



Programme Specification

BSc (Hons) Counselling and Psychotherapy

20th June 2021

Programme Specification

1	Awarding Institution	Warwickshire College
2	Teaching Institution	Warwickshire College
3	Final Award Title	BSc (Hons) Counselling and Psychotherapy
4	Interim Award Titles	FdSc Counselling and Psychotherapy
5	Modes of Attendance	Full-time, part-time, blended learning
6	Pathways available	Foundation Degree at level 5 (240 credits) 'Top Up' Degree at level 6 (120 credits at level 6) BSc (Hons) 3-year degree levels 4-6 (360 credits)
7	Locations of Study	Royal Leamington Spa and Pershore Colleges
8	UCAS Code	Institutional Code: W25 Course Codes: BSc (Hons) B493; FdSc B492; C844 Level 6 Top-Up
8	QAA Benchmark Statements	Counselling and Psychotherapy (2013) Foundation Degree Characteristics (2015)
9	Accreditations	N/A
10	Other External Factors	Mapped to BACP Competencies for working with Young People aged 11-18; FdSc Counselling and Psychotherapy course and placement elements mapped to requirements for NCPS Course Accreditation; Mapped to requirements for BACP individual membership on completion of FdSc (minimum) with 100 hours supervised clinical practice and additional completion of external Certificate of Proficiency (CoP).
11	Date of Approval	20 th June 2021
12	Date for Next Review	June 2026
13	Dates of Revision	

14 Educational Aims of the Programme

The broad aim of this programme is to deliver a vocationally-focused academic programme which meets and exceeds the minimum requirements of the profession for a career in counselling and psychotherapy. Graduates will be able to draw on a body of knowledge, research and personal and professional training experiences, using those skills and knowledge in the service of clients in a range of settings. Graduates will be able to progress within an academic environment related to psychotherapeutic counselling and/or manage a career in an organisational and/or self-employed consultancy setting, demonstrating a flexible approach to opportunities within a fast-developing field. From 2024 the FdSc Counselling and Psychotherapy course is accredited by the National Counselling and Psychotherapy Society (NCPS).

The specific aims are to:

- Provide a systematic understanding of counselling and psychotherapy including acquisition of coherent and detailed knowledge, informed by current ethical practice and current developments within the industry;
- Enable students to deploy accurately established techniques of analysis and enquiry within counselling and psychotherapy in order to engage with current debate and share future industry development;
- Provide theoretical understanding that enables the student:
 - To devise and sustain arguments, and/or solve problems, using ideas, techniques and the vocabulary of approaches which are currently recognised and promoted by the profession and
 - To evaluate and comment on particular aspects of current research and scholarship in the field;
- Appreciate the uncertainty, ambiguity and limits of knowledge with an openness to viewpoints and perspectives;
- Enable students to self-direct their learning, and to make use of scholarly reviews and primary sources in addressing current issues and debates;
- Develop students' ability to apply their knowledge and skills to a range of possible situations within the various settings of the counselling and psychotherapy workplace;
- Develop effective communication skills in a variety of forms and for a range of individual and multidisciplinary audiences within counselling and psychotherapy; and
- Develop students as T-Shaped learners in order to prepare them for personal, social and economic success.

Typically, holders of this qualification will be able to:

- Apply methods and techniques they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects for the benefit of the profession and its clients and service users;
- Critically evaluate arguments, assumptions, abstract concepts and data to make judgements and to frame appropriate questions to achieve a solution or range of solutions to a problem, both within their work with clients and client groups and as a part of a community of professionals;

- Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences in a range of multi-disciplinary clinical and/or academic settings.

And holders will have:

- The qualities and transferable skills necessary for employment in a range of clinical and non-clinical settings.

15 Intended Learning Outcomes of the Programme

The intended learning outcomes for the BSc (Hons) in Counselling and Psychotherapy are shown in sections 15.1 to 15.5 below, grouped under the following headings

- Knowledge and understanding of the subject
- Cognitive skills
- Practical and/or professional subject skills
- T-shaped employability behaviours (transferable skills)
- Professional competencies (set by PSRBs, where relevant)

Warwickshire College Group believes that students should be equipped with an entrepreneurial mind set – to be confident, innovative, resilient, enterprise-aware and willing to ‘have a go’ – in order to prepare them for personal, social and economic success. The college uses a T-Shaped employability behaviour model as a framework to develop transferable skills.

The T-Shaped framework connects this breadth of personal capabilities and qualities with a depth of technical competence through the development of three core behaviours: personal development, social skills and enterprise. The core enterprise behaviours include personal qualities for success in the workplace of the future; capacities to find, make and manage networks and collaborations; knowledge and skills in vocational and academic areas and aptitude for driving successful enterprises.

The T-Shaped skills are as follows (see the platinum level of the T-Shaped employability framework, available in your Course Handbook, for more information):

T-Shaped Framework		
Personal Development	Enterprise	Social Skills
<ul style="list-style-type: none"> ● Resilience ● Focus and Drive ● Reliability ● Reflectiveness ● Adaptability 	<ul style="list-style-type: none"> ● Creativity ● Initiative ● Problem solving ● Risk taking ● Business awareness 	<ul style="list-style-type: none"> ● Teamwork ● Networking ● Empathy ● Communication ● Leadership

15.1 Knowledge and Understanding of the Subject	
On successful completion of the programme a student should be able to demonstrate knowledge and understanding of:	
KU1	philosophy underpinning and relating to the practice of counselling and psychotherapy in a range of settings;
KU2	human growth and development across the lifespan including the development of mental wellbeing and mental illness;
KU3	origins and development of psychological theories underpinning the structure and delivery of therapeutic interventions;
KU4	ethics and the law relating to the counselling and psychotherapy professions;
KU5	psychopathology and diagnosis, sufficient for sound judgement and appropriate referrals;
KU6	the functioning of groups and organisations including issues in multi-disciplinary working in the counselling and psychotherapy profession.
KU7	the social, cultural & political context of the profession of counselling and psychotherapy.

15.2 Cognitive Skills	
On successful completion of the programme a student should be able to:	
CS1	solve complex problems in a range of familiar and unfamiliar situations and, through reflection, improve problem solving ability;
CS2	use own intellectual powers, understanding and judgement through the ability to see relationships and causation within what they have learned and to examine the field of study in a broader perspective;
CS3	collect, select and critically evaluate information from a range of sources;
CS4	learn independently and develop critical thinking skills and the mental flexibility required for personal development, career management and lifelong learning;
CS5	reflect critically, reviewing areas of ethical, professional and personal development.

15.3 Practical and/or Professional Subject Skills	
On successful completion of the programme a student should be able to:	
PS1	reflect on own reliability in a range of situations and contexts and evaluate how own reliability affects others;

PS2	create an extensive list of valuable and realistic networking opportunities in the industry sector and evaluate own behaviours in developing an effective professional network;
PS3	demonstrate interpersonal skills required in a range of workplace settings;
PS4	demonstrate an ability to select and use interventions appropriate for a diverse range of clients;
PS5	demonstrate the technical and interpersonal skills required for the delivery of therapy in their own modality with appropriate client groups in placement settings, seek feedback and reflect on their own performance;
PS6	demonstrate an ability to extend skills and incorporate elements of alternative and additional modalities and approaches for the benefit of a diverse range of clients.

15.4 T-Shaped Employability Skills (Transferable Skills)

On successful completion of the programme a student should be able to:

TS1	communicate effectively to a range of audiences using the appropriate format and, following evaluation, identify methods for improvement;
TS2	evaluate and, through reflection, improve own confidence to take initiative;
TS3	evaluate own ability to reflect meaningfully and honestly on personal and professional performance and review strategies for using feedback from self and others to improve;
TS4	learn independently and display the skills of professional scholarship required for personal development, career management and lifelong learning;
TS5	develop transferable networking, commercial awareness, risk taking, problem solving, adaptability, team-work and leadership skills across projects.

15.5 Professional Competencies (where linked to PSRB)

On successful completion of the programme a student should be ~~able to~~:

PC1	eligible for inclusion on the National Counselling and Psychotherapy Society (NCPS) accredited register OR complete the Certificate of Proficiency (CoP) in order to achieve individual BACP (British Association for Counselling and Psychotherapy) membership.
PC2	able to progress towards individual professional accreditation with the BACP or NCPS

16 Relationship with External Reference Points

The aims and outcomes of this award are clearly in alignment with the Frameworks for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland

(October 2014) at level 6, as referenced in the QAA's UK Quality Code for Higher Education (October 2013).

This programme is designed for the provision of key understanding, knowledge and skills as identified in the QAA's Subject Benchmark Statement for counselling and psychotherapy. The relevant understanding, knowledge and skills from the Benchmark Statement have been mapped to the core modules at the end of this document. The programme is also mapped to the defining characteristics of Foundation degrees identified in the QAA's Foundation degree qualification benchmark (2020).

17 Course Credit and Outcome Requirements

Warwickshire College Group higher education programmes are based on a credit-accumulation system where 1 credit represents 10 hours of student study time. Modules are normally 20 credits or multiples thereof. Modules are also at different levels (4, 5 and 6) according to the intellectual challenge. Courses leading to specific awards include core modules. To achieve a named award, students must pass all core modules.

BSc (Hons) Counselling and Psychotherapy (honours degree)

To be awarded an honours degree, students must successfully achieve a total of 360 credits of which a minimum of 100 credits must be at level 6, a minimum of 100 credits must be at level 5 and a minimum of 100 credits must be at level 4. The award also requires the completion of the WBPL element in line with industry standards.

BSc(Hons) Counselling and Psychotherapy (honours degree level 6)

To be awarded a 'top up' honours degree, students must successfully achieve a total of 120 credits at level 6, having progressed from FdSc or FdA with 240 credits and incorporating the industry standard WBPL element.

Students who exit the programme before achieving the full award may be eligible for an interim award as follows.

- **BSc Counselling and Psychotherapy (non-honours degree)**

Students will have obtained a minimum of 320 credits, of which 80 must be at level 6, 120 must be at level 5 and 120 must be at level 4. The award also requires the completion of the WBPL element in line with industry standards.

- **BSc Counselling and Psychotherapy (non-honours degree level 6)**

Students will have obtained a minimum of 80 credits at level 6, having progressed from FdSc or FdA with 240 credits and incorporating the industry standard WBPL element.

- **FdSc Counselling and Psychotherapy (foundation degree)**

To be awarded with a foundation degree, students must successfully achieve a total of 240 credits of which a minimum of 100 credits must be at level 4 and a minimum of 120 credits must be at level 5. The 100 hours WBPL element must be completed in line with industry standards.

- **DipHE (Diploma of Higher Education) Counselling Theory**

Students must have successfully achieved 240 credits of which a minimum of 100 credits must be at level 4 and a minimum of 100 credits at level 5. The 100 hours WBPL element will not have been completed.

- **Cert HE (Certificate of Higher Education) Counselling Theory**

Students will have obtained a minimum of 120 credits, of which a minimum of 100 credits must be at level 4.

17.1 Course Work-Based and Placement Learning (WBPL) Requirements

Work-Based and Placement Learning (WBPL) is a fundamental and mandatory aspect of all vocational counselling and psychotherapy degrees.

On the BSc (Hons) Counselling and Psychotherapy course, WBPL enables students to apply theory to practice and to develop key practical skills and specialisms and the ability to work with diverse clients and client groups and within multi-disciplinary teams, in line with their career and developmental goals. The Counselling and Psychotherapy department at WCG has formed close links with employers and local therapy providers to support students in accessing relevant placements, although the securing and maintenance of placements is ultimately the responsibility of the student. Placement visits and open days are organised by the course team. Strong relationships with local providers and employers facilitate this process. Students are required to be student members of the NCPS or BACP. They are also required to engage a clinical supervisor in advance of and in preparation for starting their placement. This relationship is ideally separate from any placement management supervision. Feedback on performance is gathered through placement contacts and a four-way contract (between the placement management, the clinical supervisor, the student and designated course representatives). Clinical supervisors are required to report on progress and competence at approximately 25, 50 and 100 completed client hours.

The placement is a pass/fail assessment attached to the 590CSL WBPL module and comprises 100 clinical placement hours in accordance with the Placement Handbook. In addition to the placement a further 10 hours of personal therapy are attached to module 412CSL and a further 10 hours of additional online WBPL training are attached 414CSL Counselling Children and Young People. These modules cannot be achieved without completion of the specified placement elements.

17.2 Course Structure and Distinctive Features

Students enrolled on the BSc (Hons) Counselling and Psychotherapy course undertake training in the person-centred approach at level 4 and level 5 with additional training in the cognitive behaviour therapy (CBT) approach at level 5.

In addition, all other modules at level 4 and 5 include elements of integration in line with current industry trends and in order to develop openness to alternative perspectives and standpoints. In the level 6 year, further skills development is supported in other approaches, from an integrative and/or single approach standpoint alongside the further academic challenges of self-directed learning and dissertation. It is anticipated that vocational endeavour and academic interests dovetail in the dissertation which must be strongly linked to relevant issues in counselling and psychotherapy.

At level 4, the student consolidates generic counselling skills and develops a solid foundation in modality specific skills. In addition, the student develops underpinning knowledge of the philosophy and principles of their chosen approach alongside required knowledge of ethics, relevant law and the social and political context of counselling and psychotherapy. Cultural openness is developed through debate and engagement within all modules of the course and specifically within the personal and professional development group, in preparation for working with diverse clients, client groups and colleagues.

Ten hours of personal therapy is mandatory at level 4 and is undertaken in conjunction with the level 4 Personal and Professional Development module.

A Fitness to Practise protocol is introduced at level 4 for when the student feels ready to embark on placement. This process prepares the student for ethical supervised client work via a range of formats including remote working (in accordance with current NCPS and/or BACP guidelines).

The Counselling Children and Young People (CYP) module is introduced at level 4, preparing the student to meet the particular legal, ethical, interpersonal and practical challenges of working with these client groups. This module is a key feature of the course underpinning opportunities to work with the 11- 18 age group on placement and meaning that, by the end of the course, students have been introduced to client challenges through the whole life course from early years onwards. 10 hours of additional online learning is mandatory in conjunction with the CYP module.

At level 4, students will also undertake the generic WCG study skills module (ASSET) which provides a sound basis for developing writing, research, reporting and presentation skills for levels 5 and 6 ahead. This module is delivered across all HE courses at WCG and course teams review the module each year, developing the assessment elements and scheme of work to provide a meaningful subject-related learning experience.

Advanced psychotherapeutic skills are undertaken at level 5 alongside increased involvement in work-based placement learning (WBPL). Students are introduced to complex presenting issues as they develop subtlety in their practical clinical skills and increased nuance in their ability to critically analyse and evaluate interventions in context. In support of clinical expertise, students are introduced to issues of mental wellbeing and mental illness across the lifespan. Their understanding begins with CYP client groups and in this module culminates in working with loss and bereavement and the challenges of end of life issues such as dementia, including practical skills.

While counsellors and psychotherapists do not diagnose, there is a need to understand diagnosis and its implications, particularly in working in multidisciplinary settings with other professionals and with diverse client groups. So the Mental Health and Wellbeing module includes understanding diagnosis and diagnoses currently described in DSM-5, understanding the needs of and implication of working with clients diagnosed with common mental illnesses, a broad understanding of psychopharmacology and the implications of psychiatric treatment in the UK. The module equips students with the knowledge and confidence to make safe and appropriate referrals.

Also at level 5, students undertake to report on their WBPL experience, engaging in a further generic WCG module. This is specifically designed to encourage active learning and critical engagement in the process and relevance of their placement. The placement is embedded within this module and achievement requires the successful compilation of 100 clinically supervised counselling/psychotherapy client hours.

At level 6, students are likely to be nearing completion of the WBPL element of their course although this may be ongoing. Students at this level will be increasingly encouraged to direct their own learning within the level 6 modules through flipped learning, pursuance of individual research interests, debate and presentation to peers. Their chosen study directions may be directly linked to placement experience and sharing this experience is encouraged in class activity.

The dissertation will be the culmination of their vocational and academic journey, a unique celebration of their achievement on the course and their development as a practitioner researcher. All level 6 modules are tailored to facilitate this journey, inviting the student to consider ways of investigating the therapeutic process and the profession, further ways of helping specific client groups, ways of assessing and evaluating their work and the profession, and current developments in theory and practice.

At level 6, modules are delivered sequentially, giving students time to focus more fully on the current issues in question. The exception is the dissertation which is developed throughout the academic year alongside the taught modules. The Dissertation module is supported and marked by a tutor team which may include research specialists alongside subject specialist tutors. This is to ensure that students have the opportunity to gain effective research skills appropriate for their subject specialism and to be assessed on their ability to conduct research within the profession.

At Level 6, the modular teaching programme and individual dissertation tutorials are supported throughout the year via a regular whole group reflective tutorial without agenda. This provides continuity in the learning experience. Students will be encouraged to make links between learning modules, notice patterns and to develop independent thinking and reflective skills.

The course map at 17.3, below, gives basic details for all modules relating to the award including module codes for any prerequisite or corequisite modules. The course map also states whether each module's status is mandatory (M) or optional (O) for the award. The modality, CYP and work-based placement learning modules are not eligible for condonement due to their direct link to professional industry benchmarks.

17.3 Course Map – Programme Structure					
Level 4					
Module Code	Module Title	Credit Value	Pre-req Co-req	Delivery	Module Status
490CSL	Academic Study Skills, Employability and T-Shaped (WCG Generic)	20	NONE	L4/S 1+2	M
415CSL	Person-Centred Psychotherapy: Fundamental Skills	40	NONE	L4/S 1+2	M
412CSL	Personal and Professional Development 1	20	NONE	L4/S 1+2	M
413CSL	Ethics, Law and Culture	20	NONE	L4/S 1+2	M
414CSL	Counselling Children and Young People	20	NONE	L4/S 1+2	M
Level 5					
Module Code	Module Title	Credit Value	Pre-req Co-req	Delivery	Module Status
590CSL	WBPL (WCG Generic)	20	NONE	L5/S 1+2	M
511CSL	Personal and Professional Development 2	20	412CSL	L5/S 1+2	M
516CSL	Developing Psychotherapeutic Competence	40	NONE	L5/S1+2	M
514CSL	Mental Health and Wellbeing	20	NONE	L5/S 1+2	M
515CSL	Integrity and Integration	20	NONE	L5/S 1+2	M
Level 6					
Module Code	Module Title	Credit Value	Pre-req Co-req	Delivery	Module Status
691CSL	Dissertation	40	NONE	L6/S 1+2	M
690CSL	Research Methods (WCG Generic)	20	NONE	L6/S 1	M
611CSL	Couples and Systems	20	NONE	L6/S 1	M
612CSL	Assessment and Evaluation	20	NONE	L6/S 2	M
613CSL	Developments in Psychotherapy	20	NONE	L6/S 2	M

18 Learning & Teaching Methods

This programme has been designed for students to develop and experience a variety of harmonising approaches to learning and teaching and a good balance of activities. Students will develop a range of academic, cognitive, practical and transferable skills to prepare them for further study and their future employment. The College places emphasis on enabling students to develop the independent learning capabilities that will equip them for lifelong learning and future employment, as well as academic achievement. A mixture of independent study, teaching and academic support in class and via blended learning and from library services, and the personal academic tutoring system, enables students to reflect on progress and build up a profile of skills, achievements and experiences that will help them to flourish and be successful graduates.

Integration between theory and practice is provided by use of live tutor demonstrations, triad experience using own issues, role play, case studies, the Fitness to Practise protocol, and the application of WBPL to theoretical discussion and debate.

Learning and Teaching Methods used will include: lectures, triad and other practical exercises including role play, debate, the personal development group and additional personal therapy, experiential workshops, flipped learning using the Google Classroom VLE, presentations, video examples of practice with critique, reflection and vlogging and online learning. Students will be taught through a combination of: theory presentations, modelled examples of best practice, group presentations, flipped learning exercises, and visiting speakers from the field of counselling and psychotherapy which may include service users.

Contact time

A typical 20-credit module will normally have 60 hours of timetabled teaching in lectures, seminars and practical sessions.

Independent self-study

In addition to contact time, for each module, students are expected to undertake regular self-study plus additional preparation for assessments. Students are expected to work independently for 140 hours per module. Independent learning is supported by the College's virtual learning environment, Google Classroom and the electronic learning resources available from the College libraries.

19 Assessment

The approach to assessment has been designed to provide students with a variety of challenges appropriate for undergraduate level work and appropriate to the counselling and psychotherapy profession. Assessment is constructed in such a way that a student's knowledge and understanding of each module studied during the course is appropriately assessed. Summative assessment items are scheduled in advance and students receive an assessment plan at the beginning of each academic year detailing all deadlines. Detailed assessment briefs are given to students at the start of a module as part of the module guide.

The overall purpose of assessment is to enable the students to:

- demonstrate they have the intellectual rigour and have developed the analytical skills expected of study at Level 6 (FHEQ);
- demonstrate they have the knowledge, understanding and practical competence in delivering therapeutic interventions to the level expected of an individual member of the NCPS, or BACP in readiness for the CoP assessment; and
- receive regular and appropriate feedback to facilitate improvement as they progress through levels 4, 5 and 6.

Summative assessments at level 4 include: research summaries and comparison; skills and theory presentations and demonstrations in groups; personal learning plans; reflective vlogging; analytic learning statements; questionnaires to assess legal knowledge; essay writing; skills assessment and critique measured by industry standards.

Summative assessments at level 5 include: peer appraisal and feedback; group presentations; debate; journal articles; research investigation linked to WBPL; essays; advanced skills assessment and case studies measured by industry standards.

Summative assessments at level 6 include: research proposal, reports, journal articles, presentations, case studies, dissertation and independently negotiated submissions.

Formative assessment at level 4, 5 and 6 includes: peer and tutor feedback via triad skills demonstration and the fishbowl activity; review of essays in academic tutorial; nominated questions; informal in-class knowledge tests and presentations, and tutor supervised peer teaching activities.

The table below, 19.1, shows the weighting of different assessment activities used across the programme(s).

19.1 Assessment Grid					
Level 4					
Module Code	Module Title	Report/ Essay	Presentation /Other	Reflective/ Critique	Practical Activity
490CSL	Academic Study Skills Employability and T-Shaped	✓	✓	✓	
415CSL	Person-Centred Psychotherapy: Fundamental Skills			✓	✓
412CSL	Personal and Professional Development 1		✓	✓	
413CSL	Ethics, Law and Culture	✓	✓		
414CSL	Counselling Children and Young People	✓	✓		

Level 5					
Module Code	Module Title	Report/ Essay	Presentation /Other	Reflective/ Critique	Practical Activity
590CSL	WBPL: Work-based and Placement Learning	✓			✓
511CSL	Personal and Professional Development 2			✓	
516CSL	Developing Psychotherapeutic Competence			✓	✓
514CSL	Mental Health and Wellbeing	✓	✓		
515CSL	Integrity and Integration	✓	✓		
Level 6					
Module Code	Module Title	Report/ Essay	Presentation /Other	Reflective/ Critique	Case Study/ Article
691CSL	Dissertation	✓		✓	
690CSL	Research Methods	✓			
611CSL	Couples and Systems	✓			✓
612CSL	Assessment and Evaluation	✓	✓		
613CSL	Developments in Psychotherapy		✓		✓

20 Regulation of Assessment

This course uses the Warwickshire College Group higher education (HE) academic regulations for bachelor degrees awarded by Warwickshire College. The full Warwickshire College Group HE academic regulations can be found in the HE area of the Warwickshire College Group intranet.

Marks are provided along with coursework feedback within four term-time weeks of submission or before the next assessment in the same subject is due, whichever is the sooner. All marks remain provisional until they have been ratified by the Subject Assessment Board. The overall grade for a whole module will be determined by the Subject Assessment Board which will consider the overall grade profile of all assessments for that module.

If an overall module grade does not meet the minimum pass grade then the relevant Assessment Board will make a decision relating to the student's eligibility to reassess or restudy the module in line with the academic regulations. Individual assessments cannot be resubmitted to improve individual grades. A Course Assessment Board will make decisions

about whether students have satisfied all of the requirements for progression or final award grades.

Should a student fail a module, then the Course Assessment Board will notify the student of their entitlement to be reassessed or to restudy the module in the following year. Students will be advised of the reassessment procedures which normally require students to carry out and resubmit work at the end of the summer. Students should ensure that they are available to carry out reassessments at this time should the need arise.

Inclusion policies and mitigating circumstances procedures are available on the WCG intranet – individual cases are considered based on this framework and passed through a HEQAS board (Higher Education Quality and Academic Standards).

21 Entrance Requirements

The Warwickshire College HE Admissions Policy is available on the College external website.

Entry requirements

The traditional route onto undergraduate counselling training is evidence of a level 3 Certificate in Counselling Skills. A GCSE in English is desirable or evidence of standards in written English. Readiness to study at level 4 and readiness to take on the challenges of a vocational training in counselling/psychotherapy including personal development elements is assessed via a range of methods which may include references, a personal statement and an individual interview.

Applications are welcomed from individuals with employment experience and non-standard qualifications. Mature applicants (aged over 21) may be able to join the course following an assessment of experience including a discussion with the HE Subject Leader. Applicants with non-standard entry requirements will normally be required to complete the recognition of prior learning (RPL) procedure and this may include an assessment of standards in written English.

UCAS entry requirements

The standard entry requirements for a Warwickshire College undergraduate degree at level 4 is a minimum of two A levels (or equivalent qualification at level 3 such as a BTEC Diploma) which would provide a minimum of 80 UCAS points plus four GCSEs (grades 4/C minimum or equivalent qualifications) including English Language and mathematics.

International applicants

Applicants with international qualifications will be considered on the merits and equivalence of their offered qualifications supported by evidence of competency in written and spoken English. (e.g. IELTS score 6.0 or equivalent for the standard entry requirement or IELTS score 5.5 for entry onto the Integrated Foundation Year)

22 Support for Students and their Learning

Equal Opportunities

Student support is consistent with the Warwickshire College Group policy on Equality and Diversity which can be found on the Warwickshire College Group external website. WCG has a proactive Equality and Diversity Committee plus an Access and Participation Committee to review widening access, student support and progression.

Learning Resources

Warwickshire College Group library service provides a full range of texts, journals, e-books and other online resources. The College virtual learning environment known as the Google Classroom can be accessed via the Internet and holds a wide range of course materials and assessment information.

Inclusion

The HE Inclusion team provides support for students registered with disabilities such as dyslexia. The team will help students access Disabled Students Allowance (DSA) funding and ensure that students have the support they require to achieve the course.

Induction

All students will be given a full induction to their course which will include meeting academic staff and non-academic support staff, plus an overview of College services. Students will receive a copy of the HE Student Handbook which provides key information for students.

Tutorials

Students will be allocated an academic tutor who will offer support throughout their studies. Each course has a comprehensive course handbook. Students are entitled to a minimum of two academic tutorials per year on an individual basis with their academic tutor. In addition, students will have a pastoral tutor to support them through their studies and provide a sign-posting service to the other support available in the College.

Study Skills

During their course all students should develop and exercise a range of academic competencies as described in the programme aims and intended learning outcomes, including through the module Academic Study Skills, Employability and T-Shaped, known as ASSET. This module has been developed in order to help students to plan and carry out their coursework and assessments, making the most of the time available and helping them to achieve their potential.

Student Services

The college's Student Services department provides a range of support and guidance services for students as described in the HE Student Handbook and Warwickshire College Group

intranet. This includes residential accommodation at three of the college sites: Leamington, Moreton Morrell and Pershore Colleges. The Student Engagement Officer ensures that students have the opportunity to elect Student Representatives to sit on the HE Student Council and Course Consultative Committees.

Careers Advice

Students will meet for careers talks and common topic discussions allowing for closer support and exploration of your job opportunities. The Career Launchpad online employability portal offers the opportunity for students to prepare for job interviews, and give tips for CV writing in addition to keeping students up to date with current affairs and updates from their chosen profession or sector.

Work-Based and Placement Learning (WBPL)

All HE WBPL is undertaken in line with the approved Warwickshire College Group WBPL documentation and procedures which are held on the HE area of the Warwickshire College Group intranet.

23 Evaluating and Enhancing the Quality and Standards of Teaching & Learning

Quality and standards at Warwickshire College Group are monitored and maintained through a wide range of processes, including those relying upon contributions from the student body. The Quality and Enhancement Manual on the college intranet provides details of the regulations, policies and procedures used. The Higher Education Quality Team (HEQT) oversees the monitoring of quality and standards.

The HE Subject Leader completes an Annual Course Report (ACR) at the end of each academic year. This report enables the evaluation of many aspects of the course management including the quality of assessment and employer engagement. The ACR is scrutinised at an annual validation event where the resulting quality improvement plan is approved.

One key piece of information that feeds into the Annual Course Report is the External Examiner (EE) Report. The EE looks at the quality of assessment on the course and sits on the Assessment Board that confirms grades and progression.

The annual programme of lesson observations undertaken within Warwickshire College Group assesses the standard of teaching in the classroom.

Student-focused quality mechanisms and student engagement mechanisms are as follows:

- The Students' Union has a series of approaches to Student Voice with details on the Warwickshire College Group intranet.
- A range of surveys allow students to comment formally on their programmes including the nationally-administered National Student Survey (NSS), the HE First Impressions and HE Course Surveys.

- Course Consultative Committees are held three times a year to ensure that student representatives have an input to course management issues including reviewing ACRs, EE reports and HE Course Survey results.
- Students are represented on a number of Warwickshire College Group meetings including the Higher Education Student Experience Committee, Higher Education Academic Board and Academic Standards and Quality Assurance (ASQA) Committee (Governors).

24 Indicators of Quality and Standards

This award is designed with reference to the UK Quality Code for Higher Education as described in section 16. This includes the Frameworks for Higher Education Qualifications (FHEQ) (which provides details of the academic level expected within each year of the course) and Subject Benchmark Statements (which describe the content expected in courses in particular subjects).

Indicators of annual quality and standards include annual reports that are considered carefully by the course team and any actions are responded to:

- Annual External Examiners' reports; and
- Annual Industry Adviser reports.

In April 2021, Warwickshire College Group was granted Bachelor Degree-Awarding Powers (BDAP) via an Order from the Office for Students following an in-depth scrutiny of quality and standards by the Quality Assurance Agency (as the designated quality body) during 2020.

25 Progression

On successful completion of the BSc Counselling and Psychotherapy degree, students are able to progress to a range of Masters programmes within other institutions, either in subjects directly related to Counselling and Psychotherapy, such as postgraduate CBT qualifications or clinical psychology training, or they have pursued teacher training or other specialist courses.

The majority of students graduating from WCG counselling and psychotherapy courses promptly apply to be included on the NCPS accredited register or complete the free of charge BACP Certificate of Proficiency (CoP), become individual BACP members and take up paid positions within the profession, either in school counselling, university counselling, employee assistance programmes or specialist organisations such as addiction, domestic abuse, bereavement, rape and sexual abuse, LGBTQI+ services or general counselling services. Some students have a specific goal in mind such as working with radicalised young people, working with hearing impaired clients or working with young mothers.

In addition, or as an alternative pathway, students set up a private practice offering person-centred, CBT or integrative counselling and psychotherapy. There is an industry requirement to maintain continuing professional development (CPD) and the majority of WCG graduates continue in further training, some becoming clinical supervisors. Graduates who have achieved academically to a good standard at level 6 are often interested in supporting the profession and encouraging potential therapists. We have a high level of our ex graduates teaching at all levels across the course.

For some students, their choice is to continue in a previous profession, adding in a private practice alongside other work and family commitments. These graduates can expect to gain an income from professional practice well beyond usual retirement age, if they wish to continue.

26 Further Information

This programme 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 by taking full advantage of the learning opportunities provided.

More detailed information relating to this programme can be found in the Course Handbook and Module Descriptors collated in the Module Handbook.

The language of study is English.

27 Curriculum Map

The curriculum map, over the page, identifies where the intended learning outcomes of the programme are covered within the modules. A box is ticked where an outcome is demonstrated to a significant extent in a given module. The coded columns relate to the intended learning outcomes within the four categories described in sections 15.1 to 15.4:

- KU Knowledge and understanding of the subject
- CS Cognitive skills
- PS Practical and/or professional subject skills
- TS T-shaped employability framework
- PC Professional Competence

Level 4																													
Module Codes	Module Titles	K	K	K	K	K	K	K	C	C	C	C	C	P	P	P	P	P	P	T	T	T	T	T	P	P			
		U	U	U	U	U	U	U	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	C	C			
		1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	1	2			
490CSL	ASSET								✓	✓	✓	✓	✓			✓				✓	✓			✓					
415CSL	Person-Centred Psychotherapy: Fundamental Skills	✓	✓	✓		✓							✓				✓	✓			✓								
412CSL	PPD1						✓					✓		✓								✓							
413CSL	Ethics, Law and Culture				✓		✓	✓	✓		✓																		
414CSL	Counselling CYP	✓	✓	✓					✓							✓	✓	✓											

Level 5																											
Module Codes	Module Titles	K	K	K	K	K	K	K	C	C	C	C	C	P	P	P	P	P	P	T	T	T	T	T	P	P	
		U	U	U	U	U	U	U	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	C	C	
		1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	1	2	
590CSL	WBPL				✓		✓		✓				✓		✓	✓	✓	✓			✓			✓			
511CSL	PPD2						✓					✓		✓						✓		✓					
516CSL	Developing Psychotherapeutic Competence	✓	✓	✓					✓		✓	✓	✓				✓	✓								✓	✓
514CSL	Mental Health & Wellbeing		✓	✓		✓					✓					✓	✓	✓	✓								
515CSL	Integrity and Integration	✓		✓				✓	✓	✓						✓	✓	✓	✓	✓				✓			

Level 6																											
Module Codes	Module Titles	K	K	K	K	K	K	K	C	C	C	C	C	P	P	P	P	P	P	T	T	T	T	T	P	P	
		U	U	U	U	U	U	U	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	C	C	
		1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5	6	1	2	3	4	5	1	2	
691CSL	Dissertation	✓			✓			✓	✓	✓	✓	✓	✓	✓		✓				✓				✓	✓		
690CSL	Research Methods				✓			✓		✓	✓	✓												✓			
611CSL	Couples and Systems	✓	✓	✓					✓								✓	✓	✓								
612CSL	Assessment and Evaluation		✓			✓	✓		✓		✓																
613CSL	Developments in Psychotherapy	✓		✓				✓		✓														✓			