

Programme specification

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

1. Overview/ factual information

Programme/award title(s)	Foundation Degree in Psychodynamic Counselling
Teaching Institution	Nescot
Awarding Institution	The Open University (OU)
Date of first OU validation	2020
Date of latest OU (re)validation	N/A
Next revalidation	N/A
Credit points for the award	240 Credits
UCAS Code	TBC
HECoS Code	TBC
LDCS Code (FE Colleges)	TBC
Programme start date and cycle of starts if appropriate.	September 2020 (annually)
Underpinning QAA subject benchmark(s)	Subject Benchmark statements 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.	QAA Academic Infrastructure, including the Framework for Higher Education Qualifications and the Code of Practice UK Quality Code for Higher Education Open University Awards Framework
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	2 Years
Dual accreditation (if applicable)	N/A
Date of production/revision of this specification	22 June 2020

2.2 Relationship to other programmes and awards

(Where the award is part of a hierarchy of awards/programmes, this section describes

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

The core aims of the Foundation Degree in Psychodynamic Counselling are to:

- Enable students to practice competently & ethically as psychodynamic counsellors, within a variety of settings with a good knowledge of psychodynamic theory.
- Provide a complex & broad theoretical framework & practical training in Psychodynamic Counselling.
- Develop critical analysis of theory and practice
- Aid theoretical and practical development by appropriate assessment at all stages
- Develop personal & group responsibility for learning and counselling including self & peer evaluation.
- Provide opportunities for essential personal growth.

Programme objectives are to provide:

- An introduction to the theories underpinning the Psychodynamic model including developmental psychology
- A detailed understanding of the complex theories underpinning the Psychodynamic model including developmental psychology, phenomenology, philosophy and the likely genesis of psychopathology
- An introduction to psychodynamic clinical concepts and their use in the process of counselling clients
- A detailed understanding of clinical concepts and their use in the process of counselling clients
- An understanding of recent and current theoretical developments & advances
- Achievement of a professional level of ability in Psychodynamic analysis and thinking in theory.
- Achievement of a level of ability in Psychodynamic analysis and thinking in theory and practice required for BACP accreditation/requirements.
- A good understanding of the theory and application of the BACP Ethics for Counselling and Psychotherapy
- An ability to select & use appropriate strategies in client work to achieve a good therapeutic outcome.
- The ability to analyse the complex issues that arise in clients' material presented from assessments leading to appropriate anticipated interpretations and interventions
- The ability to analyse the complex issues that arise in clients' material presented in the consulting room, leading to appropriate interpretations and interventions

the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

The programme aims to provide a sound theoretical framework and practical training in psychodynamic counselling. It is intended for those who have already undertaken Level 2 and Level 3 training in counselling and wish to continue to become fully qualified as counsellors either in employment or in private practice. The Foundation Degree is designed to equip students with the knowledge and skills base required for life-long learning in a continually expanding area.

Following the programme, the student will be qualified to work as a counsellor. The programme also fulfils the requirements for BACP accreditation which may be undertaken once the student has obtained the necessary post-qualification experience.

In addition, on successful completion of the programme students will be able to progress to a relevant level 6 programme such as the BA (Hons) Counselling Studies thus furthering the knowledge and skills base and meeting the proposed government agenda for regulating the profession.

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.

Year 1:

Research Methods for Counselling Theories (30 credits)

Work-based Portfolio (30 credits)

Year 2:

Final Work-based Portfolio (30 credits)

Final Client Study (30 credits)

2.4 List of all exit awards

End of year 1 (Level 4): Certificate of Higher Education in Psychodynamic Counselling

3. Programme structure and learning outcomes

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

Programme Structure - LEVEL 4					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Terms runs in
PSYC 1101 Developmental Psychology	20	No	20	No	1
PSYC 1102 Clinical Concepts	20	No	20	No	1 & 2
PSYC 1103 Research Methods for Counselling Theories	30	No	30	No	3
PSYC 1104 Clinical Case Study	20	No	20	No	3
PSYC 1105 Work-Based Portfolio	30	No	30	No	2 & 3

Intended learning outcomes are listed below:

The Foundation Degree in Psychodynamic Counselling will develop students' capacity to take responsibility for their continuing personal professional development and for their own learning. They will develop the ability to think critically by comparing and contrasting various theoretical perspectives. They will also increase their capacity to implement the theory taught in a psychodynamic manner. This will be facilitated by engaging in role play activities followed by feedback. They will therefore develop the ability to receive and deliver constructive feedback. Simultaneously, they will be expected to extend their ability to operate in a reflective manner by evaluating their personal educational and emotional strength. They will build their confidence in oral, interpersonal and written communication skills as well as increasing their level of self-awareness. They will develop a high level of integrity and societal responsibility whilst gathering information regarding historical, cultural, ethical & professional aspects of Psychodynamic counselling and Psychoanalytic Theory.

Learning Outcomes – LEVEL 4

3A. Knowledge and understanding

Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1: Demonstrate further developed therapeutic skills through on-going counselling practice</p> <p>A2: Evaluate and appropriately deal with the professional and personal impact of counselling activities on the counsellor, including being clear whose interests s/he is serving.</p> <p>A3: Debate any conflict of interests</p> <p>A4: Display evidence of knowledge and understanding of group and institutional dynamics in relation to their own personal and professional lives</p> <p>A5: Critically discuss the stages of human growth and development taking into account common problems associated with transition, change and trauma</p>	<ul style="list-style-type: none"> • Lectures will be used to present key concepts and theoretical arguments and will offer students the opportunity to develop knowledge and understanding of these concepts and ideas associated. • Lectures, seminars workshops, case study debate, additional visiting speakers will attend to contribute to the diversity, for an understanding of issues around equal opportunities. • Students are provided with at least 2 pieces of preparatory reading each week and expected to research widely for essays & presentations. • Modules are delivered through a series of illustrated lectures and/or practical assignments. • Group debate or individual student Workshops, seminars, critical thinking groups, peer sharing. • Seminars will be used to supplement the understanding of lecture material using more interactive methods of learning, such as small-group discussions and presentations to peers. • These sessions will also provide opportunities to reflect on learning. • The key skills of working with and relating to others, verbal communication and non-verbal communication will also be developed in these sessions. <p>Other methods made use of include:</p>

<u>Learning Outcomes – LEVEL 4</u>	
3A. Knowledge and understanding	
	<ul style="list-style-type: none"> • Undertaking small (counsellor/client/observer) and large group role-plays (counsellor/client tutor and cohort) on a regular basis to promote establishment of communication skills and reflection in practice i.e. whilst undertaking a meeting. • Agency & college-based supervision sessions accessing students' client work. • Identification of learning points • Group experiential sessions • Video & assessment of counselling skills using clips in the VLE of neutral situations to interpret and critique initially • Additional skills training
3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
B1: Determine strategies for improving the individual's management of their role in the context of their own organisation B2: Recognise and confront prejudice and discrimination at a personal, professional and societal level B3: Deploy appropriate psychodynamic theory to their own practice of counselling B4: Demonstrate knowledge of the main characteristics of major neurotic and psychotic conditions	<ul style="list-style-type: none"> • Intellectual skills are mainly developed in lectures, seminars/group discussion and through guided independent study, self-managed learning use of case studies and debate.

3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Deploy their growing understanding of the of counselling process in order to promote therapeutic practice</p> <p>C2: Demonstrate knowledge and understanding of the responsibility to monitor the relationship with the client to ensure their best interests are served in accordance with the Code of Ethics and Practice governing the role of counsellor</p>	<ul style="list-style-type: none"> • Students will support the work undertaken during each lecture by engaging in independent and collaborative learning including reading and critically appraising literature for peer debates • They will also be directed to the preparatory reading and questions to consider. There will be follow up exercises to consolidate learning, and where appropriate contextualising this to a range of new experiences. • Additional visiting speakers will attend to contribute to the diversity, for an understanding of issues around equal opportunities. For example, a tutor from an ethic minority to teach race and ethnic issues • Students will be engaged in critical discussion and challenged to make informed and evidential decisions. • They will be challenged to apply their setting based or newly acquired skills in analysing situations and reflect on different case studies or scenario. • Developing an analytical approach to all aspects of Counselling theory, client material and personal growth and development in seminar and journal sessions, as well as through essays and supervision.* • Presentations, role plays, suitability of behaviour & contributions in all course activities • Regular supervision sessions will promote self-reflection • Formal written Self assessments to and formal written assessments from tutors • By use of the reflective journal, students will be able to consider theory, experience, and reactions and impact i.e. experiential which is reviewed within tutorials and allows goals to be set by students as a result.

3C. Practical and professional skills	
	<ul style="list-style-type: none"> • The personal therapy which all students are required to be engaged in will form an invaluable means of considering application and impact of techniques, seeing them in action first hand; reflection in practice. • Presentations, role plays, suitability of behaviour & contributions in all course activities • Regular supervision sessions will promote self-reflection • Formal written Self assessments to and formal written assessments from tutors • By use of the reflective journal, students will be able to consider theory, experience, and reactions and impact i.e. experiential which is reviewed within tutorials and allows goals to be set by students as a result. • The personal therapy which all students are required to be engaged in will form an invaluable means of considering application and impact of techniques, seeing them in action first hand; reflection in practice.
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Demonstrate knowledge of the main characteristics of major neurotic and psychotic conditions</p> <p>D2: Demonstrate the influence of professional supervision on their practice</p>	<ul style="list-style-type: none"> • Transferable skills are developed in an embedded and contextual manner through all modules, class activities and coursework assignments. • Lectures and seminars will be conducted using several teaching techniques and devices. These will include the use of assessment case studies, role play and group discussions, which will highlight and deepen the students' understanding of the impact of counselling theories.

3D. Key/transferable skills	
	<ul style="list-style-type: none"> • Guidance in presenting and analysing a theoretical subject in journal clubs and group tutorials • By clinical and administrative management of counselling agencies or similar client and staff environments. Developing an analytical approach to all aspects of Counselling theory, client material and personal growth and development in sessions, through essays and supervision.

Exit Award: Certificate of Higher Education in Psychodynamic Counselling (120 credits at Level 4)

<u>Programme Structure - LEVEL 5</u>					
Compulsory modules	Credit points	Optional modules	Credit points	Is module compensatable?	Term runs in
PSYC 1106 Human Development	20	No	20	No	1
PSYC 1107 Psychopathology	20	No	20	No	2
PSYC 1108 Preparation for Work	20	No	20	No	2 & 3
PSYC 1109 Final Client Study	30	No	30	No	2 & 3
PSYC 1110 Final Year Portfolio	30	No	30	No	1,2 & 3

Intended learning outcomes at Level 5 are listed below:

<u>Learning Outcomes – LEVEL 5</u>	
3A. Knowledge and understanding	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>A1: Critically analyse the complex inter-relationships between individuals and their founding</p> <p>A2: Critically reflect on their personal and professional development throughout the life of the course</p> <p>A3: Demonstrate and apply knowledge of psychodynamic theory to counselling practice</p>	<ul style="list-style-type: none"> • Lectures will be used to present key concepts and theoretical arguments and will offer students the opportunity to develop knowledge and understanding of these concepts and ideas associated. • Lectures, seminars workshops, case study debate, additional visiting speakers will attend to contribute to the diversity, for an understanding of issues around equal opportunities. • Students are provided with at least 2 pieces of preparatory reading each week and expected to research widely for essays & presentations. • Modules are delivered through a series of illustrated lectures and/or practical assignments. • Group debate or individual student Workshops, seminars, critical thinking groups, peer sharing.

Learning Outcomes – LEVEL 5

3A. Knowledge and understanding

- Seminars will be used to supplement the understanding of lecture material using more interactive methods of learning, such as small-group discussions and presentations to peers.
 - These sessions will also provide opportunities to reflect on learning.
 - The key skills of working with and relating to others, verbal communication and non-verbal communication will also be developed in these sessions.
- Other methods made use of include:
- Undertaking small (counsellor/client/observer) and large group role-plays (counsellor/client tutor and cohort) on a regular basis to promote establishment of communication skills and reflection in practice i.e. whilst undertaking a meeting.
 - Agency & college-based supervision sessions accessing students' client work.
 - Identification of learning points
 - Group experiential sessions
 - Video & assessment of counselling skills using clips in the VLE of neutral situations to interpret and critique initially
 - Additional skills training

3B. Cognitive skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>B1: Demonstrate the ability to utilise self-awareness in reflecting upon strengths and weaknesses in his/her practice, and develop ways to improve his/her practice</p> <p>B2: Discuss analytically the relationship between variations in human growth and development and the origin of psychopathology</p> <p>B3: Debate a hypothesis founded on psychodynamic formulation of central themes emerging from initial consultation and determine appropriate therapeutic intervention with the support of supervision.</p> <p>B4: Synthesise psychodynamic theories/concepts pertaining to psychodynamic practice</p>	<ul style="list-style-type: none"> • Intellectual skills are mainly developed in lectures, seminars/group discussion and through guided independent study, self-managed learning use of case studies and debate.
3C. Practical and professional skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>C1: Critically explore the effective use of regular supervision throughout counselling practice in the context of personal and professional development</p> <p>C2: Demonstrate the ability to consider appropriate referrals with the support of supervision</p> <p>C3: Describe and evaluate the process of counselling with particular clients using theoretical concepts e.g. transference and countertransference where appropriate</p> <p>C4: Integrate self-understanding, theoretical knowledge and technical skills to promote therapeutic practice</p> <p>C5: Evaluate assessments, with the support of supervision, to identify the most appropriate form of therapeutic intervention for</p>	<ul style="list-style-type: none"> • Students will support the work undertaken during each lecture by engaging in independent and collaborative learning including reading and critically appraising literature for peer debates • They will also be directed to the preparatory reading and questions to consider. There will be follow up exercises to consolidate learning, and where appropriate contextualising this to a range of new experiences. • Additional visiting speakers will attend to contribute to the diversity, for an understanding of issues around equal opportunities. For example, a tutor from an ethnic minority to teach race and ethnic issues • Students will be engaged in critical discussion and challenged to make informed and evidential decisions.

3C. Practical and professional skills

particular clients
C6: Evaluate and implement appropriate therapeutic interventions within given constraints

- They will be challenged to apply their setting based or newly acquired skills in analysing situations and reflect on different case studies or scenario.
- Developing an analytical approach to all aspects of Counselling theory, client material and personal growth and development in seminar and journal sessions, as well as through essays and supervision.*
- Presentations, role plays, suitability of behaviour & contributions in all course activities
- Regular supervision sessions will promote self-reflection
- Formal written Self assessments to and formal written assessments from tutors
- By use of the reflective journal, students will be able to consider theory, experience, and reactions and impact i.e. experiential which is reviewed within tutorials and allows goals to be set by students as a result.
- The personal therapy which all students are required to be engaged in will form an invaluable means of considering application and impact of techniques, seeing them in action first hand; reflection in practice.
- Presentations, role plays, suitability of behaviour & contributions in all course activities
- Regular supervision sessions will promote self-reflection
- Formal written Self assessments to and formal written assessments from tutors
- By use of the reflective journal, students will be able to consider theory, experience, and reactions and impact i.e. experiential which is reviewed within tutorials and allows goals to be set by students as a result.

3C. Practical and professional skills	
	<ul style="list-style-type: none"> • The personal therapy which all students are required to be engaged in will form an invaluable means of considering application and impact of techniques, seeing them in action first hand; reflection in practice.
3D. Key/transferable skills	
Learning outcomes:	Learning and teaching strategy/ assessment methods
<p>D1: Demonstrate professional commitment to the continual development of standards of counselling practice grounded in legal, ethical and equal opportunity issues</p> <p>D2: Analyse and evaluate group and institutional dynamics to facilitate inter-professional practice within an organisational setting</p> <p>D3: Evaluate the professional and personal impact of counselling activities on the counsellor, including being clear whose interests are being served</p>	<ul style="list-style-type: none"> • Transferable skills are developed in an embedded and contextual manner through all modules, class activities and coursework assignments. • Lectures and seminars will be conducted using several teaching techniques and devices. These will include the use of assessment case studies, role play and group discussions, which will highlight and deepen the students' understanding of the impact of counselling theories. • Guidance in presenting and analysing a theoretical subject in journal clubs and group tutorials

3D. Key/transferable skills	
	<ul style="list-style-type: none"> • By clinical and administrative management of counselling agencies or similar client and staff environments. Developing an analytical approach to all aspects of Counselling theory, client material and personal growth and development in sessions, through essays and supervision.

Award: FD in Psychodynamic Counselling (120 credits at Level 5 and 120 credits at Level 4)

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 aim of the Foundation Degree in Psychodynamic Counselling is to enable students to practice competently as psychodynamic counsellors, within a variety of settings, by providing a theoretical framework and practical training in Psychodynamic Counselling within a learning environment that contributes to personal growth. The work-based aspect of the course is mainly conducted in local Counselling charity organisations that have been approved by the Programme Coordinator.

The programme provides solid grounding in psychodynamic theory and students will be encouraged to develop critical analysis of the theory. It also gives students the opportunity to implement the theory taught and to develop the ability to work ethically. Personal therapy and the experiential group activities promote the development of self-awareness and the skill of reflecting that is crucial to the making of counsellors. As a graduate of the programme student will acquire the necessary skills and theoretical knowledge to practise privately. Some students were able to find employment on the NHS, in schools and also in prisons.

5. Support for students and their learning.

(For apprenticeships this should include details of how student learning is supported in the work place)

In a formal sense students are supported as outlined below:

- Clear and accurate information about programmes, qualifications and entry requirements
- Advice on Finance available before and during the course
- Referral to additional advice and guidance services whenever appropriate
- Opportunity to see the College(s) and the facilities available for the student prior to committing to a programme of study i.e. library, computer suites.
- Feedback is given for both summative and formative assessment
- Opportunity to have one to one appointments with the academic staff and obtain more details about their subject specialism
- Disability and learning difficulties support tailored to students' needs
- Mental Health 1st Aider
- Counselling and safeguarding team support
- Personal tutor allocated to support with pastoral care

- Programme Handbooks that will provide detailed information about the programme and the college regulations
- A multi-faith prayer room

Pre Induction (transitional support) and Induction

The two most critical elements of these processes are ensuring students feel settled and initial and/or appropriate diagnostic assessments are carried out in order to put support in place as quickly as possible where needed.

All students will be assessed by the team and materials and resources to support their entry to the course provided at pre-course preparation. This is in addition to pre programme activity which may take the form of use of the virtual environment (Moodle) or face to face. Where there are late starters, their enrolment is carried out as quickly as possible to ensure they are given access to college facilities as early as possible and tutorials are scheduled to compensate for any missed induction activities.

Induction is a process carried out over the first few weeks of study.

Induction aims to welcome and orientate students to both the college (e.g. key policies such as assessment, student engagement and safeguarding) and the programme itself. It introduces them to the team who will be teaching and tutoring them; the college environment and resources (such as the Learning Resource Centre, HE study zone, HE common room, the programme and placement handbooks and the VLE.); and the relevant policies, procedures and protocols of the college. Programme expectations are set and a series of information literacy skills' sessions are started. Various significant documents are examined in order to prepare students for the programme – these include templates for the PDP.

Teaching accommodation

Throughout the college, there is purpose-built and comfortable teaching accommodation available with full internet access and interactive whiteboards. A wide range of software is also accessible to all.

Library facilities, book stock and opening times

The Learning and Resource Centre (LRC) provides a comprehensive collection of textbooks, e-books and other study aids including journals, newspapers and audio-visual materials. Many of these resources can be accessed remotely from the Nescot website and the Virtual Learning Environment (VLE). There are a range of on-line databases suitable for educational research and all students are able to acquire an Athens password for access.

As part of Nescot's commitment to these programmes, an extensive range of e-books, books and online subscriptions to education studies journals have been purchased. The curriculum team compile module-reading lists drawn from reviewed books and journals as well as those recommended by the academic and subject librarian. This ensures students have access to a wide range of appropriate and current materials. As part of the induction process, the subject librarian works with the ITE team to provide students with a tailored introduction to the LRC and its resources and services. The LRC, itself, is a bright and comfortable learning environment with facility for group and silent study; an HE study zone; access to PCs, photocopying, DVDs, learner support; and guidance from LRC staff. It opens Monday to Friday throughout the year (excluding the Christmas break).with late night opening Monday to Thursday.

IT facilities and accessibility

Laptop access in the classroom supports teaching, learning and assignment

completion. The LRC provides ready access to PCs and on-line resources as well as assistive technology and IT support staff. The IT support staff offer advice and guidance to develop students' IT skills in such areas as word-processing, internet searching, etc. All teaching sessions are roomed with access to a 'Smartboard' (interactive whiteboard) to allow for maximum modelling of good practice in the use of ILT for teaching and learning.

Nescot uses Weblearn (VLE) to provide an environment for teaching and learning which can be accessed remotely, on or off campus and at any time. The programmes make effective use of the VLE to store student-generated material; compile glossaries; post presentations, video clips, web links, handbooks, and course literature; and provides on-line asynchronous discussion opportunities via forums. Students particularly value the ever-growing library of e-books also stored on the VLE. Should students wish to, they could access library resources on-site at the University. Any specialist physical resources

Personal tutoring and staff/employer availability

The College operates a tutorial programme to provide the opportunities for students to develop their potential academically, socially and personally whilst they go through their journey at Nescot. The support offered is personalised for each student, and effective tutoring encourages students to become more responsible for their own learning. The tutoring programme complements and underpins the students' learning experience and their PDP (Personal Development Planning).

Tutorials are designed to fulfil a range of purposes. They will provide opportunities to support delivery of module content, to provide support in the workplace for students and for one-to one academic or pastoral support. These programmes incorporate a combination of one to one and both course and personal tutors will undertake group tutorials, subsequently tutorials.

As each student commences their programme, they will be allocated a personal tutor from the teaching team. The tutor will be responsible for:

- Identifying student needs and initiating support where necessary.
- Assessing and monitoring progress and achievement of academic and work-based learning and providing feedback.
- Conducting tutorials to advise and guide students academically, socially and personally.
- Discussing issues and concerns arising.
- Keeping records of tutorials and other meetings.
- Observing and assessing
- Referring students to internal and/or external bodies, as appropriate.
- Maintaining confidentiality and disclosing information where necessary.
- Attending team meetings to share current issues and developments.

One-to-one personal tutorials will be held at mutually convenient times and on a regular basis of at least one tutorial per semester. Students also receive dedicated time to discuss feedback following all work within 15 days. In addition, the team operates an open-door policy and are readily accessible by phone, email and appointment.

6. Criteria for admission

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

Applicants should normally have English Language GCSE grade C or an equivalent award.
Successful completion of a Level 3 Certificate in Counselling or equivalent Counselling course.
Students will be required to engage in personal therapy as part of the course.
Overall IELTS score of 5.5 with a minimum of 5.5 in Reading, Writing, Listening and Speaking (or recognised equivalent).
Applicants must complete an Enhanced DBS (Disclosure and Barring Service) check, plus an occupational health check, during the application process. Please note: Students will be liable to pay for their DBS check.

7. Language of study

British English

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

The programme is intended to be accredited by BACP once the programme is validated.

9. For apprenticeships in England End Point Assessment (EPA).

(Summary of the approved assessment plan and how the academic award fits within this and the EPA)

N/A

10. Methods for evaluating and improving the quality and standards of teaching and learning.

The College has a variety of means to assess the quality of teaching learning and assessment. These include:

- making full use of the student's voice (Student Consultative Committees, Student Council, internal and external surveys)
- formal and informal assessments of TLA using the College observation process and supplementing this with regular learner walks.

Outcomes from the observation processes feed into staff development and appraisal. Running alongside this is a scheme being piloted this year, which involves Peer Observation framework the outcome of this is professional discussion and dialogue leading to developing practice and reflection.

Academic staff continue to develop their knowledge in their subject areas by frequently attending conferences, seminars, networking events and research dissemination events. This allows staff to build a relationship with other academics and the local employers, which can assist when planning field trips for students. Staff do provide detailed reports to the peers each conference or networking event attend and during weekly meeting discuss how these can be adopted into developing their pedagogy further.

Final commentary/report from External Examiners feeds into the development of assessment practice and provides useful feedback both positive and areas to develop.

10. Changes made to the programme since last (re)validation

N/A

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	Programme outcomes																	
		A1	A2	A3	A4	A5	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	D1	D2	D3
4	PSYC 1101: Developmental Psychology				✓	✓													
	PSYC 1102: Clinical Concepts	✓	✓	✓			✓	✓											
	PSYC 1103: Research Methods for Counselling Theories					✓			✓										
	PSYC 1104: Clinical Case Study			✓		✓		✓	✓		✓	✓						✓	
	PSYC 1105: Work Based Portfolio	✓		✓	✓		✓	✓	✓		✓	✓						✓	✓

Level	Study module/unit	Programme outcomes																	
		A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	C5	C6	D1	D2	D3	
5	PSYC 1106: Human Development	✓			✓								✓					✓	
	PSYC 1107: Psychopathology	✓					✓						✓						
	PSYC 1108: Preparation for Work			✓				✓	✓			✓			✓				✓
	PSYC 1109: Final Client Study		✓	✓		✓	✓			✓	✓	✓		✓	✓	✓	✓	✓	✓
	PSYC 1110: Final Year Portfolio		✓	✓	✓	✓	✓		✓		✓	✓	✓		✓	✓	✓	✓	✓

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.