

Programme Specification

Awarding body:	University of Surrey	
Teaching institution (if different):	University Centre Farnborough	
Final award:	BSc (Hons)	
Programme title:	Counselling and Psychotherapy	
Subsidiary award(s) and title(s):	Award	Title
	None	
FHEQ Level:	Level 6	
Credits:	120	
ECTS credits:	60 1 ECTS credit = 2 UK credits	
Name of Professional, Statutory or Regulatory Body (PSRB):	British Association for Counselling and Psychotherapy	
Mode of study and route code:	Mode of study	Please tick applicable
	Full-time	<input checked="" type="checkbox"/>
	Full-time with Professional Training/Postgraduate Year (PGT)	<input type="checkbox"/>
	Full-time with PTY	<input type="checkbox"/>
	Part-time	<input type="checkbox"/>
	Distance learning / Online	<input type="checkbox"/>
Start date (date/month/year):	11th September 2024,	
End date (date/month/year):	3rd June 2025	
Length of programme in months:	9 Months	
QAA Subject benchmark statement (if applicable):	Counselling and Psychotherapy 2022	
Other internal and/or external reference points:		
Faculty and Department/School:	A-level, Adult and Professional	
Programme Leader:	Julie Collingwood	
Educational aims of the programme:		

- Students will develop theoretical knowledge of human nature, growth and maladaptation and will be able to select a theoretical approach to integrate with existing therapeutic knowledge.
- Using a recognised model of reflection, students will be able to identify their personal reactions to clinical work, and reflexively account for their own process whilst considering the validity of this as therapeutic data/ supervisory material.
- Students will be able to conceptualise their clinical work in response to contemporary mental health concepts, discourse, and formulations.
- Students will recognise their competency, strengths and be able to evaluate their weaknesses with reference to ethics, law, and professional practices.
- Students will be able to respond to the cultural, social, and political contexts of counselling together with acknowledging EDI practices – legal, ethical, and professional.
- Students will promote analytical and critical thinking skills together with other higher order intellectual skills and research competencies.
- Students will critically appraise international research as a contribution to their knowledge on a research topic/s.
- Students will engage in formal research to conduct projects which contribute to the developing knowledge and evidence base for their profession.

Programme learning outcomes:

	K	C	P	T	Optional Ref	BA / BEng / BSc (Hons) / MEng / MBA / MA / MSc Etc.	BSc / BA (Ord)	Dip HE / PG Dip	Cert HE / PG Cert
To facilitate the development of academic skills essential for study at level 6 (Assessing, critiquing, analysing, evaluating, synthesising and reviewing)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To critically appraise various qualitative and quantitative paradigms that counsellors adopt in their professional research and identify the epistemological assumptions that underpin these.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review the main concepts underpinning contemporary approaches to counselling thought.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognise symptoms, approaches, treatments to commonly presented mental health issues and enable students to professionally, ethically and appropriately work with individual mental health concerns.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foster students' individual development as counsellors by providing a forum in which their clinical practice is presented and discussed on a regular basis.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop greater tolerance for complex situations, risk and make suitable assessments on how to respond appropriately whilst knowing when and how to involve a supervisor.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop independent research skills necessary to produce an extended research report conforming to a recognised and accepted structure with evidence of critical thinking and original thought.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Module diet:

FHEQ Level 3: potential awards – Cert HE

Module code	Module title	Core / Compulsory	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
					Choose an item.

How many optional modules must a student choose in each semester to achieve the necessary number of credits to achieve this level?

FHEQ Level 4: potential awards – Cert HE

Module code	Module title	Core / Compulsory	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
N/A					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.

How many optional modules must a student choose in each semester to achieve the necessary number of credits to achieve this level?

FHEQ Level 5: Potential awards – Dip HE

Module code	Module title	Core / compulsory / optional	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
N/A					Choose an item.
					Choose an item.

					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
					Choose an item.
How many optional modules must a student choose in each semester to achieve the necessary number of credits to achieve this level?					
Level P – optional Professional Training Year					
Module code	Module title	Core	Credits	Period	Qualifying Conditions
How many optional modules must a student choose in each semester to achieve the necessary number of credits to achieve this level?					
FHEQ Level 6: Potential awards – BSc (Hons) / BSc (Ord)					
Module code	Module title	Core / compulsory / optional	Credits	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
THC6001	Introduction to Research	Compulsory	15	Semester 1	40% weighted aggregate
THC6002	Academic Writing	Compulsory	15	Semester 1	40% weighted aggregate
THC6003	Counselling Theory	Compulsory	15	Semester 2	40% weighted aggregate
THC6004	Working Professionally with Mental Health	Compulsory	15	Semester 2	40% weighted aggregate
THC6005	Professional Practice	Compulsory	15	Semester 1	40% weighted aggregate
THC6006	Supervised Clinical Placement	Compulsory	15	Year long	40% aggregate with one or more core unit
THC6007	Research Dissertation	Compulsory	30	Semester 2	Pass/fail with 40%
					Choose an item.
How many optional modules must a student choose in each semester to achieve the necessary number of credits to achieve this level?		No optional modules			
FHEQ Level 7: Potential awards – MPhys (Hons) / MChem (Hons) / MEng (Hons) / MBus (Hons) / MMath (Hons) / MSc / MA / MFA / MSc (EuroMasters) / MBA / PG Dip / PG Cert					

Module code	Module title	Core /compulsory /optional	Credits	Year 1 or 2 (for part-time and 24-month programmes only)	Period (Semester 1, Semester 2, Year Long or Across Academic Years)	Qualifying Conditions
N/A						Choose an item.
						Choose an item.
						Choose an item.
						Choose an item.
						Choose an item.
						Choose an item.
						Choose an item.
						Choose an item.
How many optional modules must a student choose in each semester to achieve the necessary number of credits to achieve this level?						
Other Information:						
<p>The school/department of Counselling and Education, BSc (Hons) Counselling and Psychotherapy is committed to developing graduates with strengths in Employability, Digital Capabilities, Global and Cultural Capabilities, Sustainability, and Resourcefulness and Resilience. This programme is designed to allow students to develop knowledge, skills, and capabilities in the following areas:</p> <p>Digital capabilities: Awareness of technology to support mental health, for example, wellbeing apps, Computer-Based Counselling Programmes, online resources to signpost clients to between sessions.</p> <p>Employability: Graduates have the option to be employed in various wellbeing industries such as counselling, Employee Assistance Programmes, Student Assistance Programmes, statutory services or to establish their own private practice.</p> <p>Global and cultural capabilities: The culture around mental health is changing, demand is increasing – the students are prepared to meet this demand with insight and awareness. Whilst this course does not train students for online work, they are able to demonstrate some knowledge around how this can meet a global demand for therapy.</p> <p>Resourcefulness and Resilience: Students are prepared and aware of the fast-paced changes in the mental health field and are equipped to adapt to accommodate diverse clients with multiple and or complex presenting problems.</p> <p>Sustainability: Students will have the foundational sustainability from studying original theorists, Freud and Rogers for example, this is then built upon with contemporary theorists who further drive the sustainability of knowledge for the future. The BSc Integrates sustainability by introducing up-to-date research into lecture material and making use of new technologies to support lectures. The students are encouraged to be sustainable with their problem-solving</p>						

skills, this could be synthesising existing ideas with new, emerging knowledge. The knowledge is highly sustainable as the students have the ability to transfer their knowledge to different fields and apply knowledge other related professions.

Opportunities for placements / work-related learning / collaborative activity – please indicate if any of the following apply to your programme

Associate Tutor(s)/Guest Speakers/Visiting Academics:	<input checked="" type="checkbox"/>
Professional Training Year (PTY):	<input type="checkbox"/>
Placement(s) (study or work that are not part of the PTY):	<input type="checkbox"/>
Clinical Placement(s) (that are not part of the PTY Scheme):	<input checked="" type="checkbox"/>
Study exchange(s):	<input type="checkbox"/>
Dual degree:	<input type="checkbox"/>

Programme set up questions -

Source of funding for the programme (e.g., NHS where not student/employer funded):	Self-funded or student loan
Collaborating organisation (e.g., NHS providing significant input into a programme):	None
Location of study (e.g., if distance learning/overseas centre):	University Centre Farnborough
Registered body (where the award is to be mandatory regulated by HCPC, RCVS or NMC etc – not optionally regulated e.g., accreditation/registration is an option):	N/A
Closed programme (is the programme specifically to be offered privately to a group of students, e.g., only employees of companies or organisations that are meeting the costs of the students' studies):	No