



Lincoln Bishop
University

Faculty of People & Society

BA (Hons) Counselling Practitioner

Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification, and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

Versioning of Programme Specification

This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.

This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.

1	Senate approval – date and outcome of last approval	13 July 2022 Amended 30 August 2024 Amended July 2026
2	Next Scheduled Review Date: [Month/Year]	March 2027 Foundation Degree & Combined Honours Curriculum specifically attached to this programme specification will be reviewed at the same time.
3	Programme Specification - Effective date: [Day/Month/Year]	1 September 2023
4	Version Number	1.3

Modifications to Programme Specification

Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.

Cross Referencing of Programme/Module Specifications

Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.

Programme Specification

The information in this document is organised into the following sections:

Section A – Administrative and Regulatory Information

Section B – Outcomes

Section C – Structure

Section D – Teaching, Learning and Assessment

Section E – Programme Management

Section F – Mapping

Section G – Graduate Attributes

Section H – Log of Modifications

SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

1	Programme Specification Title
BA (Hons) Counselling Practitioner	
1a	Programme Code
BACOU01F23	
2	Brief Summary (for Marketing Purposes)
The BA (Hons) Counselling Practitioner degree provides a pathway for students who wish to train to become counselling practitioners. The programme adopts a humanistic approach to counselling practice; the ‘humanistic’ label is an umbrella term for counselling approaches which are client-centred and fundamentally focused on the therapeutic relationship. Humanistic counselling requires a high level of self-awareness and, consequently, students will embark upon a journey of personal development throughout the programme. Alongside this process, students will learn about both the theoretical underpinnings of humanistic counselling and the practical application of that theory. There are multiple rich opportunities, over the course of the degree, to learn and refine practical counselling skills. These skills will be employed in a real-world context when students begin their supervised client work with adults in their second year of study. The degree programme offers students the opportunity to engage with a contemporary curriculum, informed by the British Association for Counselling and Psychotherapy (BACP) Guidelines for Stage 3 Core Practitioner Training (2022), the BACP Gold book criteria for the accreditation of training courses (2021), and the subject benchmarks for Counselling and Psychotherapy (QAA, 2022). As the programme aligns with the BACP requirements, upon successful completion of the programme, students can apply for BACP membership. Such professional membership is an important aspect of ethical practice. Graduates may also apply to sit the BACP’s Certificate of Proficiency test, allowing them to join the BACP register, a public record of counsellors who meet the BACP quality standards. This level of BACP membership is often listed as a pre-requisite for	

employment as a counsellor in key organisations such as the NHS, educational establishments and third sector providers of counselling services. Students are also encouraged to apply for student BACP membership whilst on this course.				
3	Awarding institution	Lincoln Bishop University		
3a	Programme Length	Full-Time 3 years	Part-time N/A	
3b	Mode(s) of Study	Full-time, In-person		
4	Programme Area	People & Society: Institute of Health		
5	HECoS/UTT/UCAS code(s)	HECoS 100495 CAH02-06-07	UTT/ITT N/A	UCAS B941
6	Framework for HE Qualifications position of final award(s)	Undergraduate (Level 6)		
7	Alignment with University Credit Framework	Undergraduate		
8	Compliance with University Assessment Regulations	Academic Regulations Governing Taught Qualifications		
9	Progression routes with Foundation Degree (FdA) or Top-up	N/A		

Awards

10	Final Award title(s)	BA (Hons) Counselling Practitioner
10a	Exit or Fall back Award title(s)	BA (Hons) Counselling (Non-practitioner) Diploma of Higher Education in Counselling (Non-practitioner) Certificate of Higher Education in Counselling (Non-Practitioner) Ordinary Degree
10b	Pathway	
11	(i) Combined Honours Awards available eg: - BSc/BA (Hons) XX - BSc/BA (Hons) XX and YY - BSc/BA (Hons) XX with YY	BA (Hons) Psychology & Counselling / BA (Hons) Psychology & Counselling with Foundation Year

Arrangements with Partners

12	Approved Collaborative partner(s)	Partner Name	Type of Collaborative Partnership
		N/A	
13	Articulation Arrangements with Partners	Partner Name	Details of Arrangements
		N/A	

Professional, Statutory and Regulatory Bodies

14	PSRB(s) associated with final award of any route within the programme specification	British Association for Counselling and Psychotherapy (BACP) Gold book criteria for the accreditation of counselling courses (2021).
15	Date and outcome of last PSRB approval/accreditation	N/A
16	Expiry Date of PSRB approval	N/A

SECTION B - OUTCOMES

17	QAA Benchmark Statement(s)
	The Counselling programme outcomes reflect the QAA benchmark statements for Counselling and Psychotherapy (2022) and The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2024) The Programme outcomes also map to the BACP Gold book criteria for the accreditation of training courses (2021) and the BACP requirements for Stage 3 core practitioner training in counselling. The QAA (2022) benchmark standards for Counselling and Psychotherapy cover eight areas of knowledge ability and skills, and lay out what graduates are required to know, be and do to effectively and safely practice. These are embedded throughout every level of study and include: 1. <u>The Professional Context</u>: This refers to the philosophical assumptions that influence different approaches to practice in Counselling and are discussed specifically in modules at Level 4 <i>Introduction to Counselling: History, Ethics and People</i> and <i>Law and Ethics in Counselling Practice</i> at Level 5, and at Level 6 <i>Ethical and Practical Challenges in Counselling</i>. 2. <u>Understanding people and their experiences</u>: This refers to students understanding and engaging with different world views and diverse perspectives to mental health. <i>Equality, Counselling and Culture</i> specifically addresses this at level 4. <i>Theories of human development in Humanistic Counselling</i> at level 5 and <i>Working with Specific Populations</i> at level 6. 3. <u>The Therapist</u>: This requires students to recognise their own personal and professional strengths and limitations and engage and make use of supervision. Students are supported in becoming reflective and reflexive practitioners. Modules that specifically incorporate this are <i>Using the Self in Counselling practice</i> at level 4. At level 5 <i>Developing the Relational Self through Reflective Practice</i> and at level 6 <i>Group Processes and Group Dynamics</i>. 4. <u>Ethical/Legal</u>: This requires students to understand the main legal and ethical context within which counselling happens and apply diligence in record keeping of practice. Managing records in accordance with statutory requirements and responding to the practical, ethical and legal demands of therapeutic practice. These issues are introduced at level 4 in <i>Introduction to counselling: history, ethics and people</i> and are developed further at level 5 within <i>Law and ethics in counselling practice</i> and at level 6 within <i>Ethical and Practical Challenges in Counselling</i>. 5. <u>Boundaries and contracting</u>: This requires students to understand safe, responsive and therapeutic boundaries in all relationships, including with clients, supervisors, tutors and colleagues. Modules that address this are <i>Introduction to person-centred theory and skills</i> at level 4, <i>Law and ethics in counselling practice</i> at level 5 and <i>Ethical and Practical Challenges in Counselling</i> at level 6. 6. <u>Client assessment</u>: Students are required to understand the concepts and process of client assessment and competently conduct an episode of therapy which is consistent with a stated approach and includes an assessment of the clients' needs and goals. These issues are introduced at level 4 in <i>Core counselling skills</i>. They are developed further at level 5 within <i>Law and ethics in counselling practice</i> and Level 6 within <i>Working with specific populations</i>. 7. <u>The therapeutic relationship</u>: Students are required to understand the concept of the therapeutic relationship from a variety of theoretical approaches and monitor their own bias through the use of self-supervision, supervision and personal therapy. Modules that address

this are *Using the self in counselling practice* at level 4, *Developing the relational self through reflective practice* and *Group Processes and Group Dynamics* at level 6.

8. **Generic skills:** These align closely with the University's Graduate Attributes, for example: use of relevant IT, working as part of a team, thinking critically, engage in contemporary debates around global sustainability, developing digital literacy, reflecting on own progress and making use of feedback.

Table. 1 Summary of QAA and BACP Curriculum cross referencing

QAA (2022) benchmark standards for Counselling and Psychotherapy	BACP Gold Book Core Curriculum Domains
The Professional Context	A, D
Understanding people and their experiences	B
The Therapist	A, C
Ethical/Legal	A, D
Boundaries and contracting	A, C, D
Client assessment	B, C
The therapeutic relationship	B, C

Key: BACP Gold Book Core Curriculum Domains

A The professional role and responsibility of the therapist

B Understanding the client

C The therapeutic process

D The social, professional and organisation context of therapy

*Examples of modules have been given; however, this is not an exhaustive list.

**For mapping of PSRB see section i.

18 Programme Aim

The aims of the programme are directly informed by the current BACP requirements. These are Stage 3 Core Practitioner training requirements (2022)* and the BACP gold book criteria for accreditation of training courses(2021).

This course is a vibrant and contemporary degree programme which aims to provide students with the opportunity to develop personally, professionally and academically; students will develop theoretical knowledge, counselling skills and experience, self-awareness, emotional intelligence, research skills and critical awareness. Students will have the opportunity to work with a research-active, expert team of experienced counsellors and will be introduced to the application of both knowledge and counselling skills through practical learning, supervised clinical practice and research opportunities.

This programme aims to equip graduates with the skills, knowledge and experience to be ethical and competent humanistic counsellors with an understanding of contemporary professional contexts. The programme aims to achieve this by scaffolding students learning across the three levels of the programme.

Level 4 aims to introduce students to the broad context of counselling theory, ethics and practice and to begin to develop their counselling skills, self-awareness and self-care, to prepare students to undertake clinical practice at level 5.

Modules at level 5 are focussed on continuing to develop students' academic, professional, ethical and reflective skills through theoretical and experiential learning. Students will also broaden their knowledge and understanding of the field while developing their critical research skills.

Level 6 aims to consolidate students' learning to enable them to apply their reflective and reflexive skills to become competent, ethical, humanistic counsellors. The course will aim to support students' ability to conduct ethical, autonomous research. The course aims to provide graduates with a comprehensive and critical understanding of the scope of the discipline, through active learning experiences that allow them to understand the ways that theory is applied in counselling practice. The course also aims to prepare students for postgraduate study through the development of a range of critical, academic, research and career related skills.

*As per the BACP website accessed April 2022.

19	Programme Specific Outcomes
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(a) Final Award Learning Outcomes

On successful completion of BA (Hons) Counselling **Practitioner** students will be able to:

Counselling: Knowledge and understanding (KU)

KU1 Demonstrate a comprehensive, systematic, coherent understanding of key aspects of the complex body of knowledge relating to counselling, and its application to counselling practice.

KU2 Demonstrate a confident, balanced, critical and in-depth understanding of key aspects of the humanistic counselling, and the uncertainty and contested nature of knowledge in the area of counselling.

KU3 Critically review, consolidate and extend a coherent and detailed knowledge related to theoretical perspectives in counselling, human development and professional ethics.

KU4 Articulate a comprehensive critical awareness of issues and debates in the field of counselling, and the challenges this may present for counselling practice.

Counselling: Subject-specific and professional skills (SPS)

SPS1 Work with initiative and personal responsibility to formulate sophisticated and advanced thinking through critical learning and research, apply methods and techniques to review, consolidate and extend their understanding of counselling practice.

SPS2 Act with autonomy and independence in undertaking counselling research and critically evaluating primary and secondary research.

SPS3 Demonstrate comprehensive critical awareness and personal responsibility in making decisions regarding ethics in a range of counselling contexts.

SPS4 Demonstrate the professional qualities, communication skills, self-awareness and capacity for reflective practice necessary for competent, reflective and ethical counselling practice.

SPS5 Evidence skills and competencies in working with clients and engagement with reflective practice through clinical supervision of counselling activities, alongside learning from participation in counselling as a client.

Counselling: Intellectual skills (IS)

IS1 Articulate critical arguments on specialist and complex subject matter, adopting and supporting an evidence-based position.

IS2 Abstract, synthesise and analyse secondary and primary sources.

IS3 Apply specialist knowledge to frame and solve problems of a predictable, unpredictable and complex nature.

Counselling: Transferable skills (TS)

TS1 Demonstrate effective time and resource management in relation to their own learning, be able to reflect upon and evaluate their own learning and be able to work with minimum guidance.

TS2 Demonstrate a wide range of effective oral, written and presentation skills for a number of specialist and non-specialist audiences.

TS3 Confidently and correctly use a range of relevant IT software, for example Microsoft Office and suitable software for qualitative and quantitative analysis.

TS4 Plan and manage their own time effectively in order to achieve objectives and meet deadlines, either independently or as part of a team.

TS5 Articulate and reflect on their own learning and skill development in order to construct effective applications for employment or further study.

20	Exit Award Learning Outcomes
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On successful completion of Level 4 on the BA (Hons) Counselling (Non- Practitioner) programme, students will be able to:

Counselling: Knowledge and Understanding [KUa]

KU1a Demonstrate an emergent understanding of key aspects of the complex body of knowledge relating to counselling and professional ethics, commensurate with the level of study.

KU2a Demonstrate an emergent understanding of the uncertainty and contested nature of knowledge in the area of counselling, commensurate with the level of study.

KU3a Begin to critically review, consolidate and extend a coherent knowledge related to the key theoretical perspectives of counselling.

KU4a Articulate an emergent critical awareness of issues and debates in the field of counselling.

Counselling: Subject Professional Skills [SPS]

SPS1a Formulate arguments through guided reading, and research in a range of counselling contexts.

SPS2a Describe the significance and validity of established evidence and, where appropriate, begin to engage with different theoretical orientations.

SPS3a Undertake counselling research, and evaluate primary and secondary evidence with guidance and direction.

SPS4a Demonstrate an awareness of personal responsibility and describe appropriate ethical codes of conduct applicable to counselling contexts.

Counselling: Intellectual Skills [ISa]

IS1a Begin to develop sound arguments on specialist subject matter adopting an evidence-based position.

IS2a Articulate an understanding of the difference between secondary and primary sources.

IS3a With guidance, begin to apply specialist knowledge to frame and solve problems of a predictable, unpredictable and complex nature.

Counselling: Transferable Skills [TSa]

TS1a Articulate the importance of effective time and resource management in relation to their own learning, be able to reflect upon their own learning and be able to work with guidance.

TS2a Demonstrate a range of oral, written and presentation skills for a specialist audience.

TS3a Correctly use a range of software applications and generic IT packages with guidance.

TS4a Plan and manage their own time in order to achieve objectives and meet deadlines, either independently or as part of a team.

TS5a Audit their own learning and skills development with guidance, and identify areas for further development.

On successful completion of Level 5 on the BA (Hons) Counselling (Non-Practitioner), students will be able to:

Counselling: Knowledge and Understanding [KUb]

KU1b Demonstrate a comprehensive, coherent understanding of key aspects of the complex body of knowledge relating to counselling.

KU2b Demonstrate a critical understanding of key aspects of the various modalities and the uncertain and contested nature of knowledge in the area of counselling, commensurate with the level of study.

KU3b Critically review, consolidate and extend a coherent knowledge related to the key theoretical perspectives of counselling.

KU4b Articulate a developing critical awareness of issues and debates in the field of counselling, and the challenges this may present for counselling practice.

Counselling: Subject Professional Skills [SPSb]

SPS1b Formulate sophisticated arguments through critical learning and research in a range of counselling contexts.

SPS2b Evaluate the significance and validity of established evidence and, where appropriate, consider their own theoretical orientation.

SPS3b Act with some autonomy and independence in undertaking counselling research and critically evaluating primary and secondary evidence.

SPS4b Demonstrate a detailed awareness of personal responsibility, and effectively apply appropriate ethical codes of conduct in counselling practice.

Counselling: Intellectual skills [ISb]

IS1b Articulate arguments on specialist and complex subject matter adopting and supporting an evidence-based position.

IS2b Abstract and analyse secondary and primary sources.

IS3b Apply specialist knowledge to frame and solve problems of a predictable, unpredictable and complex nature with limited guidance.

Counselling: Transferable Skills [TSb]

TS1b Demonstrate time and resource management in relation to their own learning, be able to reflect upon and evaluate their own learning and be able to work with limited guidance.

TS2b Demonstrate a wide range of oral, written and presentation skills for a number of specialist and non-specialist audiences.

TS3b Correctly use a range of software applications and generic IT packages with limited guidance.

TS4b Plan and manage their own time with some guidance in order to achieve objectives and meet deadlines, either independently or as part of a team.

TS5b Articulate their own learning and skills development in order to develop a reflective and evidence-based skills audit.

This final exit award allows for students who have been unable, for whatever reason, to complete the client hours and associated supervision, but who have completed the academic module assignments.

On successful completion of **BA (Hons) Counselling (Non-practitioner)** students will be able to:

Counselling: Knowledge and understanding (KU)

KU1 Demonstrate a comprehensive, systematic, coherent understanding of key aspects of the complex body of knowledge relating to counselling, and its application to counselling practice.

KU2 Demonstrate a confident, balanced, critical and in-depth understanding of key aspects of the humanistic counselling, and the uncertainty and contested nature of knowledge in the area of counselling.

KU3 Critically review, consolidate and extend a coherent and detailed knowledge related to theoretical perspectives in counselling, human development and professional ethics.

KU4 Articulate a comprehensive critical awareness of issues and debates in the field of counselling, and the challenges this may present for counselling practice.

Counselling: Subject-specific and professional skills (SPS)

SPS1 Work with initiative and personal responsibility to formulate sophisticated and advanced thinking through critical learning and research, apply methods and techniques to review, consolidate and extend their understanding of counselling practice.

SPS2 Act with autonomy and independence in undertaking counselling research and critically evaluating primary and secondary research.

SPS3 Demonstrate comprehensive critical awareness and personal responsibility in making decisions regarding ethics in a range of counselling contexts.

SPS4 Demonstrate the professional qualities, communication skills, self-awareness and capacity for reflective practice necessary for competent, reflective and ethical counselling practice.

Counselling: Intellectual skills (IS)

IS1 Articulate critical arguments on specialist and complex subject matter, adopting and supporting an evidence-based position.

IS2 Abstract, synthesise and analyse secondary and primary sources.

IS3 Apply specialist knowledge to frame and solve problems of a predictable, unpredictable and complex nature.

Counselling: Transferable skills (TS)

TS1 Demonstrate effective time and resource management in relation to their own learning, be able to reflect upon and evaluate their own learning, and be able to work with minimum guidance.

TS2 Demonstrate a wide range of effective oral, written and presentation skills for a number of specialist and non-specialist audiences.

TS3 Confidently and correctly use a range of relevant IT software, for example Microsoft Office and suitable software for qualitative and quantitative analysis.

TS4 Plan and manage their own time effectively in order to achieve objectives and meet deadlines, either independently or as part of a team.

TS5 Articulate and reflect on their own learning and skill development in order to construct effective applications for employment or further study.

SECTION C – STRUCTURE

21a	Structures, modes of delivery (eg FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements
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Level 4 – 120 credits

Semester 1	(CSL41022) Introduction to Counselling: History, Ethics and People (15 credits)	(CSL41222) Introduction to Core Counselling Skills (15 credits)	(CSL41122) Introduction to Person-Centred Theory and Skills (30 credits)
Semester 2	(CSL41522) Equality, Counselling and Culture (15 Credits)	CSL419_1.0 Online and Telephone Therapy Counselling Skills (15 Credits)	(CSL41422) Using the Self in Counselling Practice (30 credits)

Level 5 – 120 credits

Semester 1	(CSL51122) Developing the Relational Self through Reflective Practice (30 Credits)	(CSL515_1.1) Research Skills and Methods (30 Credits)	(CSL51022) Law and Ethics in Counselling Practice (15 credits)	(CSL51322) Theories of Human Development in Humanistic Counselling (15 Credits)
Semester 2			(CSL51422) Selected Humanistic Approaches (15 Credits)	(CSL51222) Counselling Approaches with Children and Young People (15 Credits)

Level 6 – 120 credits

Semester 1	(CSL61422) Research Design and Proposal (15 credits)	CSL620_1.0 Group Processes and Group Dynamics (15 credit)	(CSL61622) Contemporary Approaches in Counselling (15 Credits)	(CSL61022) Using Creative Approaches in Counselling Practice (15 Credits)
Semester 2	(CSL623_1.0) Dissertation (30 credits)		CSL621_1.0 Ethical and Practical Challenges in Counselling (15 Credits)	(CSL61322) Working with Specific Populations (15 Credits)
(CSL61722) Counselling Practitioner Documents e-portfolio (0 credits)				

* Unsatisfactory completion of Counselling Practitioner Documents e-portfolio will result in failure of the zero-credit module and may therefore result in students receiving an exit award of BA (Hons) Counselling (non-practitioner) even if all 360 credits of the programme have been achieved.

21b	Module Structure
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Core Modules				
• <i>Period Codes – 1 (Autumn) – 2 (Spring) – 3 (Summer – MA ONLY) – 4 – Full Year</i>				
Code	Status	Module Title	Period (number)	No of credits
CSL41022	Mandatory	Introduction to Counselling: History, Ethics and People	1 (Autumn)	15
CSL41122	Mandatory	Introduction to Person-Centred Theory and Skills	1 (Autumn)	30
CSL41222	Mandatory	Introduction to Core Counselling Skills	1 (Autumn)	15
CSL419_1.0	Mandatory	Online and Telephone Therapy Counselling Skills	2 (Spring)	15
CSL41422	Mandatory	Using the Self in Counselling Practice	2 (Spring)	30
CSL41522	Mandatory	Equality, Counselling and Culture	2 (Spring)	15
CSL51022	Mandatory	Law and Ethics in Counselling practice	1 (Autumn)	15
CSL51122	Mandatory	Developing the Relational Self through Reflective Practice	4 (Full year)	30
CSL51222	Mandatory	Counselling Approaches with Children and Young People	2 (Spring)	15

CSL51322	Mandatory	Theories of Human Development in Humanistic Counselling	1 (Autumn)	15
CSL51422	Mandatory	Selected Humanistic Approaches	2 (Spring)	15
CSL515_1.1	Mandatory	Research Skills and Methods	4 (Full year)	30
CSL61022	Mandatory	Using Creative Approaches in Counselling Practice	1 (Autumn)	15
CSL620_1.0	Mandatory	Group Processes and Group Dynamics	1 (Autumn)	15
CSL621_1.0	Mandatory	Ethical and Practical Challenges in Counselling	2 (Spring)	15
CSL61322	Mandatory	Working with Specific Populations	2 (Spring)	15
CSL61422	Mandatory	Research Design and Proposal	1 (Autumn)	15
CSL623_1.0	Mandatory	Dissertation	2 (Spring)	30
CSL61622	Mandatory	Contemporary Approaches in Counselling	1 (Autumn)	15
CSL61722	Mandatory	Counselling Practitioner Documents e-portfolio	2 (Spring)	0

SECTION D - TEACHING, LEARNING AND ASSESSMENT

22 Curriculum Design

The BA (Hons) Counselling Practitioner will be completed in three years of full-time study in order to address the programme aims and learning outcomes.

A range of stakeholders have been consulted, including students, external examiners and industry professionals. The programme has been designed to provide a broad-based introduction to the subject at Level 4, using a mix of 15 and 30-credit modules. These provide students with a solid understanding of the underpinning discipline and practice of Counselling. At Levels 5 and 6, modules allow a greater number of specialist topics, including the core humanistic approaches, to be taught and to ensure an even distribution of skills and knowledge across the semesters.

The programme has been designed with appropriate reference to the academic infrastructure QAA benchmark statements for Counselling and Psychotherapy (2022) and QAA Level descriptors for UK Quality Code for Higher Education (2024); the British Association for Counselling and Psychotherapy [BACP] Gold book criteria for the accreditation of training courses (2021); the requirements for Stage 3 Core Practitioner Training in Counselling (BACP, 2022) and in line with the new SCoPEd Framework (2022). Mapping to these subject and professional standards ensures that we develop from the outset, a robust, rigorous and challenging programme and that the highest of professional standards in ethical practice are maintained and taught.

The BA (Hons) Counselling Practitioner aims to produce graduates who are autonomous, reflexive, critical and analytical. Throughout the programme, the inclusion of research-informed and research-led module content ensures that the curriculum maintains its currency in the broader landscape of the discipline. Upon graduation, students will be qualified to work with adult clients in a range of counselling settings, such as in the NHS, in private practice, in professional organisations that offer counselling to this client group, and in third sector organisations. In addition, the course curriculum design aims to support graduate prospects to continue study at postgraduate level, for example, in potential specialisms working with specific client groups such as Children and Young People, or in alternative ways of counselling delivery such as online or telephone counselling. The curriculum design aims to equip students with the qualities and transferable skills that comprise the relevant level of academic and professional literacies for graduates who are emergent counselling practitioners.

The Counselling curriculum is designed to develop students intellectually, professionally (including developing the reflective self-awareness necessary for counselling professionals) and academically. The curriculum builds and develops skills and knowledge around three distinct strands to the course: 1) Counselling in Context; 2) the Emergent Professional; and 3) Engaging with the Research Community.

Strand One: Counselling in Context

The purpose of the first strand is to enable students to understand the range of applications of the key theoretical and ethical issues within the field. This is introduced at Level 4 in modules:

Introduction to Counselling: History, Ethics and People and *Introduction to Person-Centred Theory and*

Skills, and developed and assessed throughout the course. Students are given a grounding in knowledge of the key thinkers and theoretical approaches and how they have developed historically. They are taught skills of critical engagement with counselling theory and any ethical implications for contemporary counselling practice. Students are encouraged to scrutinise theoretical approaches against for example, relevant ethical frameworks of professional bodies in the field, pertinent to understanding the real-world ethical decision-making involved in applying theoretical approaches. Students are introduced more broadly to the field, considering its history and development and learning about key thinkers and approaches in *Introduction to Counselling: History, Ethics and People*.

Strand Two: The Emergent Professional

The second strand is concerned with preparing the student for counselling practice and developing them as emergent practitioners. Primarily this will include developing a more detailed understanding of different modalities and having the opportunity to practice counselling skills, engage in experiential learning from group work, process group, creative therapy and wellbeing activities, and to reflect upon their own progress towards becoming a counsellor. This thread is introduced at Level 4 modules *Core Counselling Skills*, where students learn key counselling communication skills and practice them through role play. It is also present in module *Using the Self in Counselling Practice*, where students' learning prepares them to undertake client work at Level 5. These modules focus on learning practical skills and knowledge for humanistic counselling practice and undertaking role play activities with other students. The module *Using the Self in Counselling Practice* will include a more in-depth introduction to themes related to practice. These will include learning about professional ethics and the law surrounding counselling practice, client assessment, working within professional boundaries, monitoring and evaluation of clients' progress, working with common medications alongside being introduced to reflective practice for counsellors. These modules will also seek to develop students' emergent self-awareness in relation to counselling practice.

This strand is developed through Level 5 and 6 modules as students are encouraged to expand their knowledge and skills. Students build on theoretical learning from Level 4 studying theories of human development to inform their developing humanistic practice in module *Theories of Human Development in Humanistic Counselling*. This expansion of knowledge is developed further when students are introduced to a range of approaches when working with different client group, for example, in the L5 module *Counselling Approaches with Children and Young People*, and the L6 module *Contemporary Approaches in Counselling*. Whilst these modules alone do not qualify students to work specifically with these client groups, they do provide a broader sense of the counselling field, and a feel for potential specialisms that they could pursue post-graduation. Moving into Level 6, with the underpinning skills as a base to work from, students continue to develop their own counselling approach as emergent practitioners by engaging in a series of linked role plays to demonstrate a coherent overall approach in modules *Ethical and Practical Challenges in Counselling* and *Working with specific populations* which will further develop skills and knowledge for counselling practice. Students will look in more depth at the different issues counsellors may work with in the latter module, such as grief and working with different techniques to aid differing client groups (such as children or more vulnerable clients) to express emotions. Students study a range of wider techniques and approaches to counselling in *Contemporary Approaches in Counselling Practice* at L6.

This continued learning throughout the levels informs the 100 hours of supervised counselling practice in a clinical setting that is a requirement of this programme and a requirement for meeting

the BACP core practitioner training standards. Students will undertake these client hours across Level 5 and Level 6 of the programme. Further detail is articulated in Section 27. They will reflect on their learning from practice as part of their assessments. Students will be required to evidence a minimum of 10 Client hours by then of Semester 1 (this will form part of the assessment in the module *Law and Ethics in Counselling Practice* and a further 25 client hours by the end of level 5 (this will form part of an assessment in the module *Developing the Relational Self through Reflective practice* at level 5) and the completion of the required amount of client and supervision hours and personal therapy over Levels 5 and Level 6, at the end of the programme, in order to achieve the final award. This is demonstrated with the satisfactory completion of a Practitioner e-portfolio which is the pass-fail assessment for the zero credit, module *Counselling Practitioner Documents e-portfolio* as evidence of competence to practice. Barring allowance of any approved extenuating circumstances, students who do not satisfactorily completing their portfolio including their client and supervision hours will be awarded a non-practitioner degree award (see Section 10a). The Level 4 modules are designed to prepare students well for this practice work by equipping them with theoretical underpinnings, alongside practical counselling skills and relevant professional knowledge. To ensure students are fully supported in developing the skills and knowledge for trainee level counselling practice, the module content across the programme directly maps to the BACP Gold book criteria for accreditation for training courses (2021) and the requirements for Stage 3 Core Practitioner training and is further informed by the subject benchmarks for counselling and psychotherapy.

As another arm of this professional practice strand, self-awareness, self-care and reflective practice are essential parts of counselling practice and counsellor training. Students will be required to attend 40 hours of personal therapy throughout the overall duration of the programme. A requirement to attend personal therapy is a usual part of counsellor training. Students increase self-awareness, while gaining insight and experiential learning about the counselling process through undergoing it themselves. They have opportunity to work through their own issues, aiding their personal and professional development. Personal therapy provides students with a therapeutic space, where they can work through any personal issues they may become aware of from studying counselling, supporting their wellbeing during the programme. They will also be required to attend clinical supervision consistent with current BACP guidelines (2022) (this is currently a minimum of 1.5 hours per calendar month. Ratio of 8 hours counselling to 1 hour supervision, with supervision every two weeks). Students will be required to evidence their personal therapy and supervision attendance via a report in their e-portfolio, signed by their counsellor(s)/supervisor(s), confirming the required hours were attended. In addition to this, modules from Level 4 to Level 6 will include personal development groups. These groups are an integral part of professional counsellor training and facilitate experiential learning surrounding interpersonal skills and relational self-awareness. Students reflect on themes such as the individual patterns of relating they have developed and how these may play out within the group environment, developing the interpersonal awareness and skills essential to work within a counselling relationship. Additionally, learning techniques for wellbeing and mindful self-care will be embedded throughout the programme.

Strand Three: Engaging with the Research Community

The final strand is dedicated to developing the intellectual skills expected of all graduates. Here students will be expected to engage with the wider research community. Research-informed teaching and practice-informed teaching and research will exemplify this for students. This is integrated into all modules and students begin to critically engage with research in counselling at Level 4. Students are taught library-based literature searching skills, critical thinking skills and are encouraged to begin

to engage with research papers to support assessed work. This strand is developed through supporting staged development of increased independent learning and research skills commensurate with Levels 5 and 6, measured in course assessment. This is supported by bespoke enhancement sessions from Learning Development and the Library Services team. Further to this, students will learn research methods in counselling at Level 5 *Research Skills and Methods* and undertake a research project (dissertation) at Level 6 for module Dissertation.

Each module across the programme will emphasise one of the above strands, while including attention to the links and interplay between theory, research and practice.

23 Learning and Teaching Strategies

Teaching and learning will proceed by way of lectures, seminars, structured group activities, experiential learning (including process group) and independent study augmented through use of VLE. The learning and teaching strategy will attempt to foster a sense of intellectual curiosity, critical thinking, development of subject specific practical and interpersonal skills and ethical responsibility amongst the students. To achieve this, a range of strategies will enable students to engage with the module content in a way which is relevant to them. Students will work collaboratively in sessions to discuss and critically analyse professional issues, review research, case examples, relevant professional frameworks, theoretical approaches and research methodologies. A discursive and dialogic pedagogy will be primarily used and enabled.

Teaching is informed by theory, research and counselling practice. A feature of student learning and assessment is engagement with current research papers and relevant journals in the field. Staff are usually research-active and draw on wider research alongside current developments and debates in the field to inform teaching content and activities. As counselling practitioners, staff draw on their clinical expertise and experience to inform teaching and assessment activities (for example, knowledge of issues that may arise in practice and the skills counsellors use in response). This adds to the market appeal of the programme by ensuring strong employability links to the field of counselling, and the development of skills and knowledge highly relevant to contemporary counselling practice.

The varied range of teaching and assessment methods across the course are inclusive of a wide range of learning needs. Teaching methods include a variety of audio-visual aids and VLE learning, alongside practical counselling skills activities, student presentations, discussion, reading and writing activities, creative arts activities, movement activities and directed periods of mindful quiet reflection. This is inclusive of a wide range of student skills and ways of learning. Each activity is delivered with awareness and sensitivity to inclusivity and student access and learning needs, and adapted or changed accordingly.

Professional ethics and maintaining appropriate boundaries in counselling relationships are a feature of the taught content throughout the programme. Staff model this for students by maintaining boundaries surrounding their role as academics, as distinct from their role outside of the university as professional counsellors. Staff make this distinction clear during taught sessions and tutorials and signpost students to other university services, as appropriate, for non-academic support, rather than providing this themselves. Students will also be required to have personal therapy outside of the programme as part of the course, so they will have support available from a counsellor not involved in the programme. Counselling professional bodies such as the British Association for Counselling and Psychotherapy (BACP) currently support and encourage a distinction between the role of the counselling academic and that of the counsellor in relation to students, as best practice. The rationale

for this distinction is to avoid a conflict of roles, which can present ethical challenges or conflicts of interest. Teaching and learning activities on the programme are informed by these professional standards, alongside the University's policies and procedures. Staff, including Hourly Paid Lecturers are informed of the need to work this way during induction.

Additionally, academic staff work closely with support services from within The Hub to ensure students receive relevant bespoke, subject specific or individual support in response to identified learning needs.

24 Assessment Strategies

Students will engage in a diverse range of assessments, including using visual methods, coursework, projects and practical counselling skills to demonstrate their learning. Academic staff will provide a high level of support to students in developing these skills, both during taught sessions, seminars and through tutorial support.

Students are assessed on a range of skills and activities, inclusive of a variety of strengths and skills highly relevant to counselling and to the development of wider employability skills and graduate attributes. In addition to written assignments, assessment includes: counselling role plays; individual and group presentations and creative projects. Within these, students are assessed on their practical counselling skills; oral presentation skills; written academic work; critical thinking; research skills; self-awareness; reflective practice; emotional intelligence; ethical literacy; applying knowledge to creative expression; and project management. Assessment is highly inclusive to capture a variety of skills and strengths conducive to a widening participation agenda.

The assessment strategy for counselling supports the overall demonstration of the programme learning outcomes. It includes a varied spread of assessment that is designed to achieve a balance of assessment type and load each semester and at each level. In addition to formal assessment on the programme, students will receive feedback from peers and academic staff during taught sessions and experiential learning groups on their ideas, understanding, counselling skills and on their inter-personal communication within groupwork. This allows students to reflexively develop their understanding and skills continuously throughout the programme by reflecting on and implementing feedback and experiential learning. They will additionally receive feedback and have opportunities to reflexively develop their knowledge and skills from interactions with their clinical supervisor, personal counsellor and their counselling clients. They reflect on their academic and experiential learning and development throughout the formal course assessment to create a learning culture that encompasses an ongoing process of reflexive practice.

Assessment aligns with teaching and learning on the programme to systematically build and test knowledge, skills and understanding in the three areas of 1) Counselling in Context; 2) the Emergent Professional, and 3) developing academic skills for Engaging with the Research Community. The strategy supports development of the final research skills required to design, implement, analyse and write-up research, and to develop a coherent counselling approach as an emergent practitioner. The assessment strategy allows students to demonstrate their confidence in articulating their skills, ideas and knowledge both orally, through presentations, practical skills demonstrations, or evidencing practical work in a portfolio and in their academic writing. Each of the module assessments will focus on building understanding of the relationship between counselling theory, research, practice and professional ethics and applying this learning into developing an approach as an emergent practitioner in counselling. For example, in *Introduction to Core Counselling Skills* supports the

development of practical counselling skills as emergent practitioners where the assessment strategy includes a practical counselling skills assessment. The module *Introduction to Person-Centred Theory and Skills* supports both the development of academic skills through a written assignment, assessing both students' theoretical understandings, and their understanding of related ethical and professional practice considerations with a practical role play assessment. The module *Using the Self in Counselling Practice* assessments will include students' written reflections on their personal and professional development, where they consider how they have applied theory to practice during experiential group work along with counselling role plays. This second assessment for this module will assess the student's competence in the appropriate use of counselling skills in preparation for the commencement of their placement at level 5. Those who do not meet an acceptable standard will be provided with a detailed action plan, which will include the opportunity for further skills practice and feedback to enable them to meet the criteria. Students begin to engage with research findings at Level 4 and it is an expectation that written work is supported by reference to theory and research. Also at Level 4, *Equality, Counselling & Culture* develops critical skills to engage with debates and perspectives surrounding working with diverse client groups in counselling through a written assessment, while applying this to practice through a practical skills assessment, such as a counselling role play.

At level 5 in module *Theories of Human Development in Humanistic Counselling* explores theories of human development in humanistic counselling. Assessment will be written assignments to demonstrate theoretical understanding. The module *Developing the Relational Self in Counselling Practice* develops and assesses students' developing relational skills and understandings. Assessment will be coursework-based and will be reflective, drawing together theory and experiential learning, with one assignment assessing the students e-portfolio of clinical hours (a minimum of 30 clinical counselling hours to have been completed by the end of level 5) undertaken, accompanied by a satisfactory supervisor's report. Assignments for these modules continue to build, developmentally, on learning from previous modules to develop academic, counselling, research and self-reflective skills. The module *Research Skills and Methods* supports students to develop a critical understanding of research methodologies.

The Level 6 module, *Using Creative approaches in Counselling Practice*, continues to build on themes of diversity, looking in more depth at a range of creative and wider therapeutic techniques to tune into individual client 'voices'. Assessment is through a written assignment to assess critical understanding of the module themes and a project, such as a creative visual project, to enable students to apply experiential learning of creative work in counselling. The module *Ethical and Practical Challenges in Counselling* will develop presentation skills with an assessed poster presentation (or other form of project) and continue to enhance self-awareness through a short reflective written piece to capture learning from experiential group work.

Students research design and reporting skills will be supported throughout the programme and in particular feed forward by the *Research Skills and Methods* module at Level 5 and wider skills developed through the programme, to complete and report on a dissertation research project in their *Dissertation* module. Similarly, the skills in theory, practice, research and self-reflection developed through the programme will prepare them well to demonstrate development of a coherent counselling approach as emergent practitioners in *Ethical and Practical Challenges in Counselling*. In addition, the inclusion of a zero-credit, pass/fail module *Counselling Practitioner Documents e-portfolio at level 6* will enable students to submit evidence of recorded clinical, supervision, and

personal therapy hours, which must include a satisfactory supervisor's report as evidence of competence to practice.

The balance of creative/practical and written assignments at L6 will provide a range of assessment, assessing a broad range of skills and providing a good spread of workload, to sit alongside the Dissertation module. Assessment will test students' development from establishing foundational knowledge of (and skills in) counselling at Level 4, to developing a more nuanced, comprehensive understanding and practice through Levels 5 and 6. Students will be working directly with clients for the duration of Levels 5 and 6. Throughout these levels, assessment draws on and develops students' learning from their client work as reflective practitioners either directly or indirectly. This ensures they are well supported in this development throughout the programme, while fostering students' growth as ethical, competent, counselling practitioners.

The spread of assessments is inclusive and varied and will ensure that students are developing their power of critical inquiry, independent judgement and a creative application to their learning. Appropriate adjustments will be made for individual or groups of students in line with university codes of practice, to ensure assessment is inclusive and responsive to student access needs.

Assessment and learning methods

Module Code	Module Description	Credits	Year	Exam/ Written %	Practical %	Coursework %
CSL41022	Introduction to Counselling: History, Ethics and People	15	1			100%
CSL41122	Introduction to Person-Centred Theory and Skills	30	1		40%	60%
CSL41222	Introduction to Core Counselling Skills	15	1		100%	
CSL419_1.0	Online and Telephone Therapy (OPT) Counselling Skills	15	1		100%	
CSL41422	Using the Self in Counselling Practice	30	1		50%	50%
CSL41522	Equality, Counselling and Culture	15	1		100%	
CSL51022	Law and Ethics in Counselling Practice	15	2			100%
CSL51122	Developing the Relational Self through Reflective Practice	30	2			100%
CSL51222	Counselling Approaches with Children and Young People	15	2		100%	
CSL51322	Theories of Human Development in Humanistic Counselling	15	2			100%
CSL51422	Selected Humanistic Approaches	15	2		100%	
CSL515_1.1	Research Skills and Methods	30	2			100%

CSL61022	Using Creative Approaches in Counselling Practice	15	3			100%
CSL620_1.0	Group Processes and Group Dynamics	15	3			100%
CSL621_1.0	Ethical and Practical Challenges in Counselling	15	3		100%	
CSL61322	Working with Specific Populations	15	3			100%
CSL61422	Research Design and Proposal	15	3			100%
CSL623_1.0	Dissertation	30	3			100%
CSL61622	Contemporary Approaches in Counselling	15	3		100%	
CSL61722	Counselling Practitioner Documents e-portfolio	0	3		100%	

Indicative Assessment Strategy

Module Code	Module Description	Credits	Year	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
CSL41022	Introduction to Counselling: History, Ethics and People	15	1	Coursework 100%	Essay 2000 words	November: Semester 1
CSL41122	Introduction to Person-Centred Theory and Skills	30	1	Coursework 60% Practical 40%	Essay 2,000 words Role Play (15 minutes)	December: Semester 1 January: Semester 1
CSL41222	Introduction to Core Counselling Skills	15	1	Practical 100%	Presentation (15 minutes)	January Semester 1
CSL419_1.0	Online and Telephone Therapy (OPT) Counselling Skills	15	1	Practical 100%	Role Play (15 minutes)	April: Semester 2
CSL41422	Using the Self in Counselling Practice	30	1	Practical 50% Coursework 50%	Role-play assessment of practical skills, plus written assignment Reflective essay 2,000 words	March: Semester 2 May: Semester 2

CSL41522	Equality, Counselling and Culture	15	1	Practical 100%	Presentation (15 minutes)	April: Semester 2
CSL51022	Law and Ethics in Counselling Practice	15	2	Coursework 100%	Reflective report plus placement log (2500 words)	January: Semester 1
CSL51122	Developing the Relational Self through Reflective Practice	30	2	Coursework 60%	3,000 words (reflective portfolio)	January: Semester 1
				Coursework 40%	Written assignment	May: Semester 2
CSL51222	Counselling Approaches with Children and Young People	15	2	Practical 100%	Presentation (20 minutes)	March: Semester 2
CSL51322	Theories of Human Development in Humanistic Counselling	15	2	Coursework 100%	Reflective report 2500 words	January: Semester 1
CSL51422	Selected Humanistic Approaches	15	2	Practical 100%	Vlog: 20 minutes	April: Semester 2
CSL515_1.1	Research Skills and Methods	30	2	Coursework 50%	Literature Review 2500 words	March: Semester 2
				Coursework 50%	Written Research Proposal 2000 words	May: Semester 2
CSL61022	Using Creative Approaches in Counselling Practice	15	3	Coursework 100%	Creative project 3,000 words	December Semester 1
CSL620_1.0	Group Processes and Group Dynamics	15	3	Coursework 100%	Reflective journal (3000 words)	November: Semester 1
CSL621_1.0	Ethical and Practical Challenges in Counselling	15	3	Practical 100%	Role-play Interview (15minutes)	May: Semester 2
CSL61322	Working with Specific Populations	15	3	Coursework 100%	Case formulation 3000 words	May Semester 2
CSL61422	Research Design and Proposal	15	3	Coursework 100%	Research proposal poster	December Semester 1
CSL623_1.0	Dissertation	30	3	Coursework 100%	Dissertation (6000 words)	May: Semester 2
CSL61622	Contemporary Approaches in Counselling	15	3	Practical 100%	Presentation 15 mins	December: Semester 1

CSL61722	Counselling Practitioner Documents e-portfolio	0	3	Practical	e-portfolio of client hours, supervision and personal therapy	May Semester 2
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25	Inclusive Practice and Personal Development Planning
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The University is committed to widening access and participation and adheres to a strict policy of non-discrimination. Students will be supported throughout their programme through the full access to the range of services and resources available through The Hub.

The programme will support personal development planning through the use of the Development and Career Plan (DCP) and the Counselling tutor system. Students will be encouraged to access the wider services of BG Futures for professional career advice and opportunities.

All students develop an e-portfolio, the DCP. This is a detailed record of the development of skills, experience and knowledge which:

- supports reflection on academic and assessed work and ensures students are able to respond effectively to feedback from tutors and improve their grades;
- allows students to collect evidence of the things that they achieve during their studies that promote their employability;
- makes explicit links between students’ work experience and professional standards in Counselling; and
- supports the development of a close and well-informed relationship with their personal tutor.

26	Technology Enhanced Learning
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Delivery of the programme will be supported by use of the University’s Virtual Learning Environment (VLE), the Development and Career Plan (DCP), and services and resources available through The Hub.

Included within the Library Services is access to journals and specific subject-related learning resources. Students will be encouraged to apply skills that they already have and to develop new ones. A central tool for technology-enhanced learning is through the use of the University’s Virtual Learning Environment (VLE), as part of the pedagogical approach for the programme which augments face to face learning through the pro-active use of the VLE to support learning and engagement. Learning materials will all be accessed through the module and within weekly session areas.

Students will have a range of opportunities for critical discussion from these materials alongside practice reflections.

Students will engage with advanced research for relevant literature through online databases and electronic search engines as part of the University library provision. Module specific elements are laid down within individual modules.

27	Clinical Placement practice hours
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Experiential learning is important in developing transferable skills and is vital for graduates who will compete in today's job market. This enables them to begin to build their own CV and professional connections whilst enhancing employability. Supervised clinical practice hours are necessary for those wishing to pursue careers in Counselling as the BACP training requirements include the need for 100 hours of supervised counselling practice to be an integral part of core practitioner training for counselling. Students will be required to gain face-to-face client hours, with adult clients, at Levels 5 and 6. Each student will be assisted in finding opportunities to gain client hours through which to develop her/his knowledge, skills and understanding. Assistance will be provided by the Senior Counselling Placement Administrator who is based within the University's Placement Office. Clinical practice hours completed by students will be recorded for governance purposes within the systems used by the Placement office.

Preparation for the programme specific clinical practice opportunities will begin at Level 4, as all Level 4 modules give students a grounding in the theory and skills required for humanistic counselling practice and on which their capabilities will be assessed prior to accessing opportunities for clinical practice. The level 4 modules *Introduction to Core Counselling Skills*, *Online and Telephone Therapy Counselling Skills* and *Using the Self in Counselling Practice* specifically aim to prepare students for professional practice by including learning a range of counselling skills and practice-related knowledge such as ethics, safeguarding, the law, monitoring and evaluating clients progress and working within an organisation. In addition to the above, the module *Using the self in counselling practice* will assess the student's competence in the use of counselling skills in preparation for the commencement of their placement at level 5. This assessment of clinical skills uses the Person-Centred and Experiential Psychotherapy Scale (PCEPS), V.1.2 (Elliott & Westwell, 2012). Using this scale, the student's skills will be assessed as 'Acceptable standard for practice', or 'Requires improvement for practice'. Those students who do not meet the acceptable standard will be provided with a detailed action plan, with opportunity for further skills practice and feedback to enable them to meet the criteria. This assessment of clinical skills will be incorporated into the second assessment task for this module, and will be referred as normal over the summer period.

These clinical practice opportunities will need to be approved by academic staff as appropriate and will need to meet health and safety checks and standards through the university partnerships office. This will be achieved by a face-to-face meeting with a member of the academic staff and the potential placement organisation. As well as the above, the assessment of the organisation will include (but not necessarily limited to) consideration of the environment in which counselling will take place, support and supervision arrangements available for students, details of the placement package on offer, recruitment procedures and professional indemnity cover. For those organisations that offer 'in-house' supervision, details of the supervisor's qualifications and experience, along with whether they are members of a professional body such as the BACP will be checked to ensure that high quality, appropriate supervision provision is provided to support the student. A tripartite agreement (see appendix 1) will need to be in place between the student, University and employer (as per the Code of Practice for Work-based Learning, 2019, sections 9 – 12). Organisations will need to work within BACP guidelines for counselling practice and for supporting trainee counsellors.

Students are required to be able to undertake a Disclosure and Barring Service (DBS) check on entry to the course to ensure the safeguarding of vulnerable groups they may have contact with while undertaking client work (some organisations may meet the cost of this). They will be unable to achieve the full practitioner award without completing 100 hours of client work. They will

additionally be required to complete 40 hours of personal counselling during the programme. Students will need to be aware of and meet additional costs associated with the client work and requirement for personal counselling. Costs vary but guidance on these is available on the BACP Website: <https://www.bacp.co.uk/careers/careers-in-counselling/training/>

Clinical practice opportunities are subject to approval by counselling academic staff (the module leader or programme leader) who need to be satisfied that the duties required are relevant, suitable for the student's level of professional development and support achievement of the module learning outcomes. Staff consider issues such as whether appropriate support will be available to the student in the working environment, whether students are working within their level of competency and that there is no requirement for working practices that may endanger the student (such as lone working for example). The request needs to be additionally processed and risk-assessed through the Placement Services office.

Client working opportunities will be supported by taught content and group activities in taught sessions, focused on the outcomes of modules which include the introduction of theoretical and ideological perspectives concerning the role of critical reflection in personal and professional development and theories, issues and ideas concerned with the ethics of the workplace. To develop their professionalism, students are required to maintain a professional file/e-portfolio of evidence of their clinical practice hours, supervision, and personal therapy hours. This process teaches the students how to achieve high standards in their administrative management of both their placement evidence and future employment. Interim reviews of the students' progress with their e-portfolio of clinical practice hours will be undertaken throughout both level 5 and 6 by personal and/or module tutors and captured within the student's Development and Career Plan (DCP). The purpose of these reviews is to ensure that students are attaining the required number of clinical practice hours, attending supervision and undertaking personal therapy, whilst identifying early any issues or problems that a student may be having, thus ensuring that concerns are communicated to the programme lead and a support plan (with the inclusion of an agreed extenuating circumstances form if appropriate) is put in place to address these concerns.

Whilst all modules support development of relevant skills and knowledge, the programme is designed to provide at least one module each semester at Levels 5 and 6 that supports practitioner development and may allow students to reflect on learning from working with clients in their assessed work. These modules include *Law & Ethics in Counselling Practice*, *Developing the Relational Self through Reflective Practice* (semesters 1 and 2 at level 5), *Group Processes and Group Dynamics* (semester 1, level 6) and *Ethical and Practical Challenges in Counselling* (semester 2, level 6). Specifically, one piece of assessed work in *Law and Ethics in Counselling Practice* (Semester 1, level 5) and one piece of assessed work *Developing the Relational Self through Reflective Practice* (semester 2, level 5) will require the submission of the students e-portfolio accompanied by a satisfactory supervisor's report. Students will be expected to have completed a minimum of 30 (10 hours by then end of semester 1 to submit their assessment for *Law and Ethics in Counselling Practice* and 20 hours for their second assessment in *Developing the relational self through reflective practice*) clinical practice hours by the submission of this work at the end of level 5, and 100 clinical practice hours at the end of level 6. The submission of the zero-credit, pass/fail module *Counselling Practitioner Documents e-portfolio* in level 6 will include evidence of completion of 100 clinical practice hours, the required hours of supervision and personal therapy, as agreed by the placement provider and/or supervisor and personal therapist via a written report in the e-portfolio. The completed portfolio provides evidence of competence to practice.

Students who fail the level 5 module *Law and Ethics in Counselling practice* due to not completing the 10 clinical practice hours may be able to retrieve the credits over the summer. Students who fail *Developing the Relational Self through Reflective Practice*, due to not completing the required 20 clinical practice hours by this point, and fail to retrieve the credits over the summer period will achieve a CertHE Counselling (Non-practitioner). Students who by the end of the programme have not met the criteria for client, supervision and personal therapy hours but wish to continue to work towards it will be given the opportunity to defer the award of the degree and graduation for a maximum of up to one year to allow for the criteria to be met. Students who choose not to continue to work towards the criteria for client, supervision and personal therapy hours will be given the opportunity to accept the award of BA (Hons) Counselling (Non-practitioner).

Counselling graduates develop a range of skills and graduate attributes that are transferable to graduate careers. These include:

- communication – oral, visual, and written.
- understanding and using data.
- decision making.
- organisational skills.
- information technology.
- handling of data/statistics.
- problem-solving; and
- the ability to work in teams.

Working with clients in counselling organisations enable students to gain insight and opportunity awareness of the varied professional contexts for counselling, the range of related roles and career possibilities, and the situated challenges and rewards that counsellors experience. Students develop subject specific skills of emotional literacy, the communication skills used in counselling and helping work, applied knowledge of different counselling approaches and the impact of organisational context and culture on counselling practice.

This enables students to apply knowledge and skills in a real-life context offering them a valuable experience on which to draw when they present themselves to employers or selectors upon graduation. In all cases, the courses will adhere as appropriate to the requirements of the University's *Code of Practice for Work-based Learning*. There may be opportunities for students to engage in trips to local employers and centres and international educational visits organised by the University, which will incur additional costs to students if they wish to take up these University enhancement activities.

28 Employability

Employability is an important issue to all students, and careers in Counselling are particularly competitive. When our Counselling students graduate, they will find themselves competing with large numbers of graduates and need to distinguish themselves from them in their application and interview. The DCP ties in with the employability award plan and careers services and provides students with a means of gathering evidence of all the things they do that would be of interest to an employer. It enables them to frame their skills, knowledge and work experience in such a way as to make explicit how these are relevant for the Counselling and related posts for which they are applying.

Taught content and assessment in the programme are designed to support the development of a range of graduate attributes from written, research and analytical skills to group work, organisational and oral presentation skills to enhance employability.

In addition, the programme structure aligns to the development of the Graduate Attributes as follows:

1: Academic Literacies - Students are enabled to develop academic literacy through engagement with evaluating and synthesising original empirical research into their assignments. These skills are developed at Level 4 from Semester 1 onwards, through producing written assignments, developing skills in academic writing, literature review, engaging with research papers and considering the interplay between theory, research and practice. At Level 5, students are supported to develop their critical thinking and ability to critically research evaluate papers and evaluate different perspectives and debates within the field. At Level 6 students are supported to develop strategies to synthesise literature to produce coherent and evidence-based rationales and literature review and to design, conduct and report on their own research project.

2: Global Citizenship – Throughout the programme, students engage with the development of Counselling as a discipline associated culture-bound constructs, including selfhood, diagnosis and ‘mental health’. While these themes are introduced at Level 4 and threaded through the programme, *Equality, Counselling & Culture* is wholly dedicated to considering perspectives on diversity in counselling, and considers the influence of culture on the way individuals and groups conceptualise the nature of psychological distress. Depth of consideration is given to western biomedical models and how this contrasts with understandings in different cultures and societies. Students demonstrate through assessment that they have engaged with issues of diversity and culture in counselling and how to work inclusively with diverse groups in counselling practice. In *Working with Specific Populations* students consider ways to help diverse client groups to voice their issues and concerns.

3: Information Literacy – Students gain skills in literature searching using online databases and library resources. Students are supported at Level 4 to begin to develop advanced searching skills using Boolean operators and at Levels 5 and 6 to develop search protocols. Students are supported in developing skills in engaging critically with information, from considering the nature of its source or origin, through to its reliability and limitations.

4: Digital Fluency – Students engage with a wide range of software and resources throughout the programme to develop their skills in ICT proficiency, digital criticality, digital creativity, digital communication, digital learning, and digital identity. Students will undertake various digital activities including accessing course materials through the Virtual Learning Environment (VLE), produce and submit assignments digitally and engage with digital platforms, applications and resources.

5: Employability – The Counselling curriculum equips students with a range of transferrable skills to enable employability including – data management; working with databases and software; interviewing skills; listening skills; and developing and delivering presentations for specialist audiences. Students are supported through the personal tutor system to develop their CVs and translate their learning into evidence-based statements to demonstrate these transferrable skills to potential employers. Students are assigned to a dedicated personal tutor at the start of their studies and engage in a series of meetings throughout Levels 5 and 6 which are timetabled into their programmes of study. The focus of the Level 4 and 5 meetings is to enable students to identify transferrable skills, and to develop personal statement writing and CV building. In addition to

learning practical counselling skills throughout the programme, students undertake 100 hours of relevant work experience, enhancing employability by gaining real-world work experience and skills.

6: Being Enterprising – Students are supported to develop creative problem-solving skills through directed independent learning embedded throughout the programme and are encouraged to apply this thinking to counselling practice. In *Introduction to Counselling: History, Ethics and People* students undertake a group activity relevant to presenting what they have learned. This is aimed at a commercial audience to consider how they would articulate counselling within a context of enterprise. At Level 5, students are supported in securing opportunities to work with clients in counselling organisations and thereby presenting themselves to real-world employers. During *Research Methods and Skills* they learn to design research projects and at Level 6, *Dissertation*, students develop project management skills through designing and delivering original Counselling research projects and consider the implications for practice from their findings.

In addition to directly related further courses of study, graduates of this programme will be prepared for, and able to contribute to, the economy and society and meet the challenge of the UK's Higher Education employability agenda.

Through a broad and balanced study in the area of humanistic counselling, this award prepares students personally and professionally for further study and careers within counselling and related fields, with the expectation that students will acquire and be able to apply a wide range of generic and transferable intellectual, practical and professional skills. Maintaining the focus on real-world application throughout the programme is vital for providing students with a sustained focus on employability and possible career routes.

The humanistic model that informs the programme provides a good basis for employment within the field, enabling students to offer both long term and short-term counselling in a variety of settings. The content and assessment of the Counselling Programme is designed to embed and support students in the development of a range of graduate attributes, from written, research informed assignments through to making presentations, handling data, use of digital technology, practical counselling skills assessments, completing research projects, report writing, time management and project planning and working in teams and groups. This broad and balanced study will prepare students personally and professionally for either further study or a wide range of graduate-level employment opportunities outside the field of professional counselling. This is so because apart from the key counselling knowledge that graduates of this course will acquire, they will also gain key transferable skills, such as how to:

- think critically;
- communicate clearly, concisely and engagingly in textual contexts (e.g. written, oral and visual);
- formulate and investigate psychological and research informed questions;
- work effectively in small/medium sized groups;
- gather, retrieve and synthesise information;
- assess the merits of competing arguments, claims, theories;
- reflect on, and make productive use of the fact of, the fallibility of all knowledge claims;
- make reasoned arguments and interpret evidence and texts;
- apply information technology skills;
- use skills of time planning and management;

- pitch ideas and perform presentations creatively and effectively;
- design, project manage and write-up well-argued and to-the-point research projects; and
- reflect with thought, care and intellectual rigor on contemporary ethical, social and psychological and counselling issues.

Graduates will leave as trained researchers in a range of social research methods that are of interest to graduate employers in the public, private and third sectors in the UK and internationally.

The wide range of graduate-level employment opportunities that will be available to BA (Hons) Counselling Practitioner graduates include (but are by no means limited to): Human Resources; charity administrators; civil servants; counselling in a variety of settings; community and youth work; homelessness workers; journalism; legal roles; lecturing; marketing roles; police or probation roles; public relations; research assistant; social care work and leadership; and management careers. The opportunities for those students who exit with the Non-practitioner award are similar, but will exclude being able to work in any capacity as a qualified counsellor or counselling lecturer.

The counselling element of the programme embeds an understanding and practical development of counselling skills in practice. Programme content is informed by the British Association for Counselling and Psychotherapy (BACP) professional frameworks and standards for counselling, and by the BACP curriculum for counsellor training that reflects the skills and knowledge relevant to current professional counselling practice in the present labour market. Students are expected to demonstrate awareness of professional standards and frameworks in assessment on the course alongside demonstrating development of counselling skills and awareness of how theory and research relates to counselling practice. Students develop transferable skills as reflective professionals, including self-awareness, consideration of the impact of their actions on others, interpersonal communication skills, emotional intelligence and the ability to learn from practice for continual professional development.

SECTION E - PROGRAMME MANAGEMENT

29	Programme Specific Admission Requirements
	Applicants will normally require 96-104 UCAS points (or equivalent). Typically, applicants will be additionally required to have achieved a Level 2 or above in Counselling Skills (Professional equivalent experience will be considered, for example work in a closely related field such as careers advice, coaching or social work where evidence of use of counselling skills can be clearly articulated at application and supported by evidence such as professional accreditation or clear examples of work-based application of these skills that could be verified by a suitable referee, e.g. line manager or clinical supervisor). In addition, students will be required to provide an enhanced DBS certificate on entry to ensure the safeguarding of vulnerable adults they may have contact with while undertaking client work. Applicants' suitability for the practitioner element of the course will be considered in an interview/assessment as part of the admissions process. BACP guidelines set out a structured interview protocol to enable the assessments of applicant's suitability for the programme. In line with the priority which it gives to promoting opportunities for lifelong learning and widening access to Higher Education, the University welcomes applications from prospective students who are seeking to gain exemption from some parts of an academic programme by gaining recognition for prior learning. Such claims may be based either on a previous course of study or on experience gained in paid employment or voluntary activities, bridging assignments are also available if required. If a prospective student has recently completed a relevant previous qualification within the last 5 years, they may apply for Recognition for Prior Learning (RPL) in line with the relevant University Code of Practice.
30	Programme Specific Management Arrangements
	The Programme Leader for Counselling will lead and manage the Counselling programme, which will be taught by appropriately qualified and experienced academics and practitioners Core academic staff are required to be qualified counsellors with expertise in counselling practice. They are required to hold relevant membership of a professional body such as the BACP or UKCP and be suitably qualified academically to teach at Higher Education level. Core academic lecturing staff, visiting tutors and speakers will enhance modules for currency and sector specific content. Expertise will be drawn from within the programme team and across the University for the teaching of particular research methodologies and competencies, alongside research-informed content. Co-teaching with University academics from other subjects and guest speakers with relevant expertise from other subject will also be included to enhance depth and scope of teaching content and style and to include a wider range of academic voices and expertise. The programme will be taught in line with PSRB regulations and core academic staff will be qualified counsellors or psychotherapists who hold membership of a relevant professional body.

31	Staff Responsibilities
Staffing expertise within the current academic staff team corresponds with the module content. Leadership of modules will be designated to those with particular interests and research-informed understandings to support the varied modules. Staff on the programme will be allocated to students as personal tutors and, in the third year of the programme, as research supervisors. <u>Professional, Regulatory and Statutory Bodies</u> British Association for Counselling and Psychotherapy, QAA Benchmarks for Counselling and Psychotherapy.	
32	Programme Specific Academic Student Support
Close engagement with the wider professional services as part of the student experience will be embedded within each module. Sessions led by staff from The Hub, specifically in relation to Digital Learning and Learning Development, will support academic and digital literacies and work towards assessments. Each student will be allocated a designated research supervisor in the third year of study who will oversee, with the student, the development of the research design and ethics forms for submission to the University Ethics Committee, and the collection and analysis of data for the dissertation. Students will also have an allocated tutor, who will act as personal tutor as part of the Development and Career Plan (DCP) process. Students are additionally offered an academic tutorial for each assignment and can request additional tutorials to meet additional support needs or to discuss assignment feedback.	
33	Programme Specific Student Evaluation
The Programme complies with current institutional evaluation policies. Through the Students' Union Representative Feedback System (RFS), a formal procedure has been established to enable students to contribute to the enhancement of the programme through their elected Student Representative. <u>Programme Specific Evaluation</u> The Counselling teaching team are committed to ensuring a positive student experience at all levels. Student engagement and evaluation is considered on all aspects of the programme both formally through University processes and informally through the personal tutor and supervisory tutor structures. The programme Leader for Counselling meets regularly with student representatives and enacts student feedback. The team hold subject meetings with all staff and the student representatives to ensure student input and feedback into the programme, allowing student feedback to be a driving factor in the delivery and development of the programme.	

SECTION F – MAPPING

MAP I

ASSESSMENT /OUTCOMES MAP

Counselling: Level 4

Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	SPS5	IS1	IS2	IS3	TS1	TS2	TS3	TS4	TS5
CSL41022 Introduction to Counselling: History, Ethics and People	x	x	x		x		x	x		x		x	x	x	x	x	
CSL41122 Introduction to Person Centred Theory and Skills				x													
CSL41222 Introduction to Core Counselling Skills	x	x	x	x	x		x	x		x		x	x	x	x	x	x
CSL419_1.0	x	x	x				x	x		x		x		x	x	x	
CSL41422 Using the Self in Counselling Practice	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x
CSL41522 Equality, Counselling and Culture	x	x	x	x	x		x	x		x	x	x	x	x	x	x	x

Level 5

Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	SPS5	IS1	IS2	IS3	TS1	TS2	TS3	TS4	TS5
CSL51022 Law and Ethics in Counselling Practice	x	x	x	x	x		x	x	x	x		x	x	x	x	x	x
CSL51122 Developing the Relational Self through Reflective Practice	x	x	x	x	x	x	x	x		x		x	x	x	x	x	x
CSL51222 Counselling Approaches with Children and Young People	x	x	x		x		x	x		x		x	x	x	x	x	x
CSL51322 Theories of human Development in Humanistic Counselling	x	x	x		x	x	x	x		x	x	x	x		x	x	x
CSL51422 Selected Humanistic Approaches	x	x	x		x		x	x		x		x	x	x	x	x	x
CSL515_1.1 Research Skills and Methods	x	x	x		x	x	x			x	x	x	x	x	x	x	

Level 6

Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	SPS5	IS1	IS2	IS3	TS1	TS2	TS3	TS4	TS5
CSL61022 Using Creative Approaches in Counselling Practice	x	x	x		x	x	x	x		x	x	x	x	x	x	x	x
CSL620_1.0 Group Processes and Group Dynamics	x	x	x	x	x		x	x		x	x	x	x	x	x	x	
CSL621_1.0 Ethical and Practical Challenges in Counselling	x	x	x	x	x	x	x	x		x		x	x	x	x	x	
CSL61322 Working with Specific Populations	x	x	x	x	x		x	x		x	x	x	x	x	x	x	x
CSL61422 Research Design and Proposal	x	x	x			x	x			x	x			x	x	x	x
CSL615_1.1 Dissertation	x	x	x		x	x	x			x	x	x	x	x	x	x	
CSL61622 Contemporary Approaches in Counselling	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	
CSL61722 Counselling Practitioner Documents e-portfolio									x								

SECTION G

MAP 2

Graduate Attribute Mapping

Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.

Attribute	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4	TS5
Academic Literacies	x			x			x	x	x	x	x	x		x	
Global Citizenship	x		x			x				x	x	x			
Information Literacy	x	x	x	x	x	x		x		x		x	x		
Digital Fluency	x		x		x	x		x				x	x		
Employability	x				x		x		x		x	x	x	x	x
Being Enterprising	x	x				x	x				x			x	x

Graduate Attributes

- GA1. [Academic Literacies](#) This covers the range of academic skills that you develop through undertaking university-level study.
- GA2. [Global Citizenship](#) This is about understanding the global context in which you live, study and work
- GA3. [Information Literacy](#) This is about being able to search for, locate, utilise and manage information effectively and ethically
- GA4. [Digital Fluency](#) These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA5. [Employability](#) This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA6. [Being Enterprising](#) This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change

NB the above align to the Employability outcomes on the module specifications: [Graduate Attributes | Lincoln Bishop University](#)

SECTION H

MAP 3

Approved Modifications to Programme Specification since Approval/Last Review

The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification <i>(Light/Minor - include level & title of modules & a brief description of modification)</i> <i>(Major - include details of change such as new routes, pathways etc)</i>	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification <i>(eg students entering Level 5 from September 2016 onward)</i>
v1.1	Amendment to narrative to facilitate delivery of CSL41422 and commencement of placement.	15 January 2024	Immed.	L4
v1.2	Amendment to assessment loadings/components of L5 and L6 research and dissertation modules.	30 August 2024	Immed.	L5, L6
v1.3	Replacement of L4 and L6 modules following DT review and update to BACP references, branding, etc.	June 2026	Sept 2027	L4 and L6 students.
v2.0	Amendment to tariff.	Sept 2026	Sept 2027	Applicants entering from Sept 2027.

SECTION I

MAP 4

Mapping of PSRB requirements against the Programme

The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.

BACP Guidance for Core Practitioner Training

1: knowledge-based learning (examples below)	2: therapeutic competences (examples below)	3: research awareness (examples below)
a) psychological theories and their application to practice ✓ b) philosophy ✓ c) human development ✓ d) common medications ✓ e) ethics ✓ f) the law ✓ g) functioning of groups ✓ h) supervision ✓	i) monitoring and evaluation ✓ j) relationship building ✓ k) communications ✓ l) strategies and interventions ✓ m) self-awareness ✓ n) reflective practice ✓ o) use of supervision ✓	a) critical awareness of research findings ✓ b) methodology and application ✓

PSRB Name/Standard: British Association for Counselling and Psychotherapy requirements for Stage 3 Core Practitioner Training

	PSRB Requirement Knowledge based learning	PSRB Requirement Therapeutic Competencies	PSRB Requirement\ Research Awareness	PSRB Requirement 100 hours integral clinical practice	PSRB Requirement 400 hours classroom based learning
Met	Yes	Yes	Yes	Yes	Yes
Modules Identified in:	All Modules	L4 Core counselling skills Person centred approaches and skills L5 Developing relational self in reflective practice L6 Professional counselling practice	All modules require research awareness. Specific modules dedicated to research: L5 Research Skills and Methods L6 Research design and proposal Dissertation	Hours completed across L5 & L6	All modules: taught classroom hours: L4 200 hours L5 216 L6 216
Evidence of Requirement met	All assessments	L4: Assessment Core counselling skills 1 and 2 L5: Assessment: Developing relational self through reflective practice 2 L6: Professional counselling practice 1/1	All assessments supported by reference to research. Dedicated assessments: Research skills and methods 1 and 2 Dissertation 1 a	L5 Assessment Law & Ethics in Counselling Practice Developing the relational self through reflective practice L6 Assessment Professional counselling practice	80% attendance required by the university
Location of PSRB Approval Document					