



Iron Mill College

Education & Training in Mental Health & Wellbeing
Established 1981

Information for Applicants:
**Recognition of Prior Experiential
Learning (RPEL)**

For entry to the
BA (Hons) Integrative Counselling

Validated by
The University of Worcester



**University
of Worcester**

Information for Applicants

Thank you for your interest in the Level 6 BA (Hons) Top-Up in Integrative Counselling at Iron Mill College.

We recognise that many counsellors trained on programmes that were not validated at Level 5, and therefore are not able to meet the entry criteria for the BA (Hons) programme. This RPEL assessment process is intended to provide an opportunity for qualified and experienced counsellors, who wish to apply for a place on the BA (Hons) Top-up programme, when the standard Level 5 entry requirement cannot be met.

Eligibility

You may apply to this programme through RPEL if you meet the following requirements:

- a) You hold full membership of the BACP (i.e. MBACP status)

and

- b) You are an experienced counsellor who is BACP accredited
 - or* who can demonstrate the eligibility criteria for application to BACP accreditation (as described in Section 2 and 3 of the RPEL Criteria in this document)
 - or* who has a minimum of 5 years post-qualifying counselling experience

Overview of the RPEL process

Following your application to the BA (Hons) Integrative Counselling Programme, you will be required to submit a portfolio of evidence demonstrating your counselling experience, your active engagement in CPD activity, and your ability with reference to Level 5 FdA Integrative Counselling Learning Outcomes and the FHEQ Level 5 descriptor.

This portfolio will be assessed by the Programme Leader, and moderated by both the University of Worcester Link Tutor and the Programme External Examiner. The outcome of this assessment, together with your interview, will determine whether you will be offered a place on the programme for your chosen year of entry.

Fee

The 2016-17 fee for the RPEL assessment is £50. You will receive details from the University regarding payment of this fee when your RPEL application is received.

Important Dates 2016-17

There are four RPEL assessment opportunities scheduled for 2016-17. You may submit your portfolio for assessment by one of the following dates:

Friday 28th October 2016

Friday 20th January 2017

Friday 14th April 2017

Friday 16th June 2017

Due to the rigorous process of assessment and moderation, please note that it will take approximately four weeks from submission to receive notification of the outcome.

RPEL Assessment Criteria for BA (Hons) Top-up Integrative Counselling

Requirements	Evidence	
1. Current Professional Practice		
1.1 Evidence of MBACP (full membership of the BACP). <ul style="list-style-type: none"> • If you are submitting evidence of being an accredited member of the BACP (MBACP accred.), please go straight to section 3.4 of this table and omit sections 1.2 to 3.3. 	Photocopy of current membership card*	
1.2 Evidence of professional indemnity insurance (personal)	Photocopy of current certificate	
1.3 Evidence that you are currently practicing counselling or psychotherapy	Supervisor signed statement	
2. Training - evidence that you have successfully completed and received an award for counselling practitioner training which:		
2.1 included at least 400 hours of tutor contact hours	Certificate or signed letter from college*	
2.2 was carried out over at least two years	Certificate or signed letter from college*	
2.3 had a supervised placement, of 100 hours or more, as an integral part of the training	Certificate or signed letter from college*	
2.4 covered theory, skills, professional issues and personal development	Certificate or signed letter from college*	
3. Counselling Experience		
3.1 you have been in practice as a counsellor for at least three years	Supervisor signed statement	
3.2 you have at least 450 hours of supervised counselling practice accumulated within three to six years	Supervisor signed statements covering the 450 hour period	
3.3 you have been supervised for at least 1.5 hours per month throughout the period of practice submitted	Supervisor signed statement	
3.4 Evidence of all CPD activities attended in the past three years	Photocopies of certificates*	
4. Evidence of ability to engage in study at Level 6		
Write a case study to demonstrate your level of professional experience and learning, and how your CPD has influenced your practice. We will assess your work using the Case Study criteria (page 5), which are in line with the FdA Level 5 Learning Outcomes (page 6) and the FHEQ Level 5 descriptor (page 7).	Case Study: 2000 words max.	
5. Reflective Statement of Learning		
Write a reflective personal statement evaluating your accumulated learning and experience, and its impact upon your current practice and level of professional development. We will assess your statement with reference to the Level 5 Learning Outcomes listed on page 6 of this document.	Reflective Statement: 1000 words max.	

*originals of your photocopied certificates will be required at interview.

How to submit your portfolio

Before submitting, please check that

- your portfolio of evidence is complete – we cannot accept pieces of evidence submitted separately
- the pages are bound together (treasury tags/staples/lightweight folder)
- your name is on each sheet
- your contact details (name, email, address, phone) are clearly stated on the front page
- the completed checklist (on page 3 of this document) is at the front of your submission.

Please send your portfolio to:

Rose Bedford
Principal
Iron Mill College
Morwenstow
7 Barnfield Crescent
Exeter
Devon
EX1 1QT

We recommend recorded 'signed for' delivery, or delivery by hand, and it is important that you retain a full copy of your completed portfolio. We will notify you by email when we have received your portfolio so that you know it has arrived safely.

Questions?

We hope this document contains all the information you will need, but if you have any further queries you are welcome to contact us:

Course Leader: Jane Whitehead
Programme Administration: Amanda Murrell

Tel: 01392 219200
Email: enquiries@ironmill.co.uk

Website: www.ironmill.co.uk

RPEL Assessment: guidance documents

This section is for your information and guidance, and contains

Case Study Criteria	page 5
FdA Level 5 Learning Outcomes	page 6
FHEQ Level 5 Descriptor	page 7

Case Study Criteria

These criteria are in line with the FdA Level 5 Learning Outcomes and the FHEQ Level 5 Descriptor. Within the case study, you should demonstrate your knowledge, experience and competence in:

- a. the establishment and ongoing management of an effective therapeutic relationship with a client, in which you demonstrate the personal moral qualities listed within the BACP Ethical Framework
- b. the use of a clearly identified (integrative or single) relational approach, and use of a range of therapeutic responses, strategies and interventions compatible with that approach
- c. working with awareness of current legal and ethical requirements, and management of ethical complexities
- d. the acknowledgement and management of the impact of diversity and difference in the therapeutic relationship
- e. the management of difficulties and ruptures in the therapeutic alliance
- f. effective use of professional supervision, and the ability to engage in self-reflective practice.

You may wish to consult the BACP Information Sheet R7, specifically pages 4-6, for guidance on the structure and content of a case study (available for members from www.bacp.co.uk).

FdA Level 5 Learning Outcomes

On completing Level 5, students will be able to:

1. identify the philosophical assumptions underpinning the theory and practice of counselling and psychotherapy
2. evaluate and make use of a range of well-established therapeutic approaches appropriate to the needs of the client
3. describe and critically analyse a personal philosophy of counselling and integrative approach, and provide evidence of this approach in practice
4. recognise ways in which the relationship is conceptualised in a range of different theoretical models, and evidence the ability to form and maintain a meaningful therapeutic relationship
5. demonstrate confidence and competence in the use of therapeutic skills
6. maintain the ethical principles that underpin counselling and psychotherapy
7. integrate into practice legal, professional and organisational requirements pertaining to equal opportunities, diversity and anti-discriminatory practice
8. develop knowledge about research and apply a comprehensive, in-depth and research-informed body of knowledge in practice, developing skills in the retrieval, evaluation and communication of information
9. develop professional knowledge of mental health and psychopharmacology
10. gain work based understanding (ethical, contractual, professional, legal, social and organisational)
11. recognise their own professional strengths and limitations that may affect therapeutic practice, and develop appropriate self-support and self-care strategies
12. demonstrate use of reflective practice in developing an understanding of the self in relationship
13. demonstrate the ability to reflect upon your own practice and explicitly define areas for professional development
14. demonstrate in-depth understanding of the purpose, theory and practice of supervision
15. recognise and make appropriate decisions in response to ethical dilemmas and legal responsibilities when assessing potential risk to the client or others
16. professional presentation of work in a clear, well structured and well-informed manner, with the ability to critically evaluate material.

FHEQ Level 5 Descriptor

Descriptor for a higher education qualification at level 5: Foundation Degree

The descriptor provided for this level of the FHEQ is for any Foundation Degree which should meet the descriptor in full.

This qualification descriptor can also be used as a reference point for other level 5 qualifications, including Diplomas of Higher Education, Higher National Diplomas, etc.

Foundation Degrees are awarded to students who have demonstrated:

knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed

- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

Typically, holders of the qualification will be able to:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- 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
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

And holders will have:

the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Holders of qualifications at this level will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. Their studies may well have had a vocational orientation, for example HNDs, enabling them to perform effectively in their chosen field. Holders of qualifications at this level will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making. *QAA Framework for Higher Education Qualifications, August 2008.*