



BISHOP  
GROSSETESTE  
UNIVERSITY

# Education, Health and Lifelong Learning

## BA (Hons) Counselling (Top-Up)

### Programme Specification

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification, and includes 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 provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

## **Versioning of Programme Specification**

*This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.*

*This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.*

<b>1</b>	<b>BGU approval – date and outcome of last approval</b>	Approved 10 July 2025
<b>2</b>	<b>Next Scheduled Review Date: [Month/Year]</b>	July 2030
<b>3</b>	<b>Programme Specification - Effective date: [Day/Month/Year]</b>	1 September 2026
<b>4</b>	<b>Version Number</b>	1.0

## **Modifications to Programme Specification**

*Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.*

## **Cross Referencing of Programme/Module Specifications**

*Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.*



# Programme Specification

*The information in this document is organised into the following sections:*

*Section A – Administrative and Regulatory Information*

*Section B – Outcomes*

*Section C – Structure*

*Section D – Teaching, Learning and Assessment*

*Section E – Programme Management*

*Section F – Mapping*

*Section G – Graduate Attributes*

*Section H – Log of Modifications*

## SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

<b>1</b>	<b>Programme Specification Title</b>		
BA (Hons) Counselling (Top Up)			
<b>1a</b>	<b>Programme Code</b>		
COUNTB_1.0			
<b>2</b>	<b>Brief Summary (for Marketing Purposes)</b>		
<p>The BA (Hons) Counselling (Top Up) programme is theory and research-focused, designed primarily to provide a pathway for those who are typically already qualified as counsellors but wish to build upon their current level of training (Level 5). Additionally, this programme is structured to accommodate students who have secure knowledge within the field of counselling, with the aim of further development and the skills with the application of research to graduate level. The programme adopts a humanistic approach to counselling practice; the 'humanistic' label is an umbrella term for counselling approaches which are client-centred and fundamentally focused on the therapeutic relationship. Students will continue to show high level of self-awareness and, consequently, students will continue to embark upon a journey of personal development throughout the programme.</p> <p>The degree programme offers students the opportunity to engage with a contemporary curriculum, informed by the British Association for Counselling and Psychotherapy (BACP) Guidelines for Stage 3 Core Practitioner Training (2022), the BACP Gold book criteria for the accreditation of training courses (2021), and the subject benchmarks for Counselling and Psychotherapy (QAA, 2022).</p>			
<b>3</b>	<b>Awarding institution</b>		
<b>3a</b>	<b>Programme Length</b>	<b>Full-Time</b> 1 year	<b>Part-time</b> N/A

<b>3b</b>	<b>Mode(s) of Study</b>	Blended Full-time		
<b>4</b>	<b>Programme Area</b>	Education, Health and Lifelong Learning		
<b>5</b>	<b>HECoS/UTT/UCAS code(s)</b>	<b>HECoS</b> 100495 CAH02-06-07	<b>UTT/ITT</b> N/A	<b>UCAS</b> B942
<b>6</b>	<b>Framework for HE Qualifications position of final award(s)</b>	Undergraduate (Level 6)		
<b>7</b>	<b>Alignment with University Credit Framework</b>	Undergraduate*		
<b>8</b>	<b>Compliance with University Assessment Regulations</b>	Academic Regulations Governing Taught Qualifications		
<b>9</b>	<b>Progression routes with Foundation Degree (FdA) or Top-up</b>	n/a		

## Awards

<b>10</b>	<b>Final Award title(s)</b>	BA (Hons) Counselling
<b>10a</b>	<b>Exit or Fall back Award title(s)</b>	n/a
<b>10b</b>	<b>Pathway</b>	
<b>11</b>	<b>(i) Combined Honours Awards available eg:</b> • BSc/BA (Hons) XX • BSc/BA (Hons) XX and YY • BSc/BA (Hons) XX with YY	n/a

## Arrangements with Partners

<b>12</b>	<b>Approved Collaborative partner(s)</b>	Partner Name	Type of Collaborative Partnership
		N/A	
<b>13</b>	<b>Articulation Arrangements with Partners</b>	Partner Name	Details of Arrangements
		N/A	

## Professional, Statutory and Regulatory Bodies

<b>14</b>	<b>PSRB(s) associated with final award of any route within the programme specification</b>	N/A
<b>15</b>	<b>Date and outcome of last PSRB approval/accreditation</b>	N/A
<b>16</b>	<b>Expiry Date of PSRB approval</b>	N/A

## SECTION B - OUTCOMES

17	QAA Benchmark Statement(s)
	The Counselling programme outcomes reflect the QAA benchmark statements for Counselling and Psychotherapy (2022) and QAA Level descriptors for UK Quality Code for Higher Education (2018). The Programme outcomes also map to the BACP Gold book criteria for the accreditation of training courses (2021) and the BACP requirements for Stage 3 core practitioner training in counselling. The QAA (2022) benchmark standards for Counselling and Psychotherapy cover eight areas of knowledge ability and skills, and lay out what graduates are required to know, be and do to effectively and safely practice. These are embedded throughout the programme. <a href="#"><u>Subject Benchmark Statement: Counselling and Psychotherapy</u></a>

Table. 1 Summary of QAA and BACP Curriculum cross referencing

QAA (2022) benchmark standards for Counselling and Psychotherapy	BACP Gold Book Core Curriculum Domains
The Professional Context	A, D
Understanding people and their experiences	B
The Therapist	A, C
Ethical/Legal	A, D
Boundaries and contracting	A, C, D
Client assessment	B, C
The therapeutic relationship	B, C

**Key: BACP Gold Book Core Curriculum Domains**

- A The professional role and responsibility of the therapist
- B Understanding the client
- C The therapeutic process
- D The social, professional and organisation context of therapy

\*Examples of modules have been given; however this is not an exhaustive list.

18	Programme Aim
<b>The aims of the programme are directly informed by the current BACP requirements.</b>	
<p>The BA (Hons) Counselling (Top Up) degree is designed for qualified counsellors seeking to deepen their theoretical understanding and research capabilities within a humanistic framework to graduate level. This programme aims to enhance students' knowledge of humanistic counselling approaches, focusing on client-centred practices. By emphasising research and critical evaluation, the Top Up programme encourages students to explore and contribute to the academic field of counselling. This programme does not include skills practice, as it is tailored for those who already possess practical counselling experience.</p>	

\*As per the BACP website accessed February 2025

<b>19</b>	<b>Programme Specific Outcomes</b>
<b>(a) <u>Final Award Learning Outcomes</u></b>	
On successful completion of BA (Hons) Counselling students will be able to:	
<b>Counselling: Knowledge and understanding (KU)</b>	
<b>KU1</b> Demonstrate a comprehensive, systematic, coherent understanding of key aspects of the complex body of knowledge relating to counselling, and its application to counselling practice.	
<b>KU2</b> Demonstrate a confident, balanced, critical and in-depth understanding of key aspects of the humanistic counselling, and the uncertainty and contested nature of knowledge in the area of counselling.	
<b>KU3</b> Critically review, consolidate and extend a coherent and detailed knowledge related to theoretical perspectives in counselling, human development and professional ethics.	
<b>KU4</b> Articulate a comprehensive critical awareness of issues and debates in the field of counselling, and the challenges this may present for counselling practice.	
<b>Counselling: Subject-specific and professional skills (SPS)</b>	
<b>SPS1</b> Work with initiative and personal responsibility to formulate sophisticated and advanced thinking through critical learning and research, apply methods and techniques to review, consolidate and extend their understanding of counselling practice.	
<b>SPS2</b> Act with autonomy and independence in undertaking counselling research and critically evaluating primary and secondary research.	
<b>SPS3</b> Demonstrate comprehensive critical awareness and personal responsibility in making decisions regarding ethics in a range of counselling contexts.	
<b>SPS4</b> Demonstrate the professional qualities, communication skills, self-awareness and capacity for reflective practice necessary for competent, reflective and ethical counselling practice.	
<b>Counselling: Intellectual skills (IS)</b>	
<b>IS1</b> Articulate critical arguments on specialist and complex subject matter, adopting and supporting an evidence-based position.	
<b>IS2</b> Abstract, synthesise and analyse secondary and primary sources.	
<b>IS3</b> Apply specialist knowledge to frame and solve problems of a predictable, unpredictable and complex nature.	
<b>Counselling: Transferable skills (TS)</b>	

**TS1** Demonstrate effective time and resource management in relation to their own learning, be able to reflect upon and evaluate their own learning and be able to work with minimum guidance.

**TS2** Demonstrate a wide range of effective oral, written and presentation skills for a number of specialist and non-specialist audiences.

**TS3** Confidently and correctly use a range of relevant IT software, for example Microsoft Office and suitable software for qualitative and quantitative analysis.

**TS4** Plan and manage their own time effectively in order to achieve objectives and meet deadlines, either independently or as part of a team.

**TS5** Articulate and reflect on their own learning and skill development in order to construct effective applications for employment or further study.

<b>20</b>	<b>Exit Award Learning Outcomes</b>
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	<b>BA Counselling – Ordinary Degree (60 credits)</b>
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## SECTION C – STRUCTURE

<b>21a</b>	<b>Structures, modes of delivery (eg FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements</b>
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### Level 6 – 120 credits

	Block 1	Block 2	
Semester 1	CSL618_1.0 Working with Specific Client Populations (30 credits)	CSL619_1.0 Global and Contemporary Therapeutic Approaches (15 Credits)	CSL622_1.0 Research Design and Proposal (15 credits)
Semester 2	CSL621_1.0 Ethical and Practical Challenges in Counselling (15 credit)	CSL620_1.0 Group Processes and Group Dynamics (15 credit)	
	CSL623_1.0 Dissertation (30 credits)		

<b>21b</b>	<b>Module Structure</b>
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<b>Core Modules</b>				
<ul style="list-style-type: none"> <li>• <i>Period Codes – 1 (Autumn) – 2 (Spring) – 3 (Summer – MA ONLY) – 4 – Full Year</i></li> </ul>				
Code	Status	Module Title	Period (number)	No of credits
CSL618_1.0	Mandatory	Working with Specific Client Populations	1 (Autumn)	30
CSL619_1.0	Mandatory	Global and Contemporary Therapeutic Approaches	1 (Autumn)	15
CSL620_1.0	Mandatory	Group Processes and Group Dynamics	2 (Spring)	15
CSL621_1.0	Mandatory	Ethical and Practical Challenges in Counselling	2 (Spring)	15
CSL622_1.0	Mandatory	Research Design and Proposal	1 (Autumn)	15
CSL623_1.0	Mandatory	Dissertation	4 (Full Year)	30

## SECTION D - TEACHING, LEARNING AND ASSESSMENT

22	<h3>Curriculum Design</h3>
<p>The BA (Hons) Counselling (Top Up) will be completed in 1 year of full-time study in order to address the programme aims and learning outcomes.</p>	
<p>A range of stakeholders have been consulted, including students, external examiners and industry professionals. The programme has been designed to provide an opportunity for already qualified counsellors to develop their academic knowledge, as well as research based skills to graduate level.</p>	
<p>The programme has been designed with appropriate reference to the academic infrastructure QAA benchmark statements for Counselling and Psychotherapy (2022) and QAA Level descriptors for UK Quality Code for Higher Education (2018); the British Association for Counselling and Psychotherapy [BACP] Gold book criteria for the accreditation of training courses (2021); the requirements for Stage 3 Core Practitioner Training in Counselling (BACP, 2022) and in line with the new SCoPEd Framework (2022). Mapping to these subject and professional standards ensures that we develop from the outset, a robust, rigorous and challenging programme and that the highest of professional standards in ethical practice are maintained and taught. Students will engage in developing their research design as well as furthering their knowledge from the outset. This is to ensure that all students are at a standard to undertake the dissertation module in semester 2. Linking to the Stage 3 Core Practitioner Training in Counselling (BACP, 2022) will engage in modules that focus on group process, ethical dilemmas in practice, building on knowledge of working with a diverse population, and understanding of global and contemporary therapeutic approaches supported experiential learning.</p>	
<p>The BA (Hons) Counselling (Top Up) aims to produce graduates who are autonomous, reflexive, critical and analytical. Throughout the programme, the inclusion of research-informed and research-led module content ensures that the curriculum maintains its currency in the broader landscape of the discipline. In addition, the course curriculum design aims to support graduate prospects to continue study at postgraduate level, for example, in potential specialisms working with specific client groups such as Children and Young People. The curriculum design aims to equip students with the qualities and transferable skills that comprise the relevant level of academic and professional literacies upon graduation.</p>	
23	<h3>Learning and Teaching Strategies</h3>
<p>With the blended design, students undertaking the BA (Hons) Counselling (Top-Up) utilise three distinct learning modes: 'in-person/synchronous online', 'asynchronous activities' and 'independent', to help develop their understanding and skills in areas that interest them professionally. Throughout the course, students' progress through each module is based on a standard framework, in which they rotate between the three modes. In essence, students attend an in person session each week where they explore a range of topics and consolidate their skills in academic writing through taught/support sessions. During the weekly sessions, not only will students get the opportunities to network with each other, but they will also be taught by staff who are experts in their relevant fields, via in-person/online synchronous seminars and lectures focusing on a range of topics. The programme will follow the BACP requirements of ensuring that contact hours will be a minimum of 70% in person and a maximum of 30% synchronous learning. After being introduced to their assignment, students are set</p>	

independent tasks to complete in their own time/pace and asked to attend a follow-up tutorial online to finalise their chosen focus.

In accordance with the University's Blended Learning VLE template, this blended programme also features asynchronous distance learning. This type of learning is delivered using online topics to complement the weekly in-person session. Given the target audience, this approach affords significant flexibility, meeting the needs of those who may have a full-time job or other commitments when studying with us. To provide students with an engaging and high-quality learning experience when studying the online topics, a variety of activities and resources are used. These include:

- Pre-recorded learning materials - both audio and video
- Visual presentation
- Formative assessments
- Suggested reading of key sources relevant to the programme
- Specially designed prompt questions and activity sheets
- Extended reading lists covering a diverse range of sources relevant to module topics
- Discussion boards

A range of EdTech platforms, as integrated within the VLE, will be used to support some of the activities above. Where possible, multiple formats of learning materials, such as audio and written, will also be provided to enhance accessibility and inclusivity. Throughout the course, the programme team will work closely with staff with responsibilities in distance learning, such as Digital Learning developers, to ensure consistency of materials in terms of length, visual appearance and content to provide an easy-to-follow, predictable learning experience that promotes confidence for students. All materials will be checked regularly to ensure that there are no technical issues such as broken links or display issues.

Whilst the programme is designed to offer students flexibility to work at their own pace, recommended duration for activities and specific formative assessment deadlines will be set to help students manage their learning effectively and prepare them for their summative tasks. Students will be informed about the key tasks at the beginning of each module, and this will allow them to plan ahead and work flexibly. During each module, students will also be required to attend two tutorials, either in-person or online – subject to tutor availability, to discuss their assignment ideas as well as feedback received for their draft submission. An example of the students' learning journey is provided in Section I.

Meanwhile, students are expected to learn by reflecting on their professional practice, as and engage with independent learning throughout the programme. This experiential learning is used to inform the asynchronous activities set as well as module assignment tasks. To meet the intended learning outcomes, students are required to complete other independent learning activities outside of the taught sessions, such as module reading. Although similar in terms of structure, students completing their dissertation will have a slightly varied schedule, this is so that individual supervision sessions with a well-qualified supervisor can be incorporated. However, this will not affect the number of weeks allocated.

## 24 Assessment Strategies

Students will engage in a diverse range of assessments, including using visual methods, coursework, and projects. Academic staff will provide a high level of support to students in developing these skills, both during taught sessions and through tutorial support.

Students are assessed on a range of skills and activities, inclusive of a variety of strengths and skills highly relevant to counselling and to the development of wider employability skills and graduate attributes. In addition to coursework assignments, assessment includes individual and group presentations. Within these, students are assessed on oral presentation skills; written academic work; critical thinking; research skills; self-awareness; reflective practice; ethical literacy; applying knowledge to creative expression; and project management. Assessment is highly inclusive to capture a variety of skills and strengths conducive to a widening participation agenda.

The assessment strategy for counselling supports the overall demonstration of the programme learning outcomes. It includes a varied spread of assessment that is designed to achieve a balance of assessment type and load each semester. In addition to formal assessment on the programme, students will receive feedback from peers and academic staff during taught sessions and experiential learning groups on their ideas, understanding, and on their inter-personal communication within groupwork. This allows students to reflexively develop their understanding and skills continuously throughout the programme by reflecting on and implementing feedback and experiential learning.

Assessment aligns with teaching and learning on the programme to systematically build and test knowledge and understanding. The strategy supports development of the final research skills required to design, implement, analyse and write-up research, and to develop a coherent counselling approach as an emergent practitioner. The assessment strategy allows students to demonstrate their confidence in articulating their skills, ideas and knowledge both orally, through presentations, practical skills demonstrations, or evidencing practical work in a portfolio and in their academic writing. Each of the module assessments will focus on building understanding of the relationship between counselling theory, research, practice and professional ethics and applying this learning into developing an approach as an emergent practitioner in counselling.

Within the first semester, students will begin to explore research design within *Research Design and Proposal* and developing a proposal for their dissertation. The balance of practical and written assignments at L6 will provide a range of assessment, which assess a broad range of skills and providing a good spread of workload, to sit alongside the *Dissertation* module.

The spread of assessments is inclusive and varied and will ensure that students are developing their power of critical inquiry, independent judgement and a creative application to their learning. Appropriate adjustments will be made for individual or groups of students in line with university codes of practice, to ensure assessment is inclusive and responsive to student access needs.

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
CSL618_1.0	Working with Specific Client Populations	30	3		50%	50%
CSL619_1.0	Global and Contemporary Therapeutic Approaches	15	3		100%	
CSL620_1.0	Group Processes and Group Dynamics	15	3			100%
CSL621_1.0	Ethical and Practical Challenges in Counselling	15	3		100%	
CSL622_1.0	Research Design and Proposal	15	3			100%
CSL623_1.0	Dissertation	30	3			100%

### Indicative Assessment Strategy

Module Code	Module Description	Credits	Year	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
CSL618_1.0	Working with Specific Populations	30	3	Coursework 50% Practical 50%	Portfolio 3000 words Group Presentation (20 minutes)	January Semester 1
CSL619_1.0	Global and Contemporary Therapeutic Approaches	15	3	Practical 100%	Individual Presentation (20 minutes)	November: Semester 1
CSL620_1.0	Group Processes and Group Dynamics	15	3	Coursework 100%	Reflective journal (3000 words)	April: Semester 2
CSL621_1.0	Ethical and Practical Challenges in Counselling	15	3	Practical 100%	Role play Interview (15minutes)	March: Semester 2
CSL622_1.0	Research Design and Proposal	15	3	Coursework 100%	Research proposal (2000 words)	November Semester 1
CSL623_1.0	Dissertation	30	3	Coursework 100%	Dissertation 6000 words	May: Semester 2

<b>25</b>	<b>Inclusive Practice and Personal Development Planning</b>
BGU is committed to widening access and participation and adheres to a policy of non-discrimination. Students will be supported throughout their programme through the full access to the range of services offered through the HUB, Student Advice and Library Services.	
The programme will support personal development planning through the use of the BGU Development and Career Plan (DCP) and the Counselling tutor system. Students will be encouraged to access the wider services of BG Futures for professional career advice and opportunities.	
All students develop an e-portfolio, the DCP. This is a detailed record of the development of skills, experience and knowledge which:	
<b>26</b>	<b>Technology Enhanced Learning</b>
Delivery of the programme will be supported by use of the University's Virtual Learning Environment (VLE), the Development and Career Plan (DCP), The Hub and Library Services staff.	
Included within the Library Services is access to journals and specific subject-related learning resources. Students will be encouraged to apply skills that they already have and to develop new ones. A central tool for technology-enhanced learning is through the use of BGU's Virtual Learning Environment (VLE), as part of the pedagogical approach for the programme which augments face to face learning through the proactive use of the VLE to support learning and engagement. Learning materials will all be accessed through the module and within weekly session areas.	
Students will have a range of opportunities for critical discussion from these materials alongside practice reflections.	
Students will engage with advanced research for relevant literature through online databases and electronic search engines as part of BGU library provision. Module specific elements are laid down within individual modules.	
<b>27</b>	<b>Clinical Placement practice hours</b>
N/A	

## 28 | Employability

Employability and career progression is an important issue to all students, where careers in Counselling are particularly competitive. When our Counselling students graduate, they will find themselves competing with large numbers of graduates and need to distinguish themselves from them in their application and interview. The DCP ties in with the employability award plan and careers services and provides students with a means of gathering evidence of all the things they do that would be of interest to an employer. It enables them to frame their skills, knowledge and work experience in such a way as to make explicit how these are relevant for the Counselling and related posts for which they are applying. In acquiring the full degree, students career progression opportunities will be enhanced and allows for further study at postgraduate Masters and doctoral levels.

Taught content and assessment in the programme are designed to support the development of a range of graduate attributes from written, research and analytical skills to group work, organisational and oral presentation skills to enhance employability.

In addition, the programme structure aligns to the development of BGU Graduate attributes as follows:

**1: Academic Literacies** - Students are enabled to develop academic literacy through engagement with evaluating and synthesising original empirical research into their assignments. These skills are developed from Semester 1 onwards, through producing written assignments, developing skills in academic writing, literature review, engaging with research papers and considering the interplay between theory, research and practice. Students are supported to develop their critical thinking and ability to critically research evaluate papers and evaluate different perspectives and debates within the field. Students are supported to develop strategies to synthesise literature to produce coherent and evidence-based rationales and literature review and to design, conduct and report on their own research project.

**2: Global Citizenship** – Throughout the programme, students engage with the development of Counselling as a discipline associated culture-bound constructs, including selfhood, diagnosis and ‘mental health’. While these themes are introduced and threaded through the programme, *Working with Specific Populations* and *Global and Contemporary Therapeutic Approaches* will be dedicated to considering perspectives on diversity in counselling, and considers the influence of culture on the way individuals and groups conceptualise the nature of psychological distress. Depth of consideration is given to western biomedical models and how this contrasts with understandings in different cultures and societies. Students demonstrate through assessment that they have engaged with issues of diversity and culture in counselling and how to work inclusively with diverse groups in counselling practice. In *Working with Specific Populations* students consider ways to help diverse client groups to voice their issues and concerns.

**3: Information Literacy** – Students gain skills in literature searching using online databases and library resources. Students are supported to develop advanced searching skills using Boolean operators and to develop search protocols. Students are supported in developing skills in engaging critically with information, from considering the nature of its source or origin, through to its reliability and limitations.

**4: Digital Fluency** – Students engage with a wide range of software and resources throughout the programme to develop their skills in ICT proficiency, digital criticality, digital creativity, digital communication, digital learning, and digital identity. Students will undertake various digital activities including accessing course materials through the Virtual Learning Environment (VLE), produce and submit assignments digitally and engage with digital platforms, applications and resources.

**5: Employability** – The Counselling curriculum equips students with a range of transferrable skills to enable employability including – data management; working with databases and software; interviewing skills; listening skills; and developing and delivering presentations for specialist audiences. Students are supported through the personal tutor system to develop their CVs and translate their learning into evidence-based statements to demonstrate these transferrable skills to potential employers. Students are assigned to a dedicated personal tutor at the start of their studies and engage in a series of meetings throughout the year which are timetabled into their programmes of study.

**6: Being Enterprising** – Students are supported to develop creative problem-solving skills through directed independent learning embedded throughout the programme and are encouraged to apply this thinking to counselling practice. In *Working with Specific Populations* and *Global and Contemporary Therapeutic Approaches* students undertake a group activity relevant to presenting what they have learned. During *Research Design and Proposal* they learn to design research projects and at Level 6, *Dissertation*, students develop project management skills through designing and delivering original Counselling research projects and consider the implications for practice from their findings.

In addition to directly related further courses of study, graduates of this programme will be prepared for, and able to contribute to, the economy and society and meet the challenge of the UK's Higher Education employability agenda.

Through a broad and balanced study in the area of humanistic counselling, this award prepares students personally and professionally for further study and careers within counselling and related fields, with the expectation that students will acquire and be able to apply a wide range of generic and transferable intellectual, practical and professional skills. Maintaining the focus on real-world application throughout the programme is vital for providing students with a sustained focus on employability and possible career routes.

The humanistic model that informs the programme provides a good basis for employment within the field, enabling students to offer both long term and short-term counselling in a variety of settings. The content and assessment of the Counselling Programme is designed to embed and support students in the development of a range of a range of graduate attributes, from written, research informed assignments through to making presentations, handling data, use of digital technology, , completing research projects, report writing, time management and project planning and working in teams and groups. This broad and balanced study will prepare students personally and professionally for either further study or a wide range of graduate-level employment opportunities outside the field of professional counselling. This is so because apart from the key counselling knowledge that graduates of this course will acquire, they will also gain key transferable skills, such as how to:

- think critically;
- communicate clearly, concisely and engagingly in textual contexts (e.g. written, oral and

visual);

- formulate and investigate psychological and research informed questions;
- work effectively in small/medium sized groups;
- gather, retrieve and synthesise information;
- assess the merits of competing arguments, claims, theories;
- reflect on, and make productive use of the fact of, the fallibility of all knowledge claims;
- make reasoned arguments and interpret evidence and texts;
- apply information technology skills;
- use skills of time planning and management;
- pitch ideas and perform presentations creatively and effectively;
- design, project manage and write-up well-argued and to-the-point research projects; and
- reflect with thought, care and intellectual rigor on contemporary ethical, social and psychological and counselling issues.

The wide range of graduate-level employment opportunities that will be available to BA (Hons) Counselling graduates include (but are by no means limited to): Human Resources; charity administrators; civil servants; counselling in a variety of settings; community and youth work; homelessness workers; journalism; legal roles; lecturing; marketing roles; police or probation roles; public relations; research assistant; social care work and leadership; and management careers.

The counselling element of the programme embeds an understanding and practical development of counselling skills in practice. Programme content is informed by the British Association for Counselling and Psychotherapy (BACP) professional frameworks and standards for counselling, and by the BACP curriculum for counsellor training that reflects the skills and knowledge relevant to current professional counselling practice in the present labour market. Students are expected to demonstrate awareness of professional standards and frameworks in assessment on the course alongside demonstrating awareness of how theory and research relates to counselling practice. Students develop transferable skills as reflective professionals, including self-awareness, consideration of the impact of their actions on others, interpersonal communication skills, emotional intelligence and the ability to learn from practice for continual professional development.

## SECTION E - PROGRAMME MANAGEMENT

<b>29</b>	<b>Programme Specific Admission Requirements</b>
<p>Applicants would typically have formal training in counselling and/or psychotherapy, with a minimum of 100 supervised client hours and membership of BACP or equivalent professional association with code of ethics. Applicants who have completed a Level 4 Therapeutic Counselling Diploma may be considered through recognition of prior learning and will be required to submit additional documentary evidence including two references and a written case study. Additionally, those who have other counselling related qualifications (e.g. Psychology and Counselling) but not wanting to obtain practitioner status could be considered for entry onto the course.</p> <p>Applicants' suitability for the course will be considered in an interview/assessment as part of the admissions process.</p> <p>In line with the priority which it gives to promoting opportunities for lifelong learning and widening access to Higher Education, the University welcomes applications from prospective students who are seeking to gain exemption from some parts of an academic programme by gaining recognition for prior learning. Such claims may be based either on a previous course of study or on experience gained in paid employment or voluntary activities, bridging assignments are also available if required. If a prospective student has recently completed a relevant previous qualification within the last 5 years, they may apply for Recognition for Prior Learning (RPL) in line with the relevant BGU Code of Practice.</p>	
<b>30</b>	<b>Programme Specific Management Arrangements</b>
<p>The Programme Leader for Counselling will lead and manage the Counselling programme, which will be taught by appropriately qualified and experienced academics and practitioners</p> <p>Core academic staff are required to be qualified counsellors with expertise in counselling practice. They are required to hold relevant membership of a professional body such as the BACP or UKCP and be suitably qualified academically to teach at Higher Education level.</p> <p>Core academic lecturing staff, visiting tutors and speakers will enhance modules for currency and sector specific content. Expertise will be drawn from within the programme team and across BGU for the teaching of particular research methodologies and competencies, alongside research-informed content. Co-teaching with BGU academics from other subjects and guest speakers with relevant expertise from other subject will also be included to enhance depth and scope of teaching content and style and to include a wider range of academic voices and expertise.</p> <p>The programme will be taught in line with PSRB regulations and core academic staff will be qualified counsellors or psychotherapists who hold membership of a relevant professional body.</p>	

<b>31</b>	<b>Staff Responsibilities</b>
Staffing expertise within the current academic staff team corresponds with the module content. Leadership of modules will be designated to those with particular interests and research-informed understandings to support the varied modules. Staff on the programme will be allocated to students as personal tutors and, in the third year of the programme, as research supervisors.	
	<b><u>Professional, Regulatory and Statutory Bodies</u></b>
British Association for Counselling and Psychotherapy, QAA Benchmarks for Counselling and Psychotherapy.	
<b>32</b>	<b>Programme Specific Academic Student Support</b>
Close engagement with the wider professional services as part of the student experience will be embedded within each module. Sessions led by the Library Services team and The Hub staff, specifically from Digital Learning and Learning Development, will support academic and digital literacies and work towards assessments. Each student will be allocated a designated research supervisor in the third year of study who will oversee, with the student, the development of the research design and ethics forms for submission to the BGU Ethics Committee, and the collection and analysis of data for the dissertation. Students will also have an allocated tutor, who will act as personal tutor as part of the Development and Career Plan (DCP) process. Students are additionally offered an academic tutorial for each assignment and can request additional tutorials to meet additional support needs or to discuss assignment feedback.	
<b>33</b>	<b>Programme Specific Student Evaluation</b>
The Programme complies with current institutional evaluation policies. Through the Students' Union Representative Feedback System (RFS), a formal procedure has been established to enable students to contribute to the enhancement of the programme through their elected Student Representative.	
<b><u>Programme Specific Evaluation</u></b> The Counselling teaching team are committed to ensuring a positive student experience at all levels. Student engagement and evaluation is considered on all aspects of the programme both formally through University processes and informally through the personal tutor and supervisory tutor structures. The programme Leader for Counselling meets regularly with student representatives and enacts student feedback. The team hold subject meetings with all staff and the student representatives to ensure student input and feedback into the programme, allowing student feedback to be a driving factor in the delivery and development of the programme.	

## SECTION F – MAPPING

### ASSESSMENT /OUTCOMES MAP

MAP I

#### Level 6

Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	SPS5	IS1	IS2	IS3	TS1	TS2	TS3	TS4	TS5
Working with Specific Populations	X	X	X	X	X		X	X		X	X	X	X	X	X	X	X
Global and Contemporary Approaches in Counselling	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	
Group Processes and Group Dynamics	X	X	X	X			X	X		X	X	X			X	X	
Ethical and Practical Challenges in Counselling	X	X	X	X		X	X	X					X	X	X	X	
Research Design and Proposal	X	X	X			X	X			X	X			X	X	X	X
Dissertation	X	X	X		X	X	X			X	X	X	X	X	X	X	

# SECTION G

## MAP 2

### Graduate Attribute Mapping

*Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.*

Attribute	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4	TS5
Academic Literacies	X			X			X	X	X	X	X	X		X	
Global Citizenship	X		X			X				X	X	X			
Information Literacy	X	X	X	X	X	X		X		X		X	X		
Digital Fluency	X		X		X	X		X				X	X		
Employability	X				X		X		X		X	X	X	X	X
Being Enterprising	X	X				X	X				X			X	X

### Graduate Attributes

- GA1. Academic Literacies This covers the range of academic skills that you develop through undertaking university-level study.
- GA2. Global Citizenship This is about understanding the global context in which you live, study and work
- GA3. Information Literacy This is about being about to search for, locate, utilise and manage information effectively and ethically
- GA4. Digital Fluency These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA5. Employability This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA6. Being Enterprising This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change

## SECTION H

MAP 3

## Approved Modifications to Programme Specification since Approval/Last Review

*The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.*

# SECTION I

Week	Learning activities/tasks Block 1	Learning mode
<b>Week 1</b> 26/09/26 (Sat) 29/09/26 (Tues) 01/10/26 (Thurs)	<ul style="list-style-type: none"> <li>Course introduction across all year groups</li> <li>L4s/Top Up introduction to HE, The Hub, staff</li> <li>Module introduction</li> <li>Assignment introduction</li> <li>Lectures, seminars, PD groups</li> </ul>	In person Online In person
<b>Week 2</b> 06/10/26 08/10/26	<ul style="list-style-type: none"> <li>Lecture and seminar</li> <li>Lecture and seminar</li> <li>PD groups</li> </ul>	Online In person
<b>Week 3</b> 13/10/26 15/10/26	<ul style="list-style-type: none"> <li>Lecture and seminar</li> <li>Lecture and seminar</li> <li>PD groups</li> </ul>	Online In person
<b>Week 4</b> 20/10/26 22/10/26	<ul style="list-style-type: none"> <li>Lecture and seminar</li> <li>Assignment tutorials</li> <li>Lecture and seminar</li> <li>PD groups</li> </ul>	Online In person
<b>Week 5</b> 27/10/26 29/10/26	<ul style="list-style-type: none"> <li>Assignment tutorials</li> <li>Lecture and seminar</li> <li>PD groups</li> </ul>	Online In person

<b>Week 6</b> 03/11/26 05/11/26	<ul style="list-style-type: none"> <li>• Lecture and seminar</li> <li>• Lecture and seminar</li> <li>• PD groups</li> </ul>	Online In person
<b>Week 7</b> 10/11/26 11/11/26	<ul style="list-style-type: none"> <li>• Lecture and seminar</li> <li>• Opportunity of tutorials if required</li> <li>• Closing of module</li> <li>• Assignment submission</li> <li>• PD groups</li> </ul>	Online In person
<b>Week</b>	<b>Learning activities/tasks Block 2</b>	<b>Learning mode</b>
<b>Week 8</b> 17/11/26 19/11/26	<ul style="list-style-type: none"> <li>• Lecture and seminar</li> <li>• Module introduction</li> <li>• Lecture and seminar</li> <li>• PD groups</li> </ul>	Online In person
<b>Week 9</b> 24/11/26 26/11/26	<ul style="list-style-type: none"> <li>• Lecture and seminar</li> <li>• Lecture and seminar</li> <li>• PD groups</li> </ul>	Online In person
<b>Week 10</b> 01/12/26 03/12/26	<ul style="list-style-type: none"> <li>• Lecture and seminar</li> <li>• Lecture and seminar</li> <li>• PD groups</li> </ul>	Online In person
<b>Week 11</b> 08/12/26	<ul style="list-style-type: none"> <li>• Lecture and seminar</li> </ul>	Online

10/12/26	<ul style="list-style-type: none"> <li>Assignment tutorials</li> <li>Lecture and seminar</li> <li>PD groups</li> </ul>	In person
<b>Week 12</b> 15/12/26	<ul style="list-style-type: none"> <li>Assignment tutorials</li> </ul>	Online
17/12/26	<ul style="list-style-type: none"> <li>Lecture and seminar</li> <li>PD groups</li> </ul>	In person
<b>Week 13</b> 12/01/27	<ul style="list-style-type: none"> <li>Lecture and seminar</li> </ul>	Online
14/01/27	<ul style="list-style-type: none"> <li>Lecture and seminar</li> <li>PD groups</li> </ul>	In person
<b>Week 14</b> 19/01/27	<ul style="list-style-type: none"> <li>Lecture and seminar</li> <li>Opportunity of tutorials if required</li> </ul>	Online
21/01/27	<ul style="list-style-type: none"> <li>Closing of module</li> <li>Assignment submission</li> <li>PD groups</li> </ul>	In person