

Programme Specification Definitive Document

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:	Master of Psychotherapy and Counselling (MPsy)
1.5 FHEQ Level:	4,5,6,7 (Integrated Master's degree)
1.6 Programme Title:	Psychotherapy and Counselling
1.7 Mode and Duration of Study:	Full Time – 4 years Part Time – 8 years
1.8 School:	Sport, Health & Wellbeing
1.9 HECos Code:	100254
1.10 Collaborative Provision Arrangement:	N/A
1.11 UCAS Code(s):	PSC2
1.12 Admission Criteria:	For the full details on entrance criteria, please refer to the course webpage.
1.13 Accrediting Professional Body/PSRB:	N/A
1.14 QAA Subject Benchmarking Group(s):	Counselling and Psychotherapy (2013)
1.15 Other External Points of Reference:	Framework for Higher Education Qualifications (FHEQ); UK Professional Standards Framework; QAA Characteristics Statement: Master's Degree (2020) BACP "Gold Book" Course Accreditation Scheme Criteria (2009 Scheme, 6 th edition, amended 2021); National Counselling Society Training Standards (2020).
1.16 Language of Study (for learning, teaching and assessment):	English
1.17 Work-Based Learning Arrangements:	Work-based learning takes place within PACH05 and PACM01.
1.18 Foundation Degree Progression Routes:	N/A
1.19 Arrangements for Distance Learning:	N/A
1.20 Original Date of Production:	June 2021
1.21 Date of Commencement:	September 2022
1.22 Review Date:	By September 2028

2. Programme Outline

The Master of Psychotherapy and Counselling (MPsy) is a four-year integrated master's degree. It reflects a comprehensive training route for degree-entry applicants who wish to become a practising psychotherapist or counsellor. We educate in the theory, research, and practice of psychotherapy and counselling, complementing professional training in psychotherapy and counselling with the academic rigour of a degree.

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 covers a variety of these theoretical perspectives (person-centred, cognitive-behavioural, psychodynamic, strengths-based), focusing on one perspective in depth in the final year. With consideration to research, psychotherapy and counselling is an evidence-based profession. Teaching is evidence-based, and students learn how to interpret, critique, and apply research. They also learn how to conduct research in the context of psychotherapy and counselling. With consideration to practice, students learn, practise, and develop the skills they need to become competent, ethical, reflective, self-aware, and effective as psychotherapists and counsellors. They learn about the roles of psychotherapists and counsellors in a variety of professional settings, and develop the underpinning knowledge, understanding, and skills required for these roles. They also complete a 100-hour, integrated placement that involves providing supervised counselling to clients (subject to passing a 'Readiness to Practice' assessment).

The degree has a spine of research and employability. We understand that employers are increasingly looking for 'soft skills': working in teams to achieve more together; respecting others; gender and equalities inclusivity; active listening; expressing empathy; demonstrating resilience; and self-reinvention. We also understand that employers also want evidence of 'power skills': critical thinking; openness to new ideas; complex problem solving; evidence-based reasoning; evaluating contradictory arguments; digital confidence and agility; operating without easy answers; writing and speaking in a clear and persuasive manner; decision-making grounded in carefully weighed options; and coming up with unexpected questions and innovative solutions (Marjon Growth Plan – Phase 2). Many of these skills are integral to the professions of psychotherapy and counselling (e.g., active listening, expressing empathy), and are therefore embedded through the programme. In addition, the programme incorporates study skills within Level 4 (modules PACC01; PACC03; PACC06), and there are work-based learning modules at Levels 6 (PACH05) and 7 (PACM01).

The programme team embed research into the programme throughout, including some of their own research. All programme modules are underpinned by knowledge derived from current research and will support students in becoming researchers of their own practice and experience. Further, there is a research module at Level 5 (PACD03) that engages students with the process of conducting research, using research within the profession, and developing transferable 'power skills' such as critical thinking and evidence-based reasoning. Students also complete a literature-based professional project at Level 6 (PACH07), and an independent research project dissertation at Level 7 (PACM04) that could be a quantitative or qualitative project, including projects that reflect the discipline such as case studies or reflective studies.

Course Philosophy

The programme engages students with a range of counselling modalities—particularly person-centred, cognitive behavioural, psychodynamic, and strengths-based approaches—that are underpinned by varying theoretical assumptions. This will support students in identifying a way of working that is in alignment with their own core beliefs and values.

Nevertheless, the course is underpinned by a shared philosophy relating to achieving transformation through a pluralistic, relational approach founded on the core conditions of empathy, unconditional positive regard, and congruence. In essence, the importance of establishing a strong relationship between the counsellor and client is the foundation of how we teach students to counsel, independent of the theories they apply, the goals they set with clients, and the intervention methods they use. As relationships with others start with relationships with the self, we believe in fostering self-awareness to promote the evolved levels of personal development necessary for a helping professional. We also believe that each client is unique, with different needs from therapy; our pluralistic approach therefore provides a framework for psychotherapists and counsellors to integrate a variety of understandings and methods into their practice.

2.1 Integrating Sustainability into the Curriculum

Consistent with the UK Physical Sciences Centre Briefing Paper (<https://www.advance-he.ac.uk/knowledge-hub/education-sustainable-development>), the Master of 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 and unforeseeable future. These skills would include reflecting upon their core values (and the extent to which their behaviour is consistent with their values), critical thinking, the ability to evaluate and assess material, and problem-solving skills, and these skills would 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).

The programme also reduces impact on the green environment, through the use of e-learning, e-submission of coursework, and subscription to e-books.

3. Distinctive Features

- In this innovative integrated master's degree model, students engage with professional training in psychotherapy and counselling, whilst benefiting from the academic rigour of a degree. These combine to support theoretically informed, evidence-based, skilled, empathetic, reflective, and ethical counselling.
- After gaining core education and training in psychotherapy and counselling, students will gain opportunities to engage with exciting, contemporary areas of research and practice. They will also complete an integral 100-hour clinical placement in the third and/or fourth years of the programme.
- Students engage with a range of models of practice (person-centered therapy, cognitive-behavioural therapy, psychodynamic therapy, strengths-based approaches), with the delivery of each module underpinned by a consistent course philosophy that emphasises the counselling relationship. Students will explore their own philosophy, including their core beliefs and values, and reflect on how to counsel congruently with their philosophy.
- Students will engage with professionally relevant, contemporary, and specialised areas of practice that include working with difference and diversity and counselling young people.
- The course incorporates an anti-discrimination ethos, focusing on actions not just individually within therapeutic alliances, but also socially, politically, and culturally. It explores the consequences of social inequality, oppression, and injustice, and highlights and challenges injustices that create disparities.
- Students will benefit from the University's dovetailing specialisms in counselling and psychology, which are embedded throughout the course.
- The course views the professional expectation of committing to self-awareness through introspection and deep self-reflection as key to developing the evolved levels of personal and professional development essential for psychotherapists and counsellors. This is achieved through experiential learning; relationships with lecturers, peers, and the self support development of strong *intrapersonal* and *interpersonal* skills.

4. Programme Aims

1. Prepare graduates for pursuing a career in psychotherapy and counselling.
2. Develop graduates who have excellent psychotherapy knowledge, understanding, and skills that are underpinned by theory, research, ethical frameworks, and best-practice guidelines.
3. Prepare students to be self-reflective, ethical practitioners committed to career-long personal and professional development, self-awareness, and maintenance of professional standards.
4. Provide opportunity to complete a prolonged, engaging supervised placement providing counselling to adult clients, complemented by ongoing education, training, and reflection.
5. Prepare graduates for being able to apply for a professional doctorate or PhD in psychotherapy and counselling.
6. Develop graduates who are adaptable, life-long learners in our changing world.
7. Develop graduates who can use their knowledge, understanding, intellectual skills, and practical skills in their day-to-day lives.
8. Provide a stimulating, caring, and nurturing learning environment in which students feel secure and motivated to learn, and in which they develop and grow professionally and personally.

5. Programme Learning Outcomes

Knowledge & understanding:

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

1. In-depth, systematic, critical, and specialist understanding of psychotherapy and counselling that includes understanding of philosophy, human growth and development, theoretical frameworks, ethics and the law, research evidence, psychopathology, and the functioning of groups and organisations.
2. The professional ability to work with theoretical and research-based knowledge at the forefront of psychotherapy and counselling.
3. Awareness of the implications of ethical dilemmas, and the ability to work proactively with others to formulate solutions.

Intellectual skills:

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

4. A highly developed ability to locate, 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, knowingly working with complex, incomplete, or contradictory information, data, or guidance.
5. The ability to synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of psychotherapy and counselling, and with critical awareness.
6. The ability to act autonomously in planning and implementing tasks at a professional level, making decisions in complex and unpredictable situations.
7. Evolved levels of self-awareness necessary to accelerate the advanced levels of personal development intrinsic for psychotherapists and counsellors, involving knowledge of emotional responses to life events, theory, relationships, and practice.

Practical skills:

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

8. The ability to operate in complex, unpredictable, and specialised contexts with an overview of the issues governing good practice.
9. The ability to exercise initiative and personal responsibility in professional practice.
10. A range of highly developed and advanced counselling skills and competences that can be adapted and applied in complex, unpredictable, and specialised real-life contexts.
11. The ability to professionally and competently collect, analyse, interpret, and report data through an advanced research process, while demonstrating independence and good use of supervision, in order to answer a clearly defined research question.

Transferable / key skills:

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

12. The ability to locate, critique, extract, use, and evaluate the full range of psychotherapy and counselling resources and information to suit specific contexts.
13. The ability to engage professionally, competently, and confidently in academic and professional communication with others, including in relation to complex issues.
14. The ability to be an independent and self-critical learner who can manage their own requirements for continuing professional development, making professional use of others where appropriate.

6. Learning and Teaching Methods

The programme uses varied learning and teaching methods that reflect both the professional training (e.g., experiential exercises, modelling of therapist-client interactions, reflective diary, role play, triad work) and academic (e.g., computer practicals, lectures, seminars) aspects of the programme. We aim for a varied approach to our learning and teaching, to support interest and engagement. Our learning and teaching activities can be synchronous or asynchronous, face-to-face or online, and located or connected, although practical skills work reflective of professional training will usually be synchronous, face-to-face, and located where possible. Students are expected to complement timetabled teaching and learning activities with increasingly self-directed and independent study.

Our key methods are defined below.

Method	Description
Accessing and creating resources	Students engage with resources such as online databases and websites, and they create informational resources such as posters.
Blended learning	A combination of online educational materials and opportunities for interaction online, with traditional located (i.e., on campus) teaching.
Case studies	Engagement in study or work that is based on a 'real life' situation.
CBT homework tasks	Cognitive behavioural therapy homework tasks set over the week to focus learning within the reflective diary.
Computer practicals	'Hands on' practical work completed using a computer (e.g., writing references, locating academic sources, data analysis).
Critical reflection	Students engage in critical reflective practice and activities to highlight areas of academic, personal, and professional strengths and areas for development.
Directed study	Study and reading that is directed by the teaching team.
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.

Fieldwork	Learning undertaken in an alternative context, location, or environment from the university campus-focused learning spaces (e.g., natural environment to discuss the benefits of green interventions for emotional and psychological wellbeing).
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 activities	Educational activities (e.g., practical or intellectual tasks) that involve group collaboration.
Guest speakers	External specialists present on a topic of their expertise.
Independent research and scholarly activity	Work that is completed by the student, independently from face-to-face sessions / supervision. It could include specific reading and research tasks.
Lectures	Usually an oral presentation intended to present information or teach students about a particular subject. Lectures are used to convey critical information, history, background, theories, and equations.
Modelling of therapist-client interactions	The lecturer(s) practically demonstrates a skill or interaction to students that reflects the professional context.
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.
Role play	Students act out or perform the part of a person or character, for an educational purpose (e.g., skills practice).
Self-directed study	Study and reading autonomously led by the student, in the context of module learning outcomes, topics, and recommended areas of study.
Seminars	<p>A form of academic instruction which has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to participate. This is often accomplished through an ongoing Socratic dialogue with a seminar leader or instructor, or through a more formal presentation of research. It is essentially a place where assigned readings are discussed, questions can be raised, and debates can be conducted.</p> <p>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.</p>
Supervised research project	A research project completed by the student, under the supervision of one or more lecturer.
Supervised work with clients	One-to-one psychotherapy and counselling work that is mostly 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 and personal/professional development.
Triad work	Working groups of three or four students, where they practise skills on one another with the roles of client, counsellor, and observer(s).

Tutorials	A small class of one, or only a few students, in which the tutor, a lecturer, or other academic staff member, gives additional individual attention to the students. More interactive and specific than a lecture, a tutorial seeks to teach by example and supply the information to complete a certain task.
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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 seminars and theoretical input, self-awareness and personal development activities, and placement activity. Learning and teaching activities include experiential exercises—including student-focused activities encouraging active participation, modelling of client work interactions, and triad practice experience—as well as seminars and group projects, lectures, and the use of electronic media for accessing data, literature, resources, and contacts.

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. 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

We recognise the increasing contribution that digital resources make to the learning experiences of students. Canvas (or equivalent) 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.

Much of the timetabled teaching will be synchronous, face-to-face, and located (i.e., delivered ‘live’ on campus). Asynchronous lectures (i.e., pre-recorded lectures to watch self-paced, at flexible times and from flexible locations) may be used to enhance the teaching and learning experience (e.g., to support preparation for a synchronous, face-to-face, and located session).

7. Modes of Assessment

Our assessment strategy aims to be inclusive and professionally relevant, while dovetailing professional and academic aspects of the programme.

Learning outcomes and assessment methods reflect that psychotherapy and counselling require a combination of knowledge and understanding (e.g., understanding key theories and research areas), intellectual skills (e.g., ability to apply theories to real-life examples, critical thinking, use of literature, reflecting on experience), and practical counselling skills (e.g., core counselling skills, forming therapeutic alliances). The assessments are varied to reflect the variety of what is needed to work in a counselling context, and they are authentic to the profession. We use assessments *of* learning, as well as assessments *for* learning, with the goal of supporting students in being skilled at counselling, whilst understanding the academic underpinnings (e.g., supporting evidence-based practice).

We use a variety of assessments, so that students have different ways to do well; there are different ways for students' strengths to be recognised.

Formative feedback opportunities for skills work are embedded throughout all skills-based modules, to ensure that students are consistently gaining high-quality feedback on their practice.

Each assessment method is defined below.

The assessment pass mark is 40% at Levels 4-6, and it is 50% at Level 7.

Method	Description
Academic skills portfolio	A portfolio comprised of a series of tasks that involve engaging with academic skills (e.g., engaging with appropriate sources, referencing).
Applied project	Project work that has a clear applied focus, such as designing an intervention or proposing how to improve a service offered by an organisation.
Artefact	Students produce a creative artefact (a 'thing'), which could be a physical resource (e.g., booklet), electronic resource (e.g., infographic), or object (e.g., a game) in response to a question or problem.
Case study	An analysis of a real-life example.
Case study and reflection portfolio	A portfolio assessment with a case study component (defined above) and a written reflection component (defined below).
Clinical portfolio (reflective diary, reflection on learning experience, continued professional development plan, log of hours and supervision, case studies, resources)	A portfolio that contains a range of clinical components. This list of components will include a combination of some of the following: <ul style="list-style-type: none">• Reflective diary• Reflection on learning experience• Continued professional development plan• Log of hours and supervision• Case studies• Resources

Conference poster	An overview of research in poster format, reflective of poster presentations at academic conferences.
Counselling skills portfolio	A portfolio comprised of a series of counselling skills components that reflect important aspects of professional practice.
Critical review	A literature review that emphasises critical thinking skills.
Directed research report	A written research report that reflects a journal article, but with direction on what to include to support engagement.
Essay	An extended written assignment in response to a question set by a lecturer, or in negotiation between student and lecturer.
Log of supervision and 100 hours clinical practice	A log of supervision hours and clinical practice hours, used to demonstrate achievement of completing an integral 100-hour clinical placement.
Observed practice and written reflection portfolio	A portfolio comprised of a practice observation by a lecturer, as well as a written reflection on the observation experience, the feedback received, and the learning.
Online quiz	Time-constrained assessment that tests knowledge and understanding and that is completed online, rather than in formal exam conditions.
Portfolio of critical reflections	A portfolio comprised of a series of critical reflection tasks.
Poster	A visual representation of the student's learning or coursework (e.g., overview of a research process, summary of a topic) where visual presentation is graded as well as content.
Presentation	A verbally delivered talk (likely supported by visual resources) with a clearly defined purpose or aim. Can be delivered individually or as part of a group.
Professional competence evaluation	A viva-type discussion between the student and lecturer(s) that, alongside supporting evidence (e.g., supervisor report), provides formal confirmation that the student conducted themselves competently, safely, and ethically on placement and therefore meets professional expectations for working in psychotherapy and counselling.
Professional project	An evidence-based project where the student reviews literature on a topic of their interest and completes an individually negotiated project relevant to the profession.
Readiness to practice	A written self-assessment and formal discussion with tutors, reflecting, evidencing, and evaluating on strengths and areas for development in relation to required counselling skills competence and readiness to practice.
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 on a piece of empirical research that echoes the framework and reporting conventions of a scientific journal article.
Written reflection	A reflective piece where the student reflects on: their strengths and areas for development in relation to psychotherapy and counselling literature; key issues; challenges; and/or learning that is the relevant to the student's experiences. Reflections may relate to a placement, event, or work experience.

Prerequisites

PACH05 and PACM01 have prerequisites. Students must have passed a 'readiness to practice' assessment to complete them.

- PACD05 contains a 'readiness to practice' assessment. If students fail this, then they cannot complete optional module PACH05; they must complete optional module PACH06 instead.
- PACH06 also contains a 'readiness to practice' assessment. If students fail the 'readiness to practice' assessments in PACD05 *and* PACH06, then they cannot progress to Level 7 to complete PACM01 and must therefore exit the programme.
- Students who transfer in from the BSc (Hons) Counselling for the Helping Professions (or another programme) must pass a 'readiness to practice' assessment before being allowed to complete PACH05 or PACM01.

8. Exemptions to University Regulations

Progressing from Level 6 to Level 7 requires a mean module mark of 55 at Level 6, due to the academic demands of master's level study.

Practising clinically and progressing from Level 6 to Level 7 require a 'readiness to practice' assessment to be passed (please see the 'prerequisites' in Section 7 above). For the MPsy award, students must pass both pass/fail assessments in PACM01.

Marking will *not* be anonymous in the following circumstances:

- The assessment is a presentation (PACD04, PACD05, PACH02, PACH05, PACH06, PACM01, PACM03, PACM05).
- The assessment is an observed practical, such as an observation of counselling skills, and/or a reflection upon an observed practical assessment where the assessor needs to understand the reflection in context (e.g., PACD01, PACD04, PACD05, PACH03, PACH05, PACH06, PACM01).
- A supervised project is marked by the student's supervisor (PACH05, PACH07, PACM01, PACM04).

9. Work-Based Learning/Placement Learning

At Level 6, PACH05 is a work-based learning module that provides the opportunity to begin a clinical placement, subject to passing a 'readiness to practice' assessment included within PACD05 (see below). A clinical placement involves providing a counselling service to (typically adult) clients in a placement setting, and meeting current minimum supervision requirements reflective of the profession (<https://www.bacp.co.uk/membership/supervision/>). At Level 7, PACM01 is a work-based learning module that provides further opportunities to complete a clinical placement, subject to passing a 'readiness to practice' assessment in PACD05 (if they started clinical hours at Level 6) or PACH06 (if starting clinical hours at Level 7).

Students who are not ready to practice or who choose not to practice at Level 6 can complete PACH06. PACH06 is a “mirror module” to PACH05; it engages with similar topics, shares lectures, does not involve a placement, shares one assessment, and has a differentiated second assessment.

Students cannot progress to Level 7 without passing a readiness to practice assessment. A student who does not pass a ‘readiness to practice’ assessment before completing Level 6 would exit the programme at Level 6 (assuming they otherwise pass all modules).

The BACP (2020) stipulates that it is good practice for the student’s placement to stipulate a three-way or four-way contract. A Placement Learning Agreement (PLA) has been developed in line with both the university’s Placement Work Based Learning Policy and BACP recommendations. The PLA ensures a four-way agreement between the student, the university, the placement provider (line manager), and the clinical supervisor. Plymouth Marjon University is insured against its legal liability arising from the placement. Placement providers should confirm (via the PLA) that students placed with them are covered by their own Employer’s Liability Cover, and students must also take out their own professional indemnity insurance and be covered for the duration of the placement. It is a requirement by BACP for counsellors, including student counsellors, to “be covered by adequate insurance when providing services directly or indirectly to the public” (BACP, 2018, p.15).

For a student to undertake a clinical placement, they should also become a Student Member of the BACP for the duration of the placement. Student membership demonstrates a student’s commitment to high standards of training and ethics from the start, binding students to the BACP (2018) Ethical Framework (recognised through the profession as the framework to help safeguard clients), as well as the BACP Professional Conduct Procedures.

BACP student membership, professional indemnity insurance, a DBS (Disclosure and Barring Service) check, possible placement travel costs, and potentially clinical supervision (if not provided by the placement provider) are “additional costs” for the student that are not covered by tuition fees. Current estimated costs for these are on the course website.

It is possible that a proportion of the student’s clients will be below 16 years old, but appropriate training and clinical supervision is required. Please see the Placement Handbook for further details.

Readiness to Practice

In keeping with the ethical requirements and recommendations of the BACP, as well as the values of Marjon, students must be assessed and deemed competent, fit, and ready to practice before undertaking client work. The ‘readiness to practice’ assessment comprises several competencies drawn from the BACP Core Competencies that the student must reflect upon, drawing on their knowledge and experiences of the course up to that point, in manner than encourages independence (nurturing self-believe), curiosity (through encouraging potential and possibility), ambition (to empower students through their achievements), and humanity (to ensure they are ready to take on the responsibility of ethically and effectively supporting clients in the community). Students are invited to complete a self-assessment, reflecting upon their strengths as well as their areas for development in relation to their competence, evaluating their own readiness to practice. Tutors will then provide to students their own observations and evaluations, drawing on formal and informal resources, as well as their own professional judgement as members of the BACP.

During a formal discussion, students and tutors will then identify whether a student is ready to practice. A summary of this discussion is subsequently provided by the tutor to be included in a reference that students can share with potential placement providers, as well as their clinical supervisor, that forms the basis of their aims and objectives for placement. If it is identified that students are not yet ready for practice, supportive action points will be agreed to identify the most beneficial way forward for the student's development. Upon completing the action points, students will attend a second assessment, as part of a coursework resit.

Please see the Placement Handbook for further details.

Once on placement, University *Fitness to Practice* procedures apply.

Professional Competence

As well as completion of 100 clinical hours, the Master of Psychotherapy and Counselling requires demonstration of a satisfactory level of professional competence on placement, as assessed through the professional competence evaluation in PACM01 and in line with BACP requirements. The student's competence should be considered in relation to their stage of development. The 'readiness to practice' assessment is a safeguard to ensure that only professionally competent students complete clinical placements, and it is therefore expected at the commencement of placement that students will pass the professional competence evaluation assessment. Nevertheless, a mechanism is required in case an unsatisfactory level of professional competence becomes evident (e.g., if the Fitness to Practice procedure is invoked, or unethical/unsafe practice is reported). On PACM01, the outcome of the placement will be judged as satisfactory/unsatisfactory, through a pass/fail assessment.

If, at any stage during the placement, there is concern that the student may fail or is not fit to practice, then the placement provider and/or clinical supervisor should contact the University Placement Tutor to ensure appropriate support is provided as per the Placement Learning Agreement and University Fitness to Practice policy.

Achievement of 100 Clinical Hours

It is expected that the 100 hours will normally be completed by the end of the PACM01 module, but it is recognised that in extenuating circumstances some students may not manage to complete all their client hours within the time available. In this case, the Extenuating Circumstances procedure can be used to support students in extending the time available to achieve the required hours (see the Student Handbook for further details). Students will continue to receive supervision from their University Placement Tutor when on placement. The student's award will be withheld until completion of the required number of clinical hours.

Please see Appendix A for a visual representation of the pathways and awards.

10. Programme Structure

As an integrated master's degree, the Master of Psychotherapy and Counselling has modules at Levels 4-7.

Full Time

Level 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PACC01	Immersing in Psychotherapy and Counselling	20	100% coursework	Semester A (Immersive)	Compulsory	Condonable
PACC02	Introduction to Psychotherapy and Counselling	20	100% coursework	Semester A	Compulsory	Condonable
PACC03	Skills in Psychotherapy and Counselling 1	20	60% practical 40% coursework	Semester A	Compulsory	Condonable
PACC04	Skills in Psychotherapy and Counselling 2	20	60% practical 40% coursework	Semester B	Compulsory	Condonable
PACC05	Introduction to Mental Health and Wellbeing	20	60% exam 40% coursework	Semester B	Compulsory	Condonable
PACC06	Psychology and Counselling	20	100% coursework	Semester B	Compulsory	Condonable

Level 5

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PACD01	Person-Centred Psychotherapy and Counselling	20	50% coursework 50% practical	Semester A (Immersive)	Compulsory	Condonable
PACD02	Cognitive Behavioural Therapy	20	100% coursework	Semester A (Immersive)	Compulsory	Condonable
PACD03	Research in Psychotherapy and Counselling	20	100% coursework	Semester A	Compulsory	Condonable
PACD04	Psychodynamic Psychotherapy and Counselling	20	50% practical 50% coursework	Semester B	Compulsory	Condonable
PACD05	Working Ethically in a Mental Health Context	20	100% coursework	Semester B	Compulsory	Condonable
PACD06	Psychotherapy and Counselling with Children and Young People	20	100% Coursework	Semester B	Compulsory	Condonable

Level 6

Pre-requisite: PACD05 contains a 'readiness to practice' assessment. If students fail this, then they cannot complete optional module PACH05; they must complete optional module PACH06 instead.

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PACH01	Positive Psychology and Strengths-Based Approaches	20	100% coursework	Semester A	Compulsory	Condonable
PACH02	Personal and Professional Development in Psychotherapy and Counselling	20	100% coursework	Semester X	Compulsory	Condonable
PACH03	Psychotherapy and Counselling in Contemporary Contexts	20	60% practical 40% coursework	Semester A	Compulsory	Condonable
PACH04	Working with Difference and Diversity	20	100% coursework	Semester B	Compulsory	Condonable
PACH05	Working in Psychotherapy and Counselling (with Clinical Placement)	20	70% practical 30% coursework	Semester X	Optional	Condonable
PACH06	Counselling Skills in Professional Roles and Settings	20	70% practical 30% coursework	Semester X	Optional	Condonable/ Non- condonable*
PACH07	Professional Project in Psychotherapy and Counselling	20	100% Coursework	Semester B	Compulsory	Condonable

* The 'presentation' and 'applied project' assessments are condonable. The 'readiness to practice' assessment is non-condonable for the MPsy Award. The 'readiness to practice' assessment is condonable for the exit award. If students fail the 'readiness to practice' assessments in PACD05 *and* PACH06, then they cannot progress to Level 7 and must exit the programme.

Level 7

Pre-requisite: Students must have passed a 'readiness to practice' assessment in PACD05 or PACH06 to progress to Level 7 and complete PACM01.

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PACM01	Clinical Placement in Psychotherapy and Counselling	20	70% practical 30% coursework	Semester X	Compulsory	Condonable/ Non- condonable*
PACM02	Philosophy and Practice in Psychotherapy and Counselling	20	60% practical 40% coursework	Semester X	Compulsory	Condonable
PACM03	Relational Depth in Psychotherapy and Counselling	20	100% Coursework	Semester A	Compulsory	Condonable
PACM04	Empirical Project in Psychotherapy and Counselling	40	100% coursework	Semester X	Compulsory	Condonable
PACM05	Advanced Psychology and Counselling	20	60% practical 40% coursework	Semester B	Compulsory	Condonable
* The 'presentation' and 'clinical portfolio' assessments are condonable. The pass:fail 'log of supervision and 100 hours clinical practice' and 'professional competence evaluation' assessments are non-condonable for the MPsy award, but they are condonable for an exit award.						

Part Time

Level 4 – Year 1

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PACC01	Immersing in Psychotherapy and Counselling	20	100% coursework	Semester A (Immersive)	Compulsory	Condonable
PACC02	Introduction to Psychotherapy and Counselling	20	100% coursework	Semester A	Compulsory	Condonable
PACC06	Psychology and Counselling	20	100% coursework	Semester B	Compulsory	Condonable

Level 4 – Year 2

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PACC03	Skills in Psychotherapy and Counselling 1	20	60% practical 40% coursework	Semester A	Compulsory	Condonable
PACC04	Skills in Psychotherapy and Counselling 2	20	60% practical 40% coursework	Semester B	Compulsory	Condonable
PACC05	Introduction to Mental Health and Wellbeing	20	60% exam 40% coursework	Semester B	Compulsory	Condonable

Level 5 – Year 3

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PACD01	Person-Centred Psychotherapy and Counselling	20	50% coursework 50% practical	Semester A (Immersive)	Compulsory	Condonable
PACD03	Research in Psychotherapy and Counselling	20	100% coursework	Semester A	Compulsory	Condonable
PACD05	Working Ethically in a Mental Health Context	20	100% coursework	Semester B	Compulsory	Condonable

Level 5 – Year 4

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PACD02	Cognitive Behavioural Therapy	20	100% coursework	Semester A (Immersive)	Compulsory	Condonable
PACD04	Psychodynamic Psychotherapy and Counselling	20	50% practical 50% coursework	Semester B	Compulsory	Condonable
PACD06	Psychotherapy and Counselling with Children and Young People	20	100% Coursework	Semester B	Compulsory	Condonable

Level 6 – Year 5

Pre-requisite: PACD05 contains a ‘readiness to practice’ assessment. If students fail this, then they cannot complete optional module PACH05; they must complete optional module PACH06 instead.

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PACH01	Positive Psychology and Strengths-Based Approaches	20	100% coursework	Semester A	Compulsory	Condonable
PACH04	Working with Difference and Diversity	20	100% coursework	Semester B	Compulsory	Condonable
PACH05	Working in Psychotherapy and Counselling (with Clinical Placement)	20	70% practical 30% coursework	Semester A,B	Optional	Condonable
PACH06	Counselling Skills in Professional Roles and Settings	20	70% practical 30% coursework	Semester A,B	Optional	Condonable/ Non-condonable*

* The ‘presentation’ and ‘applied project’ assessments are condonable. The ‘readiness to practice’ assessment is non-condonable for the MPsy Award. The ‘readiness to practice’ assessment is condonable for the exit award. If students fail the ‘readiness to practice’ assessments in PACD05 *and* PACH06, then they cannot progress to Level 7 and must exit the programme.

Level 6 – Year 6

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non-Condonable
PACH02	Personal and Professional Development in Psychotherapy and Counselling	20	100% coursework	Semester A,B	Compulsory	Condonable
PACH03	Psychotherapy and Counselling in Contemporary Contexts	20	60% practical 40% coursework	Semester A	Compulsory	Condonable
PACH07	Professional Project in Psychotherapy and Counselling	20	100% Coursework	Semester B	Compulsory	Condonable

Level 7-Year 7

Pre-requisite: Students must have passed a 'readiness to practice' assessment in PACD05 or PACH06 to progress to Level 7 and complete PACM01.

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PACM01	Clinical Placement in Psychotherapy and Counselling	20	70% practical 30% coursework	Semester A,B	Compulsory	Condonable/ Non- condonable*
PACM03	Relational Depth in Psychotherapy and Counselling	20	100% Coursework	Semester A	Compulsory	Condonable
PACM05	Advanced Psychology and Counselling	20	60% practical 40% coursework	Semester B	Compulsory	Condonable

* The 'presentation' and 'clinical portfolio' assessments are condonable. The pass:fail 'log of supervision and 100 hours clinical practice' and 'professional competence evaluation' assessments are non-condonable for the MPsy award, but they are condonable for an exit award.

Level 7-Year 8

Module Code	Module Title	Credits	Assessment	Semester/ Term	Compulsory/ Optional	Condonable/ Non- Condonable
PACM02	Philosophy and Practice in Psychotherapy and Counselling	20	60% practical 40% coursework	Semester A,B	Compulsory	Condonable
PACM04	Empirical Project in Psychotherapy and Counselling	40	100% coursework	Semester A,B	Compulsory	Condonable

- A definitive module descriptor is required for each module

Threads

The table below shows the various 'threads' through the programme. These 'threads' provide cohesion and coherence to the programme, so that learning can be developed and built upon in a robust way that makes sense to the students. Links will be forged during learning sessions with content from previous modules, as well as indication of learning on up-coming modules. The 'threads' act as a mechanism for students to see how the learning links together in meaningful way and will be made explicit to students throughout the programme.

Threads Level 4

Module Code	Module Title	Thread
PACC01	Immersing in Psychotherapy and Counselling	1,5,7
PACC02	Introduction to Psychotherapy and Counselling	2,3,8,9
PACC03	Skills in Psychotherapy and Counselling 1	1,4,5,7,9
PACC04	Skills in Psychotherapy and Counselling 2	1,4,5,7,9
PACC05	Introduction to Mental Health and Wellbeing	3,4,9
PACC06	Psychology and Counselling	2,3,6,8

Threads Level 5

Module Code	Module Title	Thread
PACD01	Person-Centred Psychotherapy and Counselling	1,2,3,5,7,9
PACD02	Cognitive Behavioural Therapy	1,2,3,5,9
PACD03	Research in Psychotherapy and Counselling	3,4,6,7
PACD04	Psychodynamic Psychotherapy and Counselling	1,2,5,8,9
PACD05	Working Ethically in a Mental Health Context	1,4,5,8,9
PACD06	Psychotherapy and Counselling with Children and Young People	1,3,4,5,7

Threads Level 6

Module Code	Module Title	Thread
PACH01	Positive Psychology and Strengths-Based Approaches	1,2,3
PACH02	Personal and Professional Development in Psychotherapy and Counselling	1,5,9
PACH03	Psychotherapy and Counselling in Contemporary Contexts	1,4,7
PACH04	Working with Difference and Diversity	4,5,7,9
PACH05	Working in Psychotherapy and Counselling (with Clinical Placement)	4,5,7,8,9
PACH06	Counselling Skills in Professional Roles and Settings	4,5,7,8,9
PACH07	Professional Project in Psychotherapy and Counselling	2,3,6,7

Threads Level 7

Module Code	Module Title	Thread
PACM01	Clinical Placement in Psychotherapy and Counselling	4,5,7,8
PACM02	Philosophy and Practice in Psychotherapy and Counselling	2,5,9
PACM03	Relational Depth in Psychotherapy and Counselling	1,2,5,7
PACM04	Empirical Project in Psychotherapy and Counselling	3,4,6,7
PACM05	Advanced Psychology and Counselling	2,3,6,7,8,9

1: Counselling skills. These modules include a substantial amount of counselling skills practice (e.g., active listening) such as through triad work.

2: Modalities of practice. These modules engage with the different theoretical approaches to psychotherapy and counselling, as well as how the theory is applied.

3: Underpinning research findings. These modules engage with research-based knowledge within psychotherapy and counselling.

4: Ethical practice. These modules support students in engaging with ethical frameworks and ethical decision making.

5: Self-awareness and reflective practice. These modules engage students with reflective practice and help students to develop their self-awareness.

6: Research production and consumption. These modules engage with the research process, and how to use research within psychotherapy and counselling.

7: Employment and transferable skills. These modules engage students with the contexts they may work in, as well as the transferable skills that support their employability.

8: Leadership. These modules engage students with the theory on leadership or give students the opportunity to experience leadership in group work.

9: Contextual applications. These modules encourage students to reflect on and apply social, political, economic, cultural, and environmental considerations that are relevant to psychotherapy and counselling.

Transferring to the BSc (Hons) Counselling for the Helping Professions

Students can transfer to the BSc (Hons) Counselling for the Helping Professions until the commencement of Level 6.

Awards

To be awarded the Master of Psychotherapy and Counselling (MPsy), students must pass all 480 credits, pass the Evaluation of Professional Competence assessment on PACM01, and achieve 100 supervised client hours of clinical placement experience that meet supervision requirements (i.e., pass the 'Log of supervision and 100 hours clinical practice' assessment).

Students exiting following successful completion of Level 4 will be awarded the Certificate in Counselling for the Helping Professions.

Students exiting following successful completion of Level 5 will be awarded the Diploma in Counselling for the Helping Professions.

Students exiting following successful completion of Level 6 will be awarded the BSc (Hons) in Counselling for the Helping Professions.

Students exiting following successful completion of Level 6 and 60 credits at Level 7 will be awarded the BSc (Hons) in Counselling for the Helping Professions, as well as a Postgraduate Certificate in Advanced Psychotherapy and Counselling Studies.

Students exiting following successful completion of Level 6 and all 120 credits at Level 7 but *without 100 clinical hours and/or without passing all relevant Evaluation of Professional Competence assessments* will be awarded the BSc (Hons) in Counselling for the Helping Professions, as well as a Postgraduate Diploma in Advanced Psychotherapy and Counselling Studies.

Please see Appendix A for a visual representation of the pathways and awards.

11. Accrediting Professional Body / Professional Regulatory and Statutory Body (PSRB)

None.

12. Professional Advisory Group

The programme has a Professional Advisory Group of individuals who work in counselling and other helping professions. This group provide advice and suggestions relating to degree content and skills that would benefit student employability, based upon the group's experience of working in the 'real-world'.

13. Academic Progression Opportunities

Successful participants could be eligible to apply for an MPhil/PhD programme at Plymouth Marjon University, or other institutions. They could also be eligible to apply for a Professional Doctorate in Psychotherapy or Counselling.

14. Employability and Career Progression Opportunities

As explained in the Counselling and Psychotherapy Subject Benchmark Statement (2013, 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 (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 Master of Psychotherapy and Counselling, students will develop the knowledge, understanding, and skills required for the above roles. Practical (e.g., core counselling skills, communication, relationship building) and transferable skills (e.g., 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.

The skills developed through a degree in Psychotherapy and Counselling are also highly transferable and could support graduates in a range of careers that involve working with people. Some example roles could be found in the following professional contexts (further education or training may be required for specific roles):

- Teaching and education
- Social work and community work
- Emergency services
- Human resources
- Rehabilitation in prisons
- Careers advice

- Customer relations
- Charity careers
- Funeral arrangement
- Care work

The programme engages with a range of core employability skills:

Analytical thinking and innovation	Students are able to identify and define problems, extract key information from data and develop workable solutions for the problems identified to test and verify the cause of the problem and develop solutions to resolve the problems identified.
Active learning and reflective practice	Students are in charge of their own learning through meaningful activities. They think about and apply what they are learning and are able to reflect in order to improve future performance.
Creativity, originality and initiative	Students are able to perceive the world in new ways, to find hidden patterns and to generate new solutions. Students develop the ability to assess situations and initiate solutions independently.
Critical thinking and analysis -	Students have the ability to actively conceptualise, analyse and synthesise information objectively and make a reasoned judgment to reach an answer or conclusion.
Complex problem-solving	Students are able to identify complex problems and review related information in order to develop and evaluate options and implement solutions in real-world settings.
Leadership and social influence	Students are able to motivate others to act towards achieving a common goal.
Emotional intelligence	Students are able to recognise and manage their emotions, and the emotions of others, both individually and in groups.
Reasoning, problem-solving and ideation	Students are able to consider issues and situations in a sensible way using logic and imagination and have the capacity to form intelligent solutions.
Systems analysis and evaluation	Students are able to study a process or situation in order to identify its goals and purposes and create systems and procedures that will achieve them in an efficient way.

In particular, this programme will develop a range of transferable, employability qualities and skills relating to being able to actively listen, empathise, support the wellbeing of others, demonstrate emotional intelligence and support others emotionally, communicate effectively using excellent oracy skills, reflect on and learn from experience, think analytically and critically, and use a research process to answer questions and solve complex problems. These qualities and skills are well-suited for a range of careers that involve working with, caring for, and supporting other people. They reflect the nature of psychotherapy and counselling as a profession and are therefore embedded throughout the modules.

The programme also engages with a range of core digital skills needed for employability:

ICT Proficiency and Productivity	Students are able to use devices (such as laptops, smartphones and touch screens), and identify and use applications, software and systems that are relevant and most suited to different tasks (e.g., text editing, presentations, spreadsheets and basic screen recording software).
Digital Collaboration, Participation, Communication	Students are able to communicate effectively and appropriately using a variety of digital media such as text-based forums, online video and audio, email, blog posts and social media. They can also participate in digital teams and collaborate with others in digital spaces (e.g., using Google docs, group forums, social media, file sharing applications, Hub).
Finding Digital Information and Data Management	Students have an understanding of different data storage systems and file types (e.g., using network drives, cloud storage and external storage devices). They are able to identify and use appropriate digital productivity tools to find information (e.g., using Marjon Mobile app, advanced online searches, Mendeley, Discovery). They are also able to manage, organise and analyse data or information (e.g., folder and file organisation, use of analytical tools within Spreadsheets and Databases).
Digital Learning and Teaching	Students are able to identify and use digital learning resources, apps and services (e.g., Canvas, Panopto Replay, podcasts, online tutorials). They are also able to participate in digital assessment such as online quizzes and exams and receive and reflect on digital feedback (e.g., Turnitin).
Digital Problem Solving, Creation & Development	Students are able to identify and use digital tools to solve problems and answer questions (e.g., Microsoft Office help, Digital Skills Help, TelKit, online surveys). They are also able to create new digital artefacts and materials such as digital writing, digital imaging, audio and video and creating and modifying webpages (e.g., Poster creation, use of digital cameras and scanners, creating recorded presentations, creating an Edublog).
Digital Security, Well-being and Identity	Students understand how to act safely and responsibly in digital environments and can identify potential risks and consequences (e.g., security settings on social media, netiquette, keeping personal data secure). They are able to look after their personal health, safety, relationships and work-life balance in digital settings and are able to develop and project a positive digital identity across a range of platforms (e.g., LinkedIn, Twitter).

Throughout the modules, students will engage with digital learning and teaching, such as through Canvas, Panopto Replay, and Microsoft Teams. They will also participate in digital assessment, through receiving and reflecting on digital feedback (e.g., Turnitin). Students will communicate using a variety of digital media (e.g., email, forums) and collaborate in digital spaces (e.g., shared live online documents). ICT proficiency and productivity support (e.g., support in constructing presentation slides) is available through our Digital Innovation team.

Career Progression: Professional Accreditations

Although there are many professional bodies within psychotherapy and counselling, often relating to different core theoretical models, four are prominent. They are the British Association of Counselling and Psychotherapy (BACP), the UK Council for Psychotherapy (UKCP), the British Psychoanalytic Council (BPC), and the National Counselling Society (NCS). Completing the Master Psychotherapy and Counselling is not *sufficient* for joining the protected registers of these professional bodies – Those interested in joining a professional body can seek advice directly from professional bodies or from the Master of Psychotherapy and Counselling programme team, as advice needs to be personalised.

15. Support for Students and for Student Learning

The University recognises the value of the whole student experience within Higher Education and students have full access to the University's facilities for academic and pastoral support and guidance. The Student Support team offers a confidential and comprehensive service to guide and support students through their studies in the following areas:

- 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:

- Personal Development Tutor for every student in the University
- Academic tutorial staff, including programme leaders, module leaders and tutors
- Extensive library, and other learning resources, and facilities
- Library and study skills guidance material
- Programme handbooks, and module guides
- The Chaplaincy Centre which is at the heart of the University and is used for social gathering, quiet reflection and prayer
- On-campus nursery provision

16. Student Feedback Mechanisms

The programme team seek to develop positive relationships with students through ongoing and continuous dialogue and regular communication, especially through dedicated 'Student Reps' in each academic year. There will be a staff:student liaison committee meeting each semester that all Student Reps are invited to; the minutes and action points are shared with all students on the course.

In addition, feedback at programme level will be achieved through programme and module evaluation surveys. Mid-module evaluations and end-of-semester evaluations are conducted every semester.

Students will be invited to participate in the National Student Survey (NSS) and UK Engagement Survey (UKES).

17. Other Stakeholder Feedback

Current students, an External Examiner, placement providers, and professionals working in counselling contexts were consulted about the degree in the summer of 2021; this consultation influenced the design of the programme, including topics and skills covered within modules.

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.



