



INTRODUCTION

Identifiers (e.g. a, b, c etc.) should be used throughout this document to indicate programme variants which will be advertised independently on UCAS. Pathways within programmes that do not constitute a unique award do not need to be identified formally in this way.

Examples of programme variants include:

- a. BSc Computer Science (full-time) – single honours degree*
- b. BSc Computer Science (Part-time) – single honours variant*
- c. BSc Computer Science with a Year in Industry – single honours variant*
- d. BSc Computer Science with a Year Abroad – single honours variant*
- e. BSc Computer Science with a Foundation Year – single honours variant*
- f. BSc Computer Science (Games Development) – single honours with pathway*
- g. BSc Computer Science (Games Development) with a Foundation Year – single honours with pathway with variant*
- h. MEng Computer Science – integrated masters*
- i. MEng Computer Science (Games Development) – integrated masters with pathway*
- j. Diploma Computer Studies – named exit award*
- k. Diploma Computer Studies – named exit award*
- l. BSc Computer Science (Apprenticeship) – apprenticeship variant to existing approved programme or new academic award created specifically for an apprenticeship*

A	GENERAL INFORMATION
1	Partner institution <i>Please state the name of the partner institution.</i>
	Grimsby Institute for Further and Higher Education
2	Programme awards and titles <i>State the full list of proposed awards and titles for the programmes and all of their variants using indicators (e.g. a,b,c etc.) to identify each one. If a stage end award title must be different to the final award title, then please include details of this here.</i> <i>Note that for an Apprenticeship, this form relates specifically to the approval of the underpinning award only. You will be required to complete Annexe 1 in addition to details the overall Apprenticeship 'programme'.</i>
	a: BA (Hons) Counselling (Top Up) b: BA (Hons) Counselling Theory (Top Up)
3	Cluster to which the programmes and their variants belong <i>If new, please state NEW. For existing clusters please state the rationale for inclusion.</i>
	NEW
4	Type of programmes <i>Please place the relevant programme identifiers (a,b,c etc.) against each programme type below.</i>



	<table border="1"> <tr><td>UG Single honours</td><td></td></tr> <tr><td>Integrated Masters</td><td></td></tr> <tr><td>PG Cert</td><td></td></tr> <tr><td>PG Dip</td><td></td></tr> <tr><td>Taught Masters</td><td></td></tr> <tr><td>Apprenticeship/Work Based Learning</td><td></td></tr> <tr><td>Dual Award</td><td></td></tr> <tr><td>Foundation Degree</td><td></td><td><i>Please indicate articulation routes:</i></td></tr> <tr><td>Honours Stage (Top-up)</td><td>a, b</td><td></td></tr> <tr><td>Other</td><td></td><td><i>Please detail:</i></td></tr> <tr><td>Is this programme being used to underpin a Higher/Degree Apprenticeship</td><td>N</td><td><i>Please ensure that Annexe 1 is completed</i></td></tr> </table>	UG Single honours		Integrated Masters		PG Cert		PG Dip		Taught Masters		Apprenticeship/Work Based Learning		Dual Award		Foundation Degree		<i>Please indicate articulation routes:</i>	Honours Stage (Top-up)	a, b		Other		<i>Please detail:</i>	Is this programme being used to underpin a Higher/Degree Apprenticeship	N	<i>Please ensure that Annexe 1 is completed</i>
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5	Validation category <i>Please tick to indicate whether this is a Franchised, Consortium or Validated (set of) programmes.</i>																										
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6	UCAS codes <i>If known, please include the UCAS code for these programmes.</i>																										
	a: B9T1 b: B9T2																										
7	HECoS codes <i>If known, please include the appropriate HECoS codes for the programmes.</i>																										
	a: 100495 b: 100495																										
8	Awarding Institution																										
	University of Hull																										
9	Locations within Partner Institution <i>State the schools/ subject areas that will have overall responsibility for the management, administration and quality assurance and enhancement of the programmes.</i>																										
	Faculty of Health, Wellbeing and Society School of Health and Care Industries																										
10	Partner Institution Programme Leader's name and email <i>Please identify one lead person per programme.</i>																										



	<p>Name: Vikki Booth Email: boothv@grimsby.ac.uk Job title: Programme Leader</p>												
11	<p>University Link Faculty and School <i>Please state the primary link faculty and school at the University of Hull</i></p>												
	<p>Faculty of Health Sciences, Department of Psychological Health, Wellbeing and Social Work</p>												
12	<p>University Link Faculty Academic Contact <i>Please provide a contact name, title, address, email and telephone number</i></p>												
	<p>Name: Lizzie Ette Email: J.Ette@hull.ac.uk Job title: Lecturer</p>												
13	<p>Locations of delivery <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the locations of delivery of each programme.</i></p>												
	<p>A: Grimsby Institute of Further and Higher Education B: Grimsby Institute of Further and Higher Education</p>												
14	<p>Types of Study <i>Please place the relevant programme identifiers (a,b,c etc.) against each type of study.</i></p>												
	<table border="1"> <tr> <td>Full-time</td> <td>a, b</td> </tr> <tr> <td>Part-time</td> <td></td> </tr> </table>	Full-time	a, b	Part-time									
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Other (please specify)													
16	<p>Duration <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the total number of years that students will be registered on each programme and its variants e.g. 3 years full-time, 6 years part-time.</i></p> <p><i>For apprenticeships, please also indicate the total apprenticeship programme duration for clarity – e.g. 36 months for underpinning award, total programme duration of 40 months including End Point Assessment (EPA)</i></p>												



	a: 1 Year b: 1 Year														
17	Trimesters <i>Please place the relevant programme identifiers (a,b,c etc.) against each trimester to be used.</i>														
	<table border="1"> <tr> <td>Trimester 1 – T1</td> <td>a, b</td> </tr> <tr> <td>Trimester 2 – T2</td> <td>a, b</td> </tr> <tr> <td>Trimester 3 – T3</td> <td></td> </tr> </table> <table border="1"> <tr> <td colspan="2">Grimsby Institute Triune</td> </tr> <tr> <td>Triune 1</td> <td>a, b</td> </tr> <tr> <td>Triune 2</td> <td>a, b</td> </tr> <tr> <td>Triune 3</td> <td>a, b</td> </tr> </table> <p>The Grimsby Institute operates across three triunes, which are the equivalent to trimester 1 & 2 at the University of Hull.</p>	Trimester 1 – T1	a, b	Trimester 2 – T2	a, b	Trimester 3 – T3		Grimsby Institute Triune		Triune 1	a, b	Triune 2	a, b	Triune 3	a, b
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18	Number of weeks per academic year <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the number of weeks per trimester each programme and variant will use and the total number of weeks per academic year.</i>														
	<p>a & b: Week 1 – Orientation to this level of study</p> <p>a & b: Triune one – Beginning September – 8-weeks delivery (plus two weeks of assessments)</p> <p>a & b: Triune two – Beginning December – 8-weeks delivery (plus two weeks of assessments)</p> <p>a & b: Triune three – Beginning March – 8-weeks delivery (plus two weeks of assessments)</p> <p>a & b: Academic year total = 31 weeks</p>														
19	Balance of credits across trimesters <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the balance of credits each programme and variant will use, e.g. 60 credits per trimester.</i>														
	<p>a: 40 credits per triune, with Dissertation and Placement and Supervision Groups as long thin modules.</p> <p>b: 40 credits in triune 1, 40 credits in triune 2 and 40 credits in triune 3 (Dissertation is long thin with the majority of credits for triune 1 (where the group tutorials take place, and triune 3, where the assessment is finalised and submitted) The remaining modules are balanced to ensure a good balance of assessments around the dissertation).</p>														
20	Classification weighting <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the classification weighting for each programme and variant, e.g. 30:70 (Diploma:Honours).</i>														
	<p>a: 100 (Honours Top Up)</p> <p>b: 100 (Honours Top Up)</p>														
21	Progression arrangements for Integrated Masters and/or Preliminary Stage														



	<i>Using the relevant programme identifiers (a,b,c etc.), please indicate the point at which students can step on/off the Integrated Masters and what rules govern this (e.g. students must achieve a minimum of 60% at Level 5 to progress onto the Integrated Masters).</i>																											
	n/a																											
22	Professional, Statutory or Regulatory Bodies <i>Please provide the names of any accrediting or reviewing professional, statutory or regulatory bodies which will, or are expected to, recognise or accredit the programmes alongside the level and type of expected accreditation, with dates of approval where appropriate.</i>																											
	a, b: British Association for Counselling and Psychotherapy Ethical Framework for the Counselling Professions																											
23	Relevant Subject Benchmark Statements <i>State those subject benchmarks that are most relevant to the programmes and have been drawn upon in its design. It may be appropriate to use more than one QAA Subject Benchmark Statement, in which case give details. In those cases where no subject benchmarks apply, not applicable should be entered as opposed to omitting the section or leaving it blank. QAA subject benchmark statements exist for Honours degrees in most disciplines, and for Masters degrees in a small number of disciplines.</i>																											
	a, b: QAA Subject Benchmark Statement: Counselling and Psychotherapy (2013)																											
24	Other references used in designing the programmes <i>e.g. service groups in health-related areas; industrial expert advice; other external stakeholders etc.</i>																											
	Discussion with a current counselling placement provider Geri Sellars, Counselling Co-ordinator at The Blue Door (Grimsby and Scunthorpe), regarding a BA (Hons) Counselling Top Up and a BA (Hons) Counselling Theory Top Up, resulted in her acknowledging that these would adhere to ethical considerations and justice for students. This would be due to the theoretical route offered for students who ethically consider themselves unfit to practice with clients. This would also result in justice for these students as the theoretical route offers them the opportunity to continue on to achieve a full honours degree. She further discussed that her organisation would be willing to work with the programme by providing counselling placements for students.																											
25	Anticipated student numbers <i>Please indicate using the relevant programme identifiers (a,b,c etc.) the anticipated cohort numbers for the first three years' intake onto each programme.</i>																											
	<table border="1"> <thead> <tr> <th rowspan="2">Identifiers</th> <th colspan="2">First intake</th> <th colspan="2">Second intake</th> <th colspan="2">Third intake</th> </tr> <tr> <th>Home/EU</th> <th>Overseas</th> <th>Home/EU</th> <th>Overseas</th> <th>Home/EU</th> <th>Overseas</th> </tr> </thead> <tbody> <tr> <td>a</td> <td>20</td> <td></td> <td>22</td> <td></td> <td>25</td> <td></td> </tr> <tr> <td>b</td> <td>10</td> <td></td> <td>10</td> <td></td> <td>15</td> <td></td> </tr> </tbody> </table>	Identifiers	First intake		Second intake		Third intake		Home/EU	Overseas	Home/EU	Overseas	Home/EU	Overseas	a	20		22		25		b	10		10		15	
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26	Minimum number of students <i>Please indicate the minimum number of students required for this programme(s) in order to allow for the use of optional modules within the programme design.</i>																											
	10																											
27	Programme cohort start dates <i>Using the relevant programme identifiers (a,b,c etc.), please indicate the cohort start dates for each programme and variant.</i>																											



	<table border="1"> <tr> <td>T1 – 2019</td> <td>a, b</td> </tr> <tr> <td>T2 – 2019</td> <td></td> </tr> <tr> <td>T3 – 2019</td> <td></td> </tr> <tr> <td>T1 – 2020</td> <td></td> </tr> <tr> <td>T2 – 2020</td> <td></td> </tr> <tr> <td>T3 – 2020</td> <td></td> </tr> <tr> <td>T1 – 2021</td> <td></td> </tr> <tr> <td>T2 – 2021</td> <td></td> </tr> <tr> <td>T3 – 2021</td> <td></td> </tr> </table>	T1 – 2019	a, b	T2 – 2019		T3 – 2019		T1 – 2020		T2 – 2020		T3 – 2020		T1 – 2021		T2 – 2021		T3 – 2021	
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B	<p>PROGRAMME DESIGN</p> <p><i>Please ensure that where necessary, each section below clearly identifies differences/additions for each programme and its variant using the programme identifiers (a,b,c etc.) allocated in section A2 of this form.</i></p>																		
28	<p>Programme Rationale and Overview</p> <p><i>Provide a brief introduction to and rationale for the programmes, identifying the distinctive/salient features and the ‘big ideas’ that thread through their design. Please identify three to five high level ‘big ideas’ articulating the key ideas and ways of thinking, practising and knowing that lie at the heart of the key disciplines or areas of practice encompassed by each programme and its variants. Literature suggests that these are likely to be fundamental to learning within the discipline and will change the ways in which students think and act in a transformative way. For example, what changes are necessary for a student to move from leaving with a degree in social science, to becoming an emergent social scientist, or leaving with a degree in design to becoming an emergent designer?</i></p> <p>Route A - This programme 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 ten hours of personal therapy and 1.5 hours supervision per 8 client hours.</p> <p>Route B - This programme will be highly attractive to practicing counsellors who may hold a practising 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 programme would also 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.</p>																		
29	<p>Programme Aims</p> <p><i>As a guide, you should have four to six programme aims.</i></p> <p><i>Please remember to include any additional programme aims for the programme variants listed on this form using the identifiers allocated in section A1 of this form.</i></p> <ul style="list-style-type: none"> • Develop a critical understanding of counselling theories. 																		



	<ul style="list-style-type: none"> • Develop a critical understanding of theoretical approaches and their application to specific issues (anxiety, depression) • Develop self-awareness and reflexivity in relation to self and others • Enhance practitioners' professional skills • Gain academic competence and enhance research skills • Develop inclusive practice, taking on challenges in complex environments 															
<p>30</p>	<p>Programme Outcomes <i>As a guide you should have six to eight programme outcomes.</i></p> <p><i>Please remember to include any additional programme outcomes for the programme variants listed on this form using the identifiers (a,b,c etc.) allocated in the Award section. Where relevant, please cross-reference your programme outcomes to the relevant QAA subject benchmark statements and professional, statutory and regulatory body requirements.</i></p> <p><i>Programme outcomes reflect the overall expectations of student learning for a full programme award. Consideration must also be given in their design to the expectations of student learning at each programme stage. At each of these potential exit points, a defined set of programme outcomes achieved at the relevant level (e.g. level 4,5,6) will identify the stage outcomes that will constitute the achievement of an intermediate programme award. These stage outcomes must be clearly articulated in the curriculum maps (Section F) to ensure that students who exit with lower qualifications have demonstrated the requirements for that qualification. Stage outcomes in the curriculum map are those programme outcomes that are fully met or partially met in two or more modules at the relevant stage.</i></p> <p><i>Reference: University of Hull Learning Outcomes Tool</i></p>															
	<p><i>On successful completion of this programme, students will be able to:</i></p> <table border="1" data-bbox="188 1272 1347 1998"> <thead> <tr> <th data-bbox="188 1272 300 1346">POs</th> <th data-bbox="300 1272 1062 1346">Programme Outcome Text</th> <th data-bbox="1062 1272 1347 1346">Programme/ Variant Identifier</th> </tr> </thead> <tbody> <tr> <td data-bbox="188 1346 300 1496">PO1</td> <td data-bbox="300 1346 1062 1496">Apply given counselling skills and knowledge of psychological concepts within the learning environment. QAA CaP 3.3.1, 4.3, 4.4.1, 4.4.6, 5.5.2, 5.5.3, 5.5.4, 6.6.5, 6.6.6, 6.6.7.</td> <td data-bbox="1062 1346 1347 1496">a, b</td> </tr> <tr> <td data-bbox="188 1496 300 1677">PO2</td> <td data-bbox="300 1496 1062 1677">Demonstrate critical awareness of self within group interactions and experiential learning, through reflective practice. QAA CaP 4.4.1, 4.4.2, 4.4.3, 4.4.7, 4.4.9, 5.5.2, 5.5.4, 5.5.7, 5.5.8, 5.5.9, 6.6.4.</td> <td data-bbox="1062 1496 1347 1677">a, b</td> </tr> <tr> <td data-bbox="188 1677 300 1895">PO3</td> <td data-bbox="300 1677 1062 1895">Produce reasoned arguments relating to counselling theory and the therapeutic process, justifying conclusions and recommendations by reference to appropriate supporting evidence. QAA CaP 4.4.8, 4.4.9, 5.5.5, 5.5.6, 5.5.7, 5.5.16, 6.6.5, 6.6.6, 6.6.7.</td> <td data-bbox="1062 1677 1347 1895">a, b</td> </tr> <tr> <td data-bbox="188 1895 300 1998">PO4</td> <td data-bbox="300 1895 1062 1998">Demonstrate an understanding of diversity, anti-oppressive ways of working in a counselling setting and ethical principles in relation to personal study and practice in line</td> <td data-bbox="1062 1895 1347 1998">a, b</td> </tr> </tbody> </table>	POs	Programme Outcome Text	Programme/ Variant Identifier	PO1	Apply given counselling skills and knowledge of psychological concepts within the learning environment. QAA CaP 3.3.1, 4.3, 4.4.1, 4.4.6, 5.5.2, 5.5.3, 5.5.4, 6.6.5, 6.6.6, 6.6.7.	a, b	PO2	Demonstrate critical awareness of self within group interactions and experiential learning, through reflective practice. QAA CaP 4.4.1, 4.4.2, 4.4.3, 4.4.7, 4.4.9, 5.5.2, 5.5.4, 5.5.7, 5.5.8, 5.5.9, 6.6.4.	a, b	PO3	Produce reasoned arguments relating to counselling theory and the therapeutic process, justifying conclusions and recommendations by reference to appropriate supporting evidence. QAA CaP 4.4.8, 4.4.9, 5.5.5, 5.5.6, 5.5.7, 5.5.16, 6.6.5, 6.6.6, 6.6.7.	a, b	PO4	Demonstrate an understanding of diversity, anti-oppressive ways of working in a counselling setting and ethical principles in relation to personal study and practice in line	a, b
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		with the British Association of Counselling and Psychotherapies Ethical Framework. QAA CaP 3.3.2, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.9, 5.5.4, 5.5.5, 5.5.6, 5.5.7, 6.6.3, 6.6.4, 6.6.5, 6.6.6, 6.6.7.		
	PO5	Critically analyse contemporary research within counselling and be able to collect, analyse and interpret qualitative and quantitative data to inform practice and personal development. QAA CaP 4.4.8, 4.4.9, 5.5.5, 6.6.6.	a, b	
	PO6	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 CaP 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6, 4.4.9, 5.5.1, 5.5.2, 5.5.3, 5.5.4, 5.5.10, 5.5.11, 5.5.16, 6.6.3, 6.6.4, 6.6.5, 6.6.6, 6.6.7.	a	
	PO7	Critically evaluate contemporary issues affecting the complex and diverse nature of client issues. QAA CaP 3.1, 4.1, 4.3, 4.4, 4.9, 6.4, 6.6, 6.7	a, b	
	PO8			
31	<p>Learning and Teaching Approach <i>Please outline your proposed approach to learning and teaching. This should not be a list of types of teaching, but should provide an explanation as to how you will teach and students will learn and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed pedagogic approach is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to learning and teaching (disciplinary pedagogies) that will underpin the educational experience of the programmes and will support the types of students that you are expecting to attract.</i></p>			
	<p>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. The definitive feature of this route is underpinned by the integration of knowledge and understanding with experiential learning, in order to encourage student competency within counselling practice. This is achieved by practicing counsellor tutors interacting with students regarding experiences of practice, thus providing a link between theory and practice. The programme also seeks to provide a firm foundation for knowledge, skill and self-development and an interchange between classroom learning and placement experience. 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 a self-directive professional 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.</p>			



	<p>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.</p> <p>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 the 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 student’s individual skills and knowledge growth will be tested through workshop and seminar exercises and student led demonstrations. Throughout the sessions presentations and organised debate will be used to build confidence and develop skills, presentations and debates about the content of presentations will be used to encourage creative and critical thinking strategies.</p>
<p>32</p>	<p>Assessment Approach <i>Please outline your proposed approach to assessment. This should not be a list of types of assessment, but should provide an explanation as to how you will assess and why this is the most appropriate approach for the proposed programmes and their variants. You should explain explicitly how the proposed assessment strategy is aligned to the outcomes of the programmes. You should also make explicit reference to any disciplinary and/or practice based approaches to assessment.</i></p>
	<p>A. Throughout the teaching an emphasis will be made on the context and application of theory to practice, the development of an ethical, anti-oppressive and value-based approach, to inform practice with clients. The nature of the profession further relies upon the practitioner’s ability to utilise reflexive and reflective practice. This will be embedded into specific personal development essays, experiential tasks and into skills practice. The personal development assessment will further demonstrate a critical awareness of self, regarding culture and diversity. Assessments such as case studies, reports and a dissertation will further demonstrate the ability to critically analyse contemporary counselling research.</p> <p>B. Throughout the teaching on this route emphasis will be made upon theoretical underpinnings of counselling. Assessments such as case studies, reports and a dissertation will demonstrate the ability to critically analyse contemporary counselling research. The dual diagnosis assessment will develop a critical evaluation of the diverse and complex nature of this topic. Alongside the theoretical underpinning, the personal development assessment will further enhance a critical awareness of self in relation to culture and diversity.</p>
<p>33</p>	<p>Key Areas of Study <i>Please describe the key topics and foci of study of the programmes proposed on this form. This information can potentially be used as a basis for additional programme marketing material, so please keep the target audience of students in mind.</i></p>
	<p>A - Applicants for the BA Top Up Counselling (practicing) will have already achieved a level 5 qualification in Counselling Studies as this programme will expand upon the theoretical principles, personal</p>



	<p>development and the counselling skills achieved at level 5. Subjects studied during this programme include Placement and Supervision Groups; Personal Development; Psychology within Counselling; Child and Adolescent Counselling and Dissertation. Throughout this programme you will develop a toolkit of practice skills which may be drawn upon throughout your career as a practicing counsellor. You will also further develop your critical evaluation of theory and increase your self-awareness.</p> <p>B - Applicants for the BA Top Up Counselling (Theory) will have already gained a level 5 qualification in counselling. Subjects studied during this programme include Leading Change in Organisations (elective); Child and adolescent counselling (elective); Personal Development; Psychology within Counselling; Dual Diagnosis – Substance Misuse and Dissertation. Throughout this programme you will further develop your critical evaluation of theory and increase your self-awareness. You will also develop the management and leadership skills to apply in practice within a variety of multidisciplinary teams, thus increasing employability.</p>
<p>34</p>	<p>Curriculum Structure</p> <p><i>In this section, please explain how the content of the curriculum described above will be organised and why. Your discussion should include information on:</i></p> <ul style="list-style-type: none"> • Progression: <i>how the curriculum promotes an organised progression so that the demands on the learner are progressive in terms of intellectual challenge, skills, knowledge and learning autonomy;</i> • Coherence and Integrity: <i>the overall coherence and intellectual integrity of the programmes and student experience.</i> <p><i>Note: A diagrammatic structure is often helpful to establish the composition of a programme.</i></p>
	<p>A. Progression and Coherence – The curriculum structure for this programme provides a clear approach which will provide students with a practicing Top Up in Counselling. A dissertation is studied throughout the academic year, as is Placement and Supervision Groups. This module includes a placement element where 100 hours of 1-1 counselling will be achieved. In the first trimester the students also study Personal Development and Culture, and Child and adolescent Counselling. In the second triune the students also study Psychology within Counselling. All modules will complement the practical element of the programme.</p> <p>A. Balance – There is a balance across all modules of theoretical knowledge being applied to practice situations and key skills in critical analysis. The dissertation module creates an opportunity to develop students’ research skills whilst conducting primary research, to collect and analyse data, to produce reasoned arguments and discuss the findings. The Placement Supervision Groups modules offers students the opportunity to participate in group supervision to provide further support to their practicing placement. The Child and Adolescent counselling module provides critical evaluation, knowledge and understanding of counselling this group which expands upon their knowledge and understanding of counselling adults. Psychology within Counselling provides further theoretical knowledge and understanding of how psychology links to counselling. Critical thinking skills within these modules will enable students to become critical practitioners. The Personal Development module will further explore and increase student’s self-awareness, which completes the balance between theory, skills, practice and knowledge of self.</p>

	Triune 1	Triune 2	Triune 3
	Personal Development & Culture (20 Credits)	Psychology within Counselling (20 Credits)	Childhood and Adolescent Counselling (20 Credits)
	Dissertation (40 Credits)		
	Placement and Supervision Groups (20 Credits)		
	<p>B. The curriculum structure for this programme provides a clear approach which will provide students with a theoretical Top Up in Counselling. A dissertation is studied throughout the academic year. In the first triune the students also study Personal Development and Culture. In the second triune the students also study Psychology within Counselling and Dual Diagnosis – Substance Misuse. There is a choice of two modules in Triune 3. All modules will complement the theory aspect of the programme.</p> <p>B. Balance – There is a balance across all modules of theoretical knowledge linked to counselling and with key skills in critical analysis. The dissertation module creates an opportunity to develop students’ research skills whilst conducting primary research, to collect and analyse data, to produce reasoned arguments and discuss the findings. The Dual Diagnosis module offers students the opportunity to explore and critically evaluate theory regarding Substance misuse. Psychology within Counselling provides further theoretical knowledge and understanding of how psychology links to counselling. The Leadership in Organisations module provides critical evaluation, knowledge and understanding of leadership roles and responsibilities within organisations, which will embed employability. The Personal Development module will further explore and increase students’ self-awareness, which completes the balance between theoretical knowledge and knowledge of self. Critical thinking skills developed within these modules will enable students to become critical practitioners.</p>		

	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 20%; text-align: center;">Triune 1</div> <div style="border: 1px solid black; padding: 5px; width: 20%; text-align: center;">Triune 2</div> <div style="border: 1px solid black; padding: 5px; width: 20%; text-align: center;">Triune 3</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 25%; text-align: center;">Personal Development & Culture (20 Credits)</div> <div style="border: 1px solid black; padding: 5px; width: 25%; text-align: center;">Psychology within Counselling (20 Credits)</div> <div style="border: 1px solid black; padding: 5px; width: 25%; text-align: center;">Childhood and Adolescent Counselling <small>(Optional)</small> (20 Credits)</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 30%; text-align: center;">Dual Diagnosis – Substance Misuse (20 Credits)</div> <div style="border: 1px solid black; padding: 5px; width: 30%; text-align: center;">Leading Change in Organisation <small>(Optional)</small> (20 Credits)</div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; text-align: center; width: 80%;">Dissertation (40 Credits)</div>
35	<p>Compensation/Condonement rules <i>Using the relevant programme identifiers (a,b,c etc.), please list any modules included in this application that are core for each programme and variant (i.e. modules defined as core in the curriculum map).</i></p>
	<p>A. Placement and Supervision Groups Personal Development and Culture Dissertation</p> <p>B. Personal Development and Culture Dissertation</p>
36	<p>Internationalisation <i>'Internationalisation is a key feature of the UK HE agenda [and...] represents the preparation of all UK HE graduates to live in, and contribute responsibly to, a globally connected society' (HEA, 2014). Please outline the programmes' approaches to internationalising the curriculum.</i></p>
	<p>As an institution, Grimsby Institute Group recognises the increasing need for internationalisation of the curriculum to produce students who are flexible and able to adapt to changing global contexts.</p> <p>Individual programmes ensure they embed transferable skills to enable learners to engage with their subject specialism nationally and internationally, reflecting the needs of employers. Graduates should emerge with the competence to communicate and compete in a diverse and rapidly-changing global context. It is not apparent how this is evidenced in this programme or in the individual modules, however modules are designed to equip students with the transferable skills, theoretical knowledge and understanding to either counsel a diverse range of client issues or to work in organisations which require an understanding of the diversity of service users in the United Kingdom, Europe and worldwide. A specific module which will embed this, will be Personal Development and culture. During these module students will expand their theoretical knowledge of multiculturalism, cultural considerations and diversity, and also challenge their own perceptions regarding these topics.</p> <p>In principle this programme is available to international students but it predominantly focuses within a UK based arena and is linked to UK systems and the policies behind them.</p>
37	<p>Inclusivity <i>Please indicate how you will ensure that your curriculum is inclusive. An inclusive curriculum reflects an awareness of both the diversity of learners and their learning needs and experiences. This is incorporated into curriculum design through modes of interaction and assessment as well as course content. Each disciplinary area may have different approaches; however, a common starting point should be the nine</i></p>



	<p><i>protected characteristics as outlined in the Equality Act 2010. All publicly funded educational institutions are required to meet the Single Equality Duty 2011.</i></p>
	<p>The needs of learners with disabilities are taken into account in the design of all learning programmes, as per the requirements of the Equality Act 2010.</p> <p>Students will be screened at induction to identify those with individual learning support needs. The Institute 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.</p> <p>Each student is entitled to tutorials with the programme leader to discuss individual issues relating to both modules and the programme overall. In addition, the Institute employs a range of strategies to support students in the development of their study skills 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-to-one support and also timetabled study skills workshops.</p> <p>Across the programmes within the Faculty of Health, Wellbeing and Society, the curriculum content reflects a broad range of disciplines and therefore has an inclusive ethos. Emphasis is placed on individual interpretation of projects and themes, with students encouraged to take responsibility for their own learning.</p> <p>It is also designed to ensure that all learners have equal opportunity to participate in all aspects of programmes, regardless of disability, age, race, religion or gender. The learning and teaching approach is designed to be inclusive and celebrates diversity within the student body via examples and case studies used in teaching</p> <p>The Faculty also places strong emphasis on response to the student voice as a mechanism to incorporate inclusivity. Student feedback is gathered at the end of each module, and also at various student representative meetings. It is acted on, where necessary, and fed into the quality cycle.</p>
38	<p>Employability <i>Please outline the approach taken by the programmes to engage students in gaining employability skills.</i></p>
	<p>This programme will be designed to enable students to work within the counselling profession as soon as they qualify. Whether they enter private practice or seek employment through organisations, they will be experienced and have an up to date knowledge of the industry, related practices and legislations. Students completing this degree will be able to immediately apply to undertake the BACP's Certificate of Proficiency, which the programme will be designed around in order for the student to become a Registered member of the BACP. Registered members of the BACP can work towards BACP Accreditation increasing chances of employment within the NHS and other leading healthcare providers.</p> <p>Students choosing the theoretical degree will have the practical skills to work as a skilled helper, befriender or life skills coach, assisting individuals to gain confidence using the core conditions of person-centred counselling. Some students may also progress onto the practical element within an alternative counselling approach such as Cognitive Behavioural Therapy or Transactional Analysis, which they will gain an awareness of during this programme.</p>
39	<p>Student engagement in curriculum and pedagogic design <i>Please outline how students have already been and will continue to be involved in curriculum and pedagogic design.</i></p>

	<p>Student engagement is built into the curriculum design process at the Grimsby Institute. Representatives attend regular faculty and programme team meetings to give input on curriculum design, as well as whole cohort feedback in the form of module evaluation questionnaires, which then inform module delivery. Changes are then signalled in subsequent module handbooks, clearly indicating to students where their feedback has been acted upon and fed forward into programme development.</p> <p>This process started within students IAG in identifying progression routes for students. Informal consultation has already taken place with regards to the offer of this programme and feedback from students has informed the key modules within the design of this programme in relation to what is being asked of them in practice. Student feedback received strongly challenged the expectations regarding the significant demands of level 6. Such demands included the requirement for students to complete 100 hours of counselling practise, attend supervision and personal therapy, and complete a dissertation, whilst also attending university studying further modules. This was further evidenced historically via student feedback whilst withdrawing from dissertations and/or applying for mitigating circumstances to complete placement hours, both due to time constraints the last term.</p>
<p>40</p>	<p>Ethical issues and risk <i>Programmes may deal with issues that are sensitive or involve ethical considerations. Our institutional duties of care extend to all involved in learning and teaching. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed (include evidence of support from ethics committees and risk assessments as appropriate).</i></p>
	<p>A and B - The personal development module on these programmes may be highly emotive therefore tutors teaching this module must be qualified and practicing as counsellors and be able to identify stress and trauma. There must always be one tutor and one facilitator present for the personal development group, the rationale being that if a student becomes distressed during group time, they may be supported individually, whilst not impeding on the support for remaining students in group.</p> <p>A - There is a requirement for students studying on the practicing degree to seek a minimum of 10 hours personal therapy during the year and to participate in 1.5 hours counselling supervision per 8 hours of client work. These ensure that students are supported both personally and professionally. Furthermore, Grimsby Institute already have a placement team working with counselling students and this will continue.</p> <p>The Grimsby Institute maintains an Ethical Code of Practice for students and staff to gain ethical approval for research undertaken as part of courses or CPD. Each curriculum faculty maintains a school ethics co-ordinator who co-ordinates all ethical approval applications within each faculty. Additionally, these co-ordinators are members of the Grimsby Institute Ethics committee, to which all high-risk applications are sent.</p> <p>Tutors and supervisors provide guidance and support to students who are undertaking research requiring ethical approval through the relevant research, dissertation and project modules. The policy can be found here: http://www.grimsby.ac.uk/documents/highereducation/quality/EthicalApproval.pdf</p>
<p>41</p>	<p>Sensitive issues and safeguarding <i>Universities develop and deliver programmes which deal with issues that may be sensitive or require students to explore issues which may be potentially controversial, for example relating to child abuse, sexual violence, radicalisation and terrorism. As with research, our institutional duty of care extends to all involved in learning and teaching and all related activities which staff and students may engage with. Please highlight any relevant issues that relate to content, teaching methods and assessment and state how they are to be addressed to ensure a safe environment is maintained for all concerned.</i></p>



	A and B - The personal development module on these programmes may be highly emotive therefore tutors teaching this module must be qualified and practicing as counsellors and be able to identify stress and trauma. There must always be one tutor and one facilitator present for the personal development group, the rationale being that if a student becomes distressed during group time, they may be supported individually, whilst not impeding on the support for remaining students in group.
42	Other information/programme special features <i>Please provide any other information about these programmes not included above. This may include information about field trips and their arrangements, special opportunities on offer for students (e.g. forest schools qualifications) and specific student support arrangements associated with these programmes.</i>
	The 'classrooms' utilised for the counselling programmes are specifically designed for counselling students. Individual counselling 'pods' were designed for skills practise, the aim being to replicate a counselling room as far as is possible. Furthermore, chairs provided in rooms have tables attached which may be removed, the rationale being that during sessions such as personal development the tables may be removed to remove a potential physical block to the process. Tutors being practicing counsellors also provide the students with current links between theory and industry.
C	RECRUITMENT AND ADMISSIONS INFORMATION
43	Proposed marketing strategies <i>Please highlight any factors that you think may assist in helping the marketing team with their strategy for promoting your programmes.</i>
	As well as Grimsby Institute's usual marketing strategies, the BA (Hons) Counselling team will continue with the following actions already being implemented for the 2017-18 academic year and beyond: <ul style="list-style-type: none"> • Ensure that students currently studying on the FdA Counselling Studies are aware of and fully understand the route for progression on to the BA (Hons) Counselling and BA (Hons) Counselling Theory Top Up. • Progression Events for FE/HE colleges delivering HND and Foundation Degree programmes Other FE/HE colleges will be contacted with a view to setting up a route for their students. • Social Media UCG run a Facebook page for students, alumni and other interested parties. • Network of Employer Contacts <p>The current relationship with employers and organisations built up through the various Foundation Degrees in this area means they will be a vehicle for engagement and recruitment.</p>
44	Academic entry requirements <i>Using the relevant programme identifiers (a,b,c etc.), please highlight all entry requirements including any specific subjects as well as proposed tariff.</i>
	a and b – 240 credits from a relevant Foundation Degree in counselling studies/counselling. Students must also have a Level 5 grade average at 50% or above. b - Students holding a practicing Foundation Degree in Counselling awarded by an alternative organisation must provide either a professional or academic reference to ensure that 100 hours of placement and two years of personal development have been achieved.
45	Other entry requirements



	<i>e.g. relevant IELTS score, Disclosure and Barring Service etc.</i>													
	a: Enhanced DBS as students will be on placement working with vulnerable adults. b: none.													
D	IMPLEMENTATION STRATEGY													
46	Implications for other areas of the Partner Institution <i>Using the relevant programme identifiers (a,b,c etc.), please indicate any requirements that may impact on other areas of the partner institution. Please discuss these with the relevant service area before completing this form.</i>													
	<table border="1"> <tr> <td>Estates:</td> <td>b: Specifically designed counselling rooms will be available for counselling students</td> </tr> <tr> <td>Library:</td> <td>a, b: With all validations at Grimsby Institute Group, a full library report is compiled to ensure that latest relevant books and journals are included in reading lists, and that adequate resources are allocated based on the number of students predicted to attend.</td> </tr> <tr> <td>Admissions:</td> <td></td> </tr> <tr> <td>Careers:</td> <td></td> </tr> <tr> <td>Visa Compliance:</td> <td></td> </tr> <tr> <td>Other (Please specify):</td> <td></td> </tr> </table>	Estates:	b: Specifically designed counselling rooms will be available for counselling students	Library:	a, b: With all validations at Grimsby Institute Group, a full library report is compiled to ensure that latest relevant books and journals are included in reading lists, and that adequate resources are allocated based on the number of students predicted to attend.	Admissions:		Careers:		Visa Compliance:		Other (Please specify):		
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Other (Please specify):														
47	Existing programmes/students affected by this proposal <i>Please state here which existing programmes and modules may be affected (both positively and negatively) by this new provision. Where relevant, please attach evidence that any impact has been discussed with students and that consideration has been given to this in the design of the programmes.</i>													
	The past graduates of the BA (Hons) Counselling Studies and the current FdA Counselling Studies see this programme as a positive development for the portfolio offered at Grimsby.													
E	POST PROGRAMME OPPORTUNITIES													
48	Progression opportunities to further academic or professional programmes <i>Please list progression opportunities in your own or other institutions. If none exists, do you have any plans to develop such provision? How will you ensure students are aware of these opportunities?</i>													
	York St John University – MA Counselling Liverpool John Moores University – MA Counselling and Psychotherapy University of Roehampton, London – MA Integrative Counselling and Psychotherapy University of Cumbria, Lancaster – MA Counselling and Psychotherapy Regent’s University, London – MA Psychotherapy and Counselling Goldsmiths University of London – MA Counselling													
49	Employment opportunities <i>Please state areas of employment that graduates of these programmes will typically enter. You may wish to contact the careers team for guidance in this area. You may also wish to refer to Destinations of Leavers in Higher Education (DELHE) data.</i>													
	a: Students completing this degree will be able to immediately apply to undertake the BACP’s Certificate of Proficiency, which the programme will be designed around in order for the student to become a Registered member of the BACP. Registered members of the BACP can work towards BACP Accreditation													



increasing chances of employment within the NHS and other leading healthcare providers. Furthermore, students will be eligible to work in private practice immediately after graduation.

b: Students choosing the theoretical degree will have the practical skills to work as a skilled helper, befriender or life skills coach in various organisations. If the student has achieved a practicing degree at a lower level.



F	<p>CURRICULUM MAPS</p> <p><i>Please create curriculum maps which detail the programmes/variants that you are validating. Each map should begin with the title of the programme/variant and the relevant programme identifiers.</i></p> <p><i>Where a variant includes a preliminary stage, a year in industry, a year abroad or different stages (i.e. Levels 5 and 6 of an Integrated Masters), then an additional map should be produced detailing each additional stage or variation of a stage.</i></p> <p><i>In Columns 1-3, please list all programme modules taught at each stage, the level at which they are taught and the modular credit value. In Column 4, please include details of the assessment associated with each module; this will allow you to map your assessments across the programme.</i></p> <p><i>In Column 5, please indicate against each of the programmes and pathways listed on this form which modules are Core (Co), Compulsory (Cm) or Optional (Op) *</i></p> <p><i>In Column 6, please identify which modules contribute to the achievement of programme learning outcomes</i></p> <p>*Definitions:</p> <p><i>CORE module - this is a module that is fundamental to the degree programme and must be studied. It cannot be compensated or condoned.</i></p> <p><i>COMPULSORY module - this is a module which must be studied to successfully complete a particular degree programme. It can be compensated or condoned, subject to regulations.</i></p> <p><i>OPTIONAL module - this is a module that a student may choose to study as part of their degree programme.</i></p> <p>Note:</p> <ul style="list-style-type: none"> • <i>There should be no optional modules at Level 4 (unless an exemption request has been approved by PMC).</i> • <i>Optionality should be minimised throughout the programme.</i> • <i>Faculty Education and Student Experience Committee (FESEC) is the final arbitrator of any disagreements regarding the level of optionality in a programme.</i> • <i>Levels of optionality should be clearly linked to the number of students taking the module.</i> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">KEY:</td> </tr> <tr> <td><i>P/V= Programme or Variant</i></td> <td><i>PO = Programme Outcome</i></td> </tr> <tr> <td><i>PW = Pathway</i></td> <td><i>T1,2,3 = Trimester 1,2,3</i></td> </tr> <tr> <td><i>Co = Core Module</i></td> <td><i>Cm = Compulsory Module</i></td> </tr> <tr> <td><i>Op = Optional Module</i></td> <td></td> </tr> </table>	KEY:		<i>P/V= Programme or Variant</i>	<i>PO = Programme Outcome</i>	<i>PW = Pathway</i>	<i>T1,2,3 = Trimester 1,2,3</i>	<i>Co = Core Module</i>	<i>Cm = Compulsory Module</i>	<i>Op = Optional Module</i>	
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F1 UNDERGRADUATE CURRICULUM MAP FOR CORE PROGRAMME AND ASSOCIATED PATHWAYS														
Programme/Variant Titles and Identifiers:														
1	2	3	4	5			6							
Module Title	Level	Credit	Assessment Method (e.g. exam, essay, presentation)	PW1 (a)	PW2 (b)	PW3	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
Honours Stage														
T1														
Personal Development and Culture	6	20	Reflection	Core	Core		F	F	F	F		F		
T2														
Psychology within Counselling	6	20	Poster – Conference Style Essay	Com	Com		F		F		F	F		
Dual Diagnosis – Substance Misuse	6	20	Report Presentation of Case Study		Com		F					F	F	
T3														
Child and Adolescent Counselling	6	20	Case Study	Com	Opt		F		F	F		F		
Leading Change in Organisations	6	20	Case Study Presentation of Findings		Opt		F					F	F	
T1, 2 & 3														
Dissertation	6	40	Dissertation	Core	Core		F	F	F	F	F	F		
Placement and Supervision Groups	6	20	Audio and Case Study Portfolio	Core			F	F		F		F		

