Programme Specification – Definitive Document

1. Section 1: BASIC INFORMATION

1.1	Awarding Institution:	Plymouth Marjon University
1.2	Teaching Institution:	Plymouth Marjon University
1.3	Locus of Delivery:	Plymouth Marjon University
1.4	Final Award Title:	BSc (Hons)
1.5	FHEQ Level:	4, 5 and 6
1.6	Programme Title:	Psychotherapy and Counselling
1.7	Mode and Duration of Study:	Full Time – 3 years Part Time - 6 years
1.8	UCAS Code(s):	PSC1
1.9	Admission Criteria:	Normal University entrance criteria apply (please refer to the website for further details).
1.10	Accrediting Professional Body/ PSRB:	Not applicable
1.11	QAA Subject Benchmarking Group(s):	Counselling and Psychotherapy 2013
1.12	Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework
1.13	Language of Study (for learning, teaching and assessment):	English
1.14	Work-Based Learning Arrangements:	Work-based learning takes place within modules PSCD90 and PSCH01.
1.15	Foundation Degree Progression Routes:	Not applicable

1.16	Arrangements for Distance Learning:	Not applicable
1.17	Original Date of Production:	
1.18	Date of Commencement:	September 2018
1.19	Review Date:	September 2024

2. Programme Outline

BSc (Hons) Psychotherapy and Counselling will provide an excellent education in the theory, research, and practice of psychotherapy and counselling, with the aim of developing competent graduates who are well prepared for a career in psychotherapy and counselling. With consideration to theory, there are a variety of approaches to psychotherapy and counselling that are based on different theoretical perspectives of behaviour change. The degree will cover a variety of these theoretical perspectives (e.g., person-centred, cognitive-behavioural, psychodynamic), focusing on one perspective in depth in the third year. With consideration to research, psychotherapy and counselling is an evidence-based profession. Teaching will be evidence-based, and students will learn how to interpret, critique, and apply research. They will also learn how to conduct research in the context of psychotherapy and counselling. With consideration to practice, students will learn, practise, and develop the skills they need to become competent, ethical, and effective as psychotherapists and counsellors. They will learn about the roles of psychotherapists and counsellors in a variety of professional settings, and develop the underpinning knowledge, understanding, and skills required to be successful in these roles.

2.1   Integrating Sustainability into the Curriculum

Consistent with the UK Physical Sciences Centre Briefing Paper (https://www.heacademy.ac.uk/system/files/esd.pdf), the BSc (Hons) Psychotherapy and Counselling degree aims to meet "the needs of the present without compromising the ability of future generations to meet their own needs". The degree has been designed to meet the needs of psychotherapists and counsellors of the present, whilst also equipping them with transferable skills that would benefit them both in the foreseeable (e.g., 3 years of practice post-graduation to become an Accredited Member of BACP) and unforeseeable future. These skills would include

critical thinking, the ability to evaluate and assess material, and problem-solving skills (https://www.heacademy.ac.uk/system/files/esd.pdf), and equip students to address demands encountered in psychotherapy and counselling, and broader society including pollution and green issues (e.g., forming own opinions based on evidence, interrogating evidence presented by others [e.g., politicians], weighing pros and cons of initiatives and solutions).

3. Distinctive Features

The BSc (Hons) Psychotherapy and Counselling offers students the opportunity to become knowledgeable and skilled in the theory, research, and practice of psychotherapy and counselling. The degree has a core curriculum aiming to help students to develop the knowledge, understanding, skills, and experience required to work in the professions of psychotherapy and counselling, within a variety of contexts (e.g., education, charity organisations).

The degree offers students opportunities to apply knowledge and use psychotherapy and counselling skills from Semester A of Year 1, through to the end of the degree. Each psychotherapy and counselling module places substantial emphasis on application of knowledge, understanding, and skills in ways that are relevant to the profession. Throughout the degree, students will develop core counselling skills, such as forming a helping relationship, listening, and communication skills. These skills will prepare students to be competent within their profession, but these skills also have excellent transferability to a wide variety of employment contexts such as human resources, education, and health care.

The degree has a strong practical focus, based on the practical nature of the profession. However, the degree is also underpinned by theory and contemporary research. The degree aims to develop psychotherapy and counselling professionals who are practically skilled, knowledgeable of the underpinning theory, and evidence-based in their decision making. With further consideration to theory, the degree offers students the opportunity to study multiple theoretical perspectives applied by psychotherapists and counsellors, as well as gain in-depth training in one of these. With consideration to research, students will learn about the process and outcomes of psychotherapy and counselling research, and develop understanding of how research contributes to ethical and effective practice. Students will also become skilled in conducting research, opening doors for students to pursue careers in research rather than practice, such as through completing a Master's

of Research.

Students will gain hands-on experience applying their knowledge and understanding. In taught sessions, the degree will use case studies, role plays, and observation to develop student skills in a safe and structured environment. In Year 2 of the degree, students have a placement that allows them to experience career opportunities opened up by a degree in Psychotherapy and Counselling, such as through involvement with a school, college, prison (optionally), charity organisation, or mental health institution. In Year 3, students gain experience doing one-to-one counselling sessions with adults. In the final semester, students can complete a module in Entrepreneurship and Small Business Management, which is intended to support those students who wish to run a psychotherapy and counselling business when they graduate.

4. Programme Aims

The BSc (Hons) Psychotherapy and Counselling degree aims to:

1. Prepare graduates for a career in psychotherapy and counselling (if they so choose) through supporting development of required knowledge and understanding, intellectual skills, practical skills, and transferable skills.

2. Prepare graduates for a career outside of psychotherapy and counselling (if they so choose) through the development of valuable skills such as critical evaluation, communication, listening, empathy, and facilitating change.

3. Develop graduates who have excellent psychotherapy knowledge, understanding, and skills that are underpinned by theory, research, and best-practice principles.

4. Prepare students for lifelong learning, a range of careers, and further study in response to our changing world.

5. Enable the development of digital literacy and a range of transferrable skills to facilitate personal and professional development.

6. Help students from diverse cultural and social backgrounds to fulfil their potential in both intellectual and practical domains.

7. Provide a stimulating, caring, and nurturing learning environment in which students feel secure and motivated to learn, and in which they holistically develop.

5. Programme Learning Outcomes

Knowledge and Understanding

By the end of this programme, students should be able to demonstrate:-

1. A broad range of understanding of psychotherapy and counselling that includes understanding of philosophy, human growth and development, psychological theories, ethics and the law, research evidence, psychopathology, and the functioning of groups and organisations.

2. Systematic, coherent, detailed, and critical knowledge and understanding of key aspects of psychotherapy and counselling, at least some of which is at (or informed by) the forefront of psychotherapy and counselling.

3. A critical understanding of a range of theoretical frameworks relevant to psychotherapy and counselling, as well as how to apply these. This will include in-depth understanding of at least one clearly-defined framework.

Intellectual Skills

By the end of this programme, students should be able to demonstrate:-

4. Self-awareness and the ability to evaluate their own strengths and weaknesses in relation to skills that are important in psychotherapy and counselling.

5. The ability to locate, understand, critically evaluate, and apply research, theoretical frameworks, and other sources of guidance (e.g., ethical guidelines, best-practice guidelines) relevant to psychotherapy and counselling practice.

6. The ability to critically evaluate arguments, assumptions, abstract concepts, and data to make judgements, and to frame appropriate questions to achieve a solution to a problem.

7. The ability to make decisions in complex situations, and sometimes with incomplete information.

8. An appreciation of the uncertainty, ambiguity, and limits of knowledge.

Practical Skills

By the end of this programme, students should be able to demonstrate:-

9. Competence in a range of core psychotherapy and counselling skills or competences, including relationship building, communication, assessment, formulation, psychological strategies and interventions, reflective practice, and monitoring, evaluation, and research.

10. The ability to communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences, both orally and in writing.

11. The ability to form good, supportive, challenging, and trusting relationships with others, in which sensitive personal material can be considered.

12. The ability to collect, analyse, interpret, and report data through a research process, in order to answer a clearly-defined research question.

Transferable / Key Skills

By the end of this programme, students should be able to demonstrate:-

13. The abilities to exercise initiative and personal responsibility, to work cooperatively within a group or team, and to take responsibility for leadership where appropriate.

14. The abilities to identify sources of information, to extract relevant information to suit specific contexts, and to critically evaluate that information.

15. Proficient use of IT skills such as internet, library searches, word processing, spreadsheets and statistical software packages.

16. The learning ability needed to undertake further training of a professional or equivalent nature.

6. Learning and Teaching Methods

Glossary of Learning and Teaching Modes

Case study

Engagement in study or work that is based on a 'real life' situation.

Critical reflection

Students engage in critical reflective practice and activities to highlight areas of academic, personal, and professional strength and weakness.

Directed study and reading

Study and reading that is directed by the teaching team.

Electronic material / e-Learning materials

Virtual Learning Environment (VLE) based exercises and other software. The VLE is a software system designed to support teaching and learning in an educational setting.

Enquiry based learning

Students investigate a presented question, problem or scenario. The process is usually facilitated.

Experiential exercises

Student-focused activities encouraging active participation, role play, and group practice experience.

Field trip

Learning undertaken in an alternative context, location, or environment from the regular learning environment that may be for an extended period. It could include visits or offsite sessions.

Flipped classroom

Reversal of traditional teaching and reading activities. Students prepare for the session from guidance, by watching a lecture online, completing a specified reading, and similar support. The face-to-face session is devoted to exercises, projects, or discussion.

Group critique

Group work that centres on a specific topic. Discussion is facilitated by a leader and members of the group are encouraged to think and speak critically on the topic.

Group-directed work

Tasks are decided and allocated by members of a group. Acquisition and assimilation of the materials and learning remains with the individual student.

Group discussions

A focus group work together to discuss opinions and gauge their responses to specific stimuli.

Group work

Students work in small groups to achieve a goal or carry out a task. There is usually a feedback session, or a chance to disseminate the results within the larger module group.

Guest speaker

Using specialists from the field to present to students.

Independent study / Independent learning

Work that is completed by the student, independently from face-to-face sessions. It could include specific reading and other tasks set by the lecturer for students.

Industry simulation

Simulation of the roles of professionals who work in industry.

Lectures

Verbal delivery of information to students that is used to introduce the subject.

Modelling of therapist-client interactions

The lecturer practically demonstrates a skill or interaction to students that reflects the professional context.

Personal and professional development planning

Students take part in activities that contribute towards the creation of a personal and professional action plan to achieve stated personal and career-related objectives.

Peer group study

See 'Group work'.

Practical sessions

Opportunities to put learning into practice, in a learning or employment environment.

Presentation

A talk or discursive interview on a specified topic. Could be an individual or group presentation.

Problem based learning

Student-centred pedagogy where students learn about a subject through the experience of solving an

open-ended problem found in trigger material.

Reflective diary

A personal record of experiences. A space in which the individual student can explore, critique, and develop an understanding of their own experiences, skills, and values.

Seminars / Seminar groups

Face-to-face interactive session that involves taught content, exercises, group discuss, and tasks. Group sizes are small (up to 12 students), as the nature of the training—which involves self-disclosure and exposure to sensitive and distressing material—lends itself to small class sizes in which there is room for everyone to have a voice. Similarly, only small groups allow students undertaking therapeutic work (real or in role-play) to be observed and given detailed feedback.

Supervised work with adults

One-to-one psychotherapy and counselling work with adult clients, under supervision.

Supervision meetings

Meetings conducted as part of a supervision process, between the student, or group of students, with their supervisor to discuss issues associated with practice.

Tutorial

A period of tuition given to an individual or very small group.

Virtual Learning Environment

See 'Electronic material / e-Learning materials'.

Workshop

Learning that is normally delivered via a practical activity in which a group of students undertake tasks under guidance related to a common theme and in the process acquire skills, techniques, and conceptual understanding.

Work placement

Learning achieved by undertaking activities, under supervision and mentoring, in a work context.

6.1   Learning Enhancement

Consistent with the Counselling and Psychotherapy Subject Benchmark Statement (p. 7), the programme aims to provide "a curriculum in which theory, personal and professional development, and competency acquisition complement and enrich each other and the overall experience of the student." The programme includes core components of training in counselling and psychotherapy, which are as follow: seminars and theoretical input; clinical work; supervision of clinical work; and self-awareness and personal development through personal therapy, experiential groups or equivalent activities. Learning and teaching activities include experiential exercises—including student-focused activities encouraging active participation, modelling of client work interactions, and group practice experience—as well as seminars and study group projects, lectures and the use of electronic systems for accessing data, literature, resources and contacts. A range of learning, teaching, and assessment approaches are used to enable flexible, student-centred learning, which ultimately have professional competence, ethics, and effectiveness in mind.

The nature of psychotherapy and counselling training, which involves self-disclosure and exposure to sensitive and distressing material, lends itself to small class sizes in which there is room for everyone to have a voice. Students undertaking therapeutic work (real or in role- play) will be observed and given detailed feedback. To make this possible, a ratio of not more than 1:12 for aspects of training which involve small groups is followed as a guideline for good practice.

6.2   e-Learning

The programme recognises the increasing contribution that digital resources make to the learning experiences of students. Learning Space will be a key resource for students throughout the degree, allowing them to access audio recordings of lectures, lecture slides, written materials, videos, audio files, course information, and suggested reading, both on and off campus.

7. Modes of Assessment

Consistent with the Counselling and Psychotherapy Subject Benchmark Statement (pp. 9-10), assessment addresses both theory and competence, and evaluates knowledge and competencies in relation to the learning outcomes for the programme. Methods of assessment reflect the independent learning and teaching methods employed and ensure that the student's work is evaluated from a variety of perspectives.

A broad range of assessment strategies are used in the programme to support the development of knowledge and understanding and professional and practical skills, as well as providing opportunities to foster transferable skills. Throughout the taught modules, formative assessment is used to support students in their learning and development.

Glossary of Assessment Modes

Artefact

Students produce a creative artefact, online tool, or object in response to a question or problem posed by the lecturer.

Case study

An analysis of a real-life example.

Conference poster

An overview of research in poster format, reflective of poster presentations at academic conferences.

Coursework

A broadly-defined assessment where written or practical work is completed during a course of study. It could relate to assessments referred to in the Glossary.

Critical Review

A literature review that emphasises critical thinking skills.

Essay

Extended writing assignment in response to a question set by a lecturer, or in negotiation between

student and lecturer.

Ethical approval application

Completed documentation relating to a piece of research that is appropriate for ethical review scrutiny. Prepared with a research proposal.

Exam

Time-constrained assessment under test conditions. May be essay- type, short-answer, data-analysis and interpretation, or multiple-choice questions. Can be written or verbal communication.

Group business plan

A business plan is proposed by a group of students.

Group presentation

See 'Presentation'. Delivered in a group.

Introductory written exercise

This formative assessment aims to encourage students to use academic skills (e.g., finding appropriate sources of information, referencing). Students are provided with formative feedback by their Personal Development Tutor.

Learning agreement

Students negotiate a Learning Agreement with their Personal Development Tutor, which outlines their own Short Developmental Project. This project will enable students to address their own personal developmental needs and the module learning outcomes, following reflection on the study and self-assessment exercises that the student has completed.

Log of practice and supervision

A formal documenting of the psychotherapy and counselling practice completed during the module, and the supervision engaged in.

Observed role play

A role play of therapist-client interactions that reflect the profession that is observed by an assessor.

Portfolio

A series of written tasks, presented together in a portfolio, in written format or online. Portfolios could include (but are not limited to) a professional log, a reflective diary or written reflection, resources, and feedback from observed practice or a role play.

Portfolio on research practice

See 'Portfolio'. A Portfolio on research practice is a portfolio that includes a series of research-related written tasks.

Poster

A visual representation of data, critical review of literature, or research findings.

Presentation

A talk or discursive interview on a specified topic. Could be an individual or group presentation.

Proposal for research project

See 'Research proposal'.

Research proposal

A written plan that indicates clearly and succinctly how the student wishes to proceed in a piece of research. May accompany an ethical approval application.

Scientific report

An extended writing assignment that echoes the framework of a scientific journal article on a piece of empirical research.

Short development project

See 'Learning agreement'.

Written reflection

A reflective piece where the student reflects on their own strengths and weaknesses in relation to psychotherapy and counselling literature, key issues, challenges, and learning that is the relevant to the

students' experiences. This may be as a result of a placement, event, or work experience.

8. Exemptions to University Regulations

N/A

9. Work-Based Learning / Placement Learning

There will be two main opportunities for work-based/placement learning on the programme.

At Level 5, PSCD90 is a work-based learning module where students complete a placement. This placement will help students to understand a psychotherapy and counselling professional context, such as through a placement in secondary or further education, a prison (optional), a voluntary organisation, or a business. All students that engage in work-based modules are allocated a University Placement Advisor who confirms the appropriateness of the student's placement and agrees the focus of the placement and its associated assessment. Students negotiate their placement aims with the host organisation and their university placement advisor. All placements adhere to the University Policy on Placement Learning.

At Level 6, PSCH03 is a module where students gain experience working one-to-one with adult clients, using one theoretical approach. It was designed with consideration to giving students the opportunity to complete the client work that is required to apply to be a Registered Member of the BACP. Consistent with BACP requirements, there will be at least fortnightly engagement in supervision, presenting all case work. In addition, supervision will be a minimum of 1.5 hours per month, and there will not be less than 1 hour's presenting: 8 hours client work.

10. Programme Structure

Full Time

| | Module Code | Module Title | Credits | Assessment | | | Semester^ | C/O* | Non- condonable# |
				%age Course work	%age Exam	%age Practical			
Level 4	PYCC90	Engaging with Learning: Psychology	20	100%			X	C	
	SSCC02	Introduction to Psychology	20	50%	50%		X	C	
	PSCC01	Introduction to Psychotherapy and Counselling	20	100%			A	C	
	PSCC02	Skills in Psychotherapy and Counselling 1	20	70%		30%	A	C	
	PSCC03	Skills in Psychotherapy and Counselling 2	20	100%			B	C	
	PSCC04	Introduction to Mental Health and Wellbeing	20	30%	70%		B	C	
L	LCSD59	Research Methods in Social Sciences	20	100%			X	C	
	PSCD90	Engaging with Employability: Psychotherapy and Counselling	20	50%		50%	X	C	
	PSCD01	Working Ethically in a Mental Health Context	20	75%		25%	A	C	

	Code	Module Title	Credits	Coursework	Exam		Semester^	C/O*	#
	PSCD02	Person-Centred Psychotherapy and Counselling	20	100%			A	C	
	PSCD03	Psychodynamic Psychotherapy and Counselling	20	100%			B	C	
	PSCD04	Cognitive Behavioural Therapy	20	100%			B	C	
Level 6	PSCH04	Empirical Project	40	100%			X	C	
	PSCH01	Comprehensive Training 1: Theory Behind Practice	20	60%	40%		X	C	
	PSCH02	Psychotherapy and Counselling in Organisational Settings	20	100%			X	C	
	PSCH03	Comprehensive Training 2: Theory-Based Practice	20	100%			X	C	
	PSCH05	Personal and Professional Development in Psychotherapy and Counselling	20	100%			X	C	

Key:

^   For modules delivered by semester:

- A, B = Semester A or B
- X = modules delivered across Semesters A and B

*   C = compulsory; O = optional

A √ indicates that the module is non-condonable on this programme.

Part Time

	Module Code[1]	Module Title	Year	Credits	Assessment			Semester/ Term^	C/O*	Non-
					%age Course work	%age Exam	%age Practical			
Level 4	PYCC90	Engaging with Learning: Psychology	1	20	100%			X	C	
	PSCC02	Skills in Psychotherapy and Counselling 1	1	20	70%		30%	A	C	
	PSCC03	Skills in Psychotherapy and Counselling 2	1	20	100%			B	C	
	PSCC01	Introduction to Psychotherapy and Counselling	2	20	100%			A	C	
	PSCC04	Introduction to Mental Health	2	20	30%	70%		B	C	
	SSCC02	Introduction to Psychology	2	20	50%	50%		X	C	
L	LCSD59	Research Methods in Social Sciences	3	20	100%			X	C	
	PSCD02	Person-Centred Psychotherapy and	3	20	100%			A	C	

Level	Code	Title								
		Counselling								
	PSCD04	Cognitive Behavioural Therapy	3	20	100%			B	C	
	PSCD90	Engaging with Employability: Psychotherapy and Counselling	4	20	100%			X	C	
	PSCD01	Working Ethically in a Mental Health Context	4	20	75%		25%	A	C	
	PSCD03	Psychodynamic Psychotherapy and Counselling	4	20	100%			B	C	
Level 6	PSCH01	Comprehensive Training 1: Theory Behind Practice	5	20	60%	40%		X	C	
	PSCH03	Comprehensive Training 2: Theory-Based Practice	5	20	100%			X	C	
	PSCH05	Personal and Professional Development in Psychotherapy and Counselling	5	20	100%			X	C	
	PSCH04	Empirical Project	6	40	100%			X	C	
	PSCH02	Psychotherapy and Counselling in	6	20	100%			X	C	

	Organisational Settings								

Key:

^ For modules delivered by semester:

- A, B = Semester A or B
- X = modules delivered across Semesters A and B

* C = compulsory; O = optional

A √ indicates that the module is non-condonable on this programme.

## 11.	Accrediting Professional Body / Professional Regulatory and Statutory Body

N/A

## 12.	Professional Advisory Group

N/A

## 13.	Academic Progression Opportunities

Graduates of the programme will be well-positioned to apply for taught or research postgraduate qualifications in psychotherapy and counselling, as well as related fields (e.g., Psychology). For example, students may wish to apply for a postgraduate qualification to pursue specialised training in psychotherapy (e.g., psychoanalytic psychotherapy, see UKCP and BPC accreditation below) or to pursue a career in research (e.g., a Master of Research).

## 14.	Employability and Career Progression Opportunities

As explained in the Counselling and Psychotherapy Subject Benchmark Statement (p. 3):

"Counsellors and psychotherapists work in private practice and in a diverse range of organisations, which include National Health Service settings such as hospitals and General

Practice surgeries, voluntary and private agencies, schools, colleges, universities, prisons, church and faith communities, as well as public and private organisations and companies. The role and function of these therapists depend on the setting in which the service is offered. Services may offer short or long-term therapeutic relationships, work with individuals, couples or families, and particular therapeutic models or approaches. Counsellors and psychotherapists may undertake post-qualification training to work with specific client groups or in a particular model. In all contexts, counsellors and psychotherapists provide a secure frame for the therapeutic work to take place, namely: an agreed contract, a discrete private place, a time-bounded session and operation with reference to a code of ethics."

The BACP provide additional information on careers within Psychotherapy and Counselling (https://www.bacp.co.uk/careers/careers-in-counselling/):

"Therapists may work with individuals, couples, families or groups, and may provide counselling face-to-face, over the telephone or online. They can work in a variety of settings, such as schools, universities and colleges, GP surgeries and hospitals, in the workplace, addiction agencies, disability support groups or private practice.

Therapists may specialise in specific fields, such as addiction or relationships, or may work with clients on a wide range of issues. Some counsellors have dual roles, such as counsellor and teacher, welfare and advice worker, coordinator and nurse. Others work on a purely voluntary basis, with many helplines staffed by people with counselling skills."

Throughout the BSc (Hons) Psychotherapy and Counselling, students will develop the knowledge, understanding, and skills required to be successful within the above roles. Practical (e.g., core counselling skills, communication, relationship building) and transferable skills (e.g., IT skills, personal responsibility, team work) are embedded throughout the modules. Counselling and psychotherapy professional skills are learned, practised, and developed throughout the psychotherapy and counselling modules.

Nevertheless, the skills developed through a degree in Psychotherapy and Counselling (e.g., listening and communication skills, empathy, facilitating change) are highly transferable, and could prepare graduates for a range of careers that include, but are not limited to, human resources, healthcare, and education.

Career Progression: Professional Accreditations

First, it is important to make the following point about the distinction between psychotherapy and counselling (Subject Benchmark Statement: Counselling and Psychology, 2013: 2), to clarify that psychotherapy and counselling do not have accrediting professional bodies that are clearly distinct from one another:

"Despite numerous attempts by organisations and individuals to distinguish between the knowledge base, skills, responsibilities and activities associated with counselling and psychotherapy, there is no reliable evidence that indicates any significant difference. It is clear that the descriptive title given to professional psychological therapists depends largely on the core theoretical model to which they adhere, the setting in which they practise, and to some extent on the training they have received. Both terms are used to describe the explicitly contracted therapeutic process through which personal concerns are described, explored and processed."

Although there are many professional bodies within psychotherapy and counselling, often relating to different core theoretical models, three are prominent. These are specifically referred to in "person specification" documents for jobs in the NHS. They are the British Association of Counselling and Psychotherapy (BACP), the UK Council for Psychotherapy (UKCP), and the British Psychanalytic Council (BPC). The BSc (Hons) Psychotherapy and Counselling can prepare students for Registered Membership of the BACP (dependent on satisfying criteria and passing an examination), whereas joining the UKCP register or becoming a member of the BPC require additional postgraduate training. Additional information on joining these bodies is provided in the Programme Handbook and can be found on their respective websites. They can also be discussed with the Programme Team.

15. Support for Students and for Student Learning

The Programme Team and University recognise the value of working with a student holistically. Consequently, the Student Support team, alongside the Programme Team, offer the students a range of services and guidance to support them through their studies. These services include the following:

- Academic Advice

- Academic Skills

- Accommodation

- Disability and Inclusion Advice Service

- Employability and Careers Development

- Finance and Welfare

- Health

- Student Counselling and Well-being

- Student Volunteering

Student support and guidance is further promoted by the following:
- Named Personal Develop Tutor for every student

- Academic tutorial staff, including Programme Leaders, Module Leaders and tutors

- Extensive library, and other learning resources, and facilities

- Library and study skills guidance material

- Media and IT teams

- Programme handbooks, and module guides

- A Chaplaincy Centre, which is at the heart of the University and is used for gathering, quiet reflection and prayer

- On-campus nursery provision

16.   Student Feedback Mechanisms

Feedback at programme level will be achieved through programme evaluation forms, and regular Staff:Student Liaison Committee meetings.

In addition, the Programme Team seek to develop positive relationships with students through ongoing and continuous dialogue and regular communication. Appointments with the Programme Lead and Personal Development Tutors will be a source of student feedback.

In the 3rd year, students will be invited to participate in the National Student Survey (NSS).

17.   Other Stakeholder Feedback

Practitioners in the South West were contacted to provide feedback on their impressions of the proposed course. The feedback led to module-level modifications.

As part of the work-based placement process, work-based placement providers will be regularly invited to provide feedback on the content of the programme and the development of the students' skills, knowledge, and values.

Graduates will be contacted to provide feedback on the extent to which the programme prepared them for the demands of working in the psychotherapy and counselling profession (or alternative careers) and suggestions for improving the course.

18.   Quality and Enhancement Mechanisms

The quality of the student experience and the standards of the awards are managed and quality assured through the University's regulations policies and procedures.

Student achievement and progression is managed through the Module Assessment Boards (MABs) and the Progression and Award Boards (PABs).

Programmes are reviewed annually through University annual monitoring processes, including external examiner contributions, and incorporate student feedback mechanisms at both modular and the programme level reported formally through the University's annual monitoring and reporting cycle.

Learning Outcomes Mapping Matrix

Module Code	Knowledge and Understanding			Intellectual Skills					Practical Skills				Transferable/Key Skills			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PYCC90					X					X		X	X	X	X	X
SSCC02	X									X					X	
PSCC01	X									X			X		X	X
PSCC02	X			X					X	X	X				X	
PSCC03	X			X					X	X	X				X	
PSCC04	X									X						
LCSD59	X				X	X		X	X	X		X	X	X	X	X
PSCD90				X	X			X	X	X			X			X
PSCD01	X	X			X		X		X	X	X		X		X	
PSCD02	X		X	X	X				X	X	X			X	X	
PSCD03	X		X	X	X	X			X	X	X		X	X	X	
PSCD04	X		X		X	X				X				X	X	
PSCH04	X				X	X	X	X	X	X		X	X	X	X	
PSCH01	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X

BSc (Hons) Psychotherapy and Counselling (v1.2)

PSCH02	X	X	X	X	X	X	X	X	X	X	X		X	X	X	
PSCH03	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
PSCH05	X	X		X	X	X			X	X	X			X	X	X