

Programme specification

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Therapeutic Counselling and Psychotherapy (top-up)
Teaching Institution	University Centre Peterborough (UCP) at Stamford Campus
Awarding Institution	The Open University (OU)
Date of first OU validation	30 th November 2020
Date of latest OU (re)validation	
Next revalidation	
Credit points for the award	120
UCAS Code	
JACS Code	B940
Programme start date and cycle of starts if appropriate.	Sept 2021
Underpinning QAA subject benchmark(s)	Counselling and Psychotherapy 2013
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	QAA Subject Benchmark Statement Counselling and Psychotherapy 2013 National Counselling Society
Professional/statutory recognition	National Counselling Society Accreditation application in progress.
For apprenticeships fully or partially integrated Assessment.	
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	FT Face to face, 7.5 hours a week for 36 weeks
Duration of the programme for each mode of study	100% Face to Face
Dual accreditation (if applicable)	
Date of production/revision of this specification	21 st March 2021

Please note: This specification provides a concise summary of the main features of the programme and 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 that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student's handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

During the programme, students will:

- Develop a critical understanding of Person Centred and Cognitive Behavioural Theory (CBT) Counselling theories.
- Develop a critical understanding, devise and sustain arguments and/or solve problems, using ideas and techniques of theoretical approaches and their application to specific issues informed by the current practice of defined aspects of Counselling.
- Develop self-awareness and reflexivity in relation to self and others
- Enhance practitioners' professional skills.
- Gain academic competence and enhance research skills.
- Develop inclusive practice, taking on challenges in complex environments.
- Describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in Counselling and have an appreciation of the uncertainty, ambiguity and limits of knowledge.
- Develop the ability to manage their own learning, and to make use of scholarly reviews and primary sources.
- Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects.
- Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem.
- Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- Develop qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility, decision-making in complex and unpredictable contexts and have the learning ability needed to undertake appropriate further training of a professional or equivalent nature.
- Evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively.

- Utilise qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This is the BA (Hons) Therapeutic Counselling and Psychotherapy (top-up). Students will build on the level 5 Diploma in Therapeutic Counselling and similar courses.

Students with a level 4 Diploma in Counselling will have the opportunity to do a level 5 1-year top-up to gain access to the degree top-up.

Students would be able to safely practise at the end of the degree and progress onto a Master's programme externally if they chose to do so.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

n/a

2.4 List of all exit awards

BA (Ord) Counselling (top-up)

BA (Hons) Therapeutic Counselling and Psychotherapy (top-up)

Programme Structure - LEVEL 6					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Students on this BA top-up year will study 4 modules		None - all are compulsory			
Module 1 – PC & CBT Counselling Theory	30			No	Semester 1
Module 2 – Working Professionally with Mental Health	30			No	Semester 2
Module 3 – Reflective Ethical Practice	20			No	Semester 1 & 2
Module 4 – Research Methods	40			No	Semester 1 & 2

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1 Identify and evaluate the use of PCA and CBT in counselling</p> <p>A2. Identify and critically analyse how pluralistic counselling can be utilised for the benefit of the client.</p> <p>A3 Categorise, define and critically examine issues of mental health and how they apply in counselling– using logical and creative processes</p> <p>.A4 Explain and critically review the relevance of Counselling to society and the treatment of mental health issues.</p> <p>A5 Apply specialist knowledge in complex contexts.</p> <p>A6 Identify, define and critically examine Counselling issues as applied to counselling practice – using logical and creative processes</p> <p>A7 Reflect on own practice when working with client issues</p> <p>A8 Critically understand the range of research methods relevant to counselling</p> <p>A9 Critically understand how to utilise research to investigate current counselling issues</p>	<p>Lecture, class exercises, skills work, group reflection, self reflection journal.</p> <p>The understanding of theory taught is reinforced through discussion and application of ideas as well as current research.</p> <p>Formative Assessment</p> <p>Journal writing, peer and tutor feedback on skills work, group process work, reflective practice opportunities, experiential work, case study, journal summaries and practice interactions, small-group work, exercises/discussion, journals.</p> <p>Summative assessment</p> <p>A learning journal will be used to explore the principles.</p> <p>An academic assignment will be used to demonstrate the understanding.</p> <p>Professional Portfolio Essays</p> <p>Case presentation and discussion</p> <p>Poster/ exhibition</p> <p>Case notes, practice logbooks and supervisor reports.</p>

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
A10 Understand how to evaluate Counselling research including recognising and evaluating the limitations of research.	Dissertation research will be conducted on an area of Counselling chosen by the student.
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1 Critically apply study skills necessary for successful learning of PCA and CBT and how they can be understood within a pluralistic framework.</p> <p>B2 Utilise a high level of analysis and critical judgement in relation to PCA and CBT theory and methods of counselling.</p> <p>B3 Apply current knowledge of CBT and PCA to a coherent pluralistic framework of practice.</p> <p>B4 Utilise a high level of analysis and critical judgement in relation to current issues in Mental Health.</p> <p>B5 Critically analyse how a counsellor can utilise an understanding of mental health issues in their practice.</p> <p>B6 Apply current knowledge of Mental Health Issues to a coherent framework of understanding and practice.</p> <p>B7 Critically analyse and evaluate evidence of current practice and practice development.</p>	<p>Lecturers will develop cognitive skills through encouraging students to evaluate and apply theories and principles of counselling.</p> <p>Seminars, case studies and practical skills work will provide the framework for students to develop these skills. These sessions will enable students to interact with lecturers, peers and practitioners. They will be able to make use of relevant examples, new developments and current research. Students will be encouraged to apply theories to help clients deal with current issues. Creativity of thought and application of theories to client problems will be developed through the use of case studies and current research.</p> <p>Formative Assessment</p> <p>Journal writing, peer and tutor feedback on skills work, group process work, reflective practice opportunities, experiential work, case study, journal summaries and practice interactions, small-group work, exercises/discussion, journals.</p> <p>Summative assessment</p>

3B. Cognitive skills	
<p>B8 Utilise a high level of analysis and critical judgement using current reflective tools in relation to reflecting on own practice.</p> <p>B9 Apply current knowledge of Pluralism, CBT and PCA to a coherent framework of understanding and developing own practice</p> <p>B10 Critically analyse and evaluate evidence in current Counselling issues</p> <p>B11 Analyse and evaluate complex sources and types of evidence</p> <p>B12 Utilise a high level of analysis and critical judgement in relation to theory and methods of counselling</p>	<p>A learning journal will be used to explore the principles.</p> <p>An academic assignment will be used to demonstrate the understanding.</p> <p>Professional Portfolio</p> <p>Essays</p> <p>Case presentation and discussion</p> <p>Poster/ exhibition</p> <p>case notes, practice logbooks and supervisor reports.</p> <p>Recordings</p> <p>Dissertation research will be conducted on a particular aspect of mental health chosen by the student.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1 Critically apply the principles of integrating the PCA utilising skills from the cognitive behavioural approach within a pluralistic framework of Counselling practice</p> <p>C2 Apply the principles of a pluralistic framework of Counselling practice to mental health issues.</p> <p>C3 Select & effectively utilise assessment tools and a pluralistic framework to deal with mental health issues in a counselling context.</p> <p>C4 Critically reflect on own practice utilising current models of reflective practice.</p> <p>C5 Reflect on your ability to employ the Person Centred Approach utilising skills from the cognitive behavioural approach within a pluralistic framework of Counselling practice.</p> <p>C6 Conduct assessment and formulation when dealing with clients</p> <p>C7 Utilise and outline outcome monitoring involving the use of appropriate instruments that are subject to regular audit.</p> <p>C8 Conduct and engage in formal research in order to contribute to the developing knowledge and evidence base in Counselling</p> <p>C9 Present findings of Counselling research</p>	<p>Lecture, class exercises, skills work, group reflection, self reflection journal.</p> <p>Students will need to evaluate a case study using PC and CBT theory and practice and present that to the group for feedback..</p> <p>Assessment through case study, journal summaries and practice interactions, small-group work, exercises/discussion, journals/case notes, practice logbooks and supervisor reports.</p> <p>A learning journal will be used to explore the principles, with video, audio and case study analyses used to apply this understanding to practice. Some transcription and detailed comment on practice sessions will be included.</p> <p>Formative Assessment</p> <p>Journal writing, peer and tutor feedback on skills work, group process work, reflective practice opportunities, experiential work, case study, journal summaries and practice interactions, small-group work, exercises/discussion, journals.</p> <p>Summative assessment.</p> <p>A learning journal will be used to explore the principles.</p> <p>An academic assignment will be used to demonstrate the understanding.</p> <p>Professional Portfolio</p> <p>Essays</p> <p>Case presentation and discussion</p>

3C. Practical and professional skills

Poster/ exhibition

case notes, practice logbooks and supervisor reports.

Recordings

Dissertation research will be conducted on a particular aspect of mental health chosen by the student.

Also used will be seminars and theoretical input; clinical work; supervision of clinical work; and self awareness and personal development through personal therapy, experiential groups. Experiential exercises - including student-focused activities encouraging active participation, modelling of client work interactions, and group practice experience - as well as seminars and study group projects, lectures and the use of electronic systems for accessing data, literature, resources and contacts.

.

3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1 Use analytical, evaluative and critical thinking skills and give an estimation of the relevance of information.</p> <p>D2 analyse and discriminate between opposing theories</p> <p>D3 Respect different viewpoints and have the ability to marshal arguments coherently, lucidly and concisely.</p> <p>D4 Assess the meaning and significance of information and its relevance and select and apply appropriate methodologies.</p> <p>D5 Form good, supportive, challenging and trusting relationships with others in which sensitive personal material can be considered.</p> <p>D6 Make decisions in complex situations, and sometimes with incomplete information.</p> <p>D7 Develop research skills that enable students to read and interpret research evidence related to practice.</p> <p>D8 Gather, organise and deploy evidence, data and information.</p> <p>D9 Use word processing packages and undertake computer-based literature searches to create complex project reports.</p>	<p>Acquiring key skills is integral to all activities within the course programme. Students will develop skills in IT and be able to collect, analyse and present information and report on research. This is included in all the Modules. Seminars, lectures and tutorials provide a way of developing fundamental skills – with a particular focus on communication and working with others. Students will be encouraged to monitor and develop their own learning and performance throughout the course.</p> <p>Assignments, essays and the dissertation will all contribute to assessing the skills listed.</p> <p>Formative Assessment</p> <p>Journal writing, peer and tutor feedback on skills work, group process work, reflective practice opportunities, experiential work, case study, journal summaries and practice interactions, small-group work, exercises/discussion, journals.</p> <p>Summative assessment</p> <p>A learning journal will be used to explore the principles.</p> <p>An academic assignment will be used to demonstrate the understanding.</p> <p>Professional Portfolio</p> <p>Essays</p> <p>Case presentation and discussion</p> <p>Poster/ exhibition</p> <p>Case notes, practice logbooks and supervisor reports.</p>

3D. Key/transferable skills	
	Recordings Dissertation research will be conducted on a particular aspect of mental health chosen by the student.

BA (Ord) Counselling (top-up) upon completion of 60 credits at Level 6

BA (Hons) Therapeutic Counselling and Psychotherapy (top-up)

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

The BA (Hons) Therapeutic Counselling and Psychotherapy (top-up) will only have one route.

It will require students to do all four modules:

Module 1 – PC & CBT Counselling Theory

Module 2 – Working Professionally with Mental Health

Module 3 – Reflective Ethical Practice

Module 4 – Research Methods

The course will apply for accreditation with the NCS.

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

Students will have access to college facilities. A wide range of support for student learning is provided including:

- An induction programme at the beginning of the course including introduction to systems.
- Library provision including books, journals and Online access to electronic journals and databases including SAGE and JStor.
- Library induction and individual support with research.
- Extensive computer facilities, including personal email accounts and access to the internet.
- Academically qualified staff with relevant experience, including research, supervision and links with the industry.
- Access to learning support facilities specific to HE students.
- Pastoral care with all students having a personal tutor and dissertation supervisor
- Access for all students to UCP counsellors, welfare and career advice.

6. Criteria for admission

(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

Applicants must hold a recognised Diploma in Counselling or equivalent at level 5. An equivalent would be a counsellor with a level 4 qualification, experience of at least 2 years counselling and level 5 qualifications of 120 hours in another relevant subject. This would need to be ascertained as suitable at interview.

Applicants should have formal training in Counselling and/or psychotherapy. Applicants must meet National Counselling Society supervised practice requirements of 100 hours minimum, or equivalent. Applicants must demonstrate current professional registration with a relevant organisation such as the British Association for Counselling & Psychotherapy (BACP), NCS, UKCP or equivalent.

All candidates will be required to attend an interview before joining the programme. Interviewers will be seeking evidence of:

- Ability to write and discuss assignments at undergraduate level
- Recent reading of Counselling research literature
- Reflection on learning experiences from recent and relevant courses

Students for whom English is not their first language will be required to have IELTS English at level 6.0 with no skills below 5.5.

- An enhanced DBS check is required

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)

The programme is full-time one day per week for 1 year. It will adhere to NCS Code of Practice.

Students will already have their 100 hours placement and may be working towards accreditation, so there is no need for a placement on the top up degree.

9. For apprenticeships in England End Point Assessment (EPA).

(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

10. Methods for evaluating and improving the quality and standards of teaching and learning.

Monitoring and evaluation will be done by:

- Programme leader
- Course management team
- Module assessment board

Observation is done through Teaching squares Peer observation and feedback. All staff take part in this.

The college has a rigorous QAA procedure. The moderation process is performed by the Head of Department. All paperwork and systems are in place.

Feedback will be obtained through:

- Informal feedback from students via unit coordinators and personal tutors
- Formal feedback from students via evaluation questionnaires and course evaluation form.
- Formal feedback from student representatives.
- Meetings with external examiners.

This feedback will be utilised to evaluate individual modules, the entire programme, and teaching. The quality of the educational provision would be assessed in relation to:

- the whole programme, each module and class (lecture, seminar, laboratory, etc)
- the performance of the provider(s) - the academic staff, tutors, support staff, involved in the delivery of this programme/course/class
- the experience of the learners as partners in the process
- their experience of what is provided, and of the providers their motivation and approach to learning

10. Changes made to the programme since last (re)validation

NA

Annexe 1: Curriculum map

Annexe 2: Notes on completing the OU programme specification template

Level 6																																															
Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	C1	C2	C3	C4	C5	C6	C7	C8	C9	D1	D2	D3	D4	D5	D6	D7	D8	D9							
Module 1 – PC & CBT Counselling Theory	X	X									X	X	X										X										X	X													
Module 2 – Working Professionally with Mental Health			X	X	X									X	X	X								X	X											X	X										
Module 3 – Reflective Ethical Practice						X	X										X	X	X								X	X	X	X									X	X							
Module 4 – Research Methods								X	X	X											X	X	X								X	X										X	X	X			

Assessment map

	Level 6	Type of assessment	Rationale for assessment Type
Module 1	Create an academic poster to demonstrate the theory and practicalities of using of the 3 theories of Counselling you have looked at in this module, PCA, CBT & Pluralism. Evaluate the effectiveness of the models. Notional 2000 words	Academic Poster	Engaging with this topic is a very theoretical task. Students should be able to explore the key ideas and create a logical evaluation of these. An academic poster allows the learner to cogently present this information and create a dialogue with their tutors and audience.
Module 2	The presentation will need to cover what the mental health issue is, the signs and symptoms, and possible outcomes. You will explain the mental health issue, evaluate the current understanding of the issue and analyse the current theories and treatments. You will also include current treatments. You will create a case study and analyse the impact on the client and their family and how the counsellor would deal with it from a Person Centred Approach utilising CBT skills and a pluralistic perspective. You will apply knowledge of PCA and CBT to analyse the usefulness for the mental health condition. It is a 20 - 30-minute presentation - a notional 2,500 word presentation and notes. Students can choose to do it individually (20 minutes) or in pairs, (30 minutes).	Presentation	The presentation means students have to gather their ideas and structure them to make sense to the other students. You learn best by having to teach a topic. Also students will be engaging with a presentation package and utilising it in a practical way. A key skill to be used in the workplace. Students will also learn more through watching other students' presentations.

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.