

Counselling

Final award	BSc (Hons.)
Intermediate awards available	Cert HE, Dip HE, BSc
Mode of delivery	UEL on campus
UCAS code	B941
Details of professional body accreditation	
Relevant QAA Benchmark statements	QAA Subject benchmark statement. Counselling and Psychotherapy (July, 2012)
Date specification last up-dated	November 2013

Profile

The summary - UCAS programme profile

BANNER BOX:

A professional counsellor training programme at undergraduate level.

ENTRY REQUIREMENTS

For admission to the BSc (Hons) Counselling programme candidates will normally need:

- 240 Tariff points, with at least 120 points obtained from A2 qualifications or new GNVQ equivalent;
- We will also accept people with Access, NVQ and a variety of other pre-University level qualifications including International and European Baccalaureate
- We will also accept those with relevant professional and vocational qualifications.
- In the case of applicants whose first language is not English, then IELTS 6.5 (or equivalent) is required. International qualifications will be checked for appropriate matriculation to UK Higher Education undergraduate programmes.

Candidates will be interviewed and will be required to demonstrate:

- Self-awareness, maturity and stability;
- Ability to make use of and reflect upon life experience;

- Capacity to cope with the emotional demands of the course;
- Ability to cope with the intellectual and academic requirement;
- Ability to be self-reflective and evaluative and use both positive and negative feedback;
- Ability to establish helping relationships;
- Awareness of the nature of prejudice and oppression;
- Awareness of issues of difference and equality;
- Ability to recognise the need for personal and professional support;
- Competence in generic skills including: literacy, numeracy, information technology, administrative skills, self-management skills; communication and interpersonal skills;
- Commitment to self-development via personal therapy (minimum of 40 hours with a counsellor registered with BACP or UKCP).

NOTE

Students must pass all core modules and accumulate the required number of credits at levels 1, 2 and 3 in order to be eligible for an award. In addition to assessment, the programme will monitor students' academic success and evidence of personal and skills development. A progression interview with the programme team will take place at the end of Level 1 and Level 2 of study to ascertain each individual student's needs and readiness to progress towards the final BSc (Hons) Counselling award.

Students may be admitted through Accreditation of Experiential Learning (AEL) or Accreditation of Certificated Learning (ACL) processes.

In the case of applicants whose first language is not English, the University's English Language requirements as detailed on the website at time of application must be met – see <http://www.uel.ac.uk/international/application/english-language-requirements/>

ABOUT THE PROGRAMME

What is Counselling?

Counselling encompasses:

- (a) A broad set of skills, approaches, techniques and personal development which are essentially aimed at helping an individual with problem solving, problem management, working through or resolving past issues, or working towards developmental aims and goals for the future;
- (b) The essence of counselling training is the development of the “fully functioning person” and a “way of being” (Rogers, 1980):

(c) The key feature of counselling is the therapeutic relationship between counsellor and client, characterised by empathy, acceptance, and genuineness.

Counselling at UEL

The BSc (Hons) Counselling programme aims to equip students with in-depth knowledge and practice of major psychotherapeutic approaches (namely, Person Centred; Psychodynamic; CBT (and its variants); and Existential Therapy) within a pluralistic framework.

Students will be provided with:

- An opportunity to develop a critical understanding of the body of counselling theory and research
- An integrative approach that enables students to develop their own synthesis within an integrative framework.
- A long and well established tradition of counsellor training at the university (counsellor training programmes began and were developed here from 1972) and a 50 year psychology tradition.
- A strong emphasis on the development of the core qualities of counselling and practical skills training – including laboratory work in 6 interview rooms with video recording and playback equipment and full technician support.
- An emphasis on working in groups: skills training and clinical supervision groups; learning through group interaction within the whole programme;, on small team presentations and structured exercises and activities.
- A strong emphasis on personal and professional development to prepare students for the role of a counsellor and autonomous practitioner
- Programme staff with extensive clinical experience, many years experience as trainers; who have written and published widely and who are still contributing to the field and work of BACP and other Professional committees.
- An opportunity to evolve within the School of Psychology which celebrates its 50th year anniversary and remains one of the largest in the UK. The School includes experienced staff from various disciplines and expertise,
- A vibrant and well-equipped campus with excellent library

Programme structure

This programme is designed as a 3 year full time course focusing on theoretical, clinical, and personal development and research training. Students learn and apply their knowledge in supervised counselling Placements during Level 2 and Level 3. In the 3rd year of studies, students also carry out and write up an empirical research project relevant to the Counselling Field.

Learning environment

The programme provides a blend of teaching and learning approaches, including traditional lectures, seminars and workshop activities; on-line discussions and electronic support; group and individual tutorial sessions; group and experiential exercises; skills practice labs, reflective journals, professional logs, experiential portfolios, group and individual supervision, and Work-based Placement/ Clinical Placement learning.

The Student Handbook is uploaded onto our online learning site UELPlus / Moodle and each module is accompanied by this site and online student community, with facilities that will enable students to access lecture notes and class material for discussion and study preparation. In addition, the module tutor will use this facility to address any common academic issues, and to contact students where necessary. All Staff are available during office hours and by prior arrangement at other times for tutorials and consultation.

Whilst much of your work will be individual, enabling you to set your own schedule, for most modules, you will be expected to participate in group discussions, group processes, triad practice, experiential exercises, presentations

You will receive a timetable for each Semester which will inform you of the day, room and time you are expected to attend and will name the lecturer taking the class.

Assessment

Students are assessed through a combination of coursework, practical skills assessments and examination. Coursework includes essays, reflective journals, logs, portfolios, research reports, group and seminar presentations and a final year research project. The majority of assessment at all levels is by coursework and provide optimal formative feedback to students. Students will receive assessment and feedback from their clinical supervisors at Levels 2 and 3.

Progression

Students will progress into the Level 2 of studies:

- If passed all Level 1 modules
- If suitable Enhanced CRB results
- If committed to the programme's ethos
- If successful in progression interview
- And would have normally achieved 60% or higher in the GC 1102 Personal Development & Skills and the GC 1103 Person Centred Counselling modules

Students will progress into the Level 3 of studies:

- If passed all Level 2 modules

- If secured placement
- If committed to the programme's ethos
- If successful in progression interview
- If evidence of personal counselling
- And would have normally received a positive report from the external clinical supervisor

The progression interview

The progression interview will give students the opportunity to demonstrate that they have achieved appropriate levels of:

- personal qualities, including empathy, warmth and genuineness, reflexivity, congruence
- the capacity to cope with the emotional and intellectual demands of the course and of the contracted counselling with clients
- the capacity to tolerate the process of challenge, self-reflection and change
- the ability to be self critical and respond constructively to feedback
- awareness of issues of difference and equality
- commitment to self-development as a student and as a counselling trainee

The outcome of a progression interview is either (a) continue with the BSc (Hons) Counselling studies or (b) exit with a different award respective for each level (such as 120 credits at Level 1 HE Certificate in Counselling Studies; 240 credits at Level 2 HE Diploma in Counselling Studies). Intermediate awards do not confer any professional accreditation. We expect the most students will be able to be successful in their academic and professional progression and be awarded the BSc (Hons) Counselling degree. These progression milestones and their associated outcomes are proposed in the ethos of ethical professional responsibility towards trainees and their potential clients reflecting BACP guidelines.

Students with disabilities and/or particular learning needs should discuss assessments with the Programme Leader to ensure they are able to fully engage with all assessment within the programme.

Work experience/placement opportunities

In Level 2 and 3 of the programme modules will include Counselling Practice and Development which support students during supervised counselling practice placements (GC2103; GC3101; GC3103). Placements will be with a provider of counselling services, to be obtained by students, in order to gain 100 supervised client work hours. The programme's

clinical co-coordinator will offer systematic and strategic support to the students in their efforts of locating and securing a suitable clinical placement.

For the award of the BSc (Hons) Counselling, students will have to show evidence of completion of a minimum of 100 hours of supervised clinical practice (exclusive of missed sessions), and an additional 50 hours as work-based learning or other duties related to service provision during the programme. Although since July 2012 the BACP no longer consider the 50 work-based hours as compulsory, the team and in consultation with students, have decided it is beneficial to retain this aspect of the programme. This will expand the personal profile and will enhance their prospect of securing a clinical placement within a currently competitive field. It is expected that the majority (ideally all) of these hours (100 + 50) will be completed during the counselling practice and placement modules (Level 2 Sem B; and Level 3 Sem A & B), but it is recognised that in certain circumstances some students may not manage to complete all of their client hours within the time available.

Project work

The final year research dissertation is a compulsory module for the BSc Honours. Students conduct a literature review on an area of their choice and design, carry out, analyse and interpret an original empirical or theoretical investigation in this same area. Students are supported on a one-to-one basis by regular meetings with an academic supervisor with research and/or theoretical expertise in the area. In addition to this major project there are a number of other smaller project assessments and portfolios which must be completed earlier in the programme in support of the students' expanding research learning.

This is an opportunity for students to develop their own ideas, work in groups and research specific topics. The contribution of project work to the overall assessment is a major factor and contributor to the degree classification and will contribute to the profession and to the Field of Counselling practice in particular.

Added value

Within university settings counselling and psychotherapy training is most commonly delivered at post-graduate levels. The BSc (Hons) Counselling programme however is built on the assertion that the body of counselling theory and research, and the set of counselling skills and techniques associated with it, can be successfully and appropriately taught at undergraduate level. Historically counselling training was provided by colleges and adult education centres, often at HE diploma and foundation level. Our BSc (Hons) Counselling is deliberately tailored for students with no prior university education but with the aspiration and commitment to develop personally and professionally towards becoming a registered counsellor. The programme's approach to counselling is Integrative. More specifically, its philosophy is underpinned by two major Integrative and Pluralistic Frameworks by Clarkson (2003) and Cooper and McLeod (2011). The approach is best described as Integrative and Pluralistic and it is valuable as it:

- Enables trainees to navigate through different therapeutic modalities within a pluralistic framework that respects the complexity and uniqueness of the individual and the centrality of the therapeutic relationship
- Enables trainees to develop their own personal synthesis.

The BSc (Hons) Counselling programme combines up to date, rigorous university level academic scholarship with professional training aligned to accrediting professional bodies. Its content (knowledge and skills) and pedagogy are of sufficient breadth and depth to form the substance of an honours degree programme. Furthermore graduates interested to further their studies, can build on and extend this undergraduate training to related postgraduate areas such as coaching, consultancy and mediation.

Other bonus factors features of the programme include:

- Providing regular weekly clinical supervision as an integral part of the programme
- Providing four Process Development Groups which enable students to become ‘fully functioning,’ autonomous and develop capabilities of working within a team.
- Preparing students for a career as a professional counsellor; for example, writing a CV, preparing for interviews and meeting placement organisations at special events arranged by the Team.

IS THIS THE PROGRAMME FOR ME?

If you are interested in...

- Becoming a qualified, professionally trained counsellor
- Developing the qualities and skills needed to be able to help people find ways to grow and resolve their difficulties
- Understanding a range of theoretical perspectives relevant to counselling and be able to utilise them within a helping therapeutic relationship
- Learn skills which are transferable to other professional ‘care’ sectors
- Becoming a practitioner with the training and confidence to practice within a clinic setting or privately

If you enjoy...

- Learning more about yourself and other people
- Listening to people and engaging in helpful relationships
- Being accepting of others and non-judgemental
- Learning by a variety of different methods, and taking responsibility for your own learning and development
- Being part of a thriving active university
- Being a member of a group and learning community
- Developing your thinking.g. a challenge, working in groups, field work, using computers, IT communications

If you want...

- A comprehensive professional training programme which encompasses theory, practice, research, and personal and professional development
- A programme which is both personally and academically challenging
- A programme that is specific to your development

Your future career

The BSc (Hons) Counselling programme at UEL is designed to offer a thorough and contemporary preparation for a career as a professional counsellor which will equip you with the skills, qualities, knowledge and development you need. The programme has been carefully designed around BACP accreditation criteria. We are currently undergoing through the process of becoming a BACP accredited training Programme. This will ensure the recognition of the high quality of training and our graduates' competence as counsellors and members of the BACP.

After graduation you will be able to either go to employment or continue with postgraduate studies. In particular here are some of your options:

- You can work for a service provider (e.g. Counselling services, Charities, Mental Health Services) or you can set up a private practice and see clients privately

- If you wish to continue with post-graduate studies you can apply within UEL for the following courses:

Counselling and Psychotherapy (Postgraduate Diploma/MA)

Career Guidance (QCG)/ MA Careers (PG Dip)

MSc Psychology (BPS accreditation) which can lead to Professional Doctorate in

Counselling or Clinical Psychology

MSc Applied Positive Psychology

MSc Applied Psychology

MSc Business Psychology

At the end of your studies you will expect to have acquired all of the following skills (Done & Mulvey, 2011):

General graduates' skills

- Understand key aspects of your field of study (including coherent and detailed knowledge)
- Conduct analysis and enquiry; devise and sustain arguments, and/or solve problems
- Appreciate uncertainty and ambiguity
- Manage your own learning

And from an employer's perspective:

- Exercise of initiative and personal responsibility
- Portray decision making in complex and unpredictable contexts
- Effective communication of information, ideas, problems and solutions to specialist and non-specialist audiences
- Acquire the learning ability needed to undertake appropriate further training of a professional or equivalent nature

Employability skills and competencies

- Self-management and responsibility
- Resilience
- Team-working
- Discipline, service and user awareness
- Problem-solving
- Project management
- Communication and literacy
- Numeracy
- Knowledge and application of IT skills

Employability skills and competencies: Specifics for Counselling

- Clinical experience
- Awareness of ethical issues and adherence to BACP Code of Ethics
- Ability to work as part of a multi-disciplinary team

- Ability to work independently: Problem-solving, decision-making, project/task management
- Ability to use supervision and peer support adequately; openness to ask for advice and cooperate with other professionals
- Self-awareness and reflective practice
- Excellent verbal and written communication skills (Report and letter writing, communicating with other professionals, e.g. GP's, Managers etc.)

The University of East London Employability and Enterprise Team will provide support throughout your studies and after graduation to ensure that you will maximise your chances of getting a job. A useful website has been set up to help you with all you need to know, develop and practice in regards to employment.

Here is the link: <http://employability.uelconnect.org.uk/home/>

How we support you

- Students joining the programme are offered an induction programme in the week before classes begin. Returning students also receive induction to the next level or year of their programme.
- Module Staff are available during office hours and by prior arrangement at other times for tutorials and consultation.
- The Programme Leader is available during either office hours and/or by prior arrangement.
- Students are monitored by the staff during weekly Team meetings
- Further support needs may be expressed by students at bi-annual Programme Committee Team Meetings where voted students represent their colleagues.
- First year students are supported by a programme designed to help them develop study skills, covering IT skills, library use, report and essay writing, the ethics of study and research, and working in groups.
- Research Methodology teaching is supplemented by on-line interactive programme with materials and discussion groups. The Level 1 research methods module is taught in conjunction with the School of Psychology and are supported by additional tutorials and workshops that promote the research philosophy of Counselling and Psychotherapy.
- In Levels 2 and 3 of the programme, students will have weekly clinical supervision groups to support them in their client work on placement.

- Support and help with career choice, job applications and preparation of CVs is included in the programme.
- Specialist support (for example, for financial advice, career advice, counselling and learning support) is also available from central University services. The University has a student special needs advisor.

On enrolment, you will be provided with introductory materials on the use of the UEL Virtual Learning Environment (VLE) and UEL Direct.

During your studies, you will be supported by our team of Distance Learning Student Advisors in UEL Connect. These advisors act as a first point of contact for you, addressing the majority of student queries and referring only those that relate to academic matters to the module tutor. The Student Advisors will also contact students who seem to be falling behind and will offer advice and encouragement to them.

The programme fully implements our Skills Curriculum, and one of the first modules that you will be expected to undertake is our level 1 Academic Study Skills module, which will provide you with additional support in your study habits and in being an effective distance learner.

Bonus factors

Bonus factors

- Established links with several local counselling agencies.
- Students have the chance to participate in and help with real-life research within the School of Psychology.
- The Psychology Help Desk offers a valuable one-stop source of information and advice, as well as a centre for handing in and retrieving course work, booking equipment and rooms, and assistance with IT problems.
- Visiting guest speakers in the Field give lectures and provide contemporary research and practice experience.

Outcomes

Programme aims and learning outcomes

What is this programme designed to achieve?

The Aim of this professional training programme is to enable students to:

Aim one: gain resilience,

Aim two: create deep reflective practice

Aim three: obtain critical thinking towards personal well-being and professional development.

The programme is designed to give you the opportunity to:

- Graduate as someone who is capable of pursuing a successful, ethical and useful career as a professional counsellor
- Prepare for further postgraduate study/training and Continuing Professional Development
- Have the potential to take an active role as a member of a professional community

What will you learn?

All learning outcomes are covered in the programme's Single Honours route as this is a professional training with strict adherence to the BACP training curriculum guidelines and Higher Education requirements across the statutory benchmarks for the UK.

Knowledge

- Critical awareness of a variety of theoretical models and counselling approaches
- In-depth knowledge of Integrative and Pluralistic Models
- Critical awareness of the context of counselling in contemporary society including ethical and non-discriminatory practice
- Knowledge of psychological theory as it can be applied to counselling
- Understanding of a range of common client presenting issues

Thinking skills

- Reflective and critical thinking
- Research methods
- Problem-solving
- Resolving ethical dilemmas
- Exploring theoretical integration and resolving or reconciling contradictions

Subject-Based Practical skills

- To use a wide range of therapeutic interventions appropriate to the client and context
- To work effectively with clients
- To make appropriate use of clinical supervision
- To produce clinical formulations and related therapeutic plans in collaboration with clients.
- To be accountable for own practice and decision-making
- To manage own case load

Skills for life and work (transferable) life skills

- To establish effective working relationships
- To work both independently and as part of a team
- Communication and presentation skills
- Making written and oral reports
- Self appraisal and setting personal learning goals
- Self presentation as secure, self-aware, non-defensive and confidence-inspiring
- Create autonomy and professionalism
- The capacity to tolerate the process of challenge, self-reflection and change
- The ability to use Virtual Learning Environments

Structure

The programme structure

Introduction

All programmes are credit-rated to help you to understand the amount and level of study that is needed.

One credit is equal to 10 hours of directed study time (this includes everything you do e.g. lecture, seminar and private study).

Credits are assigned to one of 5 levels:

- 0 - equivalent in standard to GCE 'A' level and is intended to prepare students for year one of an undergraduate degree programme
- 1 - equivalent in standard to the first year of a full-time undergraduate degree programme
- 2 - equivalent in standard to the second year of a full-time undergraduate degree programme
- 3 - equivalent in standard to the third year of a full-time undergraduate degree programme
- M - equivalent in standard to a Masters degree

Credit rating

The overall credit rating of this programme is 360 credits.

Typical duration

The expected duration of this programme is three years when attended in full-time mode over the duration of the Programme. On occasions and linked to the Progression process (see Page 2) a student may need to take a Gap break to enable further training, work-based placement or personal development to take place. In this case the duration of the programme will change accordingly. Completion of 100 client hours may also extend the time to completion of the degree.

How the teaching year is divided

The teaching year begins in September and ends in June.

A typical student, in full-time attendance mode of study, will register for 120 credits in an academic year. A student in a part-time mode of study may register for up to 80 credits in any academic year.

What you will study when

This programme is part of a modular degree scheme. A student registered in a full-time attendance mode will take six 20 credit modules (or fewer, if any are 40 credit modules) per year. An honours degree student will complete modules totalling 120 credits at level one, modules totalling 120 credits at level 2 and modules totalling 120 credits at level 3.

The BSc (Hons) Counselling is not be available as part of the Combined Honours Programme due to the integrated and professional training nature of the programme.

Modules are defined as:

- Core - Must be taken
- Option - Select from a range of identified module within the field

- University Wide Option - Select from a wide range of university wide options

Structure of the BSc (Hons) Counselling: core and option modules*

Level 1			
Sem A		Sem B	
Core	GC 1101 Core Counselling Skills & Processes (Triads)	Core	GC 1103 Person Centred Counselling (Triads)
Core	GC 1102 Personal Development & Skills (Lectures/Seminars)	Core	GC 1104 Working with Diversity & Ethics (Lectures/Seminars)
PDG	Process Development Group (Experiential Approach) – a pass/fail component of GC 1102	PDG	Process Development Group (Person Centred Approach) – a pass/fail component of GC 1103
Core	PY 1101 Research Methods 1	Core	PY 1104 Biological & Cognitive Basis of Counselling (Seminars)
Level 2			
Sem A		Sem B	
Core	GC 2101 Becoming a Reflective Practitioner (Triads)	Core	GC 2103 Placement & Professional Practice (Triads/Clinical Supervision)
Core	GC 2102 Psychodynamic Counselling (Lectures/ Seminars)	Core	GC 2104 Cognitive and Behavioural Theories and Approaches (Lectures/Triads)
PDG	Process Development Group (Psychodynamic Approach) – a pass/fail component of GC 2102	PDG	Process Development Group (Mindfulness Approach) – a pass/fail component of GC 2104
Option	GC 2107 Counselling Children & Young People (Seminars and Workshops)	Core	GC 2105 Research Methods in Counselling (Workshops)
Option	Or one other PY level 2 option module		
Level 3			
Sem A		Sem B	
Core	GC 3101 Clinical Practice & Supervision 1	Core	GC 3103 Clinical Practice & Supervision 2

Core	GC 3104 Research Dissertation (40 credits)	Core	GC 3104 Research Dissertation (40 credits)
Option	GC 3102 Existential & Insight Oriented Approaches (Seminars and Workshops)	Core	GC 3105 The Integrative Practitioner (Seminars and Workshops)
Option	GC 3106 Coaching Psychology (Seminars)		
Option	PY 3103 Occupational Psychology (Seminars)		

Requirements for gaining an award

In order to gain an Honours degree you will need to obtain 360 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 120 credits at level three or higher

In order to gain an **Ordinary degree** you will need to obtain a minimum of 300 credits including:

- A minimum of 120 credits at level one or higher
- A minimum of 120 credits at level two or higher
- A minimum of 60 credits at level three or higher

In order to gain a **Diploma of Higher Education** you will need to obtain at least 240 credits including a minimum of 120 credits at level one or higher and 120 credits at level two or higher

In order to gain a **Certificate of Higher Education** you will need to obtain 120 credits at level one or higher.

In order to gain an Associate Certificate you will need to obtain a minimum of 20 credits at level one or higher

Further information

For the award of the BSc (Hons) Counselling, students will also have to show evidence of completion of a minimum of 100 hours of supervised practice (exclusive of missed sessions), and an additional 50 hours in work-based learning. It is recognised that in certain circumstances some students may not manage to complete all of their client hours within the time available. Provided that they have achieved sufficient hours within the modules to complete the assessment tasks and meet the assessment criteria, students can pass these modules. If, at the completion of the taught modules, such students have not accumulated the required number of client hours, the award of BSc (Hons) Counselling will be deferred for up to a year to enable the hours to be completed. Students will be awarded the BSc (Hons) Counselling Degree after they complete the above hours in addition to gaining 360 credits. Students in this position will also be required to submit evidence of supervision according to BACP standards for all of their client work. Staff will support students in developing appropriate arrangements to enable them to manage and continue to develop during this period.

Degree Classification

Where a student is eligible for an Honours degree, and has gained a minimum of 240 UEL credits at level 2 or level 3 on the programme, including a minimum of 120 UEL credits at level 3, the award classification is determined by calculating:

$$\frac{\text{The arithmetic mean of the best 100 credits at level 3}}{\times 2/3} + \frac{\text{The arithmetic mean of the next best 100 credits at levels 2 and/or 3}}{\times 1/3}$$

and applying the mark obtained as a percentage, with all decimal points rounded up to the nearest whole number, to the following classification

- 70% - 100% First Class Honours
- 60% - 69% Second Class Honours, First Division
- 50% - 59% Second Class Honours, Second Division
- 40% - 49% Third Class Honours
- 0% - 39% Not passed

Assessment

Teaching, learning and assessment

Teaching and learning

Knowledge is developed through

- Lectures
- Workshops
- Seminars
- Private reading/study

Thinking skills are developed through

- Seminar and supervision groups
- Discussion in workshops
- Written assignments
- Reflection on practice/experience

Practical skills are developed through

- Workshops
- Demonstrations
- Skills training labs
- Giving and receiving feedback
- Supervision
- Clinical placement
- Professional Log recording

Skills for life and work (transferable skills) are developed through

- Workshops
- Skills training
- Clinical placement
- Independent Study
- Peer support
- Giving and receiving feedback
- Self appraisal, self presentation
- Group and experiential exercises
- Personal development

Assessment

Knowledge is assessed by

- Essays
- Examinations
- Coursework
- Interview

Thinking skills are assessed by

- Essays
- Examinations
- Coursework
- Research project work
- Reflective journals
- Professional Log
- Skills Analyses and Evaluation
- Process reports
- Interview

Practical skills are assessed by

- Video recordings and transcripts
- Supervisor Report
- Professional Log
- Process reports and skills analyses

Skills for life and work (general skills) are assessed by

- Presentations
- Project Work
- Group processes

Quality

How we assure the quality of this programme

Before this programme started

Before this programme started, the following was checked:

- there would be enough qualified staff to teach the programme;
- adequate resources would be in place;
- the overall aims and objectives were appropriate;
- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements;
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of programme approval which involves consulting academic experts including some subject specialists from other institutions.

How we monitor the quality of this programme

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate);
- student feedback.

Drawing on this and other information, programme teams undertake the annual Review and Enhancement Process which is co-ordinated at School level and includes student participation. The process is monitored by the Quality and Standards Committee.

Once every six years an in-depth review of the whole field is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

The role of the Programme Committee

This programme has a programme committee comprising all relevant teaching staff, student representatives and others who make a contribution towards the effective operation of the programme (e.g. library/technician staff). The committee has responsibilities for the quality of the programme. It provides input into the operation of the Review and Enhancement Process and proposes changes to improve quality. The programme committee plays a critical role in the quality assurance procedures.

The role of external examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme;
- To ensure that justice is done to individual students.

External Examiners fulfil these responsibilities in a variety of ways including:

- Approving exam papers/assignments;
- Attending assessment boards;
- Reviewing samples of student work and moderating marks;
- Ensuring that regulations are followed;
- Providing feedback through an annual report that enables us to make improvements for the future.

Listening to the views of students

The following methods for gaining student feedback are used on this programme:

- Module evaluations
- Student representation on programme committees (meeting twice per year)

Students are notified of the action taken through:

- circulating the minutes of the programme committee
- feedback from student representatives

Listening to the views of others

The following methods are used for gaining the views of other interested parties:

- Annual student satisfaction questionnaire
- Questionnaires to former students
- Feedback from External Examiners
- Links with the British Association for Counselling & Psychotherapy (BACP)
- Programme Advisory Committee of former students, employers, other professionals, service users
- Annual feedback from external supervisors and placements

Further Information

Alternative locations for studying this programme

Location	Which elements?	Taught by UEL staff	Taught by local staff	Method of Delivery
-	-	-	-	-

Where you can find further information

Further information about this programme is available from:

- The UEL web site <http://www.uel.ac.uk>
- The programme handbook
- Module study guides
- UEL Manual of General Regulations <http://www.uel.ac.uk/qa/>
- UEL Quality Manual <http://www.uel.ac.uk/qa/>
- Regulations for the Academic Framework <http://www.uel.ac.uk/academicframework/>

- UEL Guide to Undergraduate Programmes
- School web pages <http://www.uel.ac.uk/psychology/index.htm>
- BACP website www.bacp.co.uk