

Validation Document		
1	Title of Programme	a) Integrative Counselling b) Integrative Counselling Theory c) Counselling Top Up d) Counselling Theory Top Up
2	Award (e.g. FdA, BA)	BA (Hons)
3	Contained Award	a) Pass Degree for successful completion of 60 credits at level 6 b) Pass Degree for successful completion of 60 credits at level 6 (non-practicing) Certificate of Higher Education for successful completion of 120 credits at Level 4 Diploma of Higher Education for successful completion of 240 credits at Level 5
4	Awarding Body	TEC Partnership
5	UCAS code (if applicable)	a) CN01 (Grimsby) a) TG32 (Beverley) b) CN01 (Grimsby) b) TG32 (Beverley) c) CN02 d) CN03
6	HECOS codes	a) 100495 b) 100495 c) 100495 d) 100495
7	Mode of Study (full and/or part-time)	Full Time
8	Duration (total number of years)	a & b – 3 years Full Time c & d – 1 year Full Time
9	Number of weeks per academic year	31 Each Trimester consists of 8 weeks of module delivery. Trimester 1 has an extra week in which students are prepared for study at the new level. There are 6 assessment weeks.
10	Accrediting Professional / Statutory Body (if applicable)	NA
11	Location of delivery and Faculty	Grimsby Institute and East Riding College
12	Entry requirements	

Entry requirements at Level 4

English at GCSE Grade 4/C or equivalent

Level 3 Certificate in Counselling or an alternative level 3 qualification **OR**

60 Access credits **OR**

48 UCAS points from A levels

Standard offer: c)

English at GCSE Grade 4/C or equivalent

50% achieved from a Foundation Degree or level 5 equivalent.

Achievement of practice skills module.

Standard offer: d)

English at GCSE Grade 4/C or equivalent

50% achieved from a Foundation Degree or level 5 equivalent.

a), b), c) & d) - For these counselling programmes, students must be a minimum of 18 years old at the point of entry.

a), b), c) & d) - Interview Process: 1-1 interviews will be offered to applicants if further information regarding the application form is required.

Please note that some employers or institutions for postgraduate study may require GCSE Maths at the point of application.

Non-standard offer – a) & b)

Non-standard entry is intended to support students who may not meet the standard academic entry requirements of a HE programme, normally level 3 qualifications which attract UCAS points (for instance A-levels or BTEC level 3 courses). An applicant must be able to demonstrate recent work/experience in the relevant sector, which would give them skills and knowledge comparable to applicants with Level 3 qualifications.

All such non-standard applicants will be interviewed, set an appropriate piece of work (1000-word essay on a counselling related topic) and a judgement made taking into account their academic potential and relevant work/experience.

Recognition of prior learning

TEC Partnership encourages student transfers from other institutions. Applicants may be admitted with credit for prior certificated learning (RPcL) or work/life experience or other uncertificated learning (RPeL). Please refer to the HE21 Student Transfer and the Recognition of Prior Learning.

13	Minimum number of students required for the programme to run	a) 10 b) 10 c) 10 d) 10
14	Degree classification weighting	

Bachelor's Degree

a & b - The degree classification is normally awarded based on the weighted average (30/70) of the marks achieved at levels 5 & 6

c & d - The degree classification is normally awarded based 100% of the marks achieved at level 6

15	Aims of the programme and distinctive features/fit with existing provision
<u>Aims</u> This course is ideal for aspiring counselling practitioners who are currently working in the healthcare sector, or applicants in search of a change in vocation, particularly those who would like to gain further insight into therapeutic intervention. The aims are that levels four and five will provide a challenging and high-quality academic grounding for level six, inclusive of study skills and research development. These also focus on personal development, enabling greater self-awareness and self-acceptance, as well as integrative counselling skills practice, to help prepare the student for client work. Students are encouraged to develop the integration of academic skills and counselling skills and competencies. Students will also develop a firm understanding of the influence of other subject disciplines, such as lifespan development and mental health and contemporary client issues such as addictions, abuse, and eating disorders and an understanding of how culture and diversity impact the counselling role and relationship. a) BA Integrative Counselling (level six) is focussed on practice for aspiring counsellors. It prepares students for the challenges of working in this vital and frequently fluid area within both the public and private sector, equipping all students with the knowledge, skills, understanding and ethical instincts to work as informed, confident and responsible professionals. The programme will offer students sound knowledge and skills which they can apply to practice during the practical element, where students complete 100 placement hours as a 1-1 counsellor. A further requirement is that the student will participate in 10 hours of personal therapy, 1.5 hours supervision per 8 client hours, hold a clear enhanced DBS and purchase professional indemnity insurance. b) BA Integrative Counselling Theory will enable those students not wishing to enter placement and become a counsellor to achieve a good degree. At present, there are no provisions for students to attend a programme where they can choose to opt out of the placement module and attend theoretical modules in place of the practicing element. This will also be highly attractive to practicing counsellors who may hold a practicing Foundation Degree in counselling, who are looking to develop their professional competence and advance their careers with a full degree. These students would not be expected to achieve any further hours on placement as they will have already achieved the 100 hours required by the British Association for Counselling and Psychotherapy (BACP). Neither would they be required to participate in 10 personal therapy hours. c) BA Counselling Top Up is focussed on practice for aspiring counsellors. It prepares students for the challenges of working in this vital and frequently fluid area within both the public and private sector, equipping all students with the knowledge, skills, understanding and ethical instincts to work as informed, confident and responsible professionals. The programme will offer students sound knowledge and skills which they can apply to practice during the practical element, where students complete 100 placement hours as a 1-1 counsellor. A further requirement is that the student will participate in 10 hours of personal therapy, 1.5 hours supervision per 8 client hours, hold a clear enhanced DBS and purchase professional indemnity insurance. d) BA Counselling Theory Top Up will enable those students not wishing to enter placement and become a counsellor to achieve a good degree. At present there are no provisions for students to	

attend a programme where they can choose to opt out of the placement module and attend theoretical modules in place of the practicing element. This will also be highly attractive to practicing counsellors who may hold a practicing Foundation Degree in counselling who are looking to develop their professional competence and advance their careers with a full degree. These students would not be expected to achieve any further hours on placement as they will have already achieved the 100 hours required by the British Association for Counselling and Psychotherapy (BACP). Neither would they be required to participate in ten personal therapy hours.

The aim is that upon successful completion of this degree, students on a) and c) will gain qualified counsellor status and be eligible to complete the Certificate of Proficiency required to become a registered member of the BACP. Furthermore, they will be competent to enter self-employment as a counsellor in private practice. Graduates from a) and b) will be eligible for potential career progression; a wide range of careers are available across public, private and third sector environments, such as the NHS and charitable organisations. Furthermore, on successful completion, students from a), b), c) and d) can also pursue further academic development via post-graduate routes.

Distinctive features

Specifically designed rooms are provided to recreate the counselling environment, supporting the development of skills. Furthermore, the programme employs BA/MA qualified, practicing Counsellors who hold a registered membership to the British Association for Counselling and Psychotherapy and practice in adherence to their Ethical Framework. This ensures the embedding of current knowledge/ experience into the teaching of modules and counselling skills within this degree.

You have the opportunity to engage in work-related placement during level 5. This consists of work within the community in a support, care or befriending role. This experience will support you in enhancing your theoretical, communication and interpersonal skills and professional ethical standards, which you have learnt by enabling you to put these into practice. Furthermore, you will gain an understanding of working with individual human experiences, support organisations, multi-disciplinary teams and practitioner roles.

Upon successful completion of levels 4 and 5, you may progress on to the final year, where you will be given the opportunity to continue on your original path of becoming an integrative practicing counsellor. However, should you decide to no longer practice as a counsellor, you will have the opportunity to undertake the BA Integrative Counselling theory route.

Students on a & c will have the opportunity to complete 100 hours of counselling placement, which aligns with the BACP requirements for eligibility to become a registered member of the BACP.

As a graduate with either the BA Integrative Counselling or the BA Integrative Counselling Theory qualification, you will be a highly employable individual, equipped with the skills and knowledge able to access a variety of careers and, depending on your chosen route, work in several health-related roles.

Graduates considering postgraduate opportunities should check the requirements for English and Maths qualifications for those programmes.

16a	Programme Learning Outcomes <i>Upon successful completion of this programme a student will be able to...</i>	
	Programme Learning Outcome	Subject Benchmark Reference

1	a, b, c & d Produce reasoned arguments relating to counselling theory and the therapeutic process, justifying conclusions and recommendations by reference to appropriate supporting evidence.	QAA C&P: 4.6.1, 11. 4.7.2, 4, 6. BACP: 81a, b
2	a, b, c & d Demonstrate effective communication and presentation skills across a range of situations, communicating complex concepts and producing logical arguments, in a variety of formats and to specialist and non-specialist audiences.	QAA C&P: 4.9.8, 4.9.9, 4.10.3, 4.10.10, 4.13.3, 4.13.9, 4.13.10, 4.13.11, 4.13.12 BACP: 81a, b
3	a, b, c & d Critically analyse, with relevance and breadth, key theoretical models, approaches and diagnostic criteria that underpin counselling and mental health practice, including human development, client issues, and multi-agency/ multi-disciplinary ways of working.	QAA C&P: 4.6.1, 2. 3, 4, 10, 11. 4.7.1, 2, 3, 4, 5. BACP: 81a, b.
4	a, b, c & d Demonstrate critical awareness of self within group interactions and experiential learning through reflective practice.	QAA C&P: 4.6.5, 6, 7, 8. 4.7.9, 4.7.10. 4.8.1, 2, 3, 5, 6, 7. 4.13.1, 4.13.8 BACP: 81a, b
5	a & c Use a range of essential and advanced transferable counselling skills competently in situations which may contain complex or unpredictable elements in a professional context.	QAA C&P: 4.7.5, 6, 8. 4.8.1, 3. BACP: 81a, b. 83a
6	a, b, c & d Critically evaluate contemporary research within counselling and be able to collect, analyse and interpret qualitative and quantitative data to inform practice and personal development.	QAA C&P: 4.6.1, 2, 3, 11. 4.7.1, 3, 4. BACP: 81a, b.
7	a, b, c & d Develop a critical understanding of key professional responsibilities that underpin practice in preparation for employment, including continual professional development, professional boundaries, anti-oppressive practice, contracting, assessments, supervision, referrals and note-taking in adherence to Ethical Frameworks and Legislation.	QAA C&P: 4.6.1, 3, 4, 5, 7, 8, 9, 10, 12, 14. 4.8.1, 4, 5, 6, 7, 8. 4.9.1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19. 4.10.1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15. 4.11.1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18. BACP: 81a, b. 82a, b. 83a, b, c, d, e.

8	a, b, c & d Apply and critically evaluate a variety of counselling and mental health literature, including research evidence, ethical frameworks and organisational guidelines to evaluate the effectiveness of therapeutic interventions and their appropriateness when working with specific client issues.	QAA C&P: 4.6.1, 2, 3, 4, 9, 11. 4.7.1, 2, 3, 4, 5, 6, 7, 8. 4.11.6, 7, 8, 9, 17 BACP: 81a, b.
9	a, b, c & d Demonstrate diversity, anti-oppressive ways of working in a counselling setting and ethical principles in relation to personal study and practice in line with the British Association of Counselling and Psychotherapy Ethical Framework.	QAA C&P: 4.6.2, 8, 12. 4.7.7, 9. 4.9.2, 4, 7, 8, 9, 19. 4.12.3, 11. 4.13.17. BACP: 81a, b. 82a, b. 83a, b, c, d, e.
10	a, b, c & d Gather, interpret and evaluate evidence and information from a wide range of sources, conveying ideas in an appropriate written format, including the presentation of text which meets Harvard Referencing and academic conventions.	QAA C&P: 4.6.1, 11. 4.13.2, 4.13.4, 4.13.9, 4.13.10, 4.13.11 BACP: 81a, b.
11	a & c Critically reflect, independently and through supervision, on professional and personal development theory, developing and increasing awareness of own self-structure; recognising strengths and limitations and developing personal awareness and self-care strategies to ensure the maintenance of professional fitness to practice.	QAA C&P: 4.7.7, 9, 10, 11. 4.8.1, 2, 4, 5, 6, 7, 8. BACP: 81a, b. 82a, b. 83a, b, c, d, e.
12	b & d Demonstrate critical knowledge of contemporary issues affecting the complex and diverse nature of healthcare systems in terms of delivery of care, structural, organisational and individual experiences, and the effective management of such systems.	QAA C&P: 4.6.3, 5. 4.7.4. 4.13.19 BACP: 81a, b SW 5.2.v, 5.5vii, 5.6iv, 5.6v, 5.6vii, 5.6ix, 5.16.iv
16b	Additional Outcomes aligned to PSRB or Apprenticeship Standards	
1	NA	
2		
3		
17	Graduate Attributes and Threshold Characteristics	

Level 4

A student achieving level 4 of the programme will have demonstrated the following knowledge, skills and threshold characteristics:

- Knowledge of the underlying concepts and principles associated with Person Centred Counselling.
- The ability to evaluate and interpret these within the context of that area of study.
- The ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of the Person-Centred approach to counselling.
- To evaluate the appropriateness of different approaches to solving problems related to counselling.

Level 5

A student achieving level 5 of the programme will have demonstrated the following knowledge, skills and threshold characteristics:

- Knowledge and critical understanding of the well-established principles of Person-Centred counselling, and of the way in which those principles have developed.
- The ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.
- An understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.
- Use of a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.

Level 6 & Top Ups

A student achieving level 6 of the programme will have demonstrated the following knowledge, skills and threshold characteristics:

- A systematic understanding of key aspects of counselling, including acquisition of coherent and detailed knowledge.
- An ability to deploy accurately established techniques of analysis and enquiry within the discipline.
- A conceptual understanding that enables the student to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline. Also, to describe and comment upon aspects of current research, or equivalent advanced scholarship, in the discipline.
- An appreciation of the uncertainty, ambiguity, and limits of knowledge.
- The ability to manage their own learning, and to make use of scholarly reviews and primary sources.

18	Programme Structure			
Module Title	Core/ Option	Credits	Level	Delivery T1/T2/T3
Personal Development	C	20	4	T1, 2 & 3
Research and Study Skills	C	10	4	T1
Foundation for Counselling Skills Practice	C	10	4	T1
Integrative Approaches for Counselling	C	20	4	T1
Integrative Counselling Skills 1	C	20	4	T2
Lifespan Development (infill with FdA Children, Young People and Families)	C	20	4	T2
Integrative Counselling Skills 2	C	20	4	T3
Personal Development & Life Transitions	C	20	5	T1, 2 & 3
Advanced Integrative Counselling Skills & Preparation for Placement	C	20	5	T1, 2 & 3
Mental Health and Wellbeing	C	20	5	T1
Professional & Ethical Issues	C	20	5	T2
Contemporary Client Issues	C	20	5	T3
Research in Counselling	C	20	5	T3
<u>BA Integrative Counselling (Level 6)</u>				
Dissertation	C	40	6	T1, 2 & 3
Practice Placement	C	40	6	T1, 2 & 3
Personal Development & Culture	C	20	6	T1
Psychology within Counselling	C	20	6	T2
<u>BA Integrative Counselling Theory (Level 6)</u>				
Dissertation	C	40	6	T1, 2 & 3
Personal Development & Culture	C	20	6	T1
Health Psychology (infill with Health & Social Care Top Up)	C	10	6	T1
Addiction (Infill with Health & Social care Top Up)	C	10	6	T2

Psychology within Counselling	C	20	6	T2
Leadership (Infill with Health & Social Care Top Up)	C	20	6	T3
BA Counselling Top Up				
Dissertation	C	40	6	T1, 2 & 3
Practice Placement	C	40	6	T1, 2 & 3
Personal Development & Culture	C	20	6	T1
Psychology within Counselling	C	20	6	T2
BA Counselling Theory Top Up				
Dissertation	C	40	6	T1, 2 & 3
Personal Development & Culture	C	20	6	T1
Health Psychology (infill with Health & Social Care Top Up)	C	10	6	T1
Addiction (Infill with Health & Social Care Top Up)	C	10	6	T2
Psychology within Counselling	C	20	6	T2
Leadership (Infill with Health & Social Care Top Up)	C	20	6	T3

19 Teaching and Learning Strategy

Level 4

At level 4, students are supported to develop their academic skills through a research and study skills module, which will enable them to be able to complete their assessments to the correct level of academic requirement. Essay and report writing, presentations using ICT, reflective writing, undertaking secondary research and presenting structured arguments and Harvard referencing will be introduced and assessed. Integrative counselling skills will be introduced and practised, and personal development will encourage students to consider individual areas for development. At this level, basic principles of all the concepts within these modules are taught so these can be built upon as students progress to higher levels.

Level 5

At level 5, students are supported to build upon the academic skills gained at level 4 with a stronger focus on independent research, developing skills further in critical thinking and writing. Students will also build upon skills in constructing critical arguments and using wider source material to support their work. Module assessment will be varied to develop and test the students' academic, problem-solving and practice skills at the required level. These will be specifically addressed during the Research within Counselling module to prepare students for their Dissertation at level 6. Advanced integrative counselling skills and further personal development will be practised in readiness for the 100-hour student placement at level 6. Furthermore, integrative counselling principles and concepts will be

developed during Contemporary Client Issues and Mental Health and Wellbeing modules. This will be achieved during the modules.

Level 6

a) - This route encourages students to develop a critical understanding of counselling theory and practice, informed by skills development, theoretical debates and research at the forefront of this discipline. It aims to facilitate opportunities for students to develop their conceptual understanding in order that they are able to critically evaluate research, scholarship and different practices, approaches and ethical considerations within the counselling profession, and apply the competency, skills and knowledge gained from this to their own future practice. This route is underpinned by the integration of knowledge and understanding with experiential learning, in order to encourage student competency within counselling practice. Students will also be encouraged to develop their own autonomous practice as a counsellor within an established placement setting, working 1-1 with clients, developing their own integrity and initiative whilst often working with vulnerable adults. The students will be working as self-directive professionals whilst receiving external counselling supervision with a qualified and experienced supervisor. Group supervision will also enable students to seek support and guidance from a qualified counsellor as well as peer experience in the university setting. The placement setting will teach students how to work alongside other agencies within a multidisciplinary team consisting of crisis teams, social workers, doctors and nurses.

b) – Within this route, the sessions will typically consist of interactive lectures which encourage debate and application of theory within the counselling sector. The lecture element will provide the students with the key skills and knowledge to enable participation in the seminar activities and to complete their assessments. The lectures will encourage creative thought on behalf of the students and suggest follow-up activities to develop key ideas. Throughout these interactive lectures, group tasks will be set and understanding assessed to inform teaching. These sessions will make use of workshops and exercises which are used as an informal on-going method of assessment, where students' individual skills and knowledge growth will be tested through workshop and seminar exercises and student-led demonstrations. Throughout the sessions, presentations and organised debates will be used to build confidence and develop skills, and presentations and debates about the content of presentations will be used to encourage creative and critical thinking strategies.

BA Counselling Top Up

This programme encourages students to develop a critical understanding of counselling theory and practice, informed by skills development, theoretical debates and research at the forefront of this discipline. It aims to facilitate opportunities for students to develop their conceptual understanding in order that they are able to critically evaluate research, scholarship and different practices, approaches and ethical considerations within the counselling profession, and apply the competency, skills and knowledge gained from this to their own future practice. This route is underpinned by the integration of knowledge and understanding with experiential learning, in order to encourage student competency within counselling practice. Students will also be encouraged to develop their own autonomous practice as a counsellor within an established placement setting, working 1-1 with clients, developing their own integrity and initiative whilst often working with vulnerable adults. The students will be working as self-directive professionals whilst receiving external counselling supervision with a qualified and experienced supervisor. Group supervision will also enable students to seek support and guidance from a qualified counsellor as well as peer experience in the university setting. The placement setting

will teach students how to work alongside other agencies within a multidisciplinary team consisting of crisis teams, social workers, doctors and nurses.

BA Counselling Theory Top Up

Within this programme, the sessions will typically consist of interactive lectures which encourage debate and application of theory within the counselling sector. The lecture element will provide the students with the key skills and knowledge to enable participation in the seminar activities and to complete their assessments. The lectures will encourage creative thought on behalf of the students and suggest follow-up activities to develop key ideas. Throughout these interactive lectures, group tasks will be set and understanding assessed to inform teaching. These sessions will make use of workshops and exercises which are used as an informal on-going method of assessment, where students' individual skills and knowledge growth will be tested through workshop and seminar exercises and student-led demonstrations. Throughout the sessions, presentations and organised debates will be used to build confidence and develop skills, and presentations and debates about the content of presentations will be used to encourage creative and critical thinking strategies.

20	References used in designing the programme
QAA Subject Benchmark Statement for Counselling and Psychotherapy (2022) QAA Subject Benchmark Statement for Social Work (2019) British Association for Counselling and Psychotherapy Ethical Framework for the Counselling Professions (2018)	
21	Indicators of quality and standards
The programme will follow the QA standards of TEC Partnership. The programme has been written with reference to appropriate external reference points. TEC Partnership undertakes a number of scheduled internal periodic and thematic reviews throughout each academic year to assure itself of the quality and standards of its provision. External Examiners' reports are received by the HE Quality Office and a copy is forwarded to the relevant academic area at TEC Partnership. TEC Partnership requires action plans to be created for any actions recommended as a result of student, tutor, moderator or External Examiner comments. These are reported to our HE Committees. TEC Partnership also monitors External Examiner reports and these are reported on through faculty self-evaluation and enhancement documents, the quality enhancement report and the External Examiner's institutional analysis report. Annual course reviews (AMRs) will take place in line with the requirements of TEC Partnership and actions planned to rectify any weaknesses and further develop the quality of the provision. These AMRs are moderated internally by the Curriculum Manager (or equivalent) and then submitted to the HE Quality Office to ensure key sources, such as External Examiner reports, are fully reflected upon before being published, and also to reduce variability in the quality of information presented.	
22	Particular support for learning
The needs of disabled learners are taken into account in the design of all learning programmes. Students will be screened at induction to identify those with individual learning support needs. TEC Partnership has well-established procedures in place to support all identified students through the	

application and assessments for the Disabled Students' Allowance to secure any specialist equipment or tuition which is required.

Students will also be invited in for advice and support through the DSA procedure.

Each student is entitled to one tutorial per semester with the programme leader to discuss individual issues relating to both modules and the programme overall.

In addition to study skills embedded in the programme, TEC Partnership employs an academic achievement service. The academic achievement service is responsible for working with students to support them in the development of their study skill abilities and includes interventions such as support towards use of ICT, giving presentations, using formal writing and appropriate academic conventions, avoiding plagiarism, analytical and critical writing skills. Students have access to one support and also timetabled study skill workshops.

23 Methods for evaluating and improving the quality of learning

All students will have the opportunity to comment on the quality of the learning experience on each module. Staff will also be expected to complete module evaluations for each module that they deliver. This feedback must be analysed by the module leader and the results fed into the annual monitoring report, faculty self-evaluation document and subsequent year's module handbook. Programme and module leaders must give consideration to modifications to improve the delivery of any module, and this should be recorded in the annual monitoring report and carried forward for minor or major modifications as appropriate.

TEC Partnership's policy requires that all teaching staff should be observed delivering learning at least annually. Teaching and learning that does not reach the minimum expected standard will result in an action plan agreed between the line manager and the member of staff.

Student satisfaction is measured by student surveys on larger courses; on the smaller courses student opinion may be gathered by other survey means. Student representatives are invited to course team meetings and additionally have the opportunity to raise items with the course leader at individual meetings outside the course team.

Further, TEC Partnership facilitates the Student Senate, which consists of student representatives from each HE department. The Student Senate meets on a monthly basis, and its remit is to:

- Consider matters relating to the student experience within Higher Education.
- Enhance the Student Voice within TEC Partnership's Higher Education strategic and operational agenda.
- Provide feedback on areas of good practice.
- Put forward suggestions for the development of Institutional policy and strategy.
- Enhance the student learning experience by promoting academic and research events and cultural events on campus.
- Increase student engagement in all aspects of Higher Education quality processes.

24 Identify any ethical issues that relate to this programme's teaching and assessment

The teaching and learning strategies employed by tutors within TEC Partnership comply with the ethical values of TEC Partnership.

All staff teaching on the programme are required to annually engage in Continuing Professional Development to ensure quality of teaching and learning. Furthermore, teaching staff on specific modules such as practice and personal development modules must be members of the British

Association for Counselling and Psychotherapy and be practicing counsellors. Practise learning based modules are focused on enhancement of ethical practice and are designed to ensure client and organisational confidentiality. TEC Partnership is committed to ethical standards and as such placement contracts are signed and abided by both the organisation and student cohort.

When submitting assessments, students must adhere to professional principles of confidentiality, as failure to do so may lead to action being taken to prevent students from completing their programme of study.

This programme has been designed to ensure that appropriate ethical concepts and frameworks are incorporated throughout and that students are aware of, and encouraged to demonstrate, the need for ethical considerations within their proposals and practical work.

Where assessments are judged, by module tutors, to require ethical approval, such as in the case of dissertations and final major projects, students will be expected to submit a proposal to the School/Faculty and/or TEC Partnership's Ethics Committee. Information regarding ethics approval can be obtained from <https://grimsby.ac.uk/documents/highereducation/quality/HE14/HE14-Ethics-Approval.pdf>

25	For Foundation Degrees is the programme Work Based or Work Related?	N/A
26	How are WBL/WRL opportunities managed, monitored and reviewed, and what particular arrangements are there for student support	

a) & b)

Work-related learning in the Advanced Integrative Counselling Skills module consists of a minimum of 50 hours, which must be completed during level 5. The ability for the student to practice will be assessed via observations and assessments related to professionalism, personal development, ethical practice, and counselling skills. Within the work-related learning module, students will be expected to present a signed log of hours at the end of level 5. Failure to present this log at the end of level 5 will affect the student's ability to progress onto level 6. It is expected that students will demonstrate evidence of having undertaken at least 50 hours during their study at level 5 to ensure that they have had sufficient opportunity to apply new knowledge to a working environment.

Work-based learning in the programme consists of 100 hours, which must be completed at level 6 on the BA Integrative Counselling Route. This includes the student's responsibility to purchase Professional Indemnity Insurance and to attend supervision for a minimum of 1.5 hours per 8 client hours, or once per month. The cost of these is the responsibility of the student.

A particular emphasis which underpins the programme and is critical to the field of counselling is the acknowledgement of boundaries, confidentiality, professional practice and self-care. Therefore, in order to help trainee counsellors separate their own issues from the client, it is mandatory that, throughout the duration of this programme, students maintain responsibility for engagement in and payment of personal therapy. The hours required are a minimum of 30 hours over three years if Route A is selected, or a minimum of 20 hours over levels 4 and 5 if Route B is selected. This is an independent, self-managed process. The total number of therapy hours will be submitted as a requirement of the Personal Development and Life Transitions module if 20 hours are required, or as a requirement of the Practice Placement module assessment at the end of level 6 if 30 hours are required.

There is the general expectation that students will actively seek their own placements; however, the TEC Partnership has a well-developed and structured placement team who are available to support students in finding, vetting and starting a work-related learning placement. During the completion of work-related and work-based learning hours, the student will be expected to continually communicate

with a placement mentor. The placement mentor will be a suitably qualified and experienced person, designated by the placement provider, responsible for supervising the student while on placement.

As this programme may involve regular contact with vulnerable adults, also known as regulated activity, an enhanced Disclosure and Barring Service (DBS) check must be completed prior to attending any placement. The cost of undertaking the DBS check is the responsibility of the student and the outcome of the DBS check will be considered on an individual basis.

c)
Work-based learning in the programme consists of 100 hours, which must be completed during the BA Counselling Top Up. This includes the student's responsibility to purchase Professional Indemnity Insurance and to attend supervision for a minimum of 1.5 hours per 8 client hours, or once per month. The cost of these is the responsibility of the student. A further 10 hours of personal therapy must be achieved.

27	Resources Supplied to the Student
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Counselling practise pods

28	Resources needed to pass the programme
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NA

29	Revision History
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Version	Details of major modification	Date of approval
1		
2		
3		
4		
5		

Curriculum Map																		
Key	Work – State WB or WR or blank Comp = Compensatable Y or N																	
P = Partially achieved Learning Outcome F = Fully achieved Learning Outcome																		
Module name		Level	Work	Module Leader	Assessment and Weighting	Comp	1	2	3	4	5	6	7	8	9	10	11	12
Personal Development		4 (a, b)		Vikki Booth	Reflection 1800 words (50%) Essay 1800 words (50%)	N	P			P		P				P	P	
Research and Study Skills		4 (a, b)		Sophie Stephenson	Task-based portfolio (100%)	Y						P		P		P		
Foundation for Counselling Skills Practice		4 (a,b)		Sophie Stephenson	Reflection (100%)	N	P	P		P	P		P		P		P	
Integrative Counselling Skills 1		4 (a, b)	WR	Sophie Stephenson	Skills Portfolio (50%) Reflection 2000 words (50%)	N	P	P	P	P	P		P		P	P	P	P
Integrative Approaches for Counselling		4 (a, b)	WR	Sophie Stephenson	Group Presentation – 15 mins (50%) Reflection – 1800 words (50%)	Y	P	P	P		P	P		P	P	P		p
Integrative Counselling Skills 2		4 (a, b)	WR	Sophie Stephenson	30 min recording & transcript (50%) Reflection – 1500 words (50%)	N	P	P	P	P	P		P		P	P	P	P
Lifespan Development		4 (a, b)		Marie Robbins	Report – 3000 words (100%)	Y	P	P	P					P	P	P		
Advanced Integrative Counselling Skills & Preparation for Placement		5 (a, b)	WB	Sophie Stephenson	30-minute video recording of session and transcript (50%) Portfolio and Placement Handbook, evidencing 50 placement hours (50%)	N	P	P	P	P	P		P		P	P	P	P

Module name	Level	Work	Module Leader	Assessment and Weighting	Comp	1	2	3	4	5	6	7	8	9	10	11	12
Personal Development & Life Transitions	5 (a, b)		Vikki Booth	Student-Led Seminar – 20 mins (50%) Reflection - 2500 words and 20-hour log of Personal Therapy (50%)	N	P	P	P	P		P			P	P	P	
Research in Counselling	5 (a, b)		Sarah Nowell	Literature Review 2000 words (50%) Research Proposal 2000 words (50%)	N	P		P			P		P	P	P		P
Contemporary Client Issues	5 (a, b)		Sophie Stephenson	Individual Presentation - 15-minutes (50%) Case Study - 2500 words (50%)	Y	P	P	P		P	P		P	P	P	P	P
Mental Health and Wellbeing	5 (a, b)		Sophie Stephenson	Group multidisciplinary team meeting - 20-minutes (50%) Individual reflection 1500 words – (50%)	Y	P	P	P		P	P		P	P	P	P	P
Professional and Ethical issues	5 (a, b)	WR	Vikki Booth	Report – 2500 words (50%) Presentation – 10 minutes (50%)	N	P		P			P	P	P	P	P	P	P
Dissertation	6 (a, b, c, d)		Vikki Booth	Dissertation – 8000 words (100%)	N	F		F		F	F		F		F	F	F
Practice Placement	6 (a, c)	WB	Vikki Booth	30-minute Audio and Transcript (50%) Portfolio (50%)	N		F		F	F		F	F	F	F		F

Module name	Level	Work	Module Leader	Assessment and Weighting	Comp	1	2	3	4	5	6	7	8	9	10	11	12
Personal Development and Culture	6 (a, b, c, d)		Vikki Booth	Reflection – 3500 words (100%)	N	F		F	F		F	F	F		F		
Psychology within Counselling	6 (a, b, c, d)		Marie Robbins	Report based on case studies – 3000 words (70%) Presentation – 10 minutes (30%)	Y	F	F	F			F			F	F	F	F
Addiction	6 (b, d)		Sarah Nowell	Article – 3000 words (100%)	Y	F		F			F			F	F	F	F
Leadership	6 (b, d)		Marie Robbins	Case Study Report - 4500 words (100%)	Y			F							F		F
Health Psychology	6 (b, d)		Sarah Nowell	Case study-based Poster Presentation (100%)	Y		F								F		F

TEC Partnership Graduate Mapping				
TEC Partnership Graduate Attributes		Assessment References	Module References	To be covered in tutorial
Fortitude and Criticality	• Adaptability to changing situations		The Advanced Integrative Skills module contains learning regarding adaptability within counselling sessions and how to manage such changes in a professional, safe and ethical manner.	
	• Being productively disruptive		The lifespan, Integrative Approaches to Counselling and Mental Health & Wellbeing modules have multiple lessons in which students are given the task of debating validity of developmental theories and appropriate client treatment.	
	• Resilience		All modules within this programme require the development of and demonstration of resilience.	
	• Preparing for unknown futures		Module content within Contemporary Client issues allows students to be prepared with theoretical knowledge and understanding of a large variety of client issues, as when client attends	

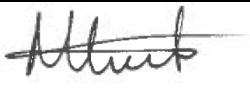
			counselling the counsellor is unaware of what they have come to discuss.	
	• Finding alternative solutions to problems		Module content within Integrative Approaches to counselling and Integrative counselling skills and Mental Health and Wellbeing modules provide students with knowledge of alternative therapeutic and psychiatric interventions. Thus allowing for appropriate referral after assessing the client's individual needs should a client have a problem working in a person-centred manner.	
Teamwork	• Human interaction skills	The Integrative Approaches to Counselling module is assessed through group presentation and PD and Life Transitions through student-led seminars. Therefore, students have opportunity to develop communication and interaction skills with learning peers.		
	• Leadership and followership skills	The Mental Health and Wellbeing MDT assessment sees students taking on the role of		

		Mental Health Professionals, leading a professional meeting of fellow practitioners to establish a clear concise care plan for a service user.		
	• Project development and/or management	The Professional and Ethical Issues module is assessed through a private practice business plan which will enable them to manage and develop a project. Furthermore the dissertation requires the student to manage an individual project.		
Presentation	• Confidence in communication	The Contemporary Client Issues module is assessed via individual presentations. Students are required to verbally communicate their knowledge and understanding to an assessor and an audience. This increases confidence regarding public speaking.		
	• Digital skills and adaptability	Integrative Counselling Skills 1 and 2 and Practice Placement assessment's require students to create a digital practice portfolio		

		including a recorded session, which is uploaded to one drive.		
	• Time Keeping		Advanced Integrative Skills Module sees students completing counselling practice session on a weekly basis. As part of this they are required to meet stringent observation rota times and ensure sessions start and end in adherence to time boundaries set. Furthermore in Practice Placement module all client sessions time boundaries must be adhered to.	
	• Self-Presentation	The Practice Placement module assesses the student's self-presentation to clients in a placement setting.	Professional and Ethical Issues module encompasses learning content regarding professional and personal presentation obligations and expectations.	
Personal Values	• Professional attitudes and values	Work based placement in levels five and six provide students with the opportunity to put their knowledge of ethical practice and professional attitudes and values into practice.	Professional and Ethical Issues module provides learning tailored towards meeting professional standards, including ethical obligations and the exploration and management of personal morals.	

	• Ethics and morals		Professional and Ethical Issues module provides learning tailored towards meeting professional standards, including ethical obligations and the exploration and management of personal morals. Practice Placement module encapsulates the awareness of morals and ethics learnt in Personal Development modules.	
	• Self-Care and care of others		Personal Develop Modules include content and activities that support self-exploration and management of self-care. The group time process allows students opportunity to learn about others' personal process and how to effectively care for others.	

THIS COMPLETED PRO FORMA **MUST** BE SUBMITTED **ELECTRONICALLY** TO
HEQA@tecpartnership.ac.uk

33	Signature of Chair of FAP	
34	Date	6 February 2024
35	Signature of the Chair of HECQS	
36	Date	6 March 2024

For FAP Use

37	Date approved by HECQS	6 March 2024
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