



BA (Hons) Integrative Counselling Practice

2020-2023

Programme Handbook

Programme Leader:

Lindsey Moses

Telephone: 01388 443065

1. Welcome and introduction (institution and department)

Welcome from your programme Tutors:

Welcome to Bishop Auckland College. Your course of study has been designed with you in mind and we want you to have a valuable learning experience during your time with us. This handbook is designed to provide you with relevant information for your programme of study. It can enable you to better understand what you will be doing, where you will be doing it, when you will be doing it and the roles and responsibilities of key people, including yourself.

It is divided into sections which cover details of your programme of study; information which you need to know about both Bishop Auckland College and the Open University, who validate your award, as well as general information about being a student.

If you find that you have a query that the handbook does not cover, please ask. The most likely persons to be able to help you will be your Tutor or the Programme Leader.

This handbook should be read in conjunction with the Bishop Auckland College programme specification, available separately. Please see your Associate Programme Leader for details or have a look on Moodle.

As an Open University student you will also be issued with module guides for each module of the programme. These guides will be available from your Module Tutor within the College.

We hope you enjoy your time with us at Bishop Auckland College and we wish you well on this programme of study.

Lindsey Moses and Paul Martin September 2020

Course Team

Bishop Auckland College is an organisational Member of the British Association for Counselling/Psychotherapy. All tutors abide by their professional association's 'Ethical Framework for Good Practice in Counselling and Psychotherapy' (BACP) and are subject to their association's complaints and disciplinary procedures.

Who / what	email	telephone	Other details
Programme Leader, Senior Lecturer & Personal Tutor Lindsey Moses	Lindsey.moses@bacoll.ac.uk	01388 443065	For information; e.g. on your programme.
Module Leader, Lecturer & Personal Tutor Paul Martin	paul.martin@bacoll.ac.uk	01388 443065	For information; e.g. on your programme.
Lecturer & Personal Tutor Kimberley Clay	Kimberley.clay@bacoll.ac.uk	01388 443065	For information; e.g. on your programme.
Head of School Health, Social Care, Children and Young People's Services, Access to HE & Counselling Katy Dixon	katy.dixon@bacoll.ac.uk	01388 443016	Issues with programme/course.

Additional teaching and tutorial support

Where changes to personnel in the team occur, the College will make appropriate temporary or permanent appointments to ensure teaching and curriculum requirements are met. Where this occurs, relevant biographical information will be made available to trainees.

Expertise of Staff

Your tutors are experienced professional counsellors and psychotherapists having worked in numerous agencies and organisations. Members of the counselling/psychotherapy team are all in current professional practice and clinical supervision. All of them have many years **expertise** as psychotherapists, lecturers, trainers and supervisors; most are engaged in some form of research or research supervision, whether empirical or practice-based. Team members feel privileged to be able to facilitate in the development of the next generation of counsellors and psychotherapists.

Communication

The College expects you to use your college email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded

unread. The course team will normally communicate with students via the email system. Other means employed are also phone, post, VLE and student notice-boards. Students can normally expect to receive a reply to their emails within a **reasonable period**.

Support staff

Student services manager: Claire Smith Telephone <i>Direct Line:</i> 01388 443000 <i>Extension:</i> 2614 E-mail claire.smith@bacoll.ac.uk	Finance: Craig Martin Telephone <i>Direct Line:</i> 01388 443000 <i>Extension:</i> 3328 E-mail craig.martin@bacoll.ac.uk
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External Examiner

The College has appointed an External Examiner to this programme who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Programme Leader and not directly. External Examiner reports will be made available to you electronically. The programme team will regularly send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded high, middle and low marks.

Introduction to the programme

Welcome to the BA (Hons) Integrative Counselling Practice Programme (2020 – 2023). The BA (Hons) Integrated Counselling Practice programme offered at Bishop Auckland College and validated by the Open University is designed for people who wish to pursue a career in counselling/psychotherapy or who wish to enhance their therapeutic ability for use within their existing or future employment. The three-year degree is a professional training course designed within the guidelines **set by** of the British Association for Counselling & Psychotherapy (BACP). The BA (Hons) Integrative Counselling Practice enables trainees to become reflexive practitioners within an Integrative Therapeutic approach shaped on the insights as well as the research foundations of the major theoretical approaches of counselling/psychotherapy that is underpinned by evidence-based approaches such as cognitive behaviour therapy and humanistic therapy.

Educational Aim

For students to successfully complete the BA (Hons) in Integrative Counselling Practice with candidates ready to competently engage in clinical practice immediately after the qualification is awarded.

Educational Objectives

- To illicit in students a tangible understanding of the intent and purpose of counselling.
- To instil in students a comprehensive philosophical and theoretical knowledge of integrative counselling.
- To develop in students a high standard of professional competency which manifests in consistent ethical and safe therapeutic practice.
- To facilitate the skilful development of therapeutic practice to a professionally competent standard, including counselling placement and supervision.

- To prepare students for work (employed, voluntary and/or self-employed) in the current counselling/psychotherapeutic sector by providing them with relevant up to date knowledge and awareness.
- To ensure that students are aware of the intrinsic role of self-awareness and personal development and can demonstrate an ongoing commitment to being a reflective practitioner and monitor their fitness to practice.
- To prepare students for membership and future accreditation to the British Association for Counselling and Psychotherapy (BACP).
- To enable students to gain knowledge and understanding of critical and contemporary issues including mental health and equality and diversity issues and considerations.
- To promote and develop key transferable skills in students which include: effective communication, being able to work on own initiative as well as in co-operation with others, creating effective relationships, ability to make decisions in complex situations, ability to tolerate the process of change and growth, relevant IT skills, the capacity to understand and critically evaluate research, the capacity to acquire new knowledge and skills.
- To widen participation and promote access to and further progression in higher education to individuals who are underrepresented in HE.
- To create a strong foundation for lifelong learning and continuing professional and personal development.

Course Aims

The aim of the programme is to promote clinical competence in trainees, so they can begin skilled competent, anti-discriminatory clinical practice.

- To provide students with a constructive and challenging learning experience which develops their assimilative understanding of counselling theories, counselling practice and personal self-awareness
- To enable trainee counsellors to develop their understanding of an Integrative approach to counselling / psychotherapy that facilitates a critical basis for evidence-based practice that is ethical and professional.
- To develop reflective practitioners that are competent in offering high quality Integrative counselling / psychotherapy, in a variety of contexts, that is appropriate to the needs of clients, organisations and society.
- To enable trainee counsellors to become research aware and to draw on this to facilitate their own evidence-based practice.

Key Concepts: What is being integrative?

Integrative counselling, as the name suggests, is a combined approach to psychotherapy that brings together different elements of specific therapies. Integrative therapists take the view that there is no single approach that can treat each client in all situations. Rather, each person needs to be considered as a whole and counselling techniques must be tailored to their individual needs and personal circumstances.

Integrative counselling maintains the idea that there are many ways in which human psychology can be explored and understood - no one theory alone holds the answer. All theories are considered to have value, even if their foundational principles contradict each other - hence the need to integrate them.

The integrative approach also refers to the infusion of a person's personality and needs - integrating the affective, behavioural, cognitive, and physiological systems within one person, as well as addressing social

and spiritual aspects. Essentially, integrative counsellors are not only concerned with what works, but why it works - tailoring therapy to their clients and not the client to the therapy.

The attitude and presence of an integrative counsellor is another crucial element of integrative therapy. It is generally believed that the most effective model requires the therapist to be non-judgemental, interpersonal and intent on establishing a supportive and cooperative relationship with their client. They must also engage in deep, attentive listening without the presuppositions that can distort understanding.

This meaningful contact between equals is thought to empower clients - helping them to explore and recognise patterns of behaviour that need to be addressed through change and the setting of new goals. This aspect of integrative therapy is often referred to as the personal integration of therapists - they are committing themselves wholly to their client and their exploration of self.

Attendance

Attendance Requirements

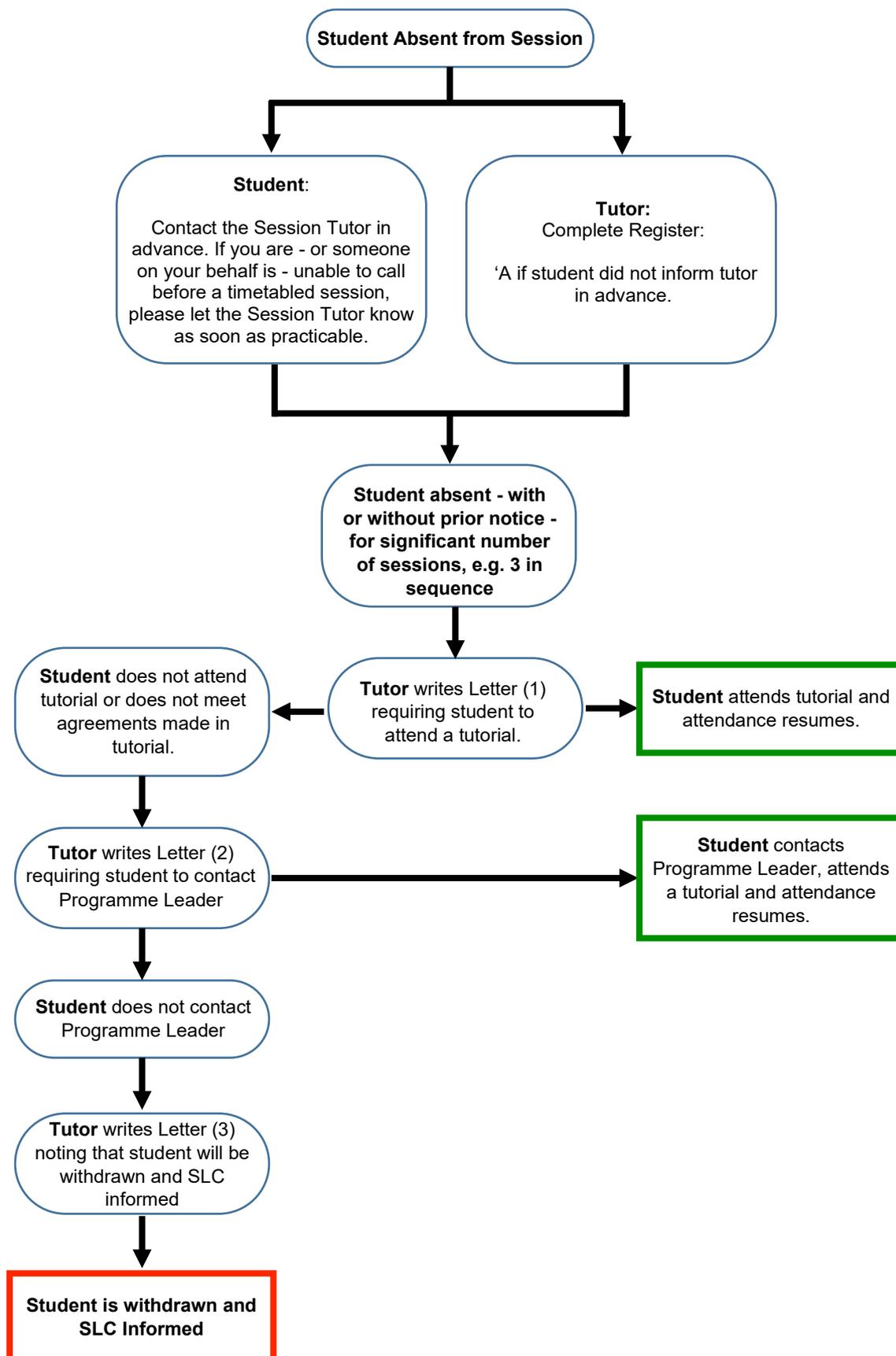
Regular and full attendance on the programme is a very important component of counselling/psychotherapy training for reasons of currency of theory into practice and of group dynamics. We expect that students will commit themselves to 100% attendance on all aspects of the programme (as far as is humanly possible).

One of the conditions of the award of the BA (Hons) Integrated Counselling Practice is satisfactory attendance on the programme. In line with BACP requirements, the course attendance requirement is, as a minimum, 80% and anything below this is considered "unsatisfactory attendance". It shall be the responsibility of students to meet these requirements. Any student who does not meet these requirements will be at risk of failing the programme. If students do miss sessions they will be expected to provide evidence of the work they have undertaken in their absence to ensure they do not fall behind. In the event of extenuating circumstances that affect attendance then students will be required to follow the extenuating circumstances procedure and any application will be reviewed by the panel on an individual basis.

All classes will start promptly therefore any student arriving late will be expected to show consideration and sensitivity to what is going on in the room on arrival. It is the student's responsibility to notify Tutors that they will be late. Continual lateness will affect attendance records.

The process for repeated absence is outlined below;

Repeated Absence – Process Flowchart



A Professional Attitude

This is a BA (Hons) degree course and students are expected to behave accordingly, adopting a self-disciplined approach to all aspects of the course, including, a mature attitude to private study and self-reliance when using all college systems, including information retrieval of handbook information, on-line resources as well as assignment preparation, etc. Students are to ensure that they comprehensively familiarise themselves with this handbook. When on clinical placements students are expected to fulfil all aspects of placement requirements in a professional manner.

About the BACP – the professional body

The BA (Hons) Integrative Counselling Practice has been written in accordance with the British Association for Counselling and Psychotherapy (BACP) specifications and requirements, ensuring all students are working within the guidelines and ethical framework set out by the BACP.

Students are required to become members of and adhere to the ethical framework of the British Association for counselling/psychotherapy. As a student undertaking this course, you are bound by the Code of Conduct as specified by the BACP and subject to the college procedure for the consideration of Fitness to Practise.

Automatic accreditation status with the BACP is not a direct outcome of this programme. To become an accredited member of the BACP students will be required to fulfil at least 150 additional clinical hours after completing the programme, and to have completed at least 450 supervised, counselling hours altogether.

NB: The BACP is not the only non-statutory organisational body of counselling practitioners but does hold the most dominant position and membership/accreditation to the BACP is regarded by many counselling employers as a credible quality benchmark of counselling practice and conduct.

Course Timetable

Level 4 (Year One)	Thursday 9am to 6pm
Level 5 (Year Two)	Tuesday 9am to 6pm
Level 6 (Year Three)	Wednesday 9am to 6pm
Personal Tutor Drop in time	Wednesday 6pm to 9pm

Progression on Course

Students are expected to pass all year one modules before progressing onto year two, however if year one modules are not fully met before the commencement of year two students are expected to complete any outstanding modules as soon as possible. If a student leaves the programme at the end of the first year and they have successfully passed all of the modules, they will receive the exit award: Certificate in Higher Education in Integrated Counselling Practice. A progression criterion onto year two is that all students have a confirmed clinical placement by the 1st September of the second year.

Students are expected to pass all year two modules before progressing onto year three, however if year two modules are not fully met before the commencement of year three students are expected to complete any outstanding modules as soon as possible. If a student leaves the programme at the end of the second year and they have successfully passed all of the modules, they will receive the exit award: Diploma in Higher Education in Integrated Counselling Practice.

It is normally expected that students will complete the course within three years. However, on occasion, to fulfill placement hours, some students may need to postpone their third year (the third year cannot be

undertaken until placement hours are completed). During this interim year students are required to finish their placement hours and attend regular supervision sessions.

Structure of Programme & Progression

Level 4 (Year One) 120 credits					
Compulsory modules	Module code	Assignment	Credit points	Is module compensatable?	Semester runs in
Philosophy of Integrative Counselling	ICP104	3000 word essay	20	no	1
Core Model: CBT	ICP105	3000 word essay	20	no	1,2
Ethical & Professional Issues in Therapeutic Practice	ICP103	1500 word Group work Counselling Agency Brochure 40% 1500 word report 60%	20	no	2
Comparative Theoretical Perspectives in Counselling	ICP106	1500 word essay 40% 20 minute Group presentation 60%	20	no	2,3
Self-Awareness & Personal Development	ICP102	3000 word essay	20	no	1,2,3
Integrative Counselling Practice	ICP101	2000 word report 60% 20 minute video of skills 40%	20	no	1,2,3
Exit Award: Certificate in Higher Education Integrative Counselling Practice					
<i>In order to progress onto Level 5 (Year Two) all the above modules need to be completed successfully* and students need to be 'fit to practise', secured a clinical placement and have become a student member of the BACP.</i>					
Level 5 (Year Two) 120 credits					
Compulsory modules	Module code	Assignment	Credit points	Is module compensatable?	Semester runs in
Introduction to Research	ICP203	3000 word research proposal	20	no	1
Developments in Counselling	ICP204	3000 word essay	20	no	2
Contemporary Issues in Counselling	ICP205	2000 word essay 60% 15 minute debate 40%	20	no	3
Self-Awareness & Personal Development 2	ICP202	20 minute presentation & 2000 word essay	20	no	1,2,3
Integrative Counselling Practice & Supervision	ICP201	5000 word essay & Placement portfolio	40	no	1,2,3
Exit Award: Diploma in Higher Education Integrative Counselling Practice					
<i>In order to progress onto Level 6 (Year Three) all the above modules need to be completed successfully and students need to have completed their 100 hours of therapeutic practice on clinical placement.</i>					
Level 6 (Year Three) 120 credits					
Compulsory modules	Module code	Assignment	Credit points	Is module compensatable?	Semester runs in
Research Project	ICP303	8000 word research project	40	no	1,2,3
Self-Awareness & Reflective Practitioner	ICP302	4000 word essay & reflective journal	30	no	1,2,3

Evolution of Counselling	ICP304	3000 word essay	20	no	1
Enhancing Therapeutic Practice	ICP301	4000 word essay	30	no	2,3

Full Academic Award: BA (Hons) Integrative Counselling Practice

**If students do not complete all modules, they must do so at the earliest possible opportunity in the following year, in order not to hinder their progression. Please note that there are some modules that need to be completed within the time frame they are set in order to progress.*

Part-time Pathway

	Credit value	Semesters runs in	Suggested Year of programme
LEVEL 4			
Philosophy of Integrative Counselling	20	1 & 2	1
Core Model: CBT	20	2	1
Ethical & Professional issues in Therapeutic Practice	20	2 & 3	1
Comparative Theoretical Perspectives in Counselling	20	3	1
Self-awareness & Personal Development	20	1,2,3	2
Integrative Counselling Practice	20	1,2,3	2
LEVEL 5			
Introduction to Research	20	1	3
Developments in Counselling	20	2	3
Contemporary Issues in Counselling	20	3	3
Self-Awareness & Personal Development 2	20	1,2,3	4
Integrative Counselling Practice & Supervision	40	1,2,3	4
LEVEL 6			
Self-Awareness & Reflective Practice	30	1,2,3	5
Enhancing Therapeutic Practice	30	2,3	5
Evolution of Counselling	20	1	6
Research Project	40	1,2,3	6

Year 1	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
Philosophy of Integrative Counselling											
Core Model: CBT											
Ethical & Professional issues in Therapeutic Practice											
Comparative Theoretical Perspectives in Counselling											
Year 2	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
Self-awareness & Personal Development											
Integrative Counselling Practice											
Year 3	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
Introduction to Research											
Developments in Counselling											
Contemporary Issues in Counselling											
Year 4	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
Self-Awareness & Personal Development 2											
Integrative Counselling Practice & Supervision											
Year 5	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
Self-Awareness & Reflective Practice											
Enhancing Therapeutic Practice											
Year 6	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
Evolution of Counselling											
Research Project											

Notional hours

Within each module guide you will be given a specific breakdown of the study hours required for that module this will include taught and self-study time.

Weekly timetable

A copy of your weekly timetable will be given to you during induction. The timetable is also available on Moodle.

Expected hours of study

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per week per credit you need to achieve – this includes attendance at college and time spent in private study. In some cases, more time will be required - in particular, the second year with its placement commitments and the third year with its research project.

Progression to Employment & Further Academic Study

On successful completion of the BA (Hons) Integrative Counselling Practice students will be a qualified counsellor/psychotherapist and therefore can apply for any appropriate position within this field. Alternatively, students may wish to further their academic studies by progressing to a Masters qualification or undertaking study in a counselling specialism. Careers advice and guidance will be available throughout the programme.

Teaching and Learning Strategy

The course tutors use Kolb's model of learning, which closely 'fits' the phenomenological focus of the Integrative Psychotherapeutic approach. Generally, students are invited to experience something within the class environment, then to reflect on that, and then to connect it to theory and modify or develop practice. The learning model is also influenced by Donald Schon's (1991) *Educating the Reflective Practitioner*. This emphasises those elements of wisdom that can be learned but not taught, because they require a process of discovery within the learner which transcends the normal capacity of didactic method.

Assignments are structured to allow students to demonstrate the interconnections between course material, theoretical and research outcomes, personal awareness and understanding from clinical practice. As the learning strategy emphasises the integration of theory, research, skills, personal and professional development across and outside of the course, the sequence of activities will place increasing demands on the course members in terms of developing an appropriate 'way of being', personal integration and self-direction, as the course progresses.

A range of methods will be used which includes lectures, student-led seminars, experiential work, discussion, role-play, skills practice, the use of DVD recordings and group work in large and small groups. The mode of learning throughout the course will be experiential.

Class materials, including digitally recorded lectures, key papers and lecture notations, as well as PowerPoints, are all available on Moodle via the Student portal.

Programme specification – for details please see separate Programme Specification Document

Module specifications – for details please see separate Programme Specification Document and Module guides.

Assignment schedule

Schedule of Assignment Submission	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
Academic Week	8,9,10	11,12,13	15,16,17,18	19,20,21	24,25,26,27	28,29,31	32,33,34,35,36	39,40	41,42,43	45,46,47	
Level 4											
Philosophy of Integrative Counselling			WK17: Essay								
Core Model: CBT						WK27: Essay					
Ethical & Professional issues in Therapeutic Practice							WK35: Group work WK35: Report				
Comparative Theoretical Perspectives in Counselling									WK44: Group Presentation	WK46: Essay	
Self-awareness & Personal Development					WK25: Essay						
Integrative Counselling Practice							WK31: Skills video WK31: Report				
Level 5											
Introduction to Research				WK20: Research Proposal							
Developments in Counselling							WK34: Essay				
Contemporary Issues in Counselling									WK41-43: Debate WK44: Essay		
Self-Awareness & Personal Development 2						WK24-34: Presentation		WK38: Essay			
Integrative Counselling Practice & Supervision										WK46: Essay	
Level 6											
Self-Awareness & Reflective Practice									WK44: PWA		
Enhancing Therapeutic Practice								WK40: Essay			
Evolution of Counselling				WK20: Essay							
Research Project										WK46: Research Project	

Student support, guidance and advice

What support can the College offer you?

Support for a student can take various forms. If you feel you need support to help with your academic work and completion of the programme talk please talk to your tutor.

It is advisable that at the earliest opportunity you tell someone within the College about your needs: Write it on your application form. Talk to someone at interview. Ask at Student Services. Talk to your Tutor at induction. Talk to your Tutor during tutorial. Obviously, the sooner you tell us, the sooner we can help.

If you want to communicate with the module tutors, remember that they teach on other modules and programmes, visit students on placements and attend a wide range of meetings and are practicing therapists; they may not therefore be available immediately. It's always best to contact them and make an appointment in advance if you can. Tutors will answer emails as quickly as possible but the duties described above may mean that they cannot access their computers every day; you can expect a reply to an email in 2-3 working days.

Induction

Induction will occur in the first week of a programme of study commencing. Induction will be facilitated by the course team but may also involve meeting support staff and other College personnel. During the induction students will receive an introduction to and overview of their programme of study, a tour of the College including The Learning Zone, bespoke facilities and amenities, introduction to College systems such as: Moodle and the Student Portal, made aware of relevant and necessary policies and procedures such as: Health & Safety, Equality & Diversity, GDPR as well as important issues such as attendance, support and communication.

Personal tutor

All students will be assigned a personal tutor at the beginning of their academic study. Personal tutors will provide support to students on all aspects of their learning as well as any personal matters that might arise. Personal tutors will undertake regular tutorials with students and record a summary of these meetings on Giraffe, as well as providing a weekly scheduled drop-in time that students can access without an appointment.

Study skills

The Learning Zone staff offer support and help with certain areas of study skills such as assignment structure, referencing, journals searches and accessing the VLE (Moodle).

Careers advice

Regular industrial updating, career information and enhancement opportunities are provided to students on their programme of learning by the course team and personal tutors. Alternative career advice can be sought from the Colleges careers guidance officer:

Counselling & student welfare

Students whose learning is being negatively affected by personal difficulties can seek support from Student Progress Mentors within Student Support or alternatively can access the Colleges counselling service. Students can self-refer or ask their personal tutor to make a referral on their behalf. Referral forms are available from room 265. The counselling service co-ordinator is Lindsey Moses.

Support for students with disabilities

Students who require support with disabilities should inform the course team at interview of their disabilities. The course team will seek through conversation with the student to understand their particular needs and what reasonable adjustments need to be put into place to ensure the student has fair access to their programme of learning. With the students permission the course team may need to get other College personnel, such as the Health & Safety Officer involved to make adequate arrangements.

Financial advice and support

Students can access financial advice and support in Student Services.

Moodle

Moodle is part of the College's Management Information Systems (MIS) and Virtual Learning Environment (VLE). You can access Moodle whilst on the College site by logging onto your College network account and opening the student intranet home page. You will need to enter your College network ID and password. Alternatively you can also access the College's Moodle from outside College by going to <https://moodle.bacoll.ac.uk/moodle/> and entering your network ID and password.

Moodle is a great place to look for information to help you with your course. There are useful links to key resources and websites. You can also access **calendars** which show upcoming events as well as **forums**.

Moodle enables you to keep in contact with tutors and friends if you are on **Instant Messaging** and the many **forums** that have been established to support you. These communication tools are particularly useful if you are out of the College. Moodle is available 24 hours a day, 365 days per year and from anywhere in the world.

Moodle is used extensively as a tool to support learning; providing a wide range of learning resources, they might provide access to resources such as teaching notes, PowerPoint presentations or, in some cases, multimedia scenarios and video lectures. Other resources may include access to module guides, assignments and links to other websites to help with your studies including Study Skills Support.

Moodle is also used to submit some assessments; this is particularly useful when assessments include video footage. It can be used for confidential discussions with tutors and for wider discussions via online forums. Moodle is also an important tool for personal development planning.

Moodle is accessible both within the College and externally via the College's website.

All policies and procedures relating to your Programme of Study area available at <https://bacoll.ac.uk/higher-education/>

Opportunities for personal development planning

Each student will have access to Personal Development Planning on Moodle and be supported to do this by their personal tutor.

Students on Clinical Placement

Ethical Guidelines

- The BACP (2018) recommend that students take responsibility for adhering to the following 6 ethical commitments;

1. **Put clients first.**
 2. **Work to professional standards.**
 3. **Show respect.**
 4. **Build an appropriate relationship with clients.**
 5. **Maintain integrity.**
 6. **Demonstrate accountability and candour.**
- According to the BACP guidelines, trainees, training courses and placement agencies all need to be working according to the BACP requirements on ethical practice. In this respect, it is a course requirement that all students obtain BACP membership prior to commencement in counselling placement. Membership details should be provided to course Tutors.
 - Two fundamental ethical principles govern the gaining of counselling experience. The first is the safety of both clients and trainees and the second is that the needs of the clients are paramount.

Placement

- Students must be fit for practice and be in placement by the start of the second year of study. Those who do not have a placement by this point will not be permitted to continue on the course unless there are extenuating circumstances which can be justified and approved by the Extenuating Circumstances Committee.
- Counselling placements need to be based in an approved agency or organisational setting, other than private practice and students are required to work in line with any specific professional requirements arising from their placement.
- The student, in consultation with the placement manager, will agree the number of sessions that they will provide to any particular client. The maximum number of client hours per week should be no more than 8.
- The student, placement agency and training organisation should agree co-operation with regard to;
 - Types of client who could benefit from such a service.
 - Length of each session.
 - Amount of time between clients (to allow for writing-up client notes).
 - Mode of referral and booking client appointment.
 - Referral policies to other agencies.
 - Lone working - under no circumstances should students be alone in the placement building (with or without a client).
- A Four Way Contract has been devised to cover these and other points and it will be the student's responsibility to seek the signature of the placement agency, their supervisor and their tutor. Placement work can only begin once this contract has been signed by all parties.
- Ideally a member of the placement staff should have sufficient counselling experience to monitor referrals to students and provide support. This will ensure that students receive clients appropriate to their level of ability.
- If students encounter difficulties with placement arrangements, they should consult their tutors as soon as possible. If there is a concern about professional attitudes etc. then it is expected that the placement manager would approach the student first and should matters need to be taken further, then they would contact course Tutors.

- The student's practice should be consistent with that of the main theoretical model of the course i.e. integrative philosophy and practice.
- Students are responsible for compiling a placement portfolio of evidence that includes a log of hours, a log of supervision, supervisor reports and a log of any additional CPD.
- Students need to take responsibility for ensuring that the way that they undertake their work is as safe as possible and that they seek appropriate professional support as the need arises.
- Students need to consider the requirements of the programme in terms of clinical hours and how much time they are able to commit each week especially if when considering more than one placement.
- Placement agencies will normally carry liability insurance for students as volunteers; in some cases students will need their own professional indemnity insurance cover, an issue to be clarified with the course facilitators.
- The client and the placement agency have a right to anonymity; therefore, students are advised not to record any information that could make either the client or organisation identifiable.

Supervision

- All placement work should be supervised; students are responsible for ensuring this, and for confirming their supervision arrangements with their Tutors.
- It is advisable to find a supervisor who has knowledge of an Integrative Psychotherapy approach and has 3 years post-grad experience, is in current practice, is a member of the BACP or similar professional body and does not hold a dual role i.e. is separate from line management.
- Students are required to have a minimum of 20 hours one-to-one supervision (to a minimum of 1.5 hours per calendar month – preferably one hour per fortnight). A ratio of 8 (practice hrs.) :1 (supervision) hour is used when required.
- With regard to group supervision, if two to four are in the group then the time is divided by two e.g. 60 minutes divided by 2 equates to 30 minutes of individual supervision. If 5 or more are in the group, then the time is divided by the number in the group e.g. 60 minutes divided by 6 equates to 10 minutes of individual supervision.
- Any unsupervised practice cannot be counted against clinical hours and there are no circumstances whereby a trainee cannot attend contracted supervision. Group supervision is not counted as part of the total amount of supervision.
- Supervision prior to starting placement, and for missed sessions with clients, will be useful as part of the overall 'package' of supervision.
- Students may have more than one supervisor, depending upon their placement work. Students that have more than one placement should be aware of possible 'boundary' issues. If the organisation is providing the counselling supervisor, the trainee counsellor should obtain the agency's consent before discussing another agency's work with the supervisor.
- If the trainee has an independent counselling supervisor, they may be able to discuss both cases with one supervisor.
- Primary focus of supervision should be as follows;
 - to provide a regular space for the supervisee to reflect upon the content and process of their work.

- to develop understanding and skills within the work.
- receive information and another perspective concerning one's work.
- to receive both content and process feedback.
- be validated and supported both as a person and as a worker.
- ensure that as a person and as a worker, one is not left to carry, unnecessarily, difficulties, problems, and projections alone.
- have space to explore and express personal distress, re-stimulation, transference or counter transference that may be brought up in the work.
- plan and utilize personal and professional resources better.
- be proactive rather than reactive.
- ensure quality of work.

(Hawkins and Shohet 2007).

Supervisor's Reports

- Your supervisor is asked to write a report at the 25 hour, 50 hour and 75 hour points of your clinical work and at the end of the course programme (100 hours of clinical work). This report should be negotiated with you and bear your signature.
- While different supervisors find it useful to follow their own styles of report writing we find it helpful if the following headings could be used, so that we have a standard basic content to all reports. This applies to students in both years of the diploma.
 - Case Management
 - Personal, ethical and professional boundaries
 - The student's appropriate and sensitive use of relational attitudinal qualities
 - The student's awareness of the impact of clients upon themselves and upon the psychotherapy process.
 - The student's understanding of the course core model theory and its application to practice
 - The student's use of supervision
 - The student's ability to establish a relationship within the supervisory process.
- If at any time the supervisor has serious concerns about the quality of counselling being offered, especially when there is a concern about possible breaches of the BACP Ethical Framework, then it is expected that the supervisor will discuss this with the student and course tutor.
- Supervisors will be invited at least once per year to a meeting with the training team for mutual feedback, as a part of ongoing commitment to the development of the programme which meets, student, supervisor and client needs in a professional manner. This will also be an opportunity to discuss issues pertinent to psychotherapy supervision.

Personal Counselling Hours

Students are strongly encouraged to undertake personal counselling in year one and again in year two. This is not however mandatory.

Stage 1 – Fitness to practice procedure.

1. Identify appropriate placement Tutors (interview stage through induction and course commencement).
2. Students propose placement organisation for approval by Tutors.
3. If established placement approval granted.
4. If placement new to College, then Tutors organise visit prior to approval.
5. Clinical supervision arrangements to be approved by Tutors whether placement provided or individually sourced.
6. Students commence therapeutic skills practice with formative feedback from peers and tutors (RAG form) (throughout 1st year)
7. Complete application and recruitment process with Placement organisation.
8. Apply for student membership of BACP.
9. Undertake any placement training as appropriate.
10. Students will have completed theoretical module and been awarded a pass on assignment.
11. Students will have been awarded a pass on Personal Development assignment.
12. Complete and pass Ethical and Professional Issues in Therapeutic practice.
13. Complete and pass Skills Practice and Development assessment (self-reflection and evaluation).
14. Complete 4-way placement agreement.
15. Placement commences and student is responsible for recording clinical hours, supervision hours

Stage 2 – Placement requirements

1. Complete 100 hours clinical counselling in an approved therapeutic setting.
2. Record hours completed with placement sign-off.

Facilities and Services

Library/e-learning resources & computing facilities

Staff in the Learning Zone aim to provide a high-quality service based upon a range of print and electronic resources and other learning materials to support you in your studies. We offer an environment that is safe and welcoming for both learners and staff to study. Services we provide includes not only access to a wide collection of books, but also help with how to access and use your computer, Moodle (VLE) and Webmail accounts. Other services include Study Skills Workshops, 1-2-1 sessions, Study Skills Guides, Assignment hand-in and more. If you have any suggestions for the Learning Zone, then please either approach a member of staff or fill in a suggestion form that can be found next to the seating/quiet area. If you need help with anything at all, please do not hesitate to ask. We are here to help.

If you need to contact the Learning Centre, please telephone 01388 443018 or email us using our learningcentre@bacoll.ac.uk email address.

<p>Learning Zone Co-ordinator Alison Kelsey</p> <p>Telephone <i>Direct Line:</i> 01388 443068 <i>Extension:</i> 2264</p> <p>E-mail alison.kelsey@bacoll.ac.uk</p>	<p>e-Learning Facilitator David Brown</p> <p>Telephone <i>Direct Line:</i> 01388 443106 <i>Extension:</i> 2356</p> <p>E-mail david.brown@bacoll.ac.uk</p>
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Technical support and helpdesk

For technical support access the 'Student Help' page on the student portal, where you will find helpful information relating to Moodle, how to connect to the College Wi-Fi, how to use the College printers and more. If the information you require is not shown on this page, please contact your personal tutor, a member of the course team, a member of the Learning Zone team or IT Support.

Catering services

Caterlink is the contract caterer that provide all the food on offer at Bishop Auckland College Campus.

The Meeting Place is the cafeteria at Bishop Auckland Campus and provides:

Breakfast: 8.30am – 11.00am

Cooked and continental breakfasts.

Lunch: 11.30am - 1.30pm

A selection of sandwiches, salad bar, hot meals with vegetarian option, desserts and hot and cold drinks are available.

Starbucks: 9.00am - 2.00pm

Serving authentic specialty coffees, pastries, made to order sandwiches and Panini.

Healthy Options

As part of the College's health promotion policy Caterlink offer a number of dishes specially planned to provide a balanced and healthy diet. These Healthy Options are low in fat (especially saturated fat) and refined sugars and high in minerals, vitamins and fibre.

Ambition Restaurant

Located at our main campus the restaurant is open throughout the academic year (subject to availability). The restaurant is operated and run by our catering department students who offer special occasion meals and theme nights in addition to the more traditional restaurant meals.

Please contact 01388 443085 for information and booking.

Shop

Serving a selection of confectionery, hot and cold drinks, snacks, stationery, newspapers

- Monday: 8.30am - 8.00pm
- Tuesday: 8.30am - 5.00pm
- Wednesday: 8.30am - 8.00pm
- Thursday: 8.30am - 8.00pm
- Friday: 8.30am - 2.00pm

Workshop, laboratory, studio or study areas and other specialist accommodation available to support the programme

Bespoke counselling rooms are available for skills practice and supervision.

Equipment required to be provided by the student/Fees payable by student

All students who enrol on the BA (Hons) programme will receive a £500 cashback payment per academic year which may assist with the following costs:

Students are required to become student members of the BACP prior to the commencement of their clinical placement. The BACP current student membership fee is £82.00, however if you are in receipt of certain benefits you may be entitled to pay a reduced fee. For further details go to www.bacp.co.uk

If a student's clinical placement does not offer supervision, they may need to locate and pay for private supervision (please see Clinical Placement section for more details) this may incur a cost of between £40 -£60 approx. (although some supervisors do offer a reduced rate to students).

If a student chooses to access personal therapy, they will be responsible for any cost this incurs. Typically, personal therapy costs between £30 - £60 approx. (although some therapists will offer a reduced rate to students).

Whilst extra-curricular educational visits may be subsidised by Bishop Auckland College there may still be a requirement for the student to pay for travel and/or accommodation if they wish to attend.

Assessment and progression regulations

Identification of all elements of assessment, including type, volume weighting and timings of assessment

Please refer to Module guides and assignment briefs for specific information on each assessment.

Minimum pass marks for modules

To obtain an Open University award, students are required to complete all parts of the programme's approved assessment and comply with all regulations relating to their programme of study.

The minimum aggregate pass marks for The Open University validated awards are:

40% for undergraduate programmes

These minima may apply to assessment elements as stated in the wording of the module specifications, but will apply to modules, stages and qualifications.

Rules governing extension to submission deadlines

Student requests for extensions to assessment deadlines will not be approved unless made in accordance with published partner institution guidelines as approved by The Open University.

Penalties for late submission or non-submission of work

Work submitted for a summative assessment component cannot be amended after submission, or re-submitted. Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalised in line with the following tariff:

Submission within 6 working days: a 10% reduction deducted from the overall marked score for each working day late, down to the 40% pass mark (for UG) and 50% pass Mark (PG awards) and no further.

Submission that is late by 7 or more working days: submission refused, mark of 0.

A working day is defined by the partner and submission after the deadline will be assumed to be the next working day.

Students who fail to submit work for assessments or attend examinations shall be deemed to have failed the assessments components concerned and will be marked as 0.

Process for requesting deferral of modules

To request a module be deferred an application for this should be made initially to the Extenuating Circumstances Committee, which will be reported to the relevant Module Assessment/Progression and Awards Boards.

Assessment of work-based learning

Details on the assessment of work-based learning can be found in the Placement Handbook and in the 'Students on Clinical Placement' section above.

Assessment of presentations and performance

Where formative assessment is required on presentations and/or performance this will be offered verbally and may be supported by unstructured notes. Where summative assessment is required for presentations and/or performance specific criteria will be given to students to meet and the assessment will be formed against these criteria.

Definitions and consequences of academic misconduct, including plagiarism

Academic misconduct is defined by the College as any activity or attempted activity which gives an unfair advantage to one or more students over their peers.

Plagiarism is defined by the college as the practice of taking someone else's work or ideas and passing them off as one's own. The College requires all students to use the plagiarism checking tool Ephorus, which is available on Moodle via the assignment hand in service. All assessment will indicate the process for submission, including the use of Ephorus. For more advice and information on plagiarism visit plagiarismadvice.org. The College implements the Plagiarism Reference Tariff which assigns points and allocates penalties based on specific criteria. For more information on the Amber Tariff please visit <https://bacoll.ac.uk/wp-content/uploads/2019/07/AMBeR-Plagiarism-Tariff.pdf>

Please refer to the Higher Education Academic Misconduct Regulations for further details.

Mechanisms for provision of feedback to students on performance, and the role of formative and summative assessment.

Throughout their study programme students will be offered both formative and summative assessment on their performance. Formative assessment will be mostly verbal feedback given by both tutors and peers, whereas summative feedback will always be given as a written assessment.

Acceptable forms of academic referencing and citation

As a student, it is important that you identify in your assessment when you are using the words or ideas of another author. The most accepted way of acknowledging the work of another author is to use a referencing system. Failure to properly reference using the Harvard system may make the reader think that you are cheating by claiming someone else's work as your own. In the academic environment, we call this plagiarism and it is seen as a very serious offence. Please remember that plagiarism is not just when you directly copy words from another student's or expert's work. Plagiarism also occurs when a student re-words someone else's ideas in your own work and you do not give credit to the original source.

It is extremely important that students correctly reference all paraphrasing and direct quotations. While there are many referencing rules and conventions under the Harvard system, in most cases it is generally important in the text of an assignment to show the reader the author's name, date of publication and page numbers of the original source. In the reference list, it is important that the author's name, the year of publication, relevant titles, and other access information is faithfully reproduced. At first, the referencing system may seem time-consuming and fussy but it will soon become second nature to you and will become part of the long list of skills you will have gained as a university student.

You will be provided with a copy of the textbook, 'Cite Them Right; The essential referencing guide (Palgrave Study Skills).'

Progression regulations

In order to complete and pass a stage of a programme, a student must normally acquire the total number of credits set out in the programme specification at the approved qualification level for the award. Exceptions are restricted to those detailed in paragraph 17.5.3 of the OU Regulations for Validated awards (available on the student portal) below or have been exempted through advanced standing, or through the implementation of the processes covering extenuating circumstances

Unless otherwise stated in the approved programme specification, compensation will be applied at stage level and agreed during an examination board when the following conditions are met:

- (a) No more than 20 credits whichever is greater, can be compensated in any one stage of an undergraduate or postgraduate programme.
- (b) Compensation is not permitted for modules within awards of less than 120 credits in total.
- (c) Progression/Module Award Boards should assure themselves that learning outcomes of the qualification level have been satisfied. The process for evaluating cases will be identified in the programme specification.
- (d) A minimum mark of no more than 5 percentage points below the module pass mark has been achieved in the module to be compensated.
- (e) Taking the module mark to be compensated into account, an aggregate mark of 40% has been achieved for the qualification level of the undergraduate programme
- (f) No compensation shall be permitted for any core project/dissertation/capstone module, as defined in the programme specification.
- (g) PSRB requirements may exempt certain modules from compensation – this will be articulated in the programme specifications.

Reassessment and re-sits

The board of examiners may, at its discretion, make such special arrangements as it deems appropriate in cases where it is not practicable for students to be reassessed in the same elements and by the same methods as at the first attempt. However, where a validated programme is discontinued, provision has to be made to ensure fair assessment opportunities for all students who have been enrolled.

17.3.1 Resit provision is subject to all the following conditions:

- (a) A student may resit the failed assessment components of a module only once. Where there are extenuating circumstances, the Progression/Module Award Board has discretion to decide whether a further assessment opportunity shall be permitted, unless explicitly prohibited in the rules for the programme, as approved in the validation process and programme specification.
- (b) A student who does not complete the resit by the date specified shall not progress the programme, except in cases where the process for allowing extenuating circumstances has been followed.
- (c) Resits can only take place after the meeting of the Progression/Module Award Board or following agreement by the Chair and the External Examiner of the Board.
- (d) A student who successfully completes any required resits within a module shall be awarded the credit for the module and the result for the individual assessment component capped at the minimum pass mark for the module.
- (e) A student shall not be permitted to be reassessed by resit in any module that has received a pass mark, or in a component that has received a mark of 40% or above at UG level.
- (f) The resit will normally be carried out by the same combination of written examination, coursework etc. as in the first attempt.

RPL

RPL is process for recognising prior experiential learning (RPEL) or prior certificated learning (RPCL) for academic purposes. This recognition may give the learning a credit value in a credit-based structure and allow it to be counted towards the completion of a course of study and the award(s) or qualifications associated with that course of study.

For full details and a copy of the RPL Policy, please click [here](#).

Extenuating circumstances

All students have a responsibility to manage their learning during their registration. This requires students to balance their workloads, to ensure that they attend examinations and to submit work for assessment by the set date of the assessment. This is so that students do not miss deadlines or struggle to meet them.

However, the College recognises that there may be times when a student's circumstances are such that they cannot complete assessments to the best of their ability, or are unable to attend an examination, or are unable to meet an assessment deadline due to adverse circumstances beyond their control. As a result, students can request that these circumstances are taken into consideration by the College.

A student who does not attend an examination or does not meet an assessment submission deadline will be deemed to have not attempted the assessment.

Where a student does not meet the attendance requirements of the programme, without gaining the necessary approval, they will be in breach of the College Attendance Policy.

For these reasons, students are encouraged to inform the College whenever they are experiencing difficulties. If the College agrees with the student, there are a number of remedies that can be offered, depending on how severe the problem is. In many cases the student's problem can be resolved by extending the assessment deadline by seven days. In other cases, such as serious ill health or injury, the student can apply for Extenuating Circumstances. In some cases, the student and the College may decide that it is appropriate for the student to interrupt their studies for an agreed period of time.

Extenuating Circumstances are defined as unforeseen and unpreventable circumstances outside the control of the student, which have significantly affected performance and/or attendance in a summative assessment and could not have been remedied in the time available.

These are normally circumstances relating to the health and/or personal life of a student which are sufficiently serious and significant in nature to result in them being unable to attend, complete or submit an assessment on time.

Students are expected to have taken reasonable steps to ensure that they could not have prevented the circumstances. The lists below provides examples of acceptable and non-acceptable extenuating circumstances.

Acceptable (Examples):

- Serious ill health (which may include an acute episode, a disability or a chronic condition which is not covered by agreed support already in place).
- Significant personal accident or injury.
- Acute personal or emotional trauma (which may include acute anxiety or depression, family breakdown, breakdown of close personal relationship, death or serious illness of family member, significant other, or close friend).
- Victim of crime.
- Additional impact of a disability.
- Complications in a pregnancy.
- Jury Service.
- Serious transport difficulties which could not have been avoided.
- Other significant/exceptional factors for which there is evidence of an impact on performance and/or attendance in a summative assessment and could not have been remedied in the time available. This could include religious/cultural issues and their impact on the individual.

Not Acceptable (Examples):

- Study related circumstances (personal equipment failure, printer problems, failure to take back-up copy of work, misreading the examination timetable, oversleeping, taking the wrong examination).
- Normal exam stress or anxiety experienced during revision or during the assessment period.
- Personal disruptions within the student's control (moving to a new house, change of job, normal job pressure, holidays, weddings, failed travel arrangements, financial issues, poor time-management, routine medical appointments, disruption to routine caring responsibilities).
- Grounds of religion, unless notification was given at the start of the academic year.
- Foreseeable and preventable circumstances.

- Statement of a medical condition without reasonable evidence (medical or otherwise) to support the case.
- Complaints against staff or in relation to delivery of the module/programme. (These are managed through the College's Student Complaints Policy and Procedure).
- Medical circumstances outside the relevant assessment or learning period for which appropriate adjustments for extenuating circumstances have already been made.
- Long term health condition, for which the student is already receiving reasonable and appropriate adjustments.
- Medical condition supported only by retrospective evidence (such as a doctor's note stating that the student was seen after the illness, and that the student declared they had been ill previously).
- Late disclosure of circumstances, where the student could reasonably be expected to have contacted a member of staff about the problem but did not do so

The Extenuating Circumstances Policy is available on the student portal, click [here](#).

Assessment Appeals Procedure

College staff will follow the Appeals guidance issued by the College (BAC-C-07 – Appeals Procedure) which is available on the student portal, click [here](#).

Provision for students with special needs.

If you are a student with special needs that requires certain specific provision to be available and accessible to you to support your learning, please inform your personal tutor, a member of the course team or a member of staff in student services as soon as possible to ensure that the right arrangements and support can be put in place.

Dissertations and projects

Supporting arrangements

Students will receive taught sessions on research methods: lectures and workshops, prior to their individual development of their research area and independent learning.

Students will be assigned an appropriate research supervisor with relevant knowledge and expertise at the beginning of this module, once their area of research has been confirmed, who they will meet with on a regular basis for guidance and support.

Students will also have the continued support of their personal tutor.

In all aspects of the research project module (including viva-voce in dissertation presentations) students will be expected to adhere to the explicit instructions and criteria set.

Students will be guided on all submissions to the Research Ethics Board.

The Research Ethics Policy is available on the student portal, click [here](#).

Determination of results

Assessment weightings for the overall scheme and within specific modules.

All degree programmes are made up of 360 credits, 120 credits per level/year. Modules range in size from 10 to 40 credits with assessment tasks reflecting the credit weighting attributed to the module.

How results are communicated

Unratified results are communicated to students via assignment assessment feedback 20 working days after submission. The Progression/Module Assessment Board meets tri-annually and ratifies these results, following which students receive formal confirmation of their marks.

Rules for determining degree classification, and for the award of honours, distinction, and merit, as applicable.

Classification of bachelor degrees will be based on the average mark across all modules within Stage 3 (usually Credit Level 6) and Stage 2 (usually Credit Level 5) at a ratio of 2:1 respectively unless the requirements of a Professional, Statutory and Regulatory Body (PSRB) state otherwise.

Honours degrees are classified as:

First class	Aggregate mark of 70% or above
Upper Second class	Aggregate mark between 60% and 69%
Lower Second class	Aggregate mark between 50% and 59%
Third class	Aggregate mark between 40% and 49%

Where students have directly entered a Qualification Level 6 top-up award (e.g. having previously undertaken a Higher National Diploma (HND) or Foundation Degree (FD) award) the calculation for the honours classification will be based solely on all credits at Credit Level 6.

Performance in work for which an award of credit for prior learning has been made is not taken into account in the calculation of the final award. See section 22 for rules related to credit for prior learning.

Where the final result of the award classification calculation creates a mark of 0.5% or greater this will be rounded up to the next full percentage point (e.g. 69.5% is rounded to 70%; 59.5% to 60%; and so on). Where the calculation creates a mark below 0.5% this will be rounded down to the next full percentage point (e.g. 69.4% is rounded to 69%; 59.4% to 59%; and so on). For the purposes of rounding up or down, only the first decimal place is used.

Role of assessment boards, external examiners and MRAQCP

All programmes must have robust appropriate procedures, systems and standards in place to assess, ensure and maintain the quality of the learning and assessment and uphold the validity of the award.

Other institutional policies and regulations

Disability statement

If you have a physical disability, learning difficulty or mental health condition that you require support with, please inform your personal tutor, a member of the course team or a member of staff in student services as soon as possible to ensure that the right arrangements and support can be put in place.

Safeguarding [+Prevent]

The College is committed to keeping all learners safe from harm which is what safeguarding means and includes abuse and injury.

If you have a concern about yourself or someone else, please talk to your tutor or your Student Progress Mentor whoever you feel more comfortable talking to. If at any time you feel worried or uncomfortable, please tell someone as staff are here to help.

The Designated lead for Safeguarding is Clare Wray, Director of Service Standards.

The College Governor with Safeguarding responsibility is Jane Ruffer who can be contacted via the Principal's office.

British Values

We all live in Britain and we are all different. We should understand that while different people may hold different views about what is right and wrong, we are all subject to British law.

British Values are about:

Democracy

Britain has a government that is voted for by people in the country which is a fair and equal society and gives the people of Britain a voice in how the country is run.

The rule of law

Britain has laws that are made to keep people safe and we need to respect the civil and criminal law of England.

Individual liberty

We can live as we choose and have our own opinions about things as long as we don't break the law.

Mutual respect

We might not always agree with what other people say but we show respect for their thoughts and feelings. We also show respect for and understanding of our own and other peoples different cultural traditions.

Tolerance of different faiths and beliefs

People have different faiths and beliefs or perhaps none and this should be respected, accepted and tolerated and not the cause of prejudice and discriminatory behaviour. The freedom to choose and hold other faiths and beliefs is protected in law.

Multi-faith Prayer room

The College has a multi-faith prayer room/quiet contemplation room situated on the ground floor. You can use this room for designated prayer, quiet contemplation, reflection and meditation.

Please treat the room with respect. In line with College policy please ensure the environment remains welcoming to people of all faiths, beliefs and those for whom religion has no particular significance. After using the room make sure that all your materials are cleared away and the room is left clean and tidy.

To use the room call at Reception to make a booking and collect the key.

Grounds and procedures for appeals

Grounds for appeal

There are specific grounds under which an academic appeal can be submitted. These are set out in the Student Academic Appeal Policy and Procedures.

In summary, an academic appeal may be made where there is evidence to show one or more of the following:

- Your performance was affected by special circumstances that you could not report at the time for valid reasons and these special circumstances have not been taken into account when the relevant academic decision was made or before the relevant Board of Examiners made their deliberations.
- Staff or bodies have not followed approved regulations and procedures.
- There has been a material lack of clarity on the part of the College which has affected your performance.
- Staff or bodies have not acted fairly towards you by showing bias in the way they have made an academic decision.

Please note: The appeal process cannot be used to challenge academic judgement. You cannot submit an appeal simply because you believe you should have been awarded a better mark.

Robust mechanisms exist within the College to ensure that marking standards are fair and appropriate. If you are uncertain why you received a particular outcome or mark, you should discuss this with your personal tutor or a member of the course team.

Student Academic Appeals Procedure (The Open University)

The College is committed to dealing with appeals as quickly as possible, and to complete the processing of a formal appeal and any associated review within 90 calendar days wherever possible.

Appeals are only considered if they are based on the grounds detailed in the Academic Appeals Procedure (BAC-C-07)

Stage 1 Early Resolution: The student should firstly raise appeal-related matters informally at a local level with the appropriate Module Tutor, as soon as they arise.

SATISFIED WITH OUTCOME

DISSATISFIED WITH OUTCOME

Stage 2 Formal Appeal: If the matter cannot be resolved informally at a local level, and if there are valid grounds, the student can proceed with a formal appeal. A formal appeal must be made on Form (C-IV-11) and then submitted within 2 working days to the Moderator, together with appropriate supporting evidence. The Moderator will inform the student in writing of a decision within 5 working days of receiving the evidence.

Stage 3 Consideration of Formal Appeal by the Module Board :
The Module Board will meet within 15 working days following completion of Stage 2, from the date of receipt of the student letter confirming their wish to review their appeal at the Module Board. The review and outcome of the appeal will be communicated to the student within 5 working days by the Chair of the Module Board. All policies and procedures relating to your Programme of Study area available at <https://bacoll.ac.uk/higher-education/>

The appeal is rejected as invalid because it is made against academic judgement, or is made outside the published deadlines, or for other good reason identified by the Module Board.

Review: If the appeal is rejected as invalid and will not be heard further within the College, the student will be advised they may apply for a review by the Office of the Independent Adjudicator (OIA), if eligible under the OIA's Rules.

The appeal is upheld and the Module Board recommends reconsideration of the original decision by the Moderator.

There is insufficient evidence to uphold the appeal but the student may request that this be considered further by the Academic Board.

Review: The student must **notify the HE Development Manager** in writing, within **10 working days** from the date of the outcome at stage 3, if they wish to proceed with their appeal.

An **Academic Board** will convene within 15 working days from the date of receipt of the student letter requesting to proceed to the Academic Board. The Academic Board's outcome will be communicated to the student within 5 working days of the Board meeting taken place.

The IV/Moderator / Module Board declines to modify their decision. The Deputy Chief Executive may arrange for specific action to be taken to amend the decision.

The IV/Moderator / Module Board modifies its decision at the recommendation of the Academic Board.

The appeal is upheld or partially upheld and the Academic Board recommends reconsideration of the original decision by the IV/Moderator /Module Board .

The appeal is dismissed, the appeal will not be heard further within the College . The student will be advised they may apply for a review by the Office of the Independent Adjudicator, if case is eligible under the OIA's Rules.

There shall be a final right of appeal to The Open University against a decision of the Academic Board. Refer to the OU Handbook for Validated Awards.

Equal opportunities statement

At Bishop Auckland College we pride ourselves in promoting diversity and equality of opportunity and are fully committed to the principle of equality for all. Every student has the right to be treated fairly and with respect by all students and staff.

The College actively works towards offering equality of opportunity to all learners and staff irrespective of gender, marital status, family responsibilities, caring status, sexual orientation, nationality, religious belief, ethnic origin, disability, age or social background.

If you feel that you or anyone else has been unfairly treated, tell your personal tutor, a member of the course team or any member of staff in Student Services.

Data Protection

The General Data Protection Regulation (EU) 2016/679 (GDPR) and the Data Protection Act 2018 requires the College to inform you why we collect personal data about you, how we use it, the conditions under which we may disclose it to others and how we keep it secure.

Bishop Auckland College collects information about all its students for various administrative, academic and health and safety reasons. The College will have issued you a Privacy Notice when you enrolled.

Information we may collect and process about you:

- Personal information (such as name, title, address, date of birth, email address, phone number, national insurance number)
- Qualifications, examinations, assessment and attainment
- Emergency contact number
- School last attended (only if under the age of 19)
- Student financial circumstances and financial transactions (if applicable)
- Photograph (for student card) and CCTV images
- Relevant transition information from previous learning provider (where required)
- Employer/employment details (such as unemployed, employed, length of time)
- Attendance data (such as sessions attended, absences, absence reasons, etc)
- Disciplinary, behaviour information and other information on your student record (if applicable)
- Records of communications sent to you by the Organisation or received from you i.e. complaints, appeals (if applicable)
- Passport, driving licence and a recent utility bill for obtaining DBS, where required

We also may collect the following special category data:

- Ethnic origin and race
- Disclosure of criminal convictions (if applicable)
- Learning difference, additional support, medical information, welfare, safeguarding (if applicable)
- Biometric data – finger print unique identifier (where required)

Your individual rights:

- The right to be informed

- The right of access
- The right to rectification
- The right to erasure
- The right to restrict processing
- The right to data portability
- The right to object
- The rights related to automated decision-making including profiling

To exercise any of the above rights please email **DPO@bacoll.ac.uk**

For further information on how Bishop Auckland College uses, collects, processes and keeps your personal data secure please refer to the **Privacy Notice – Student and Prospective Students**.

Health and Safety issues.

Good health and safety practice is the responsibility of everyone, whether you are at college or on a work placement, reasonable care should be taken for your own health and safety and that of others who may be affected by what you do or do not do. This is written in law! (Health and Safety at work act 1974, section 7).

Please read the following health and safety information carefully. You will be given a form to sign confirming that you have read and understood the information. If you do not understand, tell your lecturer who will arrange for someone to explain it to you.

The College health and safety policy is a legal requirement and sets out our commitment to maintaining a safe and healthy environment in which you can study and develop your skills. The College complies with all health and safety legislation and safe working practices, in both training and work, which is proactively promoted. Copies of the policy are held in reception or can be downloaded by a member of staff from the staff intranet.

First Aid

If you are unfortunate enough to receive an injury while on the college premises you should report it immediately to a member of staff or the reception. They will arrange for a first aider to give assistance and report the incident in the accident book.

If you have an ongoing condition which the first aiders will need to be aware of prior to administering first aid, please inform your Tutor. The College supplies a form which can be kept at the back of your ID Lanyard which details what treatment you may require in the event of an emergency.

Prescribed Medication

If you are taking prescribed medication please make sure that you inform your tutors of your condition, any side effects you may experience from taking the medication and any prohibitions that you have to follow. This information is vitally important in emergency situations. You should also ensure that you have enough of your medication to cover your full day in the College.

Emergency Evacuation Procedure

In the event that the fire alarm sounds you should evacuate the building in a quiet and controlled manner using the nearest available exit. Proceed to your designated assembly point outside the building which will be identified to you at the beginning of your course. The College fire evacuation guide is displayed in each room. This explains the evacuation procedure, assembly points and exit routes from the building along with the location of the assembly points. On arrival at the assembly point you must stay there to enable staff to quickly check that everyone has evacuated the building. Personal Emergency Evacuation Plans (PEEPs) are available for persons who may need help to exit the building in the event of the alarm going off. Discuss this

with your lecturer at the beginning of your course. There are also designated safe points located on each level of the College on the stairwells will a communication panel to allow you to contact a member of staff in the event of the alarm going off.

If you discover a Fire

Operate the nearest alarm call point, leave the building by the nearest exit and report to the assembly point.

Suspect Packages

If you discover a suspect package on the College premises DO NOT TOUCH IT! Inform either a member of staff or reception immediately who will inform the appropriate people who can investigate it. If, after investigation, a suspect package is confirmed, further instruction will be given on next course of action.

Firearms and Dangerous Weapons

The owning or carrying of a firearm or dangerous weapon within the college premises is strictly prohibited. Anyone seen or being suspected of being in possession of a firearm or dangerous weapon must be reported to Reception.

Protective Clothing and Footwear (PPE)

In the College workshops, salons and some specialised areas of work you will be required to wear protective clothing and footwear. If this applies to your area of study, then make sure that you wear it. If you do not have it, inform a staff member. No exception to the rule will be made and disciplinary action may be taken against anyone not following these rules.

Machinery and Equipment

You are prohibited from using any machinery or other equipment until you have been fully trained up on how to use it correctly. Make sure that you are familiar with the machinery, the operating buttons, the emergency stops, all guards and safety devices are in place and you are wearing the correct PPE BEFORE you start operating it. Any loose clothing, jewellery or long hair must be secured prior to operation and defects identified must be reported to a member of staff.

Chemicals & Hazardous Substances

The College follows all legislation regarding the control of substances hazardous to health (COSHH). This cover includes printer toner and correction fluid up to bleaches used in the salon and mortar mix in the brick workshops. Make sure that you are familiarised with the dangers of these prior to use. There are safety sheets in the department which informs you on how to stay safe when using these and what do in the event of an emergency such as a spillage.

If an accident/incident does occur, please inform a member of staff immediately who can follow the correct procedure to correct it. Do not attempt to tidy it up yourself until you are trained on how to do it correctly.

Remember to always work safely

Student participation and evaluation

Arrangements for student feedback and how the institution uses it

Throughout the academic year student feedback is sought on a regular basis. Online induction, mid-year and end of course surveys are undertaken with all students anonymously via their student email accounts. The College uses this feedback to inform and ensure the quality of the courses, facilities and student experience being offered.

Feedback is also collected by the course team at the end of each module to evaluate the students learning experience on each aspect of the programme, this information is collated and recorded at the Colleges HE Programme Monitoring Reporting and used to inform future module decisions.

Individual feedback on all aspects of the students learning experience is recorded on Giraffe during one to one tutorials. This information is used to support the student appropriately in their studies.

Student on the final year of study participate in the NSS (National Student Survey).

Student representation on committees

Student representatives will have the opportunity to represent the programme such as the HE Quality and Standards Committee, Marketing Committees, HE Focus Groups and Programme Team Meetings.

Students Union

The Student Union here at Bishop Auckland College, allows YOU the opportunity to have YOUR say on what happens in YOUR College. We continuously strive to provide you with the best possible experiences during your time here, however we also value your opinions and ideas on how we can improve. Becoming part of the BAC SU, gives you the chance to shape your learning experience and positively affect the college as a whole. Student Ambassadors are official student representatives who help to promote College and courses to young people from a diverse range of backgrounds. The Student Ambassador Scheme supports the recruitment process of the Marketing Department and also provides a Student Voice within the College.

If you are interested in becoming a Student Ambassador please speak with your tutor or Student Support who will be able to provide you with further details about the role.

NUS cards can also be purchased from www.nus.org.uk for a one off payment of £12.00 which entitles you to student discount at various retail outlets, cinemas and other leisure activity centres.

Class Representative

At the beginning of the year, each class elects a class rep and someone to replace them when they are absent. The role of the class rep is to take the views of their class both positive and negative to the meetings allocated by the sabbatical officer/president. The students will be told about the meetings in plenty of time through the use of various methods (Facebook page, letter, text etc.) and must attend every meeting unless excused for authorised reasons.

Academic and professional organisations.

The British Association for Counselling and Psychotherapy (BACP) is the professional association for members of the counselling professions in the UK. Students on the BA (Hons) Integrative Counselling Practice programme are required to become student members of the BACP.

General Reading List

Subject specific books and e-books on all aspects of the BA (Hons) Integrative Counselling Practice programme are available in the Learning Zone.

The College subscribes to the BACP's Therapy Today monthly magazine.

PsycARTICLES: www.apa.org

EBSCO: psychology and behavioural sciences collection: www.ebsco.com