CU Group

Programme Specification

BA (Hons) Counselling (Integrative Theory and Practice)
HND Counselling (Integrative Theory and Practice)
HNC Counselling (Integrative Theory and Practice)

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**Contents**

- HNC Counselling (Integrative Theory and Practice)
- HND Counselling (Integrative Theory and Practice)
- BA(Hons) Counselling (Integrative Theory and Practice)

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**Introduction**

Counselling (Integrative Theory and Practice) is offered as part of the Health and Social Care portfolio within the CU Group. This course is designed to enable students to become confident, competent and reflective practitioners in the counselling field though a carefully constructed programme of study that follows the latest national statutory guidance. It provides professional training in counselling, through academic and mandatory vocational placement opportunities to ensure students obtain a sound theoretical framework and the required skills to work safely and ethically as a counsellor.

The counselling sector has been facing many challenges and changes recently. The provision of talking therapies for common mental health problems through NHS funded Improving Access to Psychological Therapies programmes and access to psychological therapies for children and young people has resulted in increased need for qualified counsellors. A commitment for continued growth in use of counselling therapies is echoed in all political parties. Secondly, in 2013, counselling became part of the Accredited Voluntary Register (AVR) scheme set up by the government to improve standards of safety for the public, to promote confidence in the standards and skills of suitably qualified counsellors. With this in mind, the demand for qualified counsellors and psychotherapists could grow considerably.

Today’s employers in the public, private and voluntary counselling sectors seek professionals to raise the standards and quality of service provision. This programme offers a robust HNC, HND and BA honours programme that is relevant to contemporary counselling studies and practice that enables students to develop into autonomous learners and progress onto their chosen career. It supports a range of students, including those looking to progress academically and those wishing to support or broaden their work based skills and learning. It is tailored to prepare students for employment by ensuring that students develop key employability skills valued by employers; skills of team work, independent work, presentation, role play and an ability to articulate effectively in a variety of contexts. Students will be able to take advantage of a placement within an agency in their course.

Students gain an in-depth understanding about the counselling field and the factors that impact on a person’s self-development and ability to change. The course is developed around an integrative model based in person-centred practice to provide a framework to integrate theories and acknowledge the complexities of human problems in a meaningful way and produce reflective practitioners who are equipped to meet the future challenges in counselling. A variety of teaching methods are used such as seminars, lectures, group work, case studies, quizzes and other active learning methods, which develop not only your academic literacy, but also your digital literacy. Global learning is developed through comparison of the use of counselling internationally and includes using online collaborative projects and discussions with other international students. This also includes opportunities for international and national travel.

Course content has been informed by current research and counsellor professional training requirements to enable access to relevant AVRs. It subscribes to the British Association of Counsellors and Psychotherapists (BACP) Ethical Framework (2013) and is structured so that following accomplishment of this award, at level 5 and above, students can proceed and apply for individual registration by the BACP. After students enrol on our Counselling undergraduate course, all students are registered as BACP Student members and we provide insurance for all students on counselling placements. In addition, we undertake all the DBS checks for you and cover the costs of your student membership and placement insurance. On graduation at HND or BA level all students who have successfully passed and completed a minimum of 100 hours in their placements, can apply for full individual membership of the of the BACP.

Possible career opportunities include: NHS initiatives e.g. Improving Access to Psychological Therapies (IAPT); educational institutions: schools, colleges and Universities; Employee Assistance Programmes (EAPS); Local Authority employee services programmes; Charitable agencies and Private Practice.

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# Part 1: Programme Specification for

**BA (Hons) Counselling (Integrative Theory and Practice)**  
**HND Counselling (Integrative Theory and Practice)**  
**HNC Counselling (Integrative Theory and Practice)**

## 1 Available Award(s) and Modes of Study

<table>
<thead>
<tr>
<th>Title of Award *</th>
<th>Mode of attendance*</th>
<th>UCAS Code</th>
<th>FHEQ Level</th>
</tr>
</thead>
</table>
| BA (Hons) Counselling (Integrative Theory and Practice) | SW 4 Years  
FY 4 Years  
F/T 3 Years  
P/T 4 Years | | H = Level 6  
I = Level 5  
C = Level 4 |
| HND Counselling (Integrative Theory and Practice) | F/T 2 Years  
P/T 2.6 Years | | |
| HNC Counselling (Integrative Theory and Practice) | F/T 1 Year  
P/T 1.3 Years | | |
| (Fall back awards) | | | |
| HNC/HND/BA (Hons) Counselling Theory | | | |

## 2 Awarding Institution/Body

Coventry University

## 3 Collaboration

Coventry Academic Regulatory Framework.

## 4 Teaching Institution and Location of delivery*

CU Group

## 5 Internal Approval/Review Dates

Date of approval:  
Date for next review:

## 6 Programme Accredited by*


## 7 Accreditation Date and Duration

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| 8 QAA Subject Benchmark Statement(s) and/or other external factors * | The Subject benchmark Statements relevant for this programme is:  
QAA Benchmark Statement in Counselling and Psychotherapy (2013)  
QAA Benchmark Statement Foundation Degree (2010)  
**Other considerations:**  
BACP Regulations and Recommendations for Counsellor training and work towards accreditation  
BACP Proposed Core Competences (Appendix A)  
BACP Ethical Framework (2016)  
BACP (Ethical Framework for Good Practice in Counselling and Psychotherapy (2016)  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Date of Programme Specification *</td>
<td></td>
</tr>
<tr>
<td>10 Programme Manager/Course Tutor *</td>
<td>Florbela Teixeira</td>
</tr>
</tbody>
</table>
11 Educational Aims of this Programme are:

The HNC, HND and BA (Hons) in Counselling (Integrative Theory and Practice) will all provide:

- A safe and challenging atmosphere, which enables students to develop their critical and reflective thinking, to deepen their self-awareness and work effectively with clients
- Advanced counselling skills particularly in relation to the therapeutic use of self and a coherent approach to integrative counselling
- A broad ranging award to enable students to become confident, well-educated and reflective counsellors with the skills to respond to developments in the counselling field
- The ability to develop a coherent approach to counselling and link theory to practice within an integrative model of counselling, based in person-centred practices, and also develop an understanding of other approaches
- The skills to enable students to become autonomous and independent learners and professionals who practice legally and ethically within a helping context or during counselling work
- An atmosphere which encourages students’ to use personal therapy and supervision effectively and are committed to their own continuing professional development
- Skills in written and verbal communication, the use of information and communications technology, team and group working, and leadership relevant to counselling
- The support to students who wish to prepare for BACP registration

A successful graduate of the HNC will be able to demonstrate that they can provide:

- Knowledge and understanding of the counselling field and therapeutic relationships
- The ability to identify the differences between counselling theories and models and how these might be applied.
- The ability to demonstrate and use basic counselling skills practice and reflect on own professional development and progression as a counsellor.
- The ability to identify the type of relationship that will enable a person to feel safe within a helping and counselling context
- A description of the key legislation and its historical and contemporary impact on counselling
- Skills and knowledge of working in counselling/helping setting that promotes an inclusive and safe approach to working with a variety of clients

A successful graduate of the HND will be able to demonstrate that they can provide:

- An ability to recognise the importance of integration in the counselling field and why this would benefit client work
- An ability to recognise and analyse factors which impact on the development of the therapeutic relationship
- Outline and explain concepts of mental wellbeing and mental illness and the potential impact of counselling on supporting clients with common mental health disorders
- The ability to analyse the many facets of collaborative relationships and their importance in safeguarding and promoting positive relationships.
- An understanding of the merits and disadvantages of brief therapy and its impact on the counselling relationship and reflect on development of own brief therapy approaches.
- An explanation of the key theories on the development of self and why this might
impact the counselling relationship

Honours level study will incorporate the aims listed above and a successful graduate will be able to demonstrate that they can provide:

- An analysis of integrative counselling theories and critically evaluate these in relation to own practice
- An evaluation of own practice and the role of supervision to enhance practice
- Knowledge of the care and support of clients which reflects emerging themes from research as well as relevant current government policy and legislation
- The ability to confidently use secondary research skills, by gathering, retrieving, reviewing and synthesising information appropriate to area of study in relation to counselling and/or supervision
- An assessment of relevant counselling theories to use in attachment and bereavement counseling practice
- An opportunity for continued career progression and continued professional development (CPD)

**12 Intended Learning Outcomes**

This programme satisfies the QAA benchmark statements (2014) and Coventry University’s Code of Practice for Academic and Professional Skills Development.

Section 21 maps the intended learning outcomes as described in the next section to the programmes mandatory modules (as listed in section 20)

- Knowledge and Understanding Outcomes are described at ‘award’ level to illustrate the development of students’ knowledge and understanding across the overall programme.
- Cognitive (thinking) Skills, Practical and Transferable skills are also developed across the programme but these may not always be described at each ‘award’ level as students entering the programme will require support related to their individual skill level on entry, irrespective of award level.

Section 22 shows the capabilities that students will be taught, given the opportunity to practise and will be assessed in.

The principal teaching, learning and assessment methods normally used on the programme to achieve these learning outcomes are identified in the next section.

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12.1 Knowledge and Understanding

On successful completion of the programme a student should be able to demonstrate knowledge and understanding of:

KU1 the social, legal and cultural context of counselling – including historical, national and international contexts and multi-cultural approaches to counselling

HNC: the historical, social and cultural contexts of counselling and its growth; the construction and development of modern schools of counselling

HND: an analysis of how the self is socially constructed, including international aspects and diversity of individuals

HONS: a critical appreciation of reflection of societal influences on how the self is constructed and analysis of how this impacts the person

KU2 The Professional role and responsibility of the therapist – including legislation, safeguarding, health and safety

HNC: Enable students to make sound judgments in the delivery of counselling in accordance with the BACP Ethical Framework.

HND: Knowledge and understanding of the Law relating to counselling, the principles and values of the BACP Ethical Framework and current Government initiatives relating to mental health, such as the IAPT (Improving Access to Psychological Therapies).

HONS: a critical evaluation of the use of dominant models used in mental health settings and ability to apply these in counselling practice, such as bereavement counselling

KU3 the importance of collaborative working and positive relationships working with client work – including referral processes, the role of multi-agency working and positive supportive relationships with peers and supervisors

HNC: an appreciation of the importance of referral processes and collaboration with agencies that work with people and establishing positive supportive relationships with clients. Students develop team working skills and reflect on the positive nature of relationships in promoting effective practice.

HND: An understanding of the various dilemmas that can arise from working in agency settings.

HONS: a critical appreciation of the range of education, health and welfare provision to promote a person’s well-being and continue to develop their awareness of the role of team and partnership working.

KU4 theoretical and practical concepts relating to the self – including a range of theories and practical aspects relevant to clients and themselves

HNC: knowledge and understanding of how the therapeutic relationship is key to change within the counselling relationship and recognising the importance of personal development

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HND: knowledge and understanding of how the therapeutic relationship can be helped and supported using various psychological and counselling models.

HONS: knowledge of an evaluation of the various models to provide a coherent framework and their application to work with and support different client groups

**KU5 Understanding issues of sexuality, diversity and psychopathology** - including developing an understanding of the effective practice working with minorities

HNC: an appreciation of positive supportive relationships with clients from minority backgrounds. Students will reflect on own values and principles and their motivations for helping others. Students will develop an understanding of equal opportunities and guidelines to promote safe effective practice with client work

HND: an understanding of diverse groups in society and specific barriers and challenges that they may encounter. Students will critically reflect on own values and how they may potentially conflict with inclusive practice and discuss the role of legislations and research led guidance in underpinning practice.

HONS: an analysis of the role of counseling research and ethical considerations and potential dilemmas

**KU6 assessing and promoting the therapeutic relationship** – including developing the skills to assess and promote helping and counselling relationships

HNC: supporting the relationship using appropriate communication with relevant theoretical justifications.

HND: the holistic factors affecting a person’s healthy development and a range of theoretical perspectives on influences on human development

HONS: critically examining and reflecting on own potential contribution to promote a client’s healthy development, including a range of factors that impact of health and wellbeing and assess how they can be addressed to diverse range of client groups.

The principal teaching, learning and assessment methods normally used to enable outcomes to be achieved and demonstrated are identified overleaf.

<table>
<thead>
<tr>
<th>Teaching and Learning</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>KU1 – 6</td>
<td>Lectures, seminars, tutorials, Moodle, self-directed learning, independent study, peer learning, group work, role play, case studies, scenario-based learning sets, textbooks, research tasks, libraries and resources, journals, discussion forums, access to experts and practitioners, workshops and project work and placement opportunities.</td>
</tr>
</tbody>
</table>

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12.2 Cognitive (thinking) Skills*

HNC/HND/HONS: Modules will build competency in these skills across the range of awards. The level of competency required from each respective student will vary in relation to the level of study.

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

**CS1** use the necessary skills to research and locate studies to enable them to evaluate arguments and evidence to develop evidence base and inform practice.

**CS2** use cognitive skills of critical thinking, analysis and synthesis. This includes the capability to identify assumptions, evaluate statements in terms of evidence, to detect false logic or reasoning, to identify implicit values, to define terms adequately and to generalise appropriately, including formulating and solving issues associated to client work.

**CS3** be effective in problem solving and decision making. The ability to create, evaluate and assess a range of options together with the capacity to apply ideas and knowledge to a range of situations.

**CS4** the ability to self-reflect and develop critical self-awareness, openness and sensitivity to diversity in terms of people and cultures in relation to working with clients. The ability to know how to become an effective self-learner and the value of the self-reflection process.

**CS5** effectively self-manage their time, planning and behaviour, motivation, self-starting, individual initiative and the ability to conduct research into counselling, either individually or as part of a team for projects or presentations. This requires familiarity with and an evaluative approach to a range of data, sources of information and appropriate methodologies.

The principal teaching, learning and assessment methods normally used to enable outcomes to be achieved and demonstrated are identified below.

<table>
<thead>
<tr>
<th>Teaching and Learning</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS1 - CS5 Lectures, seminars, tutorials, Moodle, self-directed learning,</td>
<td>Individual and group coursework, which is vocationally relevant. This will</td>
</tr>
<tr>
<td>dependent study, peer learning, role play, textbooks, group work, research</td>
<td>include academic essays, reports, presentations, leaflets, class test and</td>
</tr>
<tr>
<td>tasks, case studies, scenario-based learning sets, libraries and resources,</td>
<td>reflective writing portfolios.</td>
</tr>
<tr>
<td>journals, discussion forums access to experts and practitioners, workshops</td>
<td></td>
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<tr>
<td>and project work and placement work opportunities.</td>
<td></td>
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</tbody>
</table>

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12.3 Practical Skills*

HNC/HND/HONS: Modules will build competency in these skills across the range of awards. The level of competency required from each respective student will vary in relation to the level of study.

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

**PS1** communicate in verbal and non-verbal forms relevant to working with clients and other professionals, such as writing notes, reports and assessments.

**PS2** demonstrate interpersonal and practical skills including health awareness, social understanding and inclusive practice with diverse client groups.

**PS3** select and apply appropriate methodologies and apply these to integrate counselling skills and evaluation of client work.

**PS4** research, formulate and propose suitable solutions to clients relevant to a person’s developmental stage, mental health and the social and cultural context of the person.

**PS5** demonstrate and reflect on own effective performance, within a team environment, including collaborative working, partnership working, influencing, team building, leadership and management

**PS6** develop and use practical counselling skills using an integrative stance, reflecting on their effectiveness and use of self in the therapeutic relationship

The principal teaching, learning and assessment methods normally used to enable outcomes to be achieved and demonstrated are identified below.

<table>
<thead>
<tr>
<th>Teaching and Learning</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS1 - PS6</td>
<td>Individual and group coursework, which is vocationally relevant. This will be assessed through presentations, report, reflective writing, role-play and counselling skills activities.</td>
</tr>
</tbody>
</table>
12.4 Transferable Skills *

HNC/HND/HONS: Modules will build competency in these skills across the range of awards. The level of competency required from each respective student will vary in relation to the level of study.

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

**TS1** act as an independent learner and carry this ability into their future career development

**TS2** solve problems and recommend a range of practical solutions relating to client development and using judgement and appropriate techniques, individually and as part of a group

**TS3** demonstrate a range of employability skills, such as communication skills, interpersonal skills, such as listening, negotiating and persuasion, team working and being able to plan work effectively

**TS4** collect and analyse data relevant to client work and assist with communication of findings.

**TS5** take responsibility for planning, preparing and writing a project specifically aimed at a particular counselling issue (within the BA (Hons) award)

These transferable/key skills will be generally incorporated within modules and related to relevant assessments as appropriate. Self-directed learning forms an element of all modules and the necessity to work within tight deadlines is an essential requirement across the curriculum. The ability to communicate orally and in writing will be developed across the range of modules. The wide range of assessment techniques will ensure that students are given every opportunity to demonstrate their skills in these areas.
13 Programme Structure and Requirements, Levels, Modules, Credits and Awards

Modules within the programme, their status (whether mandatory or options), the levels at which they are studied, their credit value and pre/co requisites are identified below.

Programme Structure

The programme provides a progression opportunity for students who have completed a Level 3 Foundation Certificate in Counselling Studies. The course comprises three separate awards; HNC Counselling (Integrative Theory and Practice) (Level 4), HND Counselling (Integrative Theory and Practice) (Level 5) and the full honours degree (level 6. The HNC, HND and BA follows the CU Group principle of intensive single module study, high levels of contact time and the inclusion of opportunities to undertake a professional qualification in addition to an academic award. The teaching and learning activities are balanced with attention paid to both the academic and practical aspects of the subject matter. The part-time route offers access to those who may be working in a range of helping environments, such as nursing, care work or social work who may benefit from the use of Counselling Skills within their profession.

Full Time mode is designed for students who normally wish to study 120 credits (4 modules) in one academic year, PT is anything less than this.

The Counselling (Integrative Theory and Practice) awards are offered in a range of delivery options which can be found on the relevant campus website. This may be weekdays, evenings or Saturdays. The length and set up of guided teaching sessions allows for teaching to be presented in various ways including team teaching, group discussions, individual presentations, research and presentation, interactive teaching and guest lecturers. The aim of each session is to have a balance between students learning academic practical and professional skills.

The course is taught in 6-week blocks and can be offered (subjects to numbers) 6 times each calendar year.

- 4 blocks will lead to a HNC (120 credits at level 4)
- 8 blocks will lead to an HND (240 credits at levels 4 and 5)
- 12 blocks will lead to an Honours degree (360 credits at levels 4, 5 and 6)

Each one of the learning blocks (modules) is worth 30 credits; these will require the equivalent of 300 study hours. The modules run over a six week period and are taught consecutively, with assessments at the end of each block. Students will receive approximately 18 hours of guided learning per week. There will also be small group two hour tutorials. The remaining hours required for the module will be self-guided.

Full Time Students can also attend via the ‘Sandwich (SW) or Year Abroad (FY)’ option being taken for one year between the second and third years of study. 60 credits at year 2 can be earned for successfully completing the professional placement (SW) or the study abroad year (FY).

If students are unable to complete the mandatory placement (minimum 100 hours)
successfully, they will achieve an ‘Integrative Counselling Theory’ award only.

Suffix for Coventry is HSC, for Scarborough is HSCSC, for London is HSCEL

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credit Value</th>
<th>Pre-requisite</th>
<th>Status</th>
<th>Prof. Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>127</td>
<td>Counselling Models and Concepts</td>
<td>30</td>
<td>None</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>126</td>
<td>Counselling Skills and the Therapeutic Relationship</td>
<td>30</td>
<td>None</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>112</td>
<td>Social, Legal and Ethical context of Counselling</td>
<td>30</td>
<td>None</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>113</td>
<td>Personal Development and Reflective Practice</td>
<td>30</td>
<td>None</td>
<td>M</td>
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</table>

<table>
<thead>
<tr>
<th>Level 2 / level 5 / HND</th>
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</thead>
<tbody>
<tr>
<td>209</td>
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<td>210</td>
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<tr>
<td>211</td>
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<tr>
<td>223</td>
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<table>
<thead>
<tr>
<th>Study Abroad Year/Professional Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>201CUC</td>
</tr>
<tr>
<td>202CUC</td>
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<table>
<thead>
<tr>
<th>Level 3 / level 6 / BA (Hons)</th>
</tr>
</thead>
<tbody>
<tr>
<td>322</td>
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<tr>
<td>310</td>
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<tr>
<td>311</td>
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<tr>
<td>313</td>
</tr>
</tbody>
</table>

Suffix for Coventry is HSC, for Scarborough is HSCSC, for London is HSCEL

Social, Political and Cultural Context of Counselling

**Innovative features**

The flexible delivery model allows students to access academic and professional development whilst maintaining outside commitments.

By including vocationally relevant forms of assessment in the academic strategy, The CU
group is seeking to enhance graduate employability by developing workplace skills and competences.

**Progression and Awards**

The programme has three levels of awards available to students:

- BA (Hons) Counselling (Integrative Theory and Practice)
- HND Counselling (Integrative Theory and Practice)
- HNC Counselling (Integrative Theory and Practice)

(fall back award without mandatory placement HNC/HND/BA Counselling theory only)

To progress, students must have passed all mandatory modules (120 credits) for the previous stage.

For an HNC Counselling Studies award a student must have passed all the mandatory modules at level 4.

For an HND Counselling Studies award a student must have passed all the mandatory modules at levels 4 and 5.

For a BA Hons in Integrative Counselling Theory and Practice award a student must have passed all mandatory modules at levels 4, 5 and 6.

Only the mandatory modules at stage 2 and 3 will be counted towards the classification calculation. 201CUC and 202CUC (optional modules) do not count towards the award.

**Professional Placement Or Study Year Abroad**

Students may seek to undertake a relevant professional placement (SW) /study abroad year (FY) between stages 2 and 3 of the degree, and we would encourage this for the depth of experience that it confers. Assistance with acquiring a relevant professional placement or Study Year Abroad is offered by the Employability Team, though no guarantee is made that such an opportunity will be found.

Students undertaking a relevant professional placement will be registered on the module 202CUC, Professional Placement (60 credits) or on the module 201CUC, Study Abroad Year (60 credits) during their study year abroad. Students who successfully complete the assessment associated with the relevant modules, assessed at the end of the year, will receive 60 credits at level 2. Students who do not pass the relevant module may continue to the final year and be awarded the full-time (FT) degree rather than the Sandwich (SW) or study year abroad (FY) degree.

Students may undertake one of the following: a study abroad year under the Erasmus exchange scheme or another study abroad scheme for placements outside the EU; a professional placement under the Erasmus work placement scheme or a professional placement organised on their own initiative outside the EU. Alternatively they may choose to combine a period of study with a period on professional placement.

To progress to the professional placement/ study abroad year a student will normally have accumulated 240 credits, 120 at level 1 and 120 at level 2. Students may, at the discretion of the exam board, progress with 210 credits, 120 at level 1 and 90 at level 2.

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Students that need to complete a resit may be eligible to progress to their placement/year abroad year and complete their resit module whilst on professional placement/study abroad year. Students that need to complete a repeat may be eligible to progress to their placement/year abroad and complete their repeat module in their fourth year of study, in block 5 (the four final year modules will be studied in blocks 1 – 4).

It is the responsibility of students to find their own placement. The CU Group is committed to supporting students seeking placements and during their placement experience. Students have access to our employability officers, tutors and course team leader to who are often able to provide students with contacts and with information on placements that are available. In addition, whilst on placement students will be able to contact staff for additional support when required. Students will have to complete a portfolio of evidence of placement hours, this must include feedback from your placement provider who will determine your effectiveness as a counsellor at either pass or fail.

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14 Support for Students and their Learning

Students will be provided with a structured induction programme, which will incorporate the following elements:

- Registration
- Experience of the teaching model
- Tour of college facilities
- Directors welcome
- Academic introduction to their specific course
- Meeting key delivery staff
- Discussion on assessment and progression
- Programme administration and management
- Finances – including payment options and Student Finance England advice
- Educational Technologies, including a demonstration of the Virtual Learning Environment
- Student support
- Clubs and Societies
- Student representatives; how to become a student rep
- Social time to aid cohort bonding

Reasonable adjustments will be made to the teaching, learning, assessment and support of the course(s) to maximise accessibility to students with disabilities.

For blended learning students an initial welcome email with details on how to access course material will be provided and access to Moodle will be monitored. The initial welcome and induction is run to ensure students can access, understand and use the VLE site. This will involve a face to face induction which will also enable them to meet other students. If this is not possible an online induction will be provided, with follow up emails, phone and/or video calls as necessary.

During teaching blocks students will also have e-direct support as follows:

- Direct feedback to students. This is a major part of the teaching process and will take forms such as feedback on assignments, comments and moderation to groups and individuals in discussion forums, or input into messaging discussions
- running of set ‘clinics’ or ‘office hours’ for students to discuss any issues
- for broadcast messages a newsfeed will be used
- students will also be able to e-mail tutorial staff

Incorporated in all programs are weekly, 2 hour, small group tutorials. These typically have between 5 and 7 students in each group and are used to support both subject specific and generic learning.

Given the nature of this Programme, students will be able to access the latest technology to support their learning, as well as the technology required for the course, including online learning.

Students will be able to access further information and support via:

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• student and course handbooks and module guides for each module
• online support via the programme and module webs
• a personal tutor to act as a point of contact
• computing and library resources on campus
• peer support
• the relevant Programme Area Leader
• Student welfare services provided by staff with expertise in supporting diverse student needs.

An employability coordinator will support students in identifying and acquiring a suitable professional placement. In professional placement, students will be visited by a professional placement tutor to support them during their time in industry.

Students will also be expected to complete a mandatory placement in a relevant counselling environment which has been assessed and approved as a suitable environment. Students will need to complete at least 100 client contact hours.

If a student is enrolled on a sandwich (SW) or Year Abroad (FY) route (BA), the mandatory placement will take place in year 1 in block 5 or 6. If successful at year 1 and 2 students will then go on a placement in year 3 for the full academic year and return to studies in year 4 (final year).

If a student is enrolled on a part time (PT) route (HNC/HND/BA) attending 2 evenings a week or on a Saturday, they will take a placement on a flexible basis to suit but must ensure the completion of 100 client contact hours. For students in full time paid employment outside of a Counselling environment the CU Group will provide flexibility in the scheduling of the placement.

The placements will be non-credit bearing but students will be provided with guidance on completing a portfolio of evidence that will be used and reflected on during an assignment.

Placement plans

• All students are responsible for finding their own placement and each student must seek approval for each provider
• Each provider will be contacted by the academic placement co-ordinator to create a list of available placements for CU Group students
• All students will be DBS checked upon application – a successful application will be a condition of enrolling on the course
• The academic placement co-ordinator will organise site visits and health and safety checks
• The completed portfolio will be marked as a pass or fail with detailed feedback on the content
• BACP requires a minimum of 100 hours of supervised practice
• Students organise supervision during their placement according to BACP requirements (minimum 1.5 hours per month, when counselling practice is undertaken)
• Minimum of 10 hours personal therapy (or more as recommended by course tutor)

If students are unable to successfully complete the placement during the course, students may be able to request an extension which will be considered by the course manager at their discretion. If the placement is not completed successfully students’ course award title will be ‘Integrated Counselling Theory’.

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All student support mechanisms will be compliant with the University’s policies on Equality and Diversity.
15 Criteria for Admission

CU Group will work with the Admissions Services within Coventry University to ensure that all full-time and part-time applications are managed according to the nationally agreed framework and appropriate standards.

The minimum entry requirements to this programme are that candidates should normally possess one of the following:

- A minimum of 64 UCAS tariff points, including two full A levels or equivalent for a HNC
- A minimum of 80 UCAS tariff points, including two full A levels or equivalent for a HND
- A minimum of 104 UCAS tariff points, including two full A levels or equivalent for a BA (Hons) Degree
- BTEC National Certificate or Diploma (equivalent points as above) in a relevant subject
- Appropriate Foundation/Access qualification where the standard achieved is deemed equivalent to the above
- Show an interest in working with people (reflected in the personal statement)
- Successfully attend an interview led by representative(s) of the course team where the candidate can show evidence of:
  - Good written skills via a short written piece of work as needed.
  - A readiness to engage in personal counselling
  - Being able to cope with the academic requirements and demands of the course
  - self-awareness, stability and maturity
  - an understanding of what a professional counsellor is and does
  - an interest in helping/supporting people and preferably with some experience
  - an understanding of what they hope to gain from the course and what they skills/qualities they hope to bring
- Successfully demonstrate the potential to:
  - to take on board both negative and positive feedback
  - to reflect on life experiences and subsequent learning
  - form relationships both within groups and individuals

The choosing and selecting of candidates is at the discretion of the course team who are assessing the candidates' suitability personally, academically and as a potential counsellor who will be carrying out work with vulnerable people.

Candidates will be expected to have passed maths and English language GCSE with minimum grade C, and hold a minimum of 5 GCSE’s in total (level 2 alternatives such as functional skills are accepted).
Candidates will also need to successfully complete a Disclosure and Barring Service (DBS) check (previously known as CRB checks).

Candidates must also be aware that a mandatory placement forms part of this course. All accepted students must ensure they make sufficient time to complete a placement.

We will also review applicants with non-standard entry requirements including those with professional work experience and direct entry applicants.

Accreditation for prior learning is in accordance with Academic Regulations.

**16 Method for Evaluating and Enhancing the Quality and Standards of Teaching and Learning**

The Programme has been developed by the CU Group team and will be managed by the CU Group’s Academic Committee.

The Joint Assessment Boards (JAB) for the Integrated Counselling Theory and Practice awards is responsible for considering the progress of all students and making awards in accordance with the University and programme-specific regulations.

The assurance of the quality of modules is the responsibility of the Academic Committee.

External Examiners report at the end of each module and annually on the overall programme and their views are considered as part of the quality monitoring process.

Student views are also sought through module and programme evaluation questionnaires.

All programmes are subject to a major review involving subject experts external to the University normally on a five or six year cycle. At these reviews the views of current and former students, and partners from private, public and the third sectors are sought where appropriate.

**17 Regulation of Assessment**

University policy requires the internal moderation of all assessments.

External Examiners are appointed for all named University awards. The role of the External Examiner at module level is to ensure that academic standards are in line with national norms for the subject. External Examiners undertake the moderation of examination papers and assessment tasks, and view representative samples of work for the modules for which they have responsibility. At programme level, External Examiners help to ensure fairness in the consideration of student progression and awards. They have the right to comment on all aspects of the assessment system and participate as full members of the assessment boards.

The Pass mark for all modules is 40%. This overall module mark may comprise more than one component (e.g. coursework and exam). The individual module descriptors give the precise pass criteria and the weighting of the component marks that contribute to the overall module mark.

On Undergraduate programmes, the Honours classification boundaries for First Class, Upper Second Class, Lower Second Class and Third Class are 70%, 60%, 50% and 40% respectively.
18 Indicators of Quality and Standards

The following are key indicators of quality and standards:

The programme has been designed in accordance with the QAA Benchmark Statement in Counselling and Psychotherapy (2013)

In addition:

- The Academic Lead will be responsible for the on-going production of teaching and learning materials and tools for assessment, in compliance with the specification and regulations.

The report of QAA’s Institutional Audit undertaken in November 2008 confirmed that

- Confidence can be placed in the soundness of the institutions current and likely future management of the academic standards of its awards
- Confidence can be placed in the soundness of the institutions current and likely future management of the quality of the learning opportunities

External Examiner reports and their comments will be used to evaluate and monitor the course development.

19 Additional Information

Key sources of information about the course and student support can be found in

- Coventry University College Student Handbook
- Module Guides
- Module Descriptors
- Moodle

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 the student module guide(s) and the course 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.
## Intended Learning Outcomes

<table>
<thead>
<tr>
<th>Module codes</th>
<th>Knowledge and Understanding</th>
<th>Cognitive (Thinking) Skills</th>
<th>Practical Skills</th>
<th>Transferable Skills</th>
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22 Capabilities (Skills) Map

<table>
<thead>
<tr>
<th>Module codes</th>
<th>Learning to Learn</th>
<th>Working with others</th>
<th>Problem Solving and Innovation</th>
<th>Numeracy</th>
<th>IT and Online Learning</th>
<th>Communication</th>
<th>Career Management</th>
<th>Information Management</th>
<th>Personal Development Planning</th>
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Key: T=Taught, P=Practiced, A=Assessed
The Code of Practice for Academic and Professional Skills Development requires that each of the capabilities be demonstrated at least once during the programme.

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**Capability Outlines (from the Code of Practice for Academic and Skills Development)**

**Learning to Learn** – Students should be ready to accept responsibility for their own independent learning. They should also be able to reflect on their learning and appraise their capabilities and achievements. Students should also be able to identify their individual needs for effective learning.

**Working with Others** – Students should be able to work effectively as part of a group, and respect the dignity, rights and needs of others.

**Problem Solving and Innovation** – Students should be able to use problem-solving skills in a variety of practical situations. They should be able to demonstrate creativity, flexibility, perception, decisiveness, confidence and an awareness of values.

**Numeracy** – Students should be able to interpret, analyse and present numerical data.

**IT and Online Learning** – Students should be able to use computer-based systems for learning, communicating, collaborating with peers and tutors, and working with data.

**Communication** – Students should be able to communicate effectively in appropriate forms in a wide variety of situations.

**Career Management** – Students should appreciate the values, culture, structure and process of work organisations relevant to their area of study. Students should also appropriately match their experience and academic achievements to employer expectations.

**Information Management** – Students should be able to carry out research relevant to their field of study by retrieving and using information drawn from a variety of resources.

**Personal Development Planning** – Students should be able to demonstrate self-awareness, set personal goals and record achievement.
APPENDIX A

BRITISH ASSOCIATION FOR COUNSELLING AND PSYCHOTHERAPY

RECOMMENDED CORE COMPETENCES

BACP CORE COMPETENCES

The BACP have identified four key domains of competency for the counselling practitioner:

A. The Professional Role and the Responsibility of the Therapist
   A1. Personal Development
   A2. Professional Development
   A3. Using Supervision
   A4. Managing Practice
   A5. Communication

B. Understanding the Client
   B1. Assessment
   B2. Understanding diversity
   B3. Human Sexuality
   B4. Mental Health/ Psychopathology
   B5. Physical Health and Wellbeing
   B6. Formulation
   B7. Planning Therapy

C. The Therapeutic Process
   C1. The therapeutic frame
   C2. The therapeutic alliance
   C3. The process of change
   C4. Temporal patterns

D. The Social, Professional and Organisational Context of Therapy
   D1. The social and political context of counselling and psychotherapy
   D2. Law and ethics
   D3. Organisational Context of Counselling and Psychotherapy
   D4. Professional Relationships
   D5. Research and evaluation
Part 2: Supporting Information for
HNC, HND, BA (Hons) Integrative Counselling Skills and Practice

2.5: 1 Relationship to the Framework for Higher Education Qualifications, Subject Benchmark statements and Professional/Statutory Body requirements

The intended learning outcomes for the Programme have been designed to ensure the QAA Benchmark Statements for Counselling and psychotherapy (2013) of the Framework for Higher Education Qualifications in England, Wales and Northern Ireland have been addressed. In the design process close attention contemporary governmental national guidelines and legislation. In addition the following have been considered:

- BACP Regulations and Recommendations for Counsellor training and work towards accreditation
- BACP Proposed Core Competences
- BACP Ethical Framework (2013)
- BACP (Ethical Framework for Good Practice in Counselling and Psychotherapy (2013)

2 Teaching and Learning Strategy

The CU Group is committed to producing high quality teaching and learning and therefore has introduced a highly responsive approach to the delivery and education. We provide both academic and professional qualifications to meet the learning aspirations of a wide range of people from the community it serves. It is essential therefore that its courses are current and relevant and it provides a variety of teaching and assessment strategies to meet the learning needs and styles of its students.

All of the undergraduate provision follows a similar pattern of delivery. Each award is delivered over four 30 credit modules. Each module is assessed so that individual modules can be credited, this allows students to see progress and have such progress formally recognised. Since each module is delivered in a block of study, the course teams are able to utilise a range of teaching and learning strategies thereby responding to the individual learning needs represented in the student body. Further flexibility is introduced through the use of high quality learning technologies which provide study opportunities that mirror the class based delivery. Students, therefore, can pre-read, revise and supplement their learning through use of the Virtual Learning Environment. Students following a blended learning pathway will have both face to face teaching and on-line study. This will be further enhanced through on-line learning tutorials which will remedy any deficit in understanding and support student success.

High quality teaching and learning is a core principle. Clear expectations on the teaching and tutorial staff will be mediated through an intensive induction programme, a clear articulation of the standards of delivery of teaching and learning expected and regular review of teaching performance through student evaluation, continuous professional
development and a regime of observed teaching. Combined, this approach will lead to the formation of a community of practice for academic staff, where experimentation and innovation is encouraged. Students will be encouraged to engage with their local communities through volunteering and use their experiences to strengthen their knowledge and understanding. We are developing resources to facilitate work-based client care situations.

The intensity of the delivery pattern will allow students to make rapid progress through to successful achievement. High levels of contact time for full time students through face to face teaching in small groups along with tutorial sessions in groups of only five students enable student progress to be monitored and additional support provided as necessary. Attendance is mandatory and will be closely monitored to ensure students do not fall behind or worse still drop out. On-line tutorial support will be provided to ensure engagement.

3 Assessment Strategy

Assessment has been designed not only to assess students’ achievement in meeting the learning outcomes, but to also prepare students for the workplace, and support the professional development of students already in work. This is through keeping informed and up to date on current research to ensure programmes reflect current academic and business thinking, taking a multi-cultural approach to the programme as the world in which students will work becomes even more connected, and using digital skills through the courses to ensure students are well equipped to enter work.

This programme will support students through these three main areas through teaching, in their discussions and workshops and through their assessments. This programme by its very nature will pull on these three aspects within its modules.

Students will receive support from their academic and support staff, who will be able to support students in their knowledge and also their transferable skills, which is highly important within this programme. For example communication, problem solving and group working.

Each module will be assessed, with students receiving high quality feedback to their work and their overall progress.

Formative Assessment is also a vital component of the student experience. It may take a variety of forms which can be led by the student themselves, their peers of the academic and support staff. For example, students will use video to support peer observation of role play situations for a variety of client groups.

4 Programme/Course Management

The Programme will be managed by the relevant Academic Leads who will oversee the effective delivery and assessment of the programme and manage and ensure compliance with the annual quality monitoring and enhancement process.

5 Entry Requirements and Selection Procedures
All courses shall normally provide for entry at various levels with the maximum valid credit being given for appropriate prior knowledge and skills and previous learning, subject to the College’s general requirements. However, for each award there is a minimum requirement for which neither general nor specific credit shall be given. Credit shall not be given for more than two-thirds of an overall programme.

Two categories of credit are recognized:

a) General Credit

This is a system of credit-rating whereby judgments can be expressed as credit points at various levels related to the standards of different academic awards, providing a broad indication of the appropriate amount of credit that might be allowed on the basis of the qualifications and other learning experiences.

b) Specific Credit

This is the credit given to an individual person in the context of a particular module or course; it may be equal to or less than the general credit to which it relates.

In recognising the education, training and experience gained in employment and in other Institutions of learning for the purposes of academic credit towards awards the following shall apply:

- General credit shall be assigned in terms of a number of credit points at one or more levels.

- Any student who has been awarded general credit shall be required to apply to convert that to the specific credit available for the course concerned.

Although admissions tutors shall seek to accredit prior learning, credit will not be given for more than two thirds of any programme.

A student who, whilst enrolled on a course, is required or permitted to take other supporting modules not directly contributing to that course (e.g. as part of an induction or research programme) may not use those modules towards a concurrent or retrospective eligibility for another award. This does not preclude the student from using these modules subsequently for accreditation of prior learning (APL) as part of an application to another course.

### 6 Compliance with the University’s Academic Regulations and current legislation

CU Group’s Academic Regulations have been developed by Coventry University’s Registrar and Secretary and CU Group’s Registrar and approved by Coventry University’s Academic Board.

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