

(Notes on how to complete this template are provide in Annexe 3)

1. Overview/ factual information

Programme/award title(s)	BA (Hons) Integrative Counselling Practice
Teaching Institution	Bishop Auckland College
Awarding Institution	The Open University (OU)
Date of first OU validation	August 2019
Date of latest OU (re)validation	February 2022
Next revalidation	<i>February 2027</i>
Credit points for the award	360 credits
UCAS Code	4357
HECoS Code	HECOS: 100495
LDCS Code (FE Colleges)	00304178
Programme start date and cycle of starts if appropriate.	September 2019/2020/2021/2022
Underpinning QAA subject benchmark(s)	QAA Benchmark for Counselling and Psychotherapy 2013
Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.	Organisational membership of British Association for Counselling and Psychotherapy (BACP)
Professional/statutory recognition	BACP
For apprenticeships fully or partially integrated Assessment.	N/A
Mode(s) of Study (PT, FT, DL, Mix of DL & Face-to-Face) Apprenticeship	Full time
Duration of the programme for each mode of study	Full time 3 years
Dual accreditation (if applicable)	November 2021
Date of production/revision of this specification	

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the students handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

2.1 Educational aims and objectives

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 of the BA (Hons) in Integrative Counselling Practice:

- 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.

- To provide the opportunity to develop research skills and evidence based practice.

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The BA (Hons) Integrative Counselling Practice will be the pinnacle qualification in the comprehensive counselling programme offered at Bishop Auckland College enabling students to progress from introductory through to degree level and a professional qualification in counselling.

2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.

On demonstrating their fitness to practice through a process of assessment which includes: peer and tutor observations, securing student membership of the BACP, undertaking induction and placement specific training and a formal written assessment (Level 4) in which students must video record a skills session and reflect on their practice. Students on successful completion of the above assessments will then commence a counselling placement/s in which they will undertake 100 hours of therapeutic practice supported by an appropriate amount of supervision which they must complete 50 hours of by the end of Level 5 to proceed onto Level 6.

2.4 List of all exit awards

Exit on completion of Year One: Certificate in Higher Education Integrative Counselling Practice.
Exit on completion of Year Two: Diploma in Higher Education Integrative Counselling Practice
Completion of Year Three: BA (Hons) Integrative Counselling Practice.

3. Programme structure and learning outcomes

(The structure for any part-time delivery should be presented separately in this section.)

<u>Programme Structure - LEVEL 4</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Philosophy of Integrative Counselling	20			No	3
Cognitive Behaviour Interventions	20			No	1,2
Ethical & Professional Issues in Therapeutic Practice.	20			No	2,3
Humanistic Approaches.	20			No	1
Self-Awareness & Personal Development.	20			No	1,2,3
Integrative Counselling Practice.	20			No	1,2,3

Intended learning outcomes at Level 4 are listed below:

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
A1. Understand the concept of counselling, its purpose and intent.	Learning and teaching strategy: lectures, group work, experiential learning, self-reflection, discussion, Q&A, research, Assessment methods: Assignments, group project, journal
A2. Explain and demonstrate knowledge of theoretical perspectives in counselling.	

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
<p>A3. Identify and select appropriate counselling literature to inform knowledge and understanding.</p>	
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1. Explain how self-awareness and personal development is intrinsic to therapeutic practice.</p> <p>B2. Identify and develop an understanding of critical and contemporary issues in counselling.</p> <p>B3. Demonstrate an understanding of ideas and concepts in counselling.</p> <p>B4. Research and report findings in specific areas of counselling.</p>	<p>Learning and teaching strategy: lectures, group work, experiential learning, self-reflection, discussion, Q&A, research, self-led learning, peer assessment, skills practice, observations, video session analysis, demonstrations.</p> <p>Assessment methods: Assignments, group project, peer & tutor assessment, observations, video session analysis.</p>

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1. Develop therapeutic competency in accordance with professional frameworks.</p> <p>C2. Assess and accurately evaluate own therapeutic practice.</p> <p>C3. Identify and work within appropriate guidelines.</p> <p>C4. Demonstrate knowledge and understanding of current work practice in the counselling/psychotherapy sector.</p> <p>C5. Apply research theory to practice.</p>	<p>Learning and teaching strategy: lectures, group work, experiential learning, self-reflection, discussion, Q&A, self-led learning, peer assessment, skills practice, observations, video session analysis, demonstrations.</p> <p>Assessment methods: Assignments, group project, peer & tutor assessment, observations, video session analysis.</p>
3D. Key/transferrable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1. Develop a range of key transferable skills.</p> <p>D2. Demonstrate commitment to engage in on-going learning both personally and professionally.</p>	<p>Learning and teaching strategies: lectures, group work, experiential learning, self-reflection, discussion, Q&A, self-led learning, peer assessment, skills practice, observations, video session analysis, demonstrations, research.</p> <p>Assessment methods: Assignments, group project, peer & tutor assessment, observations, video session analysis, journal.</p>

Exit Award Title at Level 4: Certificate of Higher Education in Integrative Counselling Practice.

Programme Structure - LEVEL 5					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Introduction to Research	20			No	1
Developments in Counselling Theory	20			No	2
Contemporary Issues in Counselling	20			No	3
Self-Awareness & Personal Development 2	20			No	1,2,3
Integrative Counselling Practice & Supervision	40			No	1,2,3

Intended learning outcomes at Level 5 are listed below:

Learning Outcomes – LEVEL 5	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1. Appraise the concept of counselling and evaluate its purpose and intent.</p> <p>A2. Assess and critically evaluate knowledge and understanding of theoretical perspectives in counselling.</p> <p>A3. Identify and show understanding of a range of research methodologies.</p>	<p>Learning and teaching strategies: lectures, group work, debate, presentation, experiential learning, self-reflection, discussion, Q&A, self-led learning, research.</p> <p>Assessment methods: Debate, presentation, research proposal, assignments.</p>

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1. Define and evaluate how the role of self-awareness and personal development is intrinsic to therapeutic practice.</p> <p>B2. Demonstrate an understanding of critical and contemporary issues in counselling.</p> <p>B3. Demonstrate an understanding of various counselling concepts and the ability to evaluate them against current knowledge and awareness.</p> <p>B4. Ability to discuss the principles, process and evaluation of research and various data sources.</p>	<p>Learning and teaching strategies: lectures, self-led learning, tutorials, peer supervision, peer and tutor assessment, observations, skills practice, placement, self-reflection, experiential learning, group work, discussion, Q&A, presentation.</p> <p>Assessment methods: Assignments, presentation, observation, placement logs, supervisor reports, research proposal.</p>
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1. Assess and develop therapeutic competency in accordance with professional framework.</p> <p>C2. Critically appraise own therapeutic practice.</p> <p>C3. Evaluate the importance of and work within appropriate professional guidelines.</p> <p>C4. Appraise and reflect on knowledge and understanding of current work practice in the counselling/psychotherapy sector.</p>	<p>Learning and teaching strategies: skills practice, observations, peer and tutor assessment, placement, peer supervision, demonstrations.</p> <p>Assessment methods: Assignments, observation, placement logs, supervisor reports.</p>

3C. Practical and professional skills	
C5. Critically appraise how evidence based research informs clinical practice.	

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
D1. Demonstrate competency in a range of key transferable skills. D2. Demonstrate and evaluate commitment to engage in on-going learning both personally and professionally.	Learning and teaching strategies: lectures, group work, debate, presentation, experiential learning, self-reflection, discussion, Q&A, self-led learning, research, observations, peer & tutor assessment, placement, skills practice. Assessment methods: Research proposal, presentation, assignments, placement, observations, placement logs, supervisor reports.

Exit Award at Level 5: Diploma in Higher Education Integrative Counselling Practice.

<u>Programme Structure - LEVEL 6</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Semester runs in
Research Project	40			No	1,2,3
Self-Awareness & Reflective Practice	30			No	1,2,3
Enhancing Therapeutic Practice	30			No	2,3
Evolution of Counselling	20			No	1

Intended learning outcomes at Level 6 are listed below:

<u>Learning Outcomes – LEVEL 6</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1. Rigorously appraise the concept of counselling and critically evaluate its purpose and intent.</p> <p>A2. Analyse and synthesize knowledge and understanding of theoretical perspectives in counselling.</p> <p>A3. Demonstrate knowledge of research paradigms and methodologies appropriate to counselling/psychotherapy.</p>	<p>Learning and teaching strategies: research, lectures, discussion, group work, Q&A, tutorials, self-led learning.</p> <p>Assessment methods: Research project, assignments.</p>
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1. Critically define the intrinsic nature of self-awareness and personal development to therapeutic practice.</p> <p>B2. Critically appraise, justify and validate own knowledge and awareness of critical and contemporary issues in counselling.</p> <p>B3. Critically assess and evaluate your intellectual flexibility, conceptual fluidity, practical application and overall competency in all aspects of therapeutic training and practice.</p>	<p>Learning and teaching strategies: research, self-led learning, tutorials, Q&A, group work, observations, peer & tutor assessment, skills practice, experiential learning, lectures, activities.</p> <p>Assessment methods: Research project, assignments, observations, peer & tutor assessment.</p>

3B. Cognitive skills	
B4. Critically analyse and evaluate research-based evidence.	
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1. Self-assess, analyse and demonstrate therapeutic competency in accordance with professional framework.</p> <p>C2. Analyse and critically evaluate capacity to synthesize all aspects of counselling practice, knowledge and awareness into one therapeutic experience.</p> <p>C3. Evaluate and define the role and validity of professional guidelines and critically appraise how they inform your practice.</p> <p>C4. Demonstrate an informed and comprehensive understanding of the current therapeutic climate.</p> <p>C5. Critically reflect on the relationship between empirical evidence, practical experience and theoretical understanding and the limits to knowledge.</p>	<p>Learning and teaching strategies: experiential learning, observations, peer & tutor assessment.</p> <p>Assessment methods: Assignments, observations, peer & tutor assessment.</p>

3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1. Critically appraise and demonstrate competency in key transferable skills.</p> <p>D2. Critically evaluate and demonstrate own responsibility and commitment to continuous learning both personally and professionally.</p>	<p>Learning and teaching strategies: research, self-led learning, tutorials, Q&A, group work, observations, peer & tutor assessment, skills practice, experiential learning, lectures, activities.</p> <p>Assessment methods: Research project, assignments, observations, peer & tutor assessment.</p>

Exit Award for Level 6: BA (Hons) Integrative Counselling Practice

4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
 - where in the structure above a professional/placement year fits in and how it may affect progression
 - any restrictions regarding the availability of elective modules
 - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
 - how the delivery of the academic award fits in with the wider apprenticeship
 - the integration of the 'on the job' and 'off the job' training
 - how the academic award fits within the assessment of the apprenticeship

The BA (Hons) Integrative Counselling Practice is both an academic and professional (placement) qualification in counselling/psychotherapy which is written in accordance with the specifications of the British Association for Counselling and Psychotherapy (BACP) enabling students to become members of the BACP (MBACP) and to work towards meeting the requirements for accreditation (MBACP(accred)).

There are exit routes at:

Level 4: Certificate in Higher Education in Integrative Counselling

Level 5: Diploma in Higher Education Integrative Counselling Practice

Level 6: BA (Hons) Integrative Counselling Practice

The academic and professional components of the BA (Hons) Integrative Counselling Practice work hand in hand, academic modules cover theoretical understanding, professional issues, personal development, skills practice, all of which then informs students therapeutic practice on placement. Students experience on placement is then brought back into their academic studies to enhance their understanding, knowledge and awareness.

Students attendance on the BA (Hons) Integrative Counselling Practice must be 80% as a minimum requirement.

Students have a choice of either a full-time (3 years) or part-time (6 years) pathway.

5. Support for students and their learning.
(For apprenticeships this should include details of how student learning is supported in the work place)

Personal tutor: all students are allocated a personal tutor whose role it is to offer academic and professional support throughout the time the student is on the programme. Regular tutorials, progress tracked on ETrackr.
 Academic skills support: starting with a structured induction (all information given in paper form and electronically) and ongoing throughout the programme led by the academic team and supported by colleagues from other areas of the college; Learning Zone (library and Moodle services), Quality & Standards and Learning Support, IT.
 Student Services: A Higher Education Liaison Mentor (HELM) monitor and support student progress throughout the programme.
 Counselling Service: If personal problems/issues become such that personal tutors and HELM's are no longer able to support the individual in the capacity of their role, students are able to confidentially access Bishop Auckland College counselling service.
 Personal counselling: we strongly recommend that counselling students on this programme complete a minimum of 20 personal therapy hours per year.
 Supervision: as part of their placement agreement students must access 1.5hours of supervision per month when in active placement.

6. Criteria for admission
(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)

The admission criteria for the BA (Hons) Integrative Counselling Practice will be a Level 3 qualification in Counselling or equivalent academic qualification (FD Degree, Degree, PGCE, A Levels or Level 3 qualification in related subjects) and evidence of the use of counselling skills in work/life experience. Level 2 Maths and English would be desirable too but not a fixed criteria.

As part of our Equality policy Bishop Auckland College have a widening participation pathway.

7. Language of study

English

8. Information about non-OU standard assessment regulations (including PSRB requirements)
N/A

9. For apprenticeships in England End Point Assessment (EPA). <i>(Summary of the approved assessment plan and how the academic award fits within this and the EPA)</i>
N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.
<p>The college has well developed mechanisms for receiving and evaluating standards of teaching and learning which include:</p> <ol style="list-style-type: none"> 1. Course Boards of Studies meetings with student representatives. 2. Focus groups undertaken by senior managers with student reps from HE programmes. 3. Student surveys following induction, mid-term and end of year which ask for students' experience of their academic programme, college structure and overall experience. 4. Teaching and learning observations. 5. Staff appraisals. 6. External Examiner visit and report. 7. Student meetings with an academic reviewer from the Open University (OU).

10. Changes made to the programme since last (re)validation
<ol style="list-style-type: none"> 1. Removed 'in' from the title of programme (Section 1). 2. Amended counselling placement requirements (Section 2.3) 3. Level 4 two module titles have been renamed. Core Model: CBT to Cognitive Behaviour Interventions and Comparative Models in Counselling to Humanistic Approaches (Section 3). 4. Amended wording in Section 5 to reflect pastoral mentor support.

Annexe 1: Curriculum map

Annexe 2: Curriculum mapping against the apprenticeship standard or framework (delete if not required.)

Annexe 3: Notes on completing the OU programme specification template

Annexe 1 - Curriculum map

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2
4	Philosophy of Integrative Counselling		*	*			*		*						*
	Cognitive Behaviour Interventions		*	*			*		*					*	
	Ethical & Professional Issues in Therapeutic Practice	*		*		*		*			*	*		*	
	Humanistic Approaches		*	*			*	*		*				*	
	Self-Awareness & Personal Development		*	*	*					*				*	*
	Integrative Counselling Practice		*	*	*				*	*	*		*	*	

Level	Study module/unit	A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2
5	Introduction to Research	*		*		*	*	*		*					*
	Integrative Counselling Practice and Supervision	*			*				*	*	*		*	*	*
	Contemporary Issues in Counselling	*				*		*	*			*		*	
	Self-Awareness & Personal Development	*			*				*		*		*		*
	Developments in Counselling Theory	*	*				*			*				*	

Level	Study module/unit														
		A1	A2	A3	B1	B2	B3	B4	C1	C2	C3	C4	C5	D1	D2
6	Research Project		*	*	*	*		*	*			*		*	*
	Self-Awareness & Reflective Practice	*	*		*				*				*	*	
	Enhancing Therapeutic Practice		*	*			*	*			*	*	*	*	
	Evolution of Counselling		*	*			*		*	*				*	

Annexe 3 - Curriculum mapping against the apprenticeship standard

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular knowledge, skills and behaviours.

Please ammend this mapping to suit Frameworks used within the different Nations if appropriate.

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8	
4																										

Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8	
5																										



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Level	Study module/unit	Apprenticeship standard																								
		K1	K2	K3	K4	K5	K6	K7	K8	S1	S2	S3	S4	S5	S6	S7	S8	B1	B2	B3	B4	B5	B6	B7	B8	
6																										

Annexe 2: Notes on completing programme specification templates

- 1 - This programme specification should be mapped against the learning outcomes detailed in module specifications.
- 2 – The expectations regarding student achievement and attributes described by the learning outcome in section 3 must be appropriate to the level of the award within the **QAA frameworks for HE qualifications**: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Pages/default.aspx>
- 3 – Learning outcomes must also reflect the detailed statements of graduate attributes set out in **QAA subject benchmark statements** that are relevant to the programme/award: <http://www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx>
- 4 – In section 3, the learning and teaching methods deployed should enable the achievement of the full range of intended learning outcomes. Similarly, the choice of assessment methods in section 3 should enable students to demonstrate the achievement of related learning outcomes. Overall, assessment should cover the full range of learning outcomes.
- 5 - Where the programme contains validated **exit awards** (e.g. CertHE, DipHE, PGDip), learning outcomes must be clearly specified for each award.
- 6 - For programmes with distinctive study **routes or pathways** the specific rationale and learning outcomes for each route must be provided.
- 7 – Validated programmes delivered in **languages other than English** must have programme specifications both in English and the language of delivery.