Programme Specification
Definitive Document

1. Basic Information

1.1 Awarding Institution:	Plymouth Marjon University
1.2 Teaching Institution:	Plymouth Marjon University
1.3 Locus of Delivery:	Plymouth Marjon University
1.4 Final Award Title:	BSc (Hons)
1.5 FHEQ Level:	4,5,6
1.6 Programme Title:	Counselling for the Helping Professions
1.7 Mode and Duration of Study:	Full Time – 3 years
	Part Time – 6 years
1.8 School:	Sport, Health & Wellbeing
1.9 HECoS Code:	100254
1.10 Collaborative Provision Arrangement:	N/A
1.11 UCAS Code(s):	PSC1
1.12 Admission Criteria:	For the full details on entrance criteria, please refer to the course webpage.
	https://www.marjon.ac.uk/courses/bsc-counselling/
1.13 Accrediting Professional Body/PSRB:	N/A
1.14 QAA Subject Benchmarking Group(s):	Counselling and Psychotherapy (2013)
1.15 Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ);
	UK Professional Standards Framework;
	BACP "Gold Book" Course Accreditation Scheme Criteria (2009 Scheme, 6th edition, amended 2021);
	National Counselling Society Training Standards (2020).
1.16 Language of Study (for learning, teaching and assessment):	English
1.17 Work-Based Learning Arrangements:	Work-based learning takes place within PSCD51
1.18 Foundation Degree Progression Routes:	N/A
1.19 Arrangements for Distance Learning:	N/A
1.20 Original Date of Production:	June 2021
1.21 Date of Commencement:	September 2022
1.22 Review Date:	By September 2028

2. Programme Outline

The BSc (Hons) Counselling for the Helping Professions celebrates how training in counselling prepares people for a wide range of roles that involve working with people. As a degree in people skills, the BSc (Hons) trains people in how to work with and support others through learning how to: listen actively; empathise and demonstrate that empathy so that others feel heard and understood; be self-aware and reflective; communicate clearly and effectively with others; handle confidential information; work with emotions and emotional content; manage difficult and high-pressure situations relating to mental health; interpret, manage, and operate in stressful situations; think critically and use evidence to make decisions; and facilitate behaviour change. Such transferable skills, which are trained and developed in depth on this course, will be invaluable in a wide range of helping professions that involve working with people, such as the following: teaching and education, psychology, social work and community work, emergency services, public service, human resources, occupational health, rehabilitation in prisons, careers advice, customer relations, charity careers, funeral arrangement, nursing, care work, and personal training (some of these careers involve further education and training).

On this degree, we educate in the theory, research, and practice of counselling and associated subjects like Psychology, with a particular interest in how these can be used to support other people. With consideration to theory, there are a variety of approaches to counselling that are based on different theoretical perspectives of behaviour change. The degree covers a variety of these theoretical perspectives (person-centred, cognitive-behavioural, psychodynamic, strengths-based). With consideration to research, counselling is an evidence-based profession. Teaching is evidence-based, and students learn how to interpret, critique, and apply research. They also learn how to conduct research in the context of counselling. With consideration to practice, students learn, practise, and develop the counselling skills that will be invaluable in a range of professions that involve listening to, caring for, and supporting other people.

The degree has a spine of research and employability. We understand that employers are increasingly looking for 'soft skills': working in teams to achieve more together; respecting others; gender and equalities inclusivity; active listening; expressing empathy; demonstrating resilience; and self-reinvention. We also understand that employers also want evidence of 'power skills': critical thinking; openness to new ideas; complex problem solving; evidence-based reasoning; evaluating contradictory arguments; digital confidence and agility; operating without easy answers; writing and speaking in a clear and persuasive manner; decision-making grounded in carefully weighed options; and coming up with unexpected questions and innovative solutions (Marjon Growth Plan – Phase 2). Many of these skills are integral to counselling training (e.g., active listening, expressing empathy), and are therefore embedded through the programme. In addition, the programme incorporates study skills within Level 4 (modules PACC01; PACC03; PACC06), and there is a work-based learning module at Level 5 (PSCD51). Further, there is a research module at Level 5 (PACD03) that engages students with the process of conducting research, using research within counselling and helping professions, and developing transferable 'power skills' such as critical thinking and evidence-based reasoning. Students also complete an independent research project dissertation at Level 6 (PSCH51) that could be a quantitative or qualitative project, including projects that reflect the counselling context such as case studies or reflective studies. The programme team embed research into the programme throughout, including some of their own research. All programme modules are underpinned by knowledge derived from current research and will support students in becoming researchers of their own practice and experience.

Students who wish to specifically become a practising psychotherapist / counsellor may wish to transfer to our Master of Psychotherapy and Counselling (subject to a 'readiness to practice' assessment). This integrated master's includes a 100-hour, integral placement that involves providing supervised counselling to adult clients.

Course Philosophy

Our counselling training engages students with a range of counselling modalities—particularly person-centred, cognitive behavioural, psychodynamic, and strengths-based approaches—that are underpinned by varying theoretical assumptions. This will support students in identifying a way of working that is in alignment with their own core beliefs and values.

Nevertheless, the course is underpinned by a shared philosophy relating to achieving transformation through a pluralistic, relational approach founded on the core conditions of empathy, unconditional positive regard, and congruence. In essence, the importance of establishing a strong relationship between the counsellor and client is the foundation of how we teach students to counsel, independent of the theories they apply, the goals they set with clients, and the intervention methods they use. As relationships with others start with relationships with the self, we believe in fostering self-awareness to promote the evolved levels of personal development necessary for a counsellor or helping professional. We also believe that each client is unique, with different needs from therapy; our pluralistic approach therefore provides a framework for professionals to integrate a variety of understandings and methods into their practice.

2.1   Integrating Sustainability into the Curriculum

Consistent with the UK Physical Sciences Centre Briefing Paper (https://www.advance-he.ac.uk/knowledge-hub/education-sustainable-development), the BSc (Hons) in Counselling Skills for the Helping Professions aims to meet "the needs of the present without compromising the ability of future generations to meet their own needs". The degree has been designed to meet the needs of professionals of the present, whilst also equipping them with transferable skills that would benefit them both in the foreseeable and unforeseeable future. These skills would include reflecting upon their core values (and the extent to which their behaviour is consistent with their values), critical thinking, the ability to evaluate and assess material, and problem-solving skills, and these skills would equip students to address demands encountered in counselling and helping professions, and broader society including pollution and green issues (e.g., forming own opinions based on evidence, interrogating evidence presented by others [e.g., politicians], weighing pros and cons of initiatives and solutions).

The Programme also reduces impact on the green environment, through the use of e-learning, e-submission of coursework, and subscription to e-books.

3. Distinctive Features

- Students complete a "degree in people skills". Through counselling training, students develop a range of invaluable skills that will prepare them for a range of careers that involve working with and supporting other people.
- Students are trained practically and in-depth in the counselling process, which is complemented by rigorous academic study of contemporary theory and research. Students therefore benefit from the employability qualities and skills gained through both counselling training (e.g., active listening) and an academic degree (e.g., critical thinking).
- The degree offers students opportunities to apply knowledge and use counselling skills from Semester A of Year 1, through to the end of the degree. Each psychotherapy and counselling module places substantial emphasis on application of knowledge, understanding, and skills in ways that are relevant to working in helping professions.
- The course incorporates an anti-discrimination ethos, focusing on actions not just individually within therapeutic alliances, but also socially, politically, and culturally. It explores the consequences of social inequality, oppression, and injustice, and highlights and challenges injustices that create disparities.
- The course views the professional expectation of committing to self-awareness through introspection and deep self-reflection as key to developing the evolved levels of personal and professional development essential for psychotherapists and counsellors. This is achieved through experiential learning; relationships with lecturers, peers, and the self support development of strong *intra*personal and *inter*personal skills.

4. Programme Aims

The BSc (Hons) Psychotherapy and Counselling degree aims to:
1. Prepare graduates for a career working in helping professions, through the development of valuable transferable skills such as critical thinking, research skills, communication, listening, empathy, supporting others, and facilitating behaviour change.
2. Develop graduates who have excellent knowledge, understanding, and skills in counselling that are underpinned by theory, research, ethical frameworks, and best-practice guidelines.
3. Prepare students to be self-reflective, ethical professionals who are committed to career-long personal and professional development, self-awareness, and maintenance of professional standards.
4. Develop graduates who are adaptable, life-long learners in our changing world.
5. Develop graduates who can use their knowledge, understanding, intellectual skills, and practical skills in their day-to-day lives.
6. Provide a stimulating, caring, and nurturing learning environment in which students feel secure and motivated to learn, and in which they develop and grow professionally and personally.

5. Programme Learning Outcomes

Knowledge & understanding:

By the end of this programme, students should be able to demonstrate:
1. A broad, comprehensive, and detailed range of understanding of counselling that includes understanding of philosophy, human growth and development, psychological theories, ethics and the law, research evidence, psychopathology, and the functioning of groups and organisations.
2. Comprehensive, systematic, coherent, detailed, and critical knowledge and understanding of key aspects of counselling, at least some of which is at (or informed by) the forefront of psychotherapy and counselling.
3. A critical understanding of a range of theoretical frameworks relevant to counselling and helping professions, as well as knowledge of how to apply these.

Intellectual skills:

By the end of this programme, students should be able to demonstrate:
4. An enhanced level of self-awareness and the ability to critically evaluate their own strengths and weaknesses in relation to skills that are important in counselling and helping professions.
5. The ability to locate, understand, critically evaluate, and apply research, theoretical frameworks, and other sources of guidance (e.g., ethical guidelines, best-practice guidelines) relevant to counselling and helping professions.
6. The ability to critically evaluate arguments, assumptions, abstract concepts, and data to make judgements, and to frame appropriate questions to achieve a solution to a problem.
7. The ability to work and make decisions in complex professional situations, and sometimes with incomplete information.
8. The ability to make informed evidence-based decisions while appreciating the uncertainty, ambiguity, and limits of knowledge.

Practical skills:

By the end of this programme, students should be able to demonstrate:
9. A professional level of competence in a range of core counselling skills or competences for working in helping professions, including relationship building, communication, assessment, formulation, psychological strategies and interventions, reflective practice, and monitoring, evaluation, and research.
10. The ability to communicate information, ideas, problems, and solutions professionally and effectively to both specialist and non-specialist audiences, both orally and in writing.
11. An enhanced ability to form strong, supportive, challenging, and trusting relationships with others, in which sensitive personal material can be considered.
12. The ability to collect, analyse, interpret, and report data through a research process—conducted with limited supervision and within agreed guidelines—to answer a clearly defined research question.

Transferable / key skills:

By the end of this programme, students should be able to demonstrate:
13. The abilities to exercise initiative and personal responsibility, to work cooperatively within a group or team, and to take responsibility for leadership where appropriate.
14. The abilities to identify sources of information, to extract relevant information to suit specific contexts, and to critically evaluate that information.
15. The ability to manage their own learning using the full range of resources relevant to helping professions.

6. Learning and Teaching Methods

The Programme uses varied learning and teaching methods that reflect both the professional training (e.g., experiential exercises, modelling of therapist-client interactions, reflective diary, role play, triad work) and academic (e.g., computer practicals, lectures, seminars) aspects of the programme. We aim for a varied approach to our learning and teaching, to support interest and engagement. Our learning and teaching activities can be synchronous or asynchronous, face-to-face or online, and located or connected, although practical skills work reflective of professional training will usually be synchronous, face-to-face, and located where possible. Students are expected to complement timetabled teaching and learning activities with increasingly self-directed and independent study. Our key methods are defined below.

Method	Description
Accessing and creating resources	Students engage with resources such online databases and websites, and they create informational resources such as posters.
Blended learning	A combination of online educational materials and opportunities for interaction online, with traditional located (i.e., on campus) teaching.
Case studies	Engagement in study or work that is based on a 'real life' situation.
CBT homework tasks	Cognitive behavioural therapy homework tasks set over the week to focus learning within the reflective diary.
Computer practicals	'Hands on' practical work completed using a computer (e.g., writing references, locating academic sources, data analysis).
Critical reflection	Students engage in critical reflective practice and activities to highlight areas of academic, personal, and professional strengths and areas for development.
Directed study	Study and reading that is directed by the teaching team.
Enquiry-based learning	Students investigate a presented question, problem, or scenario. The process is usually facilitated.
Experiential exercises	Student-focused activities encouraging active participation, role play, and group practice experience.
Fieldwork	Learning undertaken in an alternative context, location or environment from the university campus-focused learning spaces (e.g., natural environment to discuss the benefits of green interventions for emotional and psychological wellbeing).

Group activities	Educational activities (e.g., practical or intellectual tasks) that involve group collaboration.
Guest speakers	External specialists present on a topic of their expertise.
Independent research and scholarly activity	Work that is completed by the student, independently from face-to-face sessions / supervision. It could include specific reading and research tasks.
Industry simulation	Simulation of the roles of professionals who work in industry.
Lectures	Usually an oral presentation intended to present information or teach students about a particular subject. Lectures are used to convey critical information, history, background, theories, and equations.
Modelling of therapist-client interactions	The lecturer(s) practically demonstrates a skill or interaction to students that reflects the professional context.
Reflective diary	A personal record of experiences. A space in which the individual student can explore, critique, and develop an understanding of their own experiences, skills, and values.
Role play	Students act out or perform the part of a person or character, for an educational purpose (e.g., skills practice).
Self-directed study	Study and reading autonomously led by the student, in the context of module learning outcomes, topics, and recommended areas of study.
Seminars	A form of academic instruction which has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to participate. This is often accomplished through an ongoing Socratic dialogue with a seminar leader or instructor, or through a more formal presentation of research. It is essentially a place where assigned readings are discussed, questions can be raised, and debates can be conducted. Group sizes are small (up to 12 students), as the nature of the training—which involves self-disclosure and exposure to sensitive and distressing material—lends itself to small class sizes in which there is room for everyone to have a voice.
Supervised research project	A research project completed by the student, under the supervision of one or more lecturer.
Triad work	Working groups of three or four students, where they practise skills on one another with the roles of client, counsellor, and observer(s).
Tutorials	Periods of tuition given to an individual or very small group.
Work-based learning	Learning achieved by undertaking activities, under supervision and mentoring, in a work context. Students learn concepts and techniques associated with a particular profession or trade in a working environment, while being monitored and supported by a tutor.
Workshops	A training workshop is a type of interactive training where participants carry out a number of training activities rather than passively listen to a lecture or presentation. Broadly, two types of workshops exist: a general workshop is put on for a mixed audience, and a closed workshop is tailored towards meeting the training needs of a specific group.

6.1   Learning Enhancement

Consistent with the Counselling and Psychotherapy Subject Benchmark Statement (p. 7), the programme aims to provide "a curriculum in which theory, personal and professional development, and competency acquisition complement and enrich each other and the overall experience of the student." The programme includes seminars and theoretical input, self-awareness and personal development activities, and placement activity. Learning and teaching activities include experiential exercises—including student-focused activities encouraging active participation, modelling of client work interactions, and group practice experience—as well as seminars and group projects, lectures, and the use of electronic media for accessing data, literature, resources, and contacts.

The nature of counselling training, which involves self-disclosure and exposure to sensitive and distressing material, lends itself to small class sizes in which there is room for everyone to have a voice. A ratio of not more than 1:12 for aspects of training which involve small groups is followed as a guideline for good practice.

6.2   e-Learning

We recognise the increasing contribution that digital resources make to the learning experiences of students. Canvas (or equivalent) will be a key resource for students throughout the degree, allowing them to access audio recordings of lectures, lecture slides, written materials, videos, audio files, course information, and suggested reading.

Much of the timetabled teaching will be synchronous, face-to-face, and located (i.e., delivered 'live' on campus). Asynchronous lectures (i.e., pre-recorded lectures to watch self-paced, at flexible times and from flexible locations) may be used to enhance the teaching and learning experience (e.g., to support preparation for a synchronous, face-to-face, and located session).

7. Modes of Assessment

Our assessment strategy aims to be inclusive and professionally relevant, while dovetailing professional and academic aspects of the programme.

Learning outcomes and assessment methods reflect that using counselling skills when working in helping professions can involve a combination of knowledge and understanding (e.g., understanding key theories and research areas), intellectual skills (e.g., ability to apply theories to real-life examples, critical thinking, use of literature, reflecting on experience), and practical counselling skills (e.g., core counselling skills, forming therapeutic alliances). The assessments are varied to reflect the variety of what is needed to work in real-life contexts. We use assessments *of* learning, as well as assessments *for* learning, with the goal of supporting students in being skilled workers, whilst understanding the academic underpinnings (e.g., supporting evidence-based practice).

We use a variety of assessments, so that students have different ways to do well; there are different ways for students' strengths to be recognised. Each assessment method is defined below.

Method	Description
Academic skills portfolio	A portfolio comprised of a series of tasks that involve engaging with academic skills (e.g., engaging with appropriate sources, referencing).
Applied project	Project work that has a clear applied focus, such as designing an intervention or proposing how to improve a service offered by an organisation.
Case study	An analysis of a real-life example.
Case study and reflection portfolio	A portfolio assessment with a case study component (defined above) and a written reflection component (defined below).
Conference poster	An overview of research in poster format, reflective of poster presentations at academic conferences.
Counselling skills portfolio	A portfolio comprised of a series of counselling skills components that reflect important aspects of professional practice.
Critical review	A literature review that emphasises critical thinking skills.
Directed research report	A written research report that reflects a journal article, but with direction on what to include to support engagement.
Essay	An extended written assignment in response to a question set by a lecturer, or in negotiation between student and lecturer.
Observed practice and written reflection portfolio	A portfolio comprised of a practice observation by a lecturer, as well as a written reflection on the observation experience, the feedback received, and the learning.
Online quiz	Time-constrained assessment that tests knowledge and understanding and that is completed online, rather than in formal exam conditions.
Portfolio of critical reflections	A portfolio comprised of a series of critical reflection tasks.
Poster	A visual representation of the student's learning or coursework (e.g., overview of a research process, summary of a topic) where visual presentation is graded as well as content.
Practical portfolio	A portfolio comprised of a series of profession or employment relevant practical tasks.
Presentation	A verbally delivered talk (likely supported by visual resources) with a clearly defined purpose or aim. Can be delivered individually or as part of a group.
Reflective essay and log of hours (portfolio)	A portfolio comprised of a log of placement hours and a reflection on learning.
Research proposal	A written plan that indicates clearly and succinctly how the student wishes to proceed in a piece of research. May accompany an ethical approval application.
Scientific report	An extended writing assignment on a piece of empirical research that echoes the framework and reporting conventions of a scientific journal article.
Written reflection	A reflective piece where the student reflects on: their strengths and areas for development in relation to psychotherapy and counselling literature; key issues; challenges; and/or learning that is the relevant to the student's experiences. Reflections may relate to a placement, event, or work experience.

8. Exemptions to University Regulations

Marking will *not* be anonymous in the following circumstances:
- The assessment is a presentation (PACD04, PSCD52, PSCH52, PACH02)
- The assessment is an observed practical, such as an observation of counselling skills, and/or a reflection upon an observed practical assessment where the assessor needs to understand the reflection in context (PACD01, PACD04)
- A supervised project is marked by the student's supervisor (PSCD51, PSCH51)

9. Work-Based Learning/Placement Learning

At Level 5, PSCD51 is a work-based learning module where students complete a placement. This placement will help students to understand a counselling-related professional context, such as through a placement in secondary or further education, a prison (optional), a voluntary organisation, or a business. A DBS (Disclosure and Barring Service) check and possible placement travel costs are "additional costs" for students that are not covered by tuition fees. All students that engage in work-based modules are allocated a University Placement Tutor who confirms the appropriateness of the student's placement and agrees the focus of the placement and its associated assessment. Students negotiate their placement aims with the host organisation and their University Placement Tutor. All placements adhere to the University Policy on Placement Learning.

10. Programme Structure

Full Time

Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PACC01	Immersing in Psychotherapy and Counselling	20	100% coursework	Semester A (Immersive)	Compulsory	Condonable
PACC02	Introduction to Psychotherapy and Counselling	20	100% coursework	Semester A	Compulsory	Condonable
PACC03	Skills in Psychotherapy and Counselling 1	20	60% practical 40% coursework	Semester A	Compulsory	Condonable
PACC04	Skills in Psychotherapy and Counselling 2	20	60% practical 40% coursework	Semester B	Compulsory	Condonable
PACC05	Introduction to Mental Health and Wellbeing	20	60% exam 40% coursework	Semester B	Compulsory	Condonable
PACC06	Psychology and Counselling	20	100% coursework	Semester B	Compulsory	Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PACD01	Person-Centred Psychotherapy and Counselling	20	50% coursework 50% practical	Semester A (Immersive)	Compulsory	Condonable
PACD02	Cognitive Behavioural Therapy	20	100% coursework	Semester A (Immersive)	Compulsory	Condonable
PACD03	Research in Psychotherapy and Counselling	20	100% coursework	Semester A	Compulsory	Condonable
PACD04	Psychodynamic Psychotherapy and Counselling	20	50% practical 50% coursework	Semester B	Compulsory	Condonable
PSCD51	Engaging with Employability: Psychotherapy and Counselling Contexts	20	40% practical 60% coursework	Semester B	Compulsory	Condonable
PSCD52	Working Ethically with Mental Health	20	100% coursework	Semester B	Compulsory	Condonable

Level 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PACH01	Positive Psychology and Strengths-Based Approaches	20	100% coursework	Semester A	Compulsory	Condonable
PSCH52	Counselling Skills in the Helping Professions	20	70% practical 30% coursework	Semester X	Compulsory	Condonable
PACH02	Personal and Professional Development in Psychotherapy and Counselling	20	100% coursework	Semester X	Compulsory	Condonable
PACH04	Working with Difference and Diversity	20	100% coursework	Semester B	Compulsory	Condonable
PSCH51	Empirical Project	40	100% coursework	Semester X	Compulsory	Condonable

Part Time

Level 4 – Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PACC01	Immersing in Psychotherapy and Counselling	20	100% coursework	Semester A (Immersive)	Compulsory	Condonable
PACC02	Introduction to Psychotherapy and Counselling	20	100% coursework	Semester A	Compulsory	Condonable
PACC06	Psychology and Counselling	20	100% coursework	Semester B	Compulsory	Condonable

Level 4 – Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PACC03	Skills in Psychotherapy and Counselling 1	20	60% practical 40% coursework	Semester A	Compulsory	Condonable
PACC04	Skills in Psychotherapy and Counselling 2	20	60% practical 40% coursework	Semester B	Compulsory	Condonable
PACC05	Introduction to Mental Health and Wellbeing	20	60% exam 40% coursework	Semester B	Compulsory	Condonable

Level 5 – Year 3

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PACD01	Person-Centred Psychotherapy and Counselling	20	50% coursework 50% practical	Semester A (Immersive)	Compulsory	Condonable
PACD03	Research in Psychotherapy and Counselling	20	100% coursework	Semester A	Compulsory	Condonable
PSCD52	Working Ethically with Mental Health	20	100% coursework	Semester B	Compulsory	Condonable

Level 5 – Year 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PACD02	Cognitive Behavioural Therapy	20	100% coursework	Semester A (Immersive)	Compulsory	Condonable
PACD04	Psychodynamic Psychotherapy and Counselling	20	50% practical 50% coursework	Semester B	Compulsory	Condonable
PSCD51	Engaging with Employability: Psychotherapy and Counselling Contexts	20	40% practical 60% coursework	Semester B	Compulsory	Condonable

Level 6 – Year 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PACH01	Positive Psychology and Strengths-Based Approaches	20	100% coursework	Semester A	Compulsory	Condonable
PSCH52	Counselling Skills in the Helping Professions	20	70% practical 30% coursework	Semester A,B	Compulsory	Condonable
PACH04	Working with Difference and Diversity	20	100% coursework	Semester B	Compulsory	Condonable

Level 6 – Year 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PACH02	Personal and Professional Development in Psychotherapy and Counselling	20	100% coursework	Semester A,B	Compulsory	Condonable
PSCH51	Empirical Project	40	100% coursework	Semester A,B	Compulsory	Condonable

The table below shows the various 'threads' through the programme. These 'threads' provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The 'threads' act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

Threads Level 4

Module Code	Module Title	Thread
PACC01	Immersing in Psychotherapy and Counselling	1,5,7
PACC02	Introduction to Psychotherapy and Counselling	2,3,8,9
PACC03	Skills in Psychotherapy and Counselling 1	1,4,5,7,9
PACC04	Skills in Psychotherapy and Counselling 2	1,4,5,7,9
PACC05	Introduction to Mental Health and Wellbeing	3,4,9
PACC06	Psychology and Counselling	2,3,6,8

Threads Level 5

Module Code	Module Title	Thread
PACD01	Person-Centred Psychotherapy and Counselling	1,2,3,5,7,9
PACD02	Cognitive Behavioural Therapy	1,2,3,5,9
PACD03	Research in Psychotherapy and Counselling	3,4,6,7
PACD04	Psychodynamic Psychotherapy and Counselling	1,2,5,8,9
PSCD51	Engaging with Employability: Psychotherapy and Counselling Contexts	5,7
PSCD52	Working Ethically with Mental Health	1,4,5,8,9

Threads Level 6

Module Code	Module Title	Thread
PACH01	Positive Psychology and Strengths-Based Approaches	1,2,3
PSCH52	Counselling Skills in the Helping Professions	4,5,7,8,9
PACH02	Personal and Professional Development in Psychotherapy and Counselling	1,5,9
PACH04	Working with Difference and Diversity	4,5,7,9
PSCH51	Empirical Project	3,4,6,7

1: Counselling skills. These modules include a substantial amount of counselling skills practice (e.g., active listening) such as through triad work.

2: Modalities of practice. These modules engage with the different theoretical approaches to psychotherapy and counselling, as well as how the theory is applied.

3: Underpinning research findings. These modules engage with research-based knowledge within psychotherapy and counselling.

4: Ethical practice. These modules support students in engaging with ethical frameworks and ethical decision making.

5: Self-awareness and reflective practice. These modules engage students with reflective practice and help students to develop their self-awareness.

6: Research production and consumption. These modules engage with the research process, and how to use research within psychotherapy and counselling.

7: Employment and transferable skills. These modules engage students with the contexts they may work in, as well as the transferable skills that support their employability.

8: Leadership. These modules engage students with the theory on leadership or give students the opportunity to experience leadership in group work.

9: Contextual applications. These modules encourage students to reflect on and apply social, political, economic, cultural, and environmental considerations that are relevant to psychotherapy and counselling.

Transferring to the Master of Psychotherapy and Counselling

Students on the BSc (Hons) Counselling for the Helping Professions can transfer to the Master of Psychotherapy and Counselling (MPsy), which is an integrated master's degree, until the Progression and Award Boards (PABs) at the end of Level 6. Students can transfer at any point during Level 4 or until the end of Semester A of Level 5 (Semester A of Year 3 on the part-time route). From this point, they must transfer at the end of an academic year. They can only transfer at the end of Level 6 if they pass a 'readiness to practice' assessment and if they have sourced a placement for Level 7. An informed consent process is used to ensure that transferring students are aware of the placement demands and expectations on the Master of Psychotherapy and Counselling, including the feasibility of achieving 100 clinical hours of counselling experience.

11. Accrediting Professional Body /Professional Regulatory and Statutory Body (PSRB)

None.

12. Professional Advisory Group

The programme has a Professional Advisory Group of individuals who work in counselling and other helping professions. This group provides advice and suggestions relating to degree content and skills that would benefit student employability, based upon the group's experience of working in the 'real-world'.

13. Academic Progression Opportunities

Graduates will be well-positioned to apply for taught or research postgraduate qualifications in psychotherapy and counselling, as well as related fields (e.g., psychology). For example, students may complete the University's Master of Research (MRes) degree to pursue a research career, or they may study a related field (e.g., the University's MSc Psychology, MSc Psychology of Leadership, MA Youth and Community Work, or PGCE Secondary Education with Psychology).

Subject to passing a 'readiness to practice' assessment, students could transfer to the University's Master of Psychotherapy and Counselling, which is an integrated master's degree.

14. Employability and Career Progression Opportunities

The skills developed through a degree and professional training in counselling are highly transferable and could prepare graduates for a range of careers that involve working with people. Some examples, which may also require further education or training, are:

- Teaching and education
- Psychology
- Social work and community work
- Emergency services
- Public service
- Human resources
- Occupational health
- Rehabilitation in prisons
- Careers advice
- Customer relations
- Charity careers
- Funeral arrangement
- Nursing
- Care work
- Personal training

Students particularly interested in becoming a practising psychotherapist or counsellor could continue their studies and transfer to our Master of Psychotherapy and Counselling, which has modules at Level 7 and an integral 100-hour clinical placement (subject to passing a 'readiness to practice' assessment and sourcing a placement).

The programme engages with a range of core employability skills:

Analytical thinking and innovation	Students are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified.
Active learning and reflective practice	Students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.
Creativity, originality and initiative	Students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently.
Critical thinking and analysis -	Students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion.
Complex problem-solving	Students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.
Leadership and social influence	Students are able to motivate others to act towards achieving a common goal.

Emotional intelligence	Students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups.
Reasoning, problem-solving and ideation	Students are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions.
Systems analysis and evaluation	Students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way.

In particular, the programme will develop a range of transferable, employable qualities and skills relating to being able to: actively listen; empathise; support the wellbeing of others; demonstrate emotional intelligence and support others emotionally; communicate effectively using excellent oracy skills; reflect on and learn from experience; think analytically and critically; and use a research process to answer questions and solve problems. These qualities and skills are well-suited for a range of careers that involve working with, caring for, and supporting other people.

The programme also engages with a range of core digital skills needed for employability:

ICT Proficiency and Productivity	Students are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g., text editing, presentations, spreadsheets and basic screen recording software).
Digital Collaboration, Participation, Communication	Students are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g., using Google docs, group forums, social media, file sharing applications, Hub).
Finding Digital Information and Data Management	Students have an understanding of different data storage systems and file types (e.g., using network drives, cloud storage and external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g., using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g., folder and file organisation, use of analytical tools within Spreadsheets and Databases).
Digital Learning and Teaching	Students are able to identify and use digital learning resources, apps and services (e.g., Canvas, Panopto Replay, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback (e.g., Turnitin).
Digital Problem Solving, Creation & Development	Students are able to identify and use digital tools to solve problems and answer questions (e.g., Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).
Digital Security, Well-being and Identity	Students understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g., security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g., LinkedIn, Twitter).

Throughout the modules, students will engage with digital learning and teaching, such as through Canvas, Panopto Replay, and Microsoft Teams. They will also participate in digital assessment, through receiving and reflecting on digital feedback (e.g., Turnitin). Students will communicate using a variety of digital media (e.g., email, forums) and collaborate in digital spaces (e.g., shared live online documents). ICT proficiency and productivity support (e.g., support in constructing presentation slides) is available through our Digital Innovation team.

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:
- Academic Advice
- Academic Skills
- Accommodation
- Disability and Inclusion Advice Service
- Employability and Careers Development
- Finance and Welfare
- Health
- Student Counselling and Well-being
- Student Volunteering

Student support and guidance is further promoted by the following:
- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus nursery provision

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with students through ongoing and continuous dialogue and regular communication, especially through dedicated 'Student Reps' in each academic year. There will be a staff:student liaison committee meeting each semester that all Student Reps are invited to; the minutes and action points are shared with all students on the course.

In addition, feedback at programme level will be achieved through programme and module evaluation surveys. Mid-module evaluations and end-of-semester evaluations are conducted every semester.

Students will be invited to participate in the National Student Survey (NSS) and UK Engagement Survey (UKES).

17. Other Stakeholder Feedback

Students and the External Examiner on the BSc (Hons) Psychotherapy and Counselling, placement providers, and professionals working in counselling contexts were consulted about the degree in the summer of 2021; this consultation influenced the title and design of the programme, including topics and skills covered within modules.

18. Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures. Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs). Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.