



LEEDS
BECKETT
UNIVERSITY

Course Specification

BSc (Hons) Therapeutic Counselling

Course Code: BSTHC

2020/21

leedsbeckett.ac.uk

BSc (Hons) Therapeutic Counselling

Material Information Summary for 2020/21 Undergraduate Entrants

Confirmed at July 2019

General Information

Award	BSc (Hons) Therapeutic Counselling
Contained Awards	BSc Therapeutic Counselling (ordinary degree)
Awarding Body	Leeds Beckett University
Level of Qualification and Credits	Level 6 120 credits (top up award)
Course Lengths and Standard Timescales	<ul style="list-style-type: none">• 1 year, full time Starts 21 September 2020, ends June 2021• 2 years, part time Starts 21 September 2020, ends June 2022
Part Time Study	Part-time delivery is usually at half the intensity of the full-time equivalent course.
Location of Delivery	City Campus, Leeds
Entry Requirements	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning . Admissions enquiries may be directed to: AdmissionsEnquiries@leedsbeckett.ac.uk
Course Fees	Course fees and additional course costs are confirmed in your offer letter. Fees enquiries may be directed to Fees@leedsbeckett.ac.uk .

Timetable Information

Timetables will be made available to students during induction week via:

- The Student Outlook Calendar
- The Student Portal (MyBeckett)
- The Leeds Beckett app

Any difficulties relating to timetabled sessions should be discussed with your Course Administrator.

Policies, Standards and Regulations

www.leedsbeckett.ac.uk/public-information

There are no additional or non-standard regulations which relate to your course.

Key Contacts

Your Course Director Bryony Walker
Your Academic Advisor Will be confirmed at induction
Your Course Administrator Charlotte Benn, c.a.benn@leedsbeckett.ac.uk

Work Placement Information

There is no requirement for a work placement. Students on the course are working in the counselling field.

Professional Accreditation or Recognition Associated with the Course

The BSc (Hons) Therapeutic Counselling is not an accredited course.

Course Overview

Aims

The intention of the course is to facilitate independent and reflexive learning so that students, who are professional practitioners in counselling and psychotherapy, are able to effectively direct their future study and meet the challenges of the fluid and changing profession.

This course enriches the process of continuing professional development enabling counsellors to establish informed and effective counselling in diverse settings and communities. Continuing professional development is a requirement for continuing membership of the main professional counselling and psychotherapy bodies, who advise that practitioners should continually seek learning experiences to maintain, improve and broaden their competence and knowledge.

The aim of the course is to create an inclusive learning community in which students learn from each other's experiences, perspectives and work context.

Course Learning Outcomes

At the end of the course, students are able to demonstrate:

LO 1	An integration of critical evaluation of theory and research, application of theory to practice with critical self-reflection and taking account of issues of ethnicity, class, gender, disability, age, religion and sexuality.
LO 2	A critical understanding of the key theoretical orientations of counselling, through the use of contemporary digital technology.
LO 3	A critical understanding of key issues and debates in psychological therapies within contrasting local and global contexts and including analysis of ethical and legal concerns and analysis of historical, organisational and commercial influences.
LO 4	A critical understanding of group work and process within diverse cultural, organisational and commercial contexts, including a critical understanding of the significance of identities and of the practical application to the workplace.
LO 5	A critical understanding of the principal models, research evidence, ethical considerations and power dynamics in contemporary supervision practice, making use of digital literacy skills and academic scholarship.
LO 6	Competence as an autonomous and reflective learner with the increased confidence to access and critically use a range of digital technologies, in order to research, communicate ideas, present findings and critically reflect on one's own capacity to influence future career and lifelong learning.

Teaching and Learning Activities

A wide variety of teaching methods is used, including tutorials, group and individual experiential activities, case study discussion, research project supervision sessions, tutor-led lectures and presentations, student-led learning activities and group discussion. Interaction between students is seen as an important opportunity for students to learn by sharing their own and their peers' diverse experience, values, identities and opinions. The teaching and learning style is largely student-centred with students participating in a variety of activities, both formal and informal, in a climate that supports difference in learning styles and needs, and that encourages the active inclusion and engagement of all students.

Modules are characterised by the integration of theory, research evidence, client application and personal reflection. Activities are challenging and authentic and relate to diverse workplaces and real-world contexts, thereby enhancing the students' practice and their potential for employment. The following example demonstrates how learning outcomes are linked and extended through the course. In the 'Group Therapies' module, students plan and facilitate a group experience that links to their practice and contributes to the development of their profile as a professional counsellor. Participation in group discussion and integration of theory and practice in the 'Theories of Therapy' module supports students to prepare for this activity. In turn, this activity helps students prepare for the group experience that forms part of the 'Supervision in Practice' module. Furthermore, specific examination of students' personal stance and professional contexts is extended in the 'Issues and Debates' module.

Your Modules

This information is correct for students progressing through the course within standard timescales. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

Level 6 Core Modules (2020/21 for FT students, and 2020/21 and 2021/22 for standard PT students)

1. Group Therapies and Group Work
2. Issues and Debates in Psychological Therapies
3. Supervision in Practice
4. Theories of Therapy
5. Theory and Practice of Research

Assessment Balance and Scheduled Learning and Teaching Activities by Level

The assessment balance and overall workload associated with this course are calculated below. A standard module equates to 200 notional learning hours, which comprises teaching, learning and assessment, and independent study. Modules may have more than one component of assessment.

Level 6 is assessed by coursework predominately, with some practical assessments.

Overall Workload	Level 6
Teaching and Learning	183 hours
Independent Study and Assessment	1017 hours
Placement	0 hours
Total	1200 hours

Learning Support

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Hub on either campus to speak to our Student Experience Team. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. Email enquiries may be directed to studentexperience@leedsbeckett.ac.uk.

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The Opportunities tab is the place to explore the options you have for jobs, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.