

# Programme Specification and Curriculum Mapping

## BA (Hons) Integrative Counselling

September 2020

## Programme specification

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

### 1. Overview/ factual information

|   |   |
|---|---|
| <b>Programme/award title(s)</b>   | BA (Hons) Integrative Counselling<br>BA Integrative Counselling<br>Diploma of Higher Education Integrative Counselling<br>Certificate of Higher Education in Counselling Studies  |
| <b>Teaching Institution</b>   | Havering Colleges Ardleigh Green  |
| <b>Awarding Institution</b>   | The Open University (OU)  |
| <b>Date of first OU validation</b>  | 2015  |
| <b>Date of latest OU (re)validation</b>   | March 2020  |
| <b>Next revalidation</b>  | 2025  |
| <b>Credit points for the award</b>  | <p>BA (Hons) Integrative Counselling - 360 credits<br/>Level 4- 120 credits<br/>Level 5- 120 Credits<br/>Level 6- 120 Credits</p> <p>BA Integrative Counselling - 300 credits<br/>Level 4- 120 credits<br/>Level 5- 120 credits<br/>Level 6- 60 credits</p> <p>Diploma of Higher Education in Integrative Counselling - 240 Credits (with 100 placement hours submitted)<br/>Level 4-120 credits<br/>Level 5- 120 credits</p> <p>Certificate of Higher Education in Integrative Counselling Studies- 120 Credits at Level 4</p> |
| <b>UCAS Code</b>  |   |
| <b>JACS Code</b>  |   |
| <b>Programme start date and cycle of starts if appropriate.</b>   | September 2020  |
| <b>Underpinning QAA subject benchmark(s)</b>  | QAA Benchmarks for Counselling & Psychotherapy (2013)   |
| <b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b> | British Association of Counselling and Psychotherapy (BACP)   |

|   |                        |
|---|------------------------|
| <b>Professional/statutory recognition</b>   |                        |
| <b>For apprenticeships fully or partially integrated Assessment.</b>              |                        |
| <b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b> | Full Time Face-to-Face |
| <b>Duration of the programme for each mode of study</b>                           | 3 years                |
| <b>Dual accreditation (if applicable)</b>   |                        |
| <b>Date of production/revision of this specification</b>                          | 2025                   |

**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 students' 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

This programme aims to:

Enable students to develop a seamless, yet fully aware and responsive approach to integrative counselling. The course provides an opportunity for students to develop self-awareness and a facility with counselling skills sufficient to practise competently as counsellors. The course will provide the students with learning opportunities to:

- Acquire knowledge of integrative counselling theories and skills, which would inform the trainees' counselling practice
- Maintain the ethical principles in the ethical framework that underpins counselling
- Self-explore and development, leading to greater self-acceptance
- Ensure a consistent commitment to continuing professional and personal development, including self-awareness and fitness to practise
- Support consolidation of learning and meeting academic requirements
- Develop skills and knowledge with the support of the programme, to provide the best service for their prospective clients while maintaining their own wellbeing
- Respect the role of supervision as an essential aspect of counselling practice
- Make use of supervision to develop their understanding about counselling work and to enhance and protect their wellbeing
- Recognise the implicit power imbalance in the counselling relationship
- Set and maintain professional boundaries
- Establish and sustain a therapeutic alliance

- Develop and use research skills to enhance evidence-based practice
- Prepare for effective, critical, ethical and evidence-based practice
- Prepare for higher study

## 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 programme is not related or connected to any other programme

## 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 (Hons) Integrative Counselling - 360 credits  
 BA Integrative Counselling - 300 credits  
 Diploma of Higher Education in Integrative Counselling - 240 Credits  
 Certificate of Higher Education in Integrative Counselling Studies - 120 Credits

### 3. Programme structure and learning outcomes

| <b><u>Programme Structure - LEVEL 4</u></b>             |                      |                         |                      |                                 |                         |
|---|----------------------|-------------------------|----------------------|---------------------------------|-------------------------|
| <b>Compulsory modules</b>                               | <b>Credit points</b> | <b>Optional modules</b> | <b>Credit points</b> | <b>Is module compensatable?</b> | <b>Semester runs in</b> |
| Context of Theory in Interactive Counselling (CTIC)     | 30                   |                         |                      | No                              | Semester 1 & 2          |
| Counselling Skills Practice (CSP)                       | 30                   |                         |                      | No                              | Semester 1 & 2          |
| Preparing to Work in a Diverse Society (PWDS)           | 30                   |                         |                      | No                              | Semester 1 & 2          |
| Readiness for Personal and Professional Practice (RPPP) | 15                   |                         |                      | No                              | Semester 1              |
| Development in the Human Lifespan (DHLS)                | 15                   |                         |                      | No                              | Semester 2              |

**Intended learning outcomes at Level 4 are listed below:**

| <b><u>Learning Outcomes – LEVEL 4</u></b>   |  |
|---|--|
| <b>3A. Knowledge and understanding</b>  |  |
| <b>Learning outcomes:</b>   | <b>Learning and teaching strategy/ assessment methods</b>  |
| <p>A1: Philosophical thought within each of the three main theoretical perspectives of counselling theory</p> <p>A2: Place each theory within the historical and societal context</p> <p>A3: Concepts of prejudice, culture, ethnicity diversity, power, race, class, gender, stereotyping, labelling and disability discrimination and their effects on society, including Equal opportunities/equalities legislation and its relation to the BACP ethical framework and anti-oppressive practice and their relation to self and others.</p> <p>A4: Understanding of how the diverse nature of society affects counselling practice</p> <p>A5: Understand the main perspectives of human growth and development</p> <p>A7: Knowledge of how personal experience and traits impact on relationships</p> | <p>Teaching and learning strategies: The teaching strategy is based on the experiences, understanding and knowledge that students bring to the Programme. These are explored and integrated with theories and concepts, which are taught in class, such as Freud's and Rogers' models. Through this process individual students' starting points are identified and built upon in the work that follows. The teaching sequences are constructed around didactic lectures, which are Tutor led, small group-work, and formative work in the Personal and Professional Development module and individual and group tutorials. The strategy of this programme enables a clear progression with regards to the various tools that are implemented throughout the course to support the students learning between level 4.5 and 6. The use of the VLE is introduced from level 4 and seminar sessions, and professorial lectures are encouraged in level 5 and 6, in addition to the lectures provided in class.</p> <p>Assessment Methods:</p> <p>The assessment strategy has been designed with the needs of a diverse student group at the core.</p> <p>A range of assignment tasks – essays, verbal presentations both one-to-one and group, the analysis of case-study materials, the production of a DVD, the development of a reflective journal are all used to assess the knowledge and understanding of the student group</p> |

| <b>3B. Cognitive skills</b>   |  |
|---|--|
| <b>Learning outcomes:</b>   | <b>Learning and teaching strategy/ assessment methods</b>  |
| <p>B1: Key concepts of the philosophical concepts within each of the three main theoretical perspectives of counselling theory, identifying some of the philosophical assumptions underpinning the practice of counselling</p> <p>B2: Develop a reflective approach to learning and be able to choose from and implement a range of effective learning strategies</p> <p>B3: Understanding self (including analysing own values and prejudices as well as one's own philosophical, social and historical stance) in relation to work with clients and explore personal development in relation to the three approaches</p> <p>B4: Concepts of human growth and development within counselling settings</p> <p>B5: Ethical practice, theoretical underpinning and philosophical claims in the three approaches</p> | <p>Teaching and learning strategies:</p> <p>Cognitive and intellectual skills are developed through a range of modules in the Programme such as theory; skills-based work then at higher levels client work 1 and 2. Strategies include experiential learning, and simulation activities as individuals and in groups, the creation of a reflective journal, individual and group tutorials, and the critical analysis of professional practice.</p> <p>Assessment Methods:</p> <p>Cognitive skills are assessed by all aspects of coursework both formatively and summatively where there is an expectation of critical and reflective analysis of the materials explored across the modules the assessments are mainly through essays and reports. However a formative assessment is on-going throughout in process group, peer learning and student presentations</p> |

| <b>3C. Practical and professional skills</b>   |  |
|--|--|
| <b>Learning outcomes:</b>  | <b>Learning and teaching strategy/ assessment methods</b>  |
| <p>C1: A range of relationships using counselling skills, and demonstrate the ability to conclude the interaction.</p> <p>C4: Apply knowledge and understanding of Human Growth and Development concepts to practice and to self.</p> <p>C5: Advantages and disadvantages of theory in relation to practice.</p> <p>C6: An understanding of the BACP ethical framework for Good Practice, including themes of values and principles and ethical practice and the impact on the therapeutic relationship exploring supervision in relation to the ethical framework and professional engagement</p> | <p>Teaching and learning strategies:</p> <p>Practical skills are promoted and developed via skills-based modules such as Counselling skills practice, Client work 1 and 2 where students will carry out dyads and triads in order to simulate the counselling experience, and bring the theory 'to life' this is also mirrored at level 5 and 6 in placements. Student learning needs are reviewed in tutorials, submission of reports and logs and reflective academic work.</p> <p>Assessment Methods:</p> <p>Practical skills are assessed both formatively and summatively. Summative assessments take place through the completion of an essay, and case-study, and the compilation of a professional log. Formative assessment takes place in individual and group tutorials. Other methods of assessment will include DVDs and reflective commentary of themselves based on their recorded performance</p> <p>Assessment also takes place in form of their professional portfolio and links with Client work one. Supervisors' reports are received on completion of 40/100/150 hours where supervisors report on timekeeping, time management and record-keeping in the agency with the final report of 150 asking the supervisor to comment on professional competency.</p> |



| <b>3D. Key/transferable skills</b>   |   |
|--|---|
| <b>Learning outcomes:</b>  | <b>Learning and teaching strategy/ assessment methods</b>   |
| <p>D1: Link personal experience in relation to the counselling theories.</p> <p>D2: Factors affecting client work in a variety of diverse counselling settings</p> <p>D6: Clear communication skills required for an oral presentation on an academic topic using IT and visual aids</p> | <p><b>Teaching and learning strategies:</b><br/>Transferable skills are developed through the full range of College and fieldwork modules. Individual and group tutorials and fieldwork supervision support the enhancement of transferable skills. The research methods at L5 provide students with the opportunity to develop an understanding of research methods, which can lead to an independent piece of work at L6, as well as research as a practitioner, which is tailored to their interests or specialism, that requires a range of skills learnt through the college or personal experiences.</p> <p><b>Assessment Methods:</b><br/>The demonstration and assessment of transferable skills takes place in successful completion of College and placement, across all levels of the programme. The placements are diverse in their nature through their specialism so being on placements, the students gain a wealth of experience within the field but also within the running and funding of the agency. This links with the Client work 1 module at Level 5.</p> |

**Certificate of Higher Education in Integrative Counselling Studies 120 Credits at Level 4**

**Programme Structure - LEVEL 5**

| <b>Compulsory modules</b>                               | <b>Credit points</b> | <b>Optional modules</b> | <b>Credit points</b> | <b>Is module compensatable?</b> | <b>Semester runs in</b> |
|---|----------------------|-------------------------|----------------------|---------------------------------|-------------------------|
| Application of Theory in Integrative Counselling (ATIC) | 30                   |                         |                      | No                              | Semester 1 & 2          |
| Working in a diverse society (WDS)                      | 30                   |                         |                      | No                              | Semester 1 & 2          |
| Client Work 1   | 30                   |                         |                      | No                              | Semester 1 & 2          |
| Exploring Research (ER)                                 | 15                   |                         |                      | No                              | Semester 2              |
| Ethics and professional practice (EPP)                  | 15                   |                         |                      | No                              | Semester 1              |

**Intended learning outcomes at Level 5 are listed below:**

| <b><u>Learning Outcomes – LEVEL 5</u></b>  |  |
|--|--|
| <b>3A. Knowledge and understanding</b>   |  |
| <b>Learning outcomes:</b>  | <b>Learning and teaching strategy/ assessment methods</b>  |
| <p>A1: Philosophical thought within each of the three main theoretical perspectives of counselling theory</p> <p>A2: Place each theory within the historical and societal context</p> <p>A3: Understand the concepts of prejudice, culture, ethnicity diversity, power, race, class, gender, stereotyping, labelling and disability discrimination and their effects on society, including Equal opportunities/equalities legislation and its relationship to the BACP ethical framework and anti-oppressive practice and there relation to self and others.</p> <p>A4: Understanding of how the diverse nature of society affects counselling practice</p> <p>A6: Understanding of a range of research methodologies</p> <p>A7: Knowledge of how personal experience and traits impact on relationships</p> | <p>Teaching and learning strategies: The teaching strategy is based on the experiences, understanding and knowledge that students bring to the Programme. These are explored and integrated with theories and concepts, which are taught in class, such as Freud’s and Rogers’ models. Through this process individual students’ starting points are identified and built upon in the work that follows. The teaching sequences are constructed around didactic lectures, which are Tutor led, small group-work, and formative work in the Personal and Professional Development module and individual and group tutorials. The strategy of this programme enables a clear progression with regards to the various tools that are implemented throughout the course to support the students learning between level 4.5 and 6. The use of the VLE is introduced from level 4 and seminar sessions, and professorial lectures are encouraged in level 5 and 6, in addition to the lectures provided in class.</p> <p>Assessment Methods:</p> <p>The assessment strategy has been designed with the needs of a diverse student group at the core.</p> <p>A range of assignment tasks – essays, verbal presentations both one-to-one and group, the analysis of case-study materials, the production of a DVD, the development of a reflective journal are all used to assess the knowledge and understanding of the student group</p> |

| <b>3B. Cognitive skills</b>  |  |
|--|--|
| <b>Learning outcomes:</b>  | <b>Learning and teaching strategy/ assessment methods</b>  |
| <p>B1: Key concepts of the philosophical concepts within each of the three main theoretical perspectives of counselling theory, identifying some of the philosophical assumptions underpinning the practice of counselling</p> <p>B2: Reflective approach to learning and be able to choose from and implement a range of effective learning strategies</p> <p>B3: Understanding self (including analysing own values and prejudices as well as one's own philosophical, social and historical stance) in relation to work with clients and explore personal development in relation to the three approaches</p> <p>B5: Ethical practice, theoretical underpinning and philosophical claims in the three approaches</p> <p>B6: Understanding and ability in using counselling skills in formulating client cases in a professional context, evaluate and critique client work and the counselling environment</p> <p>B8: Interpret information from appropriate sources, giving due consideration to issues relating to ethics</p> | <p>Teaching and learning strategies:</p> <p>Cognitive and intellectual skills are developed through a range of modules in the Programme such as theory; skills-based work then at higher levels client work 1 and 2. Strategies include experiential learning, and simulation activities as individuals and in groups, the creation of a reflective journal, individual and group tutorials, and the critical analysis of professional practice.</p> <p>Assessment Methods:</p> <p>Cognitive skills are assessed by all aspects of coursework both formatively and summatively where there is an expectation of critical and reflective analysis of the materials explored across the modules the assessments are mainly through essays and reports. However a formative assessment is on-going throughout in process group, peer learning and student presentations</p> |

| <b>3C. Practical and professional skills</b>   |  |
|--|--|
| <b>Learning outcomes:</b>  | <b>Learning and teaching strategy/ assessment methods</b>  |
| <p>C3: Range of responses, strategies and interventions to inform counselling practice</p> <p>C5: Advantages and disadvantages of theory in relation to practice.</p> <p>C6: Understanding of the BACP ethical framework for Good Practice, including themes of values and principles and ethical practice and the impact on the therapeutic relationship exploring supervision in relation to the ethical framework and professional engagement</p> <p>C7: Understanding of basic research principles including the evaluation of quantitative and qualitative research methodology</p> | <p>Teaching and learning strategies:</p> <p>Practical skills are promoted and developed via skills-based modules such as Counselling skills practice, Client work 1 and 2 where students will carry out dyads and triads in order to simulate the counselling experience, and bring the theory 'to life' this is also mirrored at level 5 and 6 in placements. Student learning needs are reviewed in tutorials, submission of reports and logs and reflective academic work.</p> <p>Assessment Methods:</p> <p>Practical skills are assessed both formatively and summatively. Summative assessments take place through the completion of an essay, and case-study, and the compilation of a professional log. Formative assessment takes place in individual and group tutorials. Other methods of assessment will include DVDs and reflective commentary of themselves based on their recorded performance</p> <p>Assessment also takes place in form of their professional portfolio and links with Client work one. Supervisors' reports are received on completion of 40/100/150 hours where supervisors report on timekeeping, time management and record-keeping in the agency with the final report of 150 asking the supervisor to comment on professional competency.</p> |

| <b>3D. Key/transferable skills</b>  |   |
|---|---|
| <b>Learning outcomes:</b>   | <b>Learning and teaching strategy/ assessment methods</b>   |
| <p>D1: Link personal experience in relation to the counselling theories.</p> <p>D2: Factors affecting client work in a variety of diverse counselling settings</p> <p>D3: Range of material relevant to the research topics/ the counselling process.</p> <p>D4: Ability to think critically, independently and engage in reflection giving consideration to issues relating to ethics</p> <p>D5: Ability to research information from a range of sources to support academic work by using fluent, logically organised and accurate writing in standard English using the Harvard referencing system</p> | <p><b>Teaching and learning strategies:</b><br/>Transferable skills are developed through the full range of College and fieldwork modules. Individual and group tutorials and fieldwork supervision support the enhancement of transferable skills. The research methods at L5 provide students with the opportunity to develop an understanding of research methods, which can lead to an independent piece of work at L6, as well as research as a practitioner, which is tailored to their interests or specialism, that requires a range of skills learnt through the college or personal experiences.</p> <p><b>Assessment Methods:</b><br/>The demonstration and assessment of transferable skills takes place in successful completion of College and placement, across all levels of the programme. The placements are diverse in their nature through their specialism so being on placements, the students gain a wealth of experience within the field but also within the running and funding of the agency. This links with the Client work 1 module at Level 5.</p> |

**Diploma of Higher Education in Integrative Counselling 240 Credits (Level 4-120 credits & Level 5 -120 credits)**

**Programme Structure - LEVEL 6**

| <b>Compulsory modules</b>                 | <b>Credit points</b> | <b>Optional modules</b> | <b>Credit points</b> | <b>Is module compensatable?</b> | <b>Semester runs in</b> |
|---|----------------------|-------------------------|----------------------|---------------------------------|-------------------------|
| Counselling Evolution (CE)                | 15                   |                         |                      | No                              | Semester 1              |
| Engaging with Mental Health Issues (EMHI) | 30                   |                         |                      | No                              | Semester 1 & 2          |
| Client Work 2                             | 15                   |                         |                      | No                              | Semester 2              |
| Counselling in a diverse society(CIDS)    | 15                   |                         |                      | No                              | Semester 1              |
| Research project (RP)                     | 45                   |                         |                      | No                              | Semester 1 & 2          |

**Intended learning outcomes at Level 6 are listed below:**

| <b><u>Learning Outcomes – LEVEL 6</u></b>   |  |
|---|--|
| <b>3A. Knowledge and understanding</b>  |  |
| <b>Learning outcomes:</b>   | <b>Learning and teaching strategy/ assessment methods</b>  |
| <p>A1: Philosophical thought within each of the three main theoretical perspectives of counselling theory</p> <p>A2: Place each theory within the historical and societal context</p> <p>A3: Concepts of prejudice, culture, ethnicity diversity, power, race, class, gender, stereotyping, labelling and disability discrimination and their effects on society, including Equal opportunities/equalities legislation and its relation to the BACP ethical framework and anti-oppressive practice and their relationship to self and others.</p> <p>A6: Understanding of a range of research methodologies</p> | <p>Teaching and learning strategies: The teaching strategy is based on the experiences, understanding and knowledge that students bring to the Programme. These are explored and integrated with theories and concepts, which are taught in class, such as Freud's and Rogers' models. Through this process individual students' starting points are identified and built upon in the work that follows. The teaching sequences are constructed around didactic lectures, which are Tutor led, small group-work, and formative work in the Personal and Professional Development module and individual and group tutorials. The strategy of this programme enables a clear progression with regards to the various tools that are implemented throughout the course to support the students learning between level 4.5 and 6. The use of the VLE is introduced from level 4 and seminar sessions, and professorial lectures are encouraged in level 5 and 6, in addition to the lectures provided in class.</p> <p>Assessment Methods:</p> <p>The assessment strategy has been designed with the needs of a diverse student group at the core.</p> <p>A range of assignment tasks – essays, verbal presentations both one-to-one and group, the analysis of case-study materials, the production of a DVD, the development of a reflective journal are all used to assess the knowledge and understanding of the student group</p> |



| <b>3B. Cognitive skills</b>  |  |
|--|--|
| <b>Learning outcomes:</b>  | <b>Learning and teaching strategy/ assessment methods</b>  |
| <p>B1: Key concepts of the philosophical concepts within each of the three main theoretical perspectives of counselling theory, identifying some of the philosophical assumptions underpinning the practice of counselling</p> <p>B2: Reflective approach to learning and be able to choose from and implement a range of effective learning strategies</p> <p>B5: Ethical practice, theoretical underpinning and philosophical claims in the three approaches</p> <p>B6: An understanding and ability in using counselling skills in formulating client cases in a professional context, evaluate and critique client work and the counselling environment</p> <p>B7: Current diagnostic criteria for mental health disorders and its impact on the therapeutic relationship</p> <p>B8: Interpret information from appropriate sources, giving due consideration to issues relating to ethics</p> | <p>Teaching and learning strategies:</p> <p>Cognitive and intellectual skills are developed through a range of modules in the Programme such as theory; skills-based work then at higher levels client work 1 and 2. Strategies include experiential learning, and simulation activities as individuals and in groups, the creation of a reflective journal, individual and group tutorials, and the critical analysis of professional practice.</p> <p>Assessment Methods:</p> <p>Cognitive skills are assessed by all aspects of coursework both formatively and summatively where there is an expectation of critical and reflective analysis of the materials explored across the modules the assessments are mainly through essays and reports. However a formative assessment is on-going throughout in process group, peer learning and student presentations</p> |

| <b>3C. Practical and professional skills</b>  |  |
|---|--|
| <b>Learning outcomes:</b>   | <b>Learning and teaching strategy/ assessment methods</b>  |
| <p>C2: Personal development of counselling skills and demonstrate the ability to be a critical and reflective practitioner using a range of theoretical models</p> <p>C3: Range of responses, strategies and interventions to inform counselling practice</p> <p>C5: Advantages and disadvantages of theory in relation to practice.</p> <p>C6: An understanding of the BACP ethical framework for Good Practice, including themes of values and principles and ethical practice and the impact on the therapeutic relationship exploring supervision in relation to the ethical framework and professional engagement</p> <p>C7: An understanding of basic research principles including the evaluation of quantitative and qualitative research methodology</p> | <p>Teaching and learning strategies:</p> <p>Practical skills are promoted and developed via skills-based modules such as Counselling skills practice, Client work 1 and 2 where students will carry out dyads and triads in order to simulate the counselling experience, and bring the theory 'to life' this is also mirrored at level 5 and 6 in placements. Student learning needs are reviewed in tutorials, submission of reports and logs and reflective academic work.</p> <p>Assessment Methods:</p> <p>Practical skills are assessed both formatively and summatively. Summative assessments take place through the completion of an essay, and case-study, and the compilation of a professional log. Formative assessment takes place in individual and group tutorials. Other methods of assessment will include DVDs and reflective commentary of themselves based on their recorded performance</p> <p>Assessment also takes place in form of their professional portfolio and links with Client work one. Supervisors' reports are received on completion of 40/100/150 hours where supervisors report on timekeeping, time management and record-keeping in the agency with the final report of 150 asking the supervisor to comment on professional competency.</p> |

| <b>3D. Key/transferable skills</b>  |   |
|---|---|
| <b>Learning outcomes:</b>   | <b>Learning and teaching strategy/ assessment methods</b>   |
| <p>D1: Link personal experience in relation to the counselling theories.</p> <p>D2: Factors affecting client work in a variety of diverse counselling settings</p> <p>D3: Range of material relevant to the research topics/ the counselling process.</p> <p>D4: Ability to think critically, independently and engage in reflection giving consideration to issues relating to ethics</p> <p>D5: Ability to research information from a range of sources to support academic work by using fluent, logically organised and accurate writing in standard English using the Harvard referencing system</p> <p>D6: Clear communication skills required for an oral presentation on an academic topic using IT and visual aids</p> <p>D7: Demonstrate different agency working</p> | <p><b>Teaching and learning strategies:</b><br/>Transferable skills are developed through the full range of College and fieldwork modules. Individual and group tutorials and fieldwork supervision support the enhancement of transferable skills. The research methods at L5 provide students with the opportunity to develop an understanding of research methods, which can lead to an independent piece of work at L6, as well as research as a practitioner, which is tailored to their interests or specialism, that requires a range of skills learnt through the college or personal experiences.</p> <p><b>Assessment Methods:</b><br/>The demonstration and assessment of transferable skills takes place in successful completion of College and placement, across all levels of the programme. The placements are diverse in their nature through their specialism so being on placements, the students gain a wealth of experience within the field but also within the running and funding of the agency. This links with the Client work 1 module at Level 5.</p> |

**BA Integrative Counselling - 300 credits (120 credits Level 4, 120 credits Level 5 and 60 credits Level 6)**

**BA (Hons) Integrative Counselling - 360 credits (120 credits Level 4, 120 credits Level 5, and 120 credits Level 6)**

#### 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

Progressive steps have been placed at the end of Level 4 and 5 as follows:

##### **Level 4 Progression to Level 5**

- Completion of 120 credits at level 4 as stated in the academic regulations
- Completion of 20 personal therapy hours
- A placement must be secured by the end of the academic year; the placement officer's approved placement lists and the VLE support this.

To exit – Completion of 120 Level 4 credits will enable the student to exit with a Certificate in Higher Education in Counselling Studies

##### **Level 5 progression onto Level 6**

- Completion of a minimum of 120 Level 4 credits and 120 Level 5 credits as stated in the academic regulations
- Completion of a minimum of 60 placement hours is compulsory, linked to Client Work 1 module for progression.
- A further 20 personal therapy hours
- Completion of 60 hours' supervision report (progress report) and a 40-hour client log

***To exit** – Completion of 120 Level 4 credits & 120 Level 5 credits. With completion of 100 placement hours the student can exit off the Diploma in Higher Education Integrative Counselling, which is a professional qualification for practice recognisable by the BACP*

##### **Exit at Level 6 –**

Ordinary degree

- 120 credits at Level 4
- 120 credits at Level 5
- 60 credits at Level 6
- 150 placement hours
- 150 hours' supervision report and client log (Progress report)
- A further 20 personal therapy hours

Honours degree

- 120 credits at Level 4
- 120 Credits at Level 5
- 120 Credits at Level 6
- 150 placement hours
- 150 hours' supervision report (progress report) and client log
- A further 20 personal therapy hours

5. Support for students and their learning.

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

Students have a range of support structures available to them dependent on their specific needs. This includes:

- Personal tutor – all students are allocated a personal tutor whose role it is to offer academic and professional support throughout the time the student is on the programme.
- Academic skills support – a structured induction led by the academic team and supported by colleagues from other areas of the college (Learning Resource Centres, Quality and Standards, Learning Support etc) serves to underpin academic skills appropriate to Level 6 study. This is further supported by ongoing academic skills sessions focusing on specific issues during the modules of the programme where the students are able to share ideas and knowledge and receive lecturer and peer support around academic skills.
- HE Learning Support Coordinator – a dedicated member of staff is employed to offer support to HE students with disabilities or learning support needs. Diagnostic assessment can be undertaken for specific learning difficulties; referrals made for other assessments that may be required; support provided with accessing DSA funding and finding appropriate support workers as required. Additional drop-in sessions are organised at key points in the academic year to enable students to access 1:1 support with their academic skills if required.
- ESOL support for HE students – although there are clear expectations that those entering the programme will have demonstrated that they have sound written and verbal communication skills there may be a need for some students to receive additional support in relation to English as an academic language.
- HE Student Services – a full-time student services advisor is employed to work specifically with HE students on the Quarles campus of the college. This member of staff is able to provide guidance and advice on a range of issues in relation to college policies and procedures, personal and financial issues. The student services team also work to develop and support StARS (Student Academic Representatives) in representing the views of their cohorts on programme and college-wide issues.
- Counsellor – if personal problems become such that personal tutors and student services advisors are no longer able to support individual students, the college employs a counsellor who students may either self-refer or be referred to for additional support.
- Personal counselling- students on this programme will complete a minimum of 20 per year over the three years

Students also have at level 5/6 at least 1.5 hours per month supervision  
 Personal Development Planning (PDP) is embedded throughout the programme. For example, tutorials are used to help students consider their learning needs and identify the support that may be needed to support those needs.

#### 6. Criteria for admission

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

Successful completion of a level 3 Counselling skills qualification and any other relevant equivalent and industry experience  
 English GCSE 9 - 4 (A\* - C) or equivalent  
 Successful at interview

#### 7. Language of study

English

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

n/a

#### 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)*

n/a

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

The college has well developed mechanisms for receiving and evaluating standards of teaching and learning. These include:

1. Course Boards of Studies meetings with student representatives.
2. Focus groups undertaken by senior managers with student cohorts from HE programmes.
3. A College student survey focusing on curriculum, academic faculty and college issues.
4. End of module evaluation questionnaires, managed centrally.
5. Teaching and Learning observations.
6. Staff appraisals.

7. External Examiner visits and reports.
8. Student meetings with an Academic Reviewer from the Open University (OU).
9. An Annual Monitoring Report written by each programme and scrutinised by students at the Course Board of Studies meeting in October of each academic year. All reports are scrutinised at College level by the Curriculum Quality and Student Achievement Committee.

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

##### **Level 4**

###### - Counselling Skills Practice Module (30 credits)

Engagement with services user marked clearly in the contents sections and indicated during formative assessment

Include confirmation of work placement before starting level 5.

50/50 weighting for assessment

Include 20 hours of personal therapy must be completed

###### - Readiness for Personal & Professional Practice Module (15 credits)

Include personal development as part of formative assessment

Choice of assessment offered for reflective journal; this can be audio, visual etc.

###### - Developing across the Lifespan Module (15 credits)

Choice of assessment offered for presentation; this can be audio, visual etc.

We have reconfigured the submission dates for RPPP to enable students to receive feedback in semester 1

We have changed the learning outcomes and aims in PWDS to ensure consistency.

We have reviewed word counts and word count equivalent to ensure consistency across level 4

##### **Level 5**

###### - Ethics & Professional Practice Module (15 credits)

Include 20 hours of personal therapy must be completed

Include long-term conditions to the content lists e.g. depression

Choice of assessment offered for reflective journal; this can be audio, visual etc.

###### - Client Work 1 Module (15 credits)

Include completion of 60 hours of work placement (progress report) in order to progress to level 6

100 hours progress report if student wishes to exit at this stage

We have reviewed word counts and word count equivalent to ensure consistency across level 5

##### **Level 6**

###### - Client Work 2 Module (15 credits)

Include completion of 150 hours of work placement to achieve the BA (Hons)

Include child mental health to content list

- Engaging in Mental Health Module (30 credits)  
Include 20 hours of personal therapy to be completed

- Counselling Evolution Module (15 credits)  
Changes to assessment to ensure students are not covering the same learning outcomes. Reduced credits and assessment tasks to ensure that the research task has appropriate credit level

- Research project changed credits to 45 and lowered counselling Evolution to 15 credits

We have reviewed word counts and word count equivalent to ensure consistency across level 6

We have reviewed all learning outcomes and removed 'understand' and replaced with a measurable alternative.

All reading lists updated.

We have included within the student handbook a clear explanation of the possible cost implications for students in placement.

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template



### Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

| Level | Study module/unit                                       | Programme outcomes |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |  |
|-------|---|--------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|--|
|       |   | A1                 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | B8 | C1 | C2 | C3 | C4 | C5 | C6 | C7 | C8 | D1 | D2 | D3 | D4 | D5 | D6 | D7 |   |  |
| 4     | Counselling Skills Practice (CSP)                       | ✓                  |    |    |    |    |    | ✓  | ✓  |    |    |    |    |    |    |    |    | ✓  |    |    |    | ✓  |    |    |    | ✓  |    |    |    |    |    |    |   |  |
|       | Context of Theory in Integrative Counselling (CTIC)     | ✓                  | ✓  |    |    |    |    |    | ✓  |    |    |    |    |    |    |    |    | ✓  |    |    |    | ✓  |    |    |    |    |    |    |    |    |    |    | ✓ |  |
|       | Preparing to work in a diverse society (PWDS)           |                    |    | ✓  | ✓  |    |    | ✓  |    |    | ✓  |    |    |    |    |    |    |    |    |    |    |    | ✓  |    |    |    | ✓  |    |    |    |    |    | ✓ |  |
|       | Readiness for personal and professional practice (RPPP) |                    |    |    |    |    |    | ✓  |    |    | ✓  |    |    | ✓  |    |    |    |    |    |    |    |    | ✓  |    |    | ✓  |    |    |    |    |    |    |   |  |
|       | Development across the human lifespan (DHLS)            |                    | ✓  |    |    | ✓  |    |    |    |    |    |    | ✓  |    |    |    |    |    |    |    | ✓  |    |    |    |    |    |    |    |    |    |    |    | ✓ |  |

| Level | Study module/unit                                       | Programme outcomes |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |  |  |
|-------|---|--------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|--|
|       |   | A1                 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | B8 | C1 | C2 | C3 | C4 | C5 | C6 | C7 | C8 | D1 | D2 | D3 | D4 | D5 | D6 | D7 |  |  |
| 5     | Application of Theory in Integrative Counselling (ATIC) | ✓                  | ✓  |    |    |    |    |    |    | ✓  |    |    |    |    |    |    |    |    |    |    |    | ✓  | ✓  |    |    |    |    |    |    |    |    |    |  |  |
|       | Working in a diverse society (WDS)                      |                    |    | ✓  | ✓  |    |    |    |    |    | ✓  |    |    |    |    |    |    |    |    | ✓  |    |    |    |    | ✓  | ✓  |    |    |    |    |    |    |  |  |
|       | Client Work 1 (CW1)                                     |                    |    |    | ✓  |    |    |    |    |    |    |    |    | ✓  | ✓  |    | ✓  |    |    |    |    |    | ✓  |    |    | ✓  |    |    |    |    |    |    |  |  |
|       | Exploring Research (ER)                                 |                    |    |    |    |    | ✓  |    |    | ✓  |    |    |    |    |    |    |    |    |    |    |    |    |    | ✓  |    |    |    | ✓  |    | ✓  |    |    |  |  |
|       | Ethics and professional practice (EPP)                  |                    |    |    |    |    |    | ✓  |    |    |    |    |    | ✓  |    |    | ✓  |    |    |    |    |    | ✓  |    |    |    |    | ✓  |    |    |    |    |  |  |

| Level | Study module/unit                         | Programme outcomes |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
|-------|---|--------------------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
|       |   | A1                 | A2 | A3 | A4 | A5 | A6 | A7 | A8 | B1 | B2 | B3 | B4 | B5 | B6 | B7 | B8 | C1 | C2 | C3 | C4 | C5 | C6 | C7 | C8 | D1 | D2 | D3 | D4 | D5 | D6 | D7 |   |
| 6     | Counselling Evolution (CE)                | ✓                  | ✓  |    |    |    |    |    | ✓  |    |    |    |    |    |    |    |    |    | ✓  |    |    |    |    |    |    |    |    |    |    |    |    |    |   |
|       | Engaging with Mental Health Issues (EMHI) |                    |    | ✓  |    |    |    |    |    |    |    |    |    |    | ✓  |    |    |    |    | ✓  |    |    |    |    |    | ✓  |    |    |    |    |    |    | ✓ |
|       | Client Work 2 (CW2)                       |                    |    | ✓  |    |    |    |    | ✓  |    |    |    |    |    | ✓  |    |    |    |    |    |    |    | ✓  |    |    | ✓  |    |    |    |    |    |    | ✓ |
|       | Counselling in a diverse society(CIDS)    |                    |    | ✓  |    |    |    |    |    | ✓  |    |    |    | ✓  |    |    |    |    | ✓  |    |    |    |    |    |    | ✓  |    |    |    |    |    |    |   |
|       | Research project (RP)                     | ✓                  |    |    |    |    | ✓  |    |    |    |    |    |    |    |    |    |    | ✓  |    |    |    | ✓  |    | ✓  |    |    | ✓  |    |    | ✓  |    |    |   |

### 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.