	<p>Criteria for Admission</p> <p>The programme seeks to promote admission onto the programme in accordance with the principles of Widening Participation and equal opportunity as articulated by the University admissions policy.</p> <p>See: the University's general entry criteria for undergraduate/postgraduate study.</p> <p><i>BA (Hons) Counselling, Coaching and Mentoring</i> considers the following range of qualifications:</p> <p><u>Traditional entry</u></p> <p>A minimum requirement of York St John University for programmes at Level 4 (FE/HE Level 4 and FHEQ Level C) will be as follows:</p> <ul style="list-style-type: none"> • Two passes at A level (where each A level is a 4 or 6 unit award) / pass in a 12 unit AVCE or a combination of the two qualifications, plus three other subjects at GCSE Grade c or above, including English language; <p>Or</p> <ul style="list-style-type: none"> • A BTEC or SCOTVEC National Diploma or Certificate <p>Or</p> <ul style="list-style-type: none"> • Three Scottish Higher level passes at Grade C plus three passes at Standard level including English language <p>Or</p> <ul style="list-style-type: none"> • Four Irish Higher level passes at Grade C including English Language. <p><i>Entry as a Mature Student</i></p> <p>Pass in an approved Access course or through the University's mature entry route</p> <p>Entrance to the subject area does not require specific subject knowledge. The subject area will look for evidence outlined in an application statement, of engagement in</p>

	<p>supportive helping roles - for example experience of helping in roles at work, home or school and college.</p> <p><u>International applications</u> Applications from International candidates are welcome in line with the University admissions policy.</p> <p>See University admissions policy on international applications.</p> <p>Applicants whose first language is not English must be able to demonstrate sufficient competence in written and spoken English. As the programme relies on a high level of communication skill students should have - IELTS - 6.0 overall, with 6.0 in listening and reading and 6.0 in speaking and writing</p> <p><u>Non-Traditional Entry:</u> In line with the University's widening participation policy, applicants who do not possess standard qualifications and who have been out of full time education for more than two years may be admitted to programmes of study by the alternative entry system.</p> <p><u>Vocational Qualifications</u> Applications from people with other relevant professional qualifications are welcome.</p> <p><u>Entry for candidates without standard qualifications (APEL/APL)</u> The programme aligns itself with the University commitment to providing alternative entry routes for applicants who do not hold standard academic qualifications to meet the normal minimum entry requirements and have been out of full-time education for a period of at least 2 years. Where appropriate students will be able to bring prior experience and/or learning on advice of the Academic Registrar in accordance with the University's guidance on APEL (Accredited Prior Experiential Learning) and APL (Accredited Prior Learning) progression. So it may be possible to consider exemption from some elements of level one study, for example for applicants who already have an appropriate Certificate in Counselling or Coaching Skills.</p> <p><u>Interview</u> Whilst applicants will not be interviewed for entry onto <i>BA (Hons) Counselling, Coaching and Mentoring</i>, the programme would seek to interview candidates should it take students through Clearing. This would be by way of confirming fit between the programme and applicant aspirations.</p>
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17	Programme Aims:
	<p>The <i>BA (Hons) Counselling, Coaching and Mentoring</i> degree aims to:</p> <ol style="list-style-type: none"> 1. enable students to develop an understanding of counselling, coaching and mentoring theory and practice 2. enable students to develop applied competence in models of supporting and enabling people in contexts that may include health, social care, education and business 3. enable students to think critically and reflectively upon their practice 4. provide opportunity for students to relate their studies to their particular vocational needs, interests, organisational circumstances, and future employment aspirations 5. provide a coherent programme of study that facilitates the professional development of the student in a manner relevant to the needs of employers 6. engage students in analytical and critical thinking as a basis for addressing a wide range of questions and problems directly applicable to the development and change of individuals, groups and organisations within society

	enable students to apply multiple perspectives to issues associated with counselling, coaching and mentoring, recognising that these areas involve a range of research methods, theories, evidence and applications.
18-1	YSJU Level 4 / NQF Level 4 / FHEQ C
18-1a	<p><u>Level 4 Programme Outcomes</u></p> <p>Level 4 (Certificate of Higher Education)</p> <p>On completion of level 4 students will be able to:</p> <ol style="list-style-type: none"> 1. define the concepts, principles and values underpinning counselling coaching and mentoring 2. describe the use of counselling, coaching and mentoring activity within statutory, voluntary and private organisational settings 3. demonstrate knowledge of a range of introductory concepts and perspectives associated with the process of interpersonal awareness within helping relationships 4. demonstrate application of basic listening/helping skills in the establishment of supportive, client-centred and non-judgmental listening relationships 5. assess the use of communication and helping skills within an organisational setting 6. communicate effectively using a range of basic skills appropriate for the audience and purpose 7. demonstrate a range of basic key transferable skills appropriate for further study and future employment in a range of fields associated with counselling, coaching and mentoring 8. draw on basic models of reflective practice as a means of developing a self-questioning perspective on self and self in relation to others
18-1b	<p><u>Level 4 Programme Structure and Content</u></p> <p>The <i>BA (Hons) Counselling, Coaching and Mentoring</i> comprises a number of key threads that run through the programme. These consist of core theoretical knowledge; subject specific practice in skills workshops and placement application; critical reflective learning and key transferable skills. Students revisit these threads of study across levels of study with each successive encounter building on the previous one to provide a spiral curriculum. This recognises the value of re-visiting learning experience as a means of building on earlier concepts of knowledge and practice thereby developing student competence in a way that isn't too overwhelming.</p> <p>For Level 4 the <i>theory thread</i> runs across all modules with a particular focus given to the core 20 credit module <i>Humanistic Foundations of Counselling Coaching and Mentoring</i> which aims to develop an awareness of the psychological and philosophical humanistic foundations that underlie the disciplines of counselling, coaching and mentoring.</p> <p>The <i>practice thread</i> consists of two long 40 credit modules– <i>Skills for Practice</i> and <i>Helping in the Community</i>. <i>Skills for Practice</i> offers students the opportunity to practice listening skills with each other in workshop settings. Placement is a central feature of the practice thread and the module <i>Helping in the Community</i> introduces students to the occupational areas in which practical listening skills might be used via a work placement activity. It aims to provide opportunities for students to develop and demonstrate the ability to use and apply knowledge, skills and information in work-based settings. The 40 credit weighting reflects the quantity of theoretical underpinning that supports the placement. The module incorporates 40 hours of placement activity which can take place in a range of settings depending on student interest that might include healthcare, social care, business or education. Advice on researching, securing and managing the placement experience is available from placement module tutors and detailed in the programme Placement Handbook. The length of both modules allows the use of formative</p>

assessment for feed forward into final summative assessments.

The **reflective thread** finds introductory expression across all modules in level 4. Modules like *Interpersonal Skills* and *Skills for Practice* engage students in the process of reflective feedback as a means of enabling students to become more aware of self both intra and interpersonally, in order to develop self-aware listening practice. Reflection on the developing self also supports personal and professional development which is seen as a central element of each level of study. Students are required to begin reflecting upon and developing action plans for their holistic progression and employment aspirations. This process will be supported by regular meetings with academic tutors.

The **transferable skills thread** weaves through-out all the modules and students can expect to gain initial competency in research skills, presenting and communicating information and ideas; utilising Information Technology; accessing information from a range of sources; working both independently and inter-dependently and exercising initiative, responsibility and confident decision-making.

Modules for the Programme

Code	Title	Credits	Semester	Status of Module
1CS090	Skills for Practice	40	1 and 2	CP
1CS091	Helping in the Community - <i>placement module</i>	40	1 and 2	CP
1CS092	Interpersonal skills	20	2	C
1CS093	Humanistic Foundations of Counselling Coaching and Mentoring	20	1	C

Status of Module will be either:

C: Compulsory, **CP:** Compulsory for progression to the next level, **CA:** Compulsory for award, **O:** option or **E:** elective

18-1c

Level 4 Teaching and Learning and Assessment Strategies

Teaching, learning and assessment on the **BA (Hons) Counselling, Coaching and Mentoring** programme is underpinned by the principle of participative, active and experiential learning.

Teaching and Learning

The taught sessions are delivered in experiential workshop style using the principles of 'action learning' as a tool to engage students in identifying their own learning, current opportunities and future development. Teaching and learning includes tutor facilitated presentations, student presentations, student facilitated seminars, practice workshops, small group work and individual tutorials. Alongside these it utilises Supported Open Learning, the Virtual Learning Environment and independent learning.

The subject area distributes contact time progressively across the levels with more opportunities for tutor led input at level 4. The year long, 40 credit modules allow for more sustained levels of learning contact and are designed to promote social and academic integration with the intention of supporting the transition experience of first year students.

Assessment

The key principle underpinning the programme's assessment strategy is the role of assessment in *developing* learning. This represents the move within the University's Learning and Teaching Strategy toward assessment *for* learning rather than assessment *of* learning. The programme incorporates a diverse range of assessment methods appropriate to the specified learning outcomes of the programme, level, and modules. There is an emphasis on course-based strategies intended to account for the widest

	<p>possible participation and inclusive of learners that are typically under-represented in Higher Education. The following assessment methods at Level 4 provide opportunity for students to demonstrate their strengths and to meet the identified programme learning outcomes.</p> <ul style="list-style-type: none"> ▪ Essays ▪ Group presentations ▪ Skills and Applied Practice ▪ Placement Portfolios - to include the completion of 40 hours of placement ▪ Practice log ▪ Practice evaluation ▪ Critical incident analysis <p>The assessment strategies include the use of both summative and formative assessment. The essence of <i>formative assessment</i> is that undertaking the assessment constitutes a learning experience in its own right. Writing an essay plan or undertaking a class presentation, for example, can be valuable formative activities as a means of enhancing knowledge as well as for developing research, communication, intellectual and organisational skills. A number of modules are designed to span longer than the traditional 15 week teaching period to allow for the use of formative assessment particularly in areas of learning that require time for development i.e. skills practice and the placement module in which students must complete 40 hours of placement activity as part of their assessment. Using a balance of formative and summative assessment allows for a staggered distribution of assessment across the academic year and cultivates a practice of timely feedback on student performance.</p>
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18 2	YSJU Level 6 / NQF Level 5 / FHEQ I
18-2a	<p><u>Level 6 Programme Outcomes</u></p> <p>Level 6 (Diploma of Higher Education) On completion of level 6 students will be able to:</p> <ol style="list-style-type: none"> 1. appraise competing models and approaches in counselling, coaching and mentoring and identify their distinction from other helping activities 2. conceptualise the links between theory and skills application in coaching and mentoring 3. evaluate key ethical and professional issues in coaching and mentoring practice as applied to the workplace setting 4. assess the contribution of the three major theoretical perspectives to current counselling practice 5. reflect on the complexity and diversity of clients needs and how these are addressed in an inclusive framework 6. appraise personal value and belief systems in the framework of a more developed system of reflective practice 7. demonstrate a critical awareness of research strategies specific to the area of counselling, coaching and mentoring 8. select relevant research-based sources and use them to devise and sustain arguments and extend knowledge and understanding
18-2b	<p><u>Level 6 Programme Structure and Content</u></p> <p>At level 6 there is a greater emphasis on the context surrounding the use of counselling, coaching and mentoring. The three disciplines - counselling, coaching and mentoring - are studied in closer detail. Students are now in a position to identify more clearly the differences between these approaches to enabling change and development and to explore the impact of change for individuals, groups and organisations. The curriculum threads of theory, practice, reflection and transferable skills are once again combined with a structure consisting of two year-long 40-credit modules and two semester-long 20-credit modules.</p>

At level 6 the cross-modular **theory thread** finds focused expression in the module Theory and Practice of Coaching and Mentoring, which introduces students to some of the key theoretical sources which inform the disciplines of Coaching and Mentoring. *Counselling Approaches* does the same with specific reference to counselling theory. The module Social and Organisational Contexts of Counselling, Coaching and Mentoring provides students with an opportunity to explore the social discourses on issues such as race, gender, sexuality, disability, age, class, culture and mental health and well-being and the impact of these on working relationships within counselling, coaching and mentoring.

The level 6 **practice thread** consists of two modules. In the year-long module Theory and Practice of Coaching and Mentoring, students build on the core helping skills developed in Year 1 by learning about models and skills which are used to structure and facilitate Coaching and Mentoring conversations, and by applying their learning in tutor-observed skills workshops with peers. The year-long, 40-credit module Social and Organisational Contexts of Counselling, Coaching and Mentoring develops students' knowledge and understanding of the varied contexts in which these activities occur, and enables students to apply their learning in real-world settings by engaging in a minimum of 40 hours of placement activity. Advice on researching, securing and managing the placement experience is available from placement module tutors and detailed in the programme Placement Handbook. The module aims to facilitate the transition from student to professional practitioner by providing scope for reasoning and reflection in the work environment which complements and extends their academic studies. These hours must be completed as part of the module assessment.

The *Research Methods* module serves to underpin the **reflective thread** which runs across Level 6. Students are introduced to research paradigms and how these inform knowledge construction. More emphasis is placed on higher order thinking and these analytical skills prepare students for greater independence and ownership of learning.

The **transferable skills thread** continues to weave through out all the modules and students can expect to develop competency in research skills; presenting and communicating information and ideas; utilising Information Technology; working in the virtual learning environment of the VLE: accessing information from a range of sources; working both independently and inter-dependently and exercising initiative, responsibility and confident decision-making. The development of transferable skills supports personal and professional development which is seen as a central element of each level of study. Students are required to reflect upon and develop action plans for their holistic progression and employment aspirations. This process will be supported by regular meetings with academic tutors.

Modules for the Programme

Code	Title	Credits	Semester	Status of Module
2CS147	Social and Organisational Contexts of Counselling, Coaching and Mentoring	40	Year long	C
2CS148	Theory and Practice of Coaching and Mentoring	40	Year long	C
2CS143	Counselling Approaches	20	1	C
2CS144	Research Methods	20	2	CP

Status of Module will be either:

C: Compulsory, **CP:** Compulsory for progression to the next level, **CA:** Compulsory for

	<i>award, O: option or E: elective</i>
18-2c	<p><u>Level 6 Teaching and Learning and Assessment Strategies</u></p> <p>At level 6 teaching, learning and assessment continues to be underpinned by the principle of participative, active and experiential learning.</p> <p>Teaching and Learning The taught sessions are delivered in experiential workshop style using principles of ‘action learning’ as a tool to engage students in identifying their own learning, current opportunities and future development. Teaching and learning includes tutor facilitated presentations, student presentations, student facilitated seminars, practice workshops, small group work and individual tutorials. Alongside these it utilises Supported Open Learning, the Virtual Learning Environment and independent learning. The experiential learning environment will continue to foster self-questioning reflective practice. At level two students are required to engage with more complex theoretical concepts and develop more sustained and reasoned evidence based arguments. This is aligned with the principle of progressively distributed contact time across the levels. As students progress through the levels an increasing independence is expected. Face to face teaching contact reduces and students are facilitated in developing peer mentoring as a means of adapting to the expectations of self-supported learning.</p> <p>Assessment Assessment takes a variety of forms as appropriate to student experience, expectation and destination. Whilst written work is an essential part of each module, it is adapted to the learning context (i.e. placement, skills workshops, theory etc) with the aim of cultivating the key skills valued in employment. The following assessment methods at level 6 provide opportunity for students to demonstrate their strengths and to meet the identified programme learning outcomes.</p> <ul style="list-style-type: none"> • Essays • Presentations • Placement report – to include the completion of 40 hours of placement • Portfolios • Evaluation of media based material • Case study • Journal article review • Research proposal <p>The assessment strategies include the use of both summative and formative assessment. Feedback for formative assessments will be in a variety of forms including tutor driven feedback, self-evaluation and peer-evaluation. It is considered peer and self-assessment against set criteria in a supportive environment is a powerful tool for establishing self-regulated behaviour and learning.</p>
18-3	YSJU Level 6 / NQF Level 6 / FHEQ H
18-3a	<p><u>Level 6 Programme Outcomes</u></p> <p>Level 6 (Bachelors ordinary degree) Students who gain the award specified will be able to:</p> <ol style="list-style-type: none"> 1. critically appraise a range of psychological theories and their contribution to an understanding of the working relationship in counselling, coaching and mentoring 2. examine a number of relational issues and scenarios, in terms of how they might impact upon relationship in a variety of working environments 3. effectively and safely facilitate another’s experiential exploration of the change process within a supervised relational context 4. demonstrate the skills necessary to plan, conduct, analyse and report original

	<p>investigative work</p> <ol style="list-style-type: none"> 5. critically evaluate the research-based theories of counselling, coaching and mentoring 6. plan, construct and maintain a critically reflective portfolio to form the basis for CPD activity in future employment and study 7. critically evaluate their application of the theories and skills of counselling, coaching and/or mentoring learned on the course 8. demonstrate an understanding of the underlying values and principles relevant to counselling coaching and mentoring within a developing framework of reflective practice <p>Level 6 (Bachelors degree with Honours) In addition to the level 6 outcomes above students who gain the award with Honours will be able to:</p> <ol style="list-style-type: none"> 1. critically engage with complex theory and apply it to the helping process 2. manage and reflect critically upon own learning 3. select relevant research-based sources and use them to devise and sustain arguments and extend knowledge and understanding 4. design and organise data collection 5. evaluate research paradigms and how these inform knowledge construction 6. articulate, apply and critically reflect upon a framework for ethical and reflective practice at work 7. understand and critically apply the concepts and principles underlying the production of appropriate documentation with regard to career development and progression 8. demonstrate a complex understanding of the underlying values and principles relevant to counselling coaching and mentoring within a critically evaluative framework of reflective practice
18-3b	<p><u>Level 6 Programme Structure and Content</u></p> <p>At level 6 students will be expected to work with a high level of autonomy, whilst paying careful attention to their own learning and development processes and those of peers. In this autonomous framework, the curriculum threads will consist of an increased amount of negotiated, supervised and individually managed modular study.</p> <p>The <i>theory thread</i> and the <i>practice thread</i> come together in <i>Psychology of Relationship</i> which critically examines the context of the development of the self, self in relationship, self in society, and the dynamics of working relationships. Students will develop and demonstrate the application of theories in skills practice, and show their capacity for self-reflection in relation to their application of these theories in reflective skills evaluations supported by tutor supervision. In <i>Ethical and Reflective Practice at Work</i> students continue to foster both their theoretical understanding of models of supervision and their engagement with practice in the form of 40 hours of placement activity which must be completed as part of the module assessment. Advice on researching, securing and managing the placement experience is available from placement module tutors and detailed in the programme Placement Handbook. The purpose of this module is to develop the reflective, ethically aware professional who is able to engage in supervised practice. The 40 credit weighting reflects the quantity of theoretical underpinning that supports the placement. The module integrates prior learning and enables students to develop their counselling, coaching and/or mentoring skills with clients outside of the course in a placement setting, agreed through dialogue with the module director, which is appropriate to their level of development, learning goals and career aims.</p> <p>All level 6 modules are concerned with the cultivation of reflective practice in some form. The <i>reflective thread</i> finds expression in the module <i>Ethical and Reflective Practice at Work</i> in which students will articulate, apply and critically reflect upon a framework for</p>

ethical and reflective practice at work. *Psychology of Relationship* asks students to apply learned theory to their intra and interpersonal experience with the expectation of cultivating reflexive self-awareness. In the *Dissertation* module students will apply skills, concepts, theoretical and empirical knowledge, and methods appropriate to the study of Counselling, Coaching and Mentoring to define, design, plan and execute research ethically.

The **transferable skills thread** also finds expression in all Level 6 modules. The development of transferable skills supports personal and professional development which is seen as a central element of each level of study. It is clearly articulated in the module *Professional and Personal Development* which offers an opportunity for students to critically evaluate their programme experience and draw together their knowledge, skills and experience in a coherent plan for their future. The module encourages students to identify potential fields of employment and includes career focused activities which provide specific input on writing CVs, letters of application and other job-search skills. Transferable scholarship and academic research skills are developed in the *Dissertation* module. Transferable interpersonal, intrapersonal and professional communication skills continue to be developed in the peer supervision groups that are core to the module *Ethical and Reflective Practice at Work*.

Modules for the Programme

Code	Title	Credits	Semester	Status of Module
3CS100	Ethical and Reflective Practice at Work - <i>placement module</i>	30	1 and 2	C
3CS101	Professional and Personal Development	20	1 and 2	C
3CS102	Psychology of Relationship	40	1 and 2	C
3CS103	Dissertation	30	1 and 2	CA

Status of Module will be either:

C: Compulsory, **CP:** Compulsory for progression to the next level, **CA:** Compulsory for award, **O:** option or **E:** elective

18-3c Level 6 Teaching and Learning and Assessment Strategies

Teaching and Learning

At level 6 students will be expected to integrate and synthesise theory and practice and be able to account for their own approaches and values in relation to the use of counselling, coaching and mentoring skills. They will be expected to pay due regard to ethical and professional standards relating to the practice and application of these skills. Experiential learning continues to be embedded within the programme with an increasing purpose of providing opportunities for students to demonstrate the ability to use and apply knowledge and skills. At level 6 experiential learning facilitates the transition from student to competent practitioner by providing scope for reasoning and reflection in the practice environment that complements and extends their academic studies. Level 6 studies will also provide opportunities for students to be actively involved in peer supervision groups and real work-based situations. This will foster the cultivation of attributes like responsibility, accountability, ability to manage self and resources within a professional situation, apply theory in practice and reflect on strengths and areas for development.

As students progress through level 6 and into level 6, students are supported into more independent and self-directed learning. The modules run across semester one and semester two which allows for lengthened out but consistent contact with the aim of further developing student autonomy, whilst still providing a supportive environment. In addition to this, the experience of a learning community will continue to be fostered

	<p>where possible by the use of the VLE. Long modules also cultivate a perception of learning beyond bite-sized chunks and allow for formative assessment processes that provide ongoing feedback. The contact time for level 6 is supplemented by the availability of 5 hours of individual supervision tutorials for the dissertation module. Students are encouraged to initiate and self-facilitate the arrangement of this teaching contract thereby informing the principle of autonomous learning. These contact strategies alongside the provision of necessary skills will actively facilitate a culture of autonomous learning.</p> <p>Assessment</p> <p>The following assessment methods at level 6 provide opportunity for students to demonstrate their strengths and to meet the identified programme learning outcomes.</p> <ul style="list-style-type: none"> • Reflective journal • Seen exam • Evaluative commentary on practice • Placement report - to include the completion of 40 hours of placement • PDP Portfolio • Dissertation <p>The assessment methods challenge the student academically and reinforce the relation to practice. The range of assessment methods provides opportunity for each student to illustrate their strengths and advanced independent study which culminates in the production of a dissertation on a self-selected area of interest in the field of Counselling, Coaching and Mentoring.</p>
<p>19.</p>	<p>Progression and Graduation Requirements</p> <p>The University's general regulations for undergraduate/postgraduate awards apply to this programme. These can be found in the Document Directory via the homepage.</p> <p>https://www.yorks.ac.uk/registry/regulations/</p> <p>In addition, the following specific programme regulations apply in respect of progression and graduation:</p> <ul style="list-style-type: none"> • The modules <i>Skills for Practice 1CS090</i> and <i>Helping in the Community 1CS091</i> at level 4 must be passed in order to progress to level 6 • The module <i>Research Methods 2CS144</i> at level 6 must be passed in order to progress to level 6 • The module <i>Dissertation 3CS103</i> at level 6 must be passed in order to achieve the award with honours
<p>20.</p>	<p>Internal and External Reference Points</p> <p>This programme specification was formulated with reference to:</p> <ul style="list-style-type: none"> • University Mission Statement [see page two] • QAA subject benchmark statement • Framework for Higher Education Qualifications
<p>21.</p>	<p>Further Information</p> <p>Further information on the programme of study may be obtained from:</p> <ul style="list-style-type: none"> • Admissions Entry Profile (Admissions) • Programme validation document (Registry – Academic Standards) • Regulations (Registry – Academic Standards)

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| | <ul style="list-style-type: none">• Student programme handbook (school)• Module handbooks (school) |
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Registry notes:

PASP April 2016 approved new modules 2CS147 and 2CS148 to replace four 20 CR modules wef 2016/7.
updated July 2017