

Programme Specification

1.	Programme title	BSc (Hons) Counselling (Humanistic Integrative) BSc (Hons) Counselling (Person-Centred)
2.	Awarding institution	Middlesex University
3a	Teaching institution	Metanoia Institute
3b	Language of study	English

4a	Valid intake dates and mode of study September 2026 and January 2027 intake FT		
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Mode of Study	Cohort	Delivery Location	Duration
FT	September or January	13 North Common Road, London, W5 2QB 13 Gunnersbury Avenue, London, W5 3XD	3 years

4b	Delivery method	Blended (in-person and online)
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5. Professional/Statutory/Regulatory body (if applicable)	
British Association of Counselling and Psychotherapy Association (BACP)	

6.	Apprenticeship Standard (if applicable)	N/A
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7. Final qualification(s) available	
BSc (Hons) Counselling (Person-Centred)	
BSc (Hons) Counselling (Humanistic Integrative)	
BSc Counselling (Person-Centred)	
BSc Counselling (Humanistic Integrative)	
DipHE Counselling (Person-Centred)	

DipHE Counselling (Humanistic Integrative)
CertHE Counselling

8. Academic year effective from

2026/27

9. Criteria for admission to the programme

At least one Level 3 qualification such as, AS Level, Advanced Apprenticeship, International Baccalaureate Diploma, Level 3 NVQ, T Level, or Level 3 National Certificate or Diploma (or equivalent).

Applicants for whom English is an additional language will need to submit an IELTS certificate demonstrating level 6 or above with at least 6 in each component from their completed IELTS test.

Recognition of Prior Learning (RPL) entry is permitted at the beginning of Year 2 of the BSc (Hons) Counselling (Humanistic Integrative) and (Person-Centred) programmes, where applicants can demonstrate equivalence to Year 1 learning outcomes in theoretical knowledge, skills and personal development. Applicants will be asked to write a reflective analysis of how their experience/learning demonstrates successful achievement of the learning outcomes of the Year 1 modules. Metanoia Institute has a clearly defined and published RPL policy and procedure outlining eligibility criteria, application processes, and assessment requirements. This is accessible through the Metanoia website, programme documentation and admissions information.

Applicants must submit evidence of prior certificated learning and/or relevant experiential learning, which is systematically mapped against Year 1 learning outcomes. All RPL applications are reviewed by appropriately qualified academic staff.

10a. Aims of the programme (Person-Centred)

To develop critically reflexive, ethically grounded person-centred counsellors who integrate self-awareness, theory, research and supervised practice to work responsively with diverse clients, communities and presenting issues. Through progressive counselling training, inclusive inquiry and collaborative learning, students critically engage with identity, culture, power and intersectionality, develop and articulate coherent therapeutic model, and cultivate professional competence for ethical practice, research literacy and lifelong learning for professional practice, contributing to society and/or postgraduate study.

10b. Aims of the programme (Humanistic Integrative)

To develop critically reflexive, ethically grounded humanistic counsellors who integrate self-awareness, theory, research and supervised practice to work effectively with diverse clients, complex presentations and contemporary practice contexts. Through engagement person-centred, Gestalt and Transactional Analysis approaches, inclusive research inquiry and community engagement, students critically examine identity, culture, power and mental health

frameworks, develop coherent therapeutic model, and cultivate professional competence for ethical practice, research literacy and lifelong learning for professional practice, contributing to society and/or postgraduate study.

11a. Programme Learning Outcomes (shared across both programmes)

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding to:

A1 Critically evaluate how identity, culture, positionality, power, privilege, discrimination and intersectionality shape mental health, wellbeing, and therapeutic relationships, demonstrating ethical and anti-oppressive awareness in diverse practice contexts.

A2 Demonstrate advanced self-awareness and reflexivity, including phenomenological curiosity and non-defensive stance, to evaluate personal values, assumptions, strengths and limitations within counselling, research and professional relationships.

A3 Critically analyse and sustain the therapeutic relationship as central mechanism for change, demonstrating cultural competence, ethical sensitivity and responsiveness when working with complex presentations in face-to-face, remote and digitally mediated contexts, including the informed use of therapeutic technologies.

A4 Apply ethical, professional and safeguarding frameworks to counselling practice, supervision, study, research and community engagement, including the ethical, professional and epistemological implications of digital technologies and artificial intelligence, demonstrating accountability, professionalism and awareness of contemporary practice contexts.

A5 Critically evaluate social, cultural, political and economic and environmental influences on mental health, access to support and community wellbeing, and assess how counselling can contribute ethically to social justice, community impact and organisational contexts.

A6 Design, conduct and critically analyse counselling-related research, including the critical evaluation of their counselling practice, and the responsible use of digital tools and AI-supported methods where appropriate, demonstrating ethical awareness, methodological rigour, reflexivity and the ability to integrate research evidence into practice.

A7 Communicate critically informed practice and research insights to academic, professional and lay audiences, demonstrating assessment literacy, collaborative learning skills and readiness for professional practice and/or postgraduate study.

A8 Make informed career choices including modality specialisms, career pathways and contributions of their skills beyond counselling and psychotherapy.

B. Skills

On completion of this programme the successful student will be able to:

B1 Apply ethical and professional frameworks critically and consistently when communicating, building relationships and making decisions across therapeutic, professional, educational and research contexts, demonstrating awareness of sustainable and socially responsible practice.

B2 Demonstrate advanced reflective and reflexive practice, using methods such as interpersonal process recall, journalling, group process and supervision to evaluate relational effectiveness, emotional responses, bias and professional development.

B3 Practice safely and ethically within supervised clinical settings, demonstrating empathy, relational presence, effective risk management and the ability to justify professional decisions using evidence-informed and ethically sound rationales.

B4 Integrate and critically apply theory, therapeutic relationship principles and models of change to develop competent, responsive and ethically grounded counselling practice, including work in face-to-face and remote contexts.

B5 Demonstrate professional readiness and accountability, meeting core counselling requirements and evidencing practice aligned with PCPB (formerly SCoPEd) competencies through supervision, personal therapy, active participation in all aspects of the course and clinical hours.

B6 Design, conduct and communicate counselling-related inquiry and research, including an ethically approved case study, demonstrating reflexivity, methodological rigour, autonomy and the ability to engage diverse professional and community audiences.

B7 Critically evaluate and contribute to community and social contexts, collaborating with organisations and stakeholders to assess impact, value and social contribution, and articulating how community engagement informs ethical, culturally responsive counselling practice.

11b. Additional Programme Learning Outcomes for the Person-Centred pathway

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding to:

A9 (PC) Critically develop and articulate personally meaningful, theoretically grounded understanding of person-centred philosophy and practice, integrating ethical, professional and safeguarding frameworks, and evaluating how identity, belonging, intersectionality and power shape therapeutic relationships, learning processes and responses to mental distress.

A10 (PC) Demonstrate advanced critical reflexivity and self-directed learning, analysing personal positionality, biases and emotional responses within individual, group and therapeutic contexts, evaluating progress in learning and professional development, and applying anti-discriminatory and inclusive practice in collaboration with peers, tutors and clients.

B. Skills

On completion of this programme the successful student will be able to:

B8 (PC) Demonstrate and critically evaluate advanced person-centred counselling skills, including the consistent offering of the core conditions and the flexible use of **creative methods** in individual and group contexts, to enhance self-awareness, relational depth and responsiveness to diverse client needs.

B9 (PC) Exhibit critically reflexive and professionally accountable practice, by evaluating personal responses, biases and attitudes; establishing and maintaining ethical professional relationships; and engaging effectively in self, peer and collaborative assessment processes to support ongoing learning, feedback and development.

11c. Additional Programme Learning Outcomes for the Humanistic Integrative pathway

A. Knowledge and understanding

On completion of this programme the successful student will have knowledge and understanding to:

A9 (HI) Critically evaluate and integrate humanistic counselling theories to articulate and apply coherent, personally grounded model of humanistic integrative practice, demonstrating ethical, legal and professional competence across diverse practice contexts, including in-room and remote therapeutic work.

A10 (HI) Critically analyse complexity in human experience and mental health, demonstrating reflexive awareness of bias, difference and diversity, and applying trauma-informed, developmental and humanistic perspectives to work ethically and effectively with challenging presentations, unconscious processes and relational dynamics.

B. Skills

On completion of this programme the successful student will be able to:

B8 (HI) Demonstrate advanced humanistic integrative counselling skills, critically selecting, integrating and applying the philosophy and practice of Person-Centred, Gestalt and Transactional Analysis approaches to sustain a humanistic attitude and build effective therapeutic relationships across face-to-face and remote contexts.

B9 (HI) Critically evaluate ethical, relational and power dynamics in counselling practice, including the use of supervision and awareness of unconscious bias, intersectionality and social context, to support ethically responsible, reflective and professionally accountable clinical work.

12. Teaching/learning methods across both pathways

Teaching/learning methods

Students gain **knowledge and understanding** through combination of directed learning and experiential seminars, both face-to-face and online.

Directed learning is delivered via workbooks, encompassing variety of media including readings, videos and creative exercises.

Experiential seminars will include group process sessions, practical and creative activities, discussion and student-directed learning.

Embedded both within the teaching and learning and as standalone modules, inclusive therapeutic practice and reflexive and research-informed practice will be rigorously aligned to the curriculum.

Students learn skills in small groups through Skills Practice Development, through group process participation, and via their student placement (latest at the end of year 1).

The student placement is a supported environment in which student counsellors develop their skills with clients. Student placements will be monitored, contracted, and supervised, in settings

congruent with the core philosophies of the person-centred and humanistic integrative models of practice.

¹ Approx. number of timetabled hours per week (at each level of study, as appropriate), including on-campus and online hours	FT UG1 – 150 hours pa UG2 – 150 hours pa UG3 – 150 hours pa	PT N/A
Approx. number of hours of independent study per week (at each level of study, as appropriate)	FT UG1 – 1050 hours pa UG2 – 980 hours pa UG3 – 970 hours pa	PT N/A
Approx. number of hours on placement (including placement, work-based learning or year abroad, as appropriate).	FT UG1 – 0 UG2 – 70 hours UG3 – 80 hours	PT N/A

13. Employability across both pathways

13a Development of graduate competencies

This programme develops and assesses graduate competencies as a result of the following process which has been followed to develop this programme:

- Metanoia Institute has Graduate Attributes drawn from the QAA Benchmarks for Counselling and Psychotherapy and relevant PSRB documentation
- These Graduate Attributes then form the basis of the Programmes Learning Outcomes and are mapped together to ensure coverage (see 23c and 24c below)
- Students are assessed throughout the programme against the Metanoia assessment rubric which is generated from the Metanoia Institute Graduate Attributes (and using QAA levelling standards)

13b Employability development

Year 1

Students will undertake regular Skills Practice Development in small groups assessed against set criteria during the year. Teaching and learning will include finding, preparing for a placement, and working ethically within a placement. At some point in the year, once assessed, signed off as ready to practise, students are required to enter into at least one supervised placement.

Year 2

¹ This information will be used as part of our submission to Discover Uni (previously Unistats).

All placements are approved to be suitable for trainee and supervised practice reports, and annual placement reports are in place to assess ethical competence. Students continue to be observed in Skills Practice Development and will need to be signed off as competent practitioner trainees to progress onto Year 3.

Year 3

By the end of the third year, students will need to have completed a minimum of 150 clinical client hours, with a minimum of 36 hours of supervision, and have completed a reflective case study. As with Year 2, the student will need to submit a supervised practice report and placement report. Students will also have the choice of several optional modules which relate to employability subsequent to qualification.

13c Placement and work experience opportunities (if applicable)

Over the course of the training, students will gain clinical experience by attending a number of placements at which they will work with clients on voluntary one-to-one basis (minimum 150 hours). These hours need to be gained through face-to-face (majority) and online work with adult (18 and over) clients.

This experience forms an integral part of the student's development as a counsellor. At Metanoia, we have an in-house clinic, the Metanoia Counselling and Psychotherapy Service (MCPS), that provides low-cost counselling and psychotherapy to the general public. MCPS offers placements to all students and, whilst a place isn't guaranteed on first application ('first come first served'), it aims to accommodate as many students as wish to join the service. Our placement team also includes two dedicated clinical placement officers who maintain a database of monitored placements, which will help students to secure additional placement opportunities.

13d Future careers / progression

. There are various career routes and step off points for graduates:

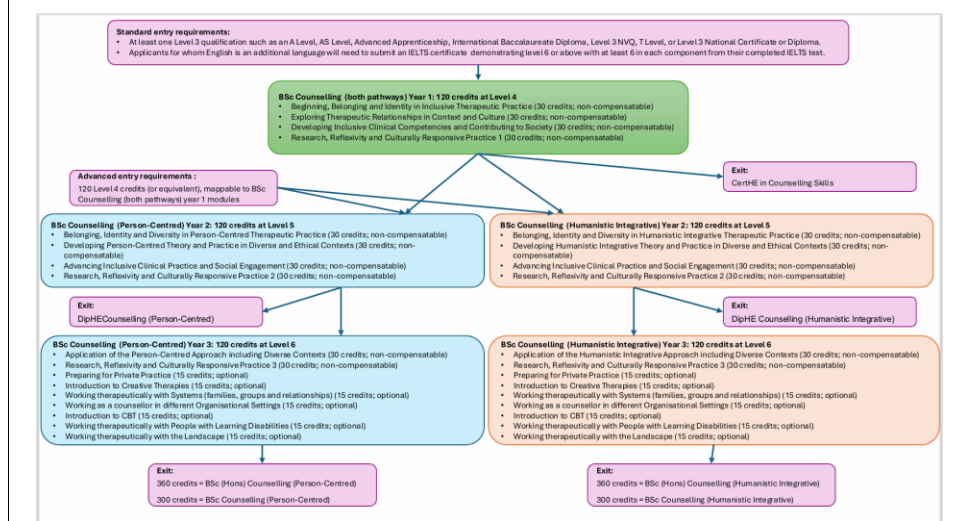
1. Step off with a CertHE in Counselling, at successful completion of Year 1.
2. Step off with an DiPHE, after 2 years, which meets* BACP curriculum requirements for Column A of the Partnership of Counselling and Psychotherapy Bodies (PCPB – formerly known as SCoPEd), and apply for BACP registered membership (*subject to achieving supervised placement of at least 100 clients contact hours). Individual members can then apply for registered membership subject to successful completion of the BACP's Certificate of Proficiency.
3. Step off with a BSc (ordinary, no Hons degree). In addition to the 240 credits achieved in Years 1 and 2, students will obtain a further 60 credits in Year 3 to achieve the BSc (no Hons). This will include completing the Module: Application of your Modality in Diverse Contexts (30 credits) and two Modules (chosen from 7 that are 15 credits each) related to employability, special interest groups and community engagement. Students would be able to choose this option at the start of Year 3, or if they failed 60 credits of modules in Year 3.
4. On completion of the BSc or BSc (Hons) award, graduates of this programme will be immediately eligible for BACP registration, conferring professional status. They will be able to work in a wide range of settings, including health, the third sector, the private sector, and in independent practice.
5. Students who wish to continue their education can use their BSc (Hons) qualification to bypass our UKCP preparatory year and join their UKCP training at Year 3 (of 4), which is an MSc Year 2 of 3, if they remain studying the same therapeutic modality. If they

decide to change their study to a different therapeutic modality for their UKCP training, they will be able to join MSc Year 1.

14. Assessment methods

Our assessment methods are authentic to a career in Counselling and Psychotherapy and follow the QAA Benchmark guidance, including individual and group presentations, essays, reports, commentated recordings and transcripts, skills practice development, creative media presentations, portfolios of evidence and professional documents and professional conversations.

15. Programme Structure for both pathways (level of study, modules, credits and progression requirements)



BSc Counselling (Person-Centred)

Year 1 BSc Counselling (Person-Centred)

Level 4

Students must **pass 120** credits to progress to Level 5.

Module Code	Type	Module Title	Credits at FHEQ Level	Full time /Part time	Semester
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				route	
COU400130	Core	Beginning, Belonging and Identity in Inclusive Therapeutic Practice. (BBI)	30 at Level 4	FT	1
COU400230	Core	Exploring Therapeutic Relationships in Context and Culture (ETR)	30 at Level 4	FT	1 and 2
COU400330	Core	Developing Inclusive Clinical Competencies and Contributing to Society 1 (CCCS1)	30 at Level 4	FT	1 and 2
COU400430	Core	Research, Reflexivity and Culturally Responsive Practice 1 (RRC1)	30 at Level 4	FT	2

Commented [LT1]: Need to add in module narrative abbreviations when Anna has agreed them

Year 2 BSc Counselling (Person-Centred)
Level 5 Students must have passed at least 240 credits to progress to Level 6.

Module Code	Type	Module Title	Credits at FHEQ Level	Full time /Part time route	Semester
COU500130	Core	Belonging, Identity and Diversity in Person-Centred Therapeutic Practice (BID)	30 at Level 5	FT	1
COU500230	Core	Developing Person-Centred Theory and Practice in Diverse and Ethical Contexts (DTP)	30 at Level 5	FT	1 and 2
COU500330	Core	Advancing Inclusive Clinical	30 at Level 5	FT	1 and 2

		Competencies and Contributing to Society 2 (PC) (CCCS2)			
COU500430	Core	Research, Reflexivity and Culturally Responsive Practice 2 (RRC2)	30 at Level 5	FT	2

Year 3 BSc Counselling (Person-Centred)

Level 6

Students will need to complete 360 credits for BSc (Hons)

Students will need to complete 300 credits for BSc (without Hons)

Module Code	Type	Module Title	Credits at FHEQ Level	Full time /Part time route	Semester
COU600130	Core	Application of the Person-Centred Approach including Diverse Contexts (AADC)	30 at Level 6	FT	1 and 2
COU600230	Core	Research, Reflexivity and Culturally Responsive Practice 3 (RRC3)	30 at Level 6	FT	2
COU600315	Optional	Preparing for Private Practice	15 at Level 6	FT	1 and 2
COU600415	Optional	Introduction to Creative Therapies	15 at Level 6	FT	1 and 2
COU600515	Optional	Working Therapeutically with Systems (families, groups and relationships)	15 at Level 6	FT	1 and 2
COU600615	Optional	Working as a Counsellor in Different Organisational Settings	15 at Level 6	FT	1 and 2
COU600715	Optional	Introduction to CBT	15 at Level 6	FT	1 and 2
COU600815	Optional	Working with Clients with Learning Disabilities	15 at Level 6	FT	1 and 2
COU600915	Optional	Working Therapeutically with the Landscape	15 at Level 6	FT	1 and 2

*Please refer to your programme page on the website re availability of option modules

BSc Counselling (Humanistic Integrative)

Year 1 BSc Counselling (Humanistic Integrative)					
Level 4					
Students must pass at least 120 credits to progress to Level 5.					

Module Code	Type	Module Title	Credits at FHEQ Level	Full time /Part time route	Semester
COU400130	Core	Beginning, Belonging and Identity in Inclusive Therapeutic practice (BBI)	30 at Level 4	FT	1
COU400230	Core	Exploring Therapeutic Relationships in Context and Culture (ETR)	30 at Level 4	FT	1 and 2
COU400330	Core	Developing Inclusive Clinical Competencies and Contributing to Society 1 (CCCS1)	30 at Level 4	FT	1 and 2
COU400430	Core	Research, Reflexivity and Culturally Responsive Practice 1 (RRC1)	30 at Level 4	FT	2

Year 2 BSc Counselling (Humanistic Integrative)					
Level 5					
Students must have passed at least 240 credits to progress to Level 6.					

Module Code	Type	Module Title	Credits at FHEQ Level	Full time /Part time route	Semester
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COU500130	Core	Belonging, Identity and Diversity in Humanistic Integrative Therapeutic Practice (BID)	30 at Level 5	FT	1
COU500230	Core	Developing Humanistic Integrative Theory and Practice in Diverse and Ethical Contexts (DTP)	30 at Level 5	FT	1 and 2
COU500330	Core	Advancing Inclusive Clinical Competencies and Contributing to Society 2 (HI) (CCCS2)	30 at Level 5	FT	1 and 2
COU500430	Core	Research, Reflexivity and Culturally Responsive Practice 2 (RRC2)	30 at Level 5	FT	2

Year 3 BSc Counselling (Humanistic Integrative)

Level 6

Students will need to complete 360 credits for BSc (Hons)

Students will need to complete 300 credits for BSc (without Hons)

Module Code	Type	Module Title	Credits at FHEQ Level	Full time /Part time route	Semester
COU600130	Core	Application of the Humanistic Integrative Approach including Diverse Contexts (AADC)	30 at Level 6	FT	1 and 2
COU600230	Core	Research, Reflexivity and Culturally Responsive Practice 3 (RRC3)	30 at Level 6	FT	2
COU600315	Optional	Preparing for Private Practice	15 at Level 6	FT	1 and 2

COU600415	Optional	Introduction to Creative Therapies	15 at Level 6	FT	1 and 2
COU600515	Optional	Working Therapeutically with Systems (families, groups and relationships)	15 at Level 6	FT	1 and 2
COU600615	Optional	Working as a Counsellor in Different Organisational Settings	15 at Level 6	FT	1 and 2
COU600715	Optional	Introduction to CBT	15 at Level 6	FT	1 and 2
COU600815	Optional	Working with clients with learning disabilities	15 at Level 6	FT	1 and 2
COU600915	Optional	Working Therapeutically with the Landscape	15 at Level 6	FT	1 and 2

*Please refer to your programme page on the website re availability of option modules

16. Programme-specific support for learning

- 4 tutorials each year with a programme specific designated tutor (depending on the year and the student needs)
- Programme specific research supervision
- Academic Coordinator for this programme
- Dedicated virtual learning space via Moodle – Moodle Page specific for each year group
- Unit-specific and year group specific workbooks to support specific and targeted learning to meet students' individual needs
- Learning Support and Wellbeing Team for student-specific access needs
- Regular small group teaching employed to ensure accessibility and focussed learning
- Clinical Placements team supporting students through both in-house (MCPS) and external placement activity
- Academic writing support team including resources and workshops
- Specialist reference library on site and access to online journals and learning platforms

17. HECos code(s)

100495

18. Relevant QAA subject benchmark(s)	QAA Benchmarks for Counselling and Psychotherapy (2022)
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19. University Regulations
This programme will run in line with general University Regulations: Policies Middlesex University

20. Reference points
BACP (2018) Ethical Framework for Counselling Professions https://www.bacp.co.uk/events-and-resources/ethics-and-standards/ethical-framework-for-the-counselling-professions/ BACP (2012) Course Accreditation Scheme – Eligibility Guide https://www.bacp.co.uk/media/1505/bacp-course-accreditation-eligibility-guide.pdf QAA Benchmarks for Counselling and Psychotherapy (2022) Subject Benchmark Statement: Counselling and Psychotherapy - The Basics External Examiner's Feedback Student Consultation Feedback UK Quality Code for Higher Education 2018 https://www.qaa.ac.uk/en/quality-code University of Middlesex Regulations (https://www.mdx.ac.uk/about-us/policies/university-regulations) 'Metanoia's Learning, Teaching and Enhancement Strategy' https://www.metanoia.ac.uk/about/learning-teaching-and-enhancement/).

21. Methods for evaluating and improving the quality and standards of learning
Non-standard Methods • Teaching team are part of cross-institute module design teams when reviewing or re-validating programmes • Knowledge sharing and resource pooling across programmes as part of regular team meetings Standard Methods • Regular feedback form to students • NSS survey for Year 3's • Board of Studies meetings with Student Representatives • Regular teaching team meetings to review last teaching unit and plan for upcoming unit • Annual performance objective setting meeting and end of year review of performance • Informal discussions with teaching staff during the year regarding performance enhancement • Peer and Head of Programme observation of teaching against set criteria with written and oral feedback shared.

22. Other information (if applicable)

The following course-related costs are not included in the fees and are compulsory:

- Personal weekly counselling (approximately ranging from £50 - £70 per hour) – a minimum of 30 hours per year (carry over not permitted)
- Fortnightly clinical supervision (approximately ranging from £60 - £80 per hour)
- Professional body (BACP) student membership £82 per year or £41 per year (reduced fee). Please note this increases annually in line with BACP fees.
- Professional indemnity insurance approximately £80 per year.
- Registration with ICO, £52 per year.

These additional fees are clearly signposted on the course website and shared in open events.

For illustration purposes, the estimated costs over the life of the programme for a student will be around*:

Personal Therapy: £5400 (£60 x 90 hours over 3 years)

Supervision: £3640 (£70 x 26 hours over 2 years)

BACP Student Membership: £246 (£82 x 3 years)

Professional Indemnity Insurance: £160 (c. £80 x 2 years)

ICO Registration: £104 (£52 x 2 years)

Total cost for 3 years in addition to course fees: £9,550

***Please note charges do get reviewed annually**

Please note programme specifications provide concise summary of the main features of the programme and the learning outcomes that typical student might reasonably be expected to achieve if they take full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the rest of your programme handbook and the university regulations.

23. Curriculum map for BSc (Hons) Counselling (Person-Centred)

23a. Programme learning outcomes

Knowledge and understanding

A1	Critically evaluate how identity, culture, positionality, power, privilege, discrimination and intersectionality shape mental health, wellbeing, and therapeutic relationships, demonstrating ethical and anti-oppressive awareness in diverse practice contexts.
A2	Demonstrate advanced self-awareness and reflexivity, including phenomenological curiosity and a non-defensive stance, to evaluate personal values, assumptions, strengths and limitations within counselling, research and professional relationships.
A3	Critically analyse and sustain the therapeutic relationship as a central mechanism for change, demonstrating cultural competence, ethical sensitivity and responsiveness when working with complex presentations in face-to-face, remote and digitally mediated contexts, including the informed use of therapeutic technologies.
A4	Apply ethical, professional and safeguarding frameworks to counselling practice, supervision, study, research and community engagement, including the ethical, professional and epistemological implications of digital technologies and artificial intelligence, demonstrating accountability, professionalism and awareness of contemporary practice contexts.
A5	Critically evaluate social, cultural, political and economic and environmental influences on mental health, access to support and community wellbeing, and assess how counselling can contribute ethically to social justice, community impact and organisational contexts.
A6	Design, conduct and critically analyse counselling-related research, including the critical evaluation of their counselling practice, and the responsible use of digital tools and AI-supported methods where appropriate, demonstrating ethical awareness, methodological rigour, reflexivity and the ability to integrate research evidence into practice.
A7	Communicate critically informed practice and research insights to academic, professional and lay audiences, demonstrating assessment literacy, collaborative learning skills and readiness for professional practice and/or postgraduate study.
A8	Make informed career choices including modality specialisms, career pathways and contributions of their skills beyond counselling and psychotherapy
A9	Critically develop and articulate personally meaningful, theoretically grounded understanding of person-centred philosophy and practice, integrating ethical, professional and safeguarding frameworks, and evaluating how identity, belonging, intersectionality and power shape therapeutic relationships, learning processes and responses to mental distress.
A10	Demonstrate advanced critical reflexivity and self-directed learning, analysing personal positionality, biases and emotional responses within individual, group and therapeutic contexts, evaluating progress in learning and professional development, and applying anti-discriminatory and inclusive practice in collaboration with peers, tutors and clients.

Skills

B1	Apply ethical and professional frameworks critically and consistently when communicating, building relationships and making decisions across therapeutic, professional, educational and research contexts, demonstrating awareness of sustainable and socially responsible practice.
B2	Demonstrate advanced reflective and reflexive practice, using methods such as interpersonal process recall, journaling, group process and supervision to evaluate relational effectiveness, emotional responses, bias and professional development.
B3	Practice safely and ethically within supervised clinical settings, demonstrating empathy, relational presence, effective risk management and the ability to justify professional decisions using evidence-informed and ethically sound rationales.
B4	Integrate and critically apply theory, therapeutic relationship principles and models of change to develop competent, responsive and ethically grounded counselling practice, including work in face-to-face and remote contexts.
B5	Demonstrate professional readiness and accountability, meeting core clinical requirements and evidencing practice aligned with PCPB (formerly SCoPEd) competencies through supervision, personal therapy, active participation in all aspects of the course and clinical hours.
B6	Design, conduct and communicate counselling-related inquiry and research, including an ethically approved case study, demonstrating reflexivity, methodological rigour, autonomy and the ability to engage diverse professional and community audiences.
B7	Critically evaluate and contribute to community and social contexts, collaborating with organisations and stakeholders to assess impact, value and social contribution, and articulating how community engagement informs ethical, culturally responsive counselling practice.
B8	Demonstrate and critically evaluate advanced person-centred counselling skills, including the consistent offering of the core conditions and the flexible use of creative methods in individual and group contexts, to enhance self-awareness, relational depth and responsiveness to diverse client needs.
B9	Exhibit critically reflexive and professionally accountable practice, by evaluating personal responses, biases and attitudes; establishing and maintaining ethical professional relationships; and engaging effectively in self, peer and collaborative assessment processes to support ongoing learning, feedback and development.

Programme learning outcomes: Highest level achieved by all graduates

A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5	B6	B7	B8	B9
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6

23b Mapping by level of study and module BSc (Hons) Counselling (Person-Centred)

Module Title	Module Code by Level of study	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5	B6	B7	B8	B9
Level 4 (Year 1)																				
Beginning, Belonging and Identity in Inclusive Therapeutic practice (BBI)	COU400130	X	X			X						X								
Exploring Therapeutic Relationships in Context and Culture (ETR)	COU400230		X	X				X	X				X		X					
Developing Inclusive Clinical Competencies and Contributing to Society 1 (CCCS1)	COU400330	X		X	X	X			X			X	X	X		X		X		
Research, Reflexivity and Culturally Responsive Practice 1 (RRC1)	COU400430		X		X		X						X				X			
Level 5 (Year 2)																				
Belonging, Identity and Diversity in Person-Centred Therapeutic Practice (BID)	COU500130									X	X								X	X
Developing Person-Centred Theory and Practice in Diverse and Ethical Contexts (DTP)	COU500230									X	X								X	X
Advancing Inclusive Clinical Practice and Social Engagement – Contributing to Society 2 (CCCS2)	COU500330	X	X	X	X	X			X			X	X	X	X	X		X		
Research, Reflexivity and Culturally Responsive Practice 2 (RRC1)	COU500430				X		X					X	X				X			
Level of study (year) L6 (Year 3)																				
Application of the Person-Centred Approach in Diverse Contexts (AADC)	COU600130	X		X	X	X		X	X	X	X	X	X	X	X	X		X	X	X
Research, Reflexivity and Culturally Responsive Practice 3 (RRC3)	COU600230		X		X		X	X				X					X			
Optional modules	COU600315 COU600415 COU600515 COU600615 COU600715								X											

	COU600815																		
	COU600915																		

23c Mapping to MI Graduate Attributes

Graduate Attribute	Addressed in PLOs
Self-Awareness and Reflexivity	A2, A10, B2, B9
Relational Skills and Awareness	A3, B3, B8
Works Collaboratively	A7, B7, B9
Demonstrates Cultural Humility	A1, A3, A9, A10, B3
Demonstrates Social and Systemic Awareness	A1, A5
Socially Responsible	A5, B7
Synthesises Information	A6, A9, B4
Appraises Sources and Contexts	A6, A9, B4
Communicates Clearly	A7, B6
Is Research Literate	A6, B6
Demonstrates Ethical and Critical Use of Technology and AI	A3, A4, A6
Is a Lifelong Professional Learner	A2, A4, A8, A10, B5, B9

23d Mapping to QAA Benchmark for Basic Counselling and Psychotherapy

1. Working with Others, Independence, and Reflection

Benchmark bullets

- Perform assigned tasks as part of a team, participating in discussion
- With guidance, undertake tasks independently
- Reflect on their own progress and make use of feedback provided

Mapped PLOs: A2, A7, B2, B5

2. Information Gathering, Analysis, and Synthesis

Benchmark bullets

- Bring together information and materials from different sources
- Identify problems and questions
- Undertake the analysis of factual information
- Produce a synthesis of the state of knowledge on a particular subject or topic

Mapped PLOs: A6, A9, A10, B6

3. Critical Thinking and Evaluation

Benchmark bullets

- Recognise strengths and weaknesses in the arguments of others
- Think critically and show critical awareness and evaluation of theoretical concepts, therapeutic modalities and research methods
- Demonstrate an ability to comprehend when presented with new ideas or information

Mapped PLOs: A1, A5, A9, B4, B9

4. Communication and Presentation

Benchmark bullets

- Express themselves effectively both orally and in writing
- Present knowledge or an argument in a way that is comprehensible to others
- Make effective presentations

Mapped PLOs: A7, B1, B6

5. Digital Literacy and Data Handling

Benchmark bullets

- Use relevant IT to collate, analyse, select and present information
- Demonstrate classification skills in describing, categorising and collating data

Mapped PLOs: A6, B6

6. Observation, Description, and Conceptual Skills

Benchmark bullets

- Demonstrate skills in recognising and describing material

Mapped PLOs: A3, A10, B3

7. Ethics, Equality, Diversity, and Professional Conduct

Benchmark bullets

- Understand the importance of health and safety and of equality, diversity and inclusiveness in the work environment

Mapped PLOs: A1, A4, B1, B3, B9

8. Sustainability, Global Perspectives, and Social Responsibility

Benchmark bullets

- Appreciate and engage in contemporary debates relating to global sustainability, employability and global perspectives, including decolonisation and anti-racism
- Appreciate the need to act in a sustainable manner

Mapped PLOs: A1, A5, B1, B5, B7

24. Curriculum map for BSc (Hons) Counselling (Humanistic-Integrative)

24a. Programme learning outcomes

Knowledge and understanding

A1	Critically evaluate how identity, culture, positionality, power, privilege, discrimination and intersectionality shape mental health, wellbeing, and therapeutic relationships, demonstrating ethical and anti-oppressive awareness in diverse practice contexts.
A2	Demonstrate advanced self-awareness and reflexivity, including phenomenological curiosity and non-defensive stance, to evaluate personal values, assumptions, strengths and limitations within counselling, research and professional relationships.
A3	Critically analyse and sustain the therapeutic relationship as central mechanism for change, demonstrating cultural competence, ethical sensitivity and responsiveness when working with complex presentations in face-to-face, remote and digitally mediated contexts, including the informed use of therapeutic technologies.
A4	Apply ethical, professional and safeguarding frameworks to counselling practice, supervision, study, research and community engagement, including the ethical, professional and epistemological implications of digital technologies and artificial intelligence, demonstrating accountability, professionalism and awareness of contemporary practice contexts.
A5	Critically evaluate social, cultural, political and economic and environmental influences on mental health, access to support and community wellbeing, and assess how counselling can contribute ethically to social justice, community impact and organisational contexts.
A6	Design, conduct and critically analyse counselling-related research, including the critical evaluation of their counselling practice, and the responsible use of digital tools and AI-supported methods where appropriate, demonstrating ethical awareness, methodological rigour, reflexivity and the ability to integrate research evidence into practice.
A7	Communicate critically informed practice and research insights to academic, professional and lay audiences, demonstrating assessment literacy, collaborative learning skills and readiness for professional practice and/or postgraduate study.
A8	Make informed career choices including modality specialisms, career pathways and contributions of their skills beyond counselling and psychotherapy
A9	Critically evaluate and integrate humanistic counselling theories to articulate and apply coherent, personally grounded model of humanistic practice, demonstrating ethical, legal and professional competence across diverse practice contexts, including in-room and remote therapeutic work.
A10	Critically analyse complexity in human experience and mental health, demonstrating reflexive awareness of bias, difference and diversity, and applying trauma-informed, developmental and humanistic perspectives to work ethically and effectively with challenging presentations, unconscious processes and relational dynamics.

Skills

B1	Apply ethical and professional frameworks critically and consistently when communicating, building relationships and making decisions across therapeutic, professional, educational and research contexts, demonstrating awareness of sustainable and socially responsible practice.
B2	Demonstrate advanced reflective and reflexive practice, using methods such as interpersonal process recall, journaling, group process and supervision to evaluate relational effectiveness, emotional responses, bias and professional development.
B3	Practice safely and ethically within supervised clinical settings, demonstrating empathy, relational presence, effective risk management and the ability to justify professional decisions using evidence-informed and ethically sound rationales.
B4	Integrate and critically apply theory, therapeutic relationship principles and models of change to develop competent, responsive and ethically grounded counselling practice, including work in face-to-face and remote contexts.
B5	Demonstrate professional readiness and accountability, meeting core counselling requirements and evidencing practice aligned with PCPB (formerly SCoPEd) competencies through supervision, personal therapy, active participation on all aspects of the course and clinical hours.
B6	Design, conduct and communicate counselling-related inquiry and research, including an ethically approved case study, demonstrating reflexivity, methodological rigour, autonomy and the ability to engage diverse professional and community audiences.
B7	Critically evaluate and contribute to community and social contexts, collaborating with organisations and stakeholders to assess impact, value and social contribution, and articulating how community engagement informs ethical, culturally responsive counselling practice.
B8	Demonstrate advanced humanistic counselling skills, critically selecting, integrating and applying the philosophy and practice of Person-Centred, Gestalt and Transactional Analysis approaches to sustain a humanistic attitude and build effective therapeutic relationships across face-to-face and remote contexts.
B9	Critically evaluate ethical, relational and power dynamics in counselling practice, including the use of supervision and awareness of unconscious bias, intersectionality and social context, to support ethically responsible, reflective and professionally accountable clinical work.

Programme learning outcomes: Highest level achieved by all graduates

A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5	B6	B7	B8	B9
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6

24b Mapping by level of study and module BSc (Hons) Counselling (Humanistic-Integrative)

Module Title	Module Code by Level of study	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	B1	B2	B3	B4	B5	B6	B7	B8	B9
Level 4 (Year 1)																				
Beginning, Belonging and Identity in Inclusive Therapeutic Practice (BBI)	COU400130	X	X			X						X								
Exploring Therapeutic Relationships in Context and Culture (ETR)	COU400230		X	X				X	X				X		X					
Developing Inclusive Clinical Competencies and Contributing to Society 1 (CCCS1)	COU400330	X		X	X	X			X			X	X	X		X		X		
Research, Reflexivity and Culturally Responsive Practice 1 (RRC1)	COU400430		X		X		X						X				X			
Level 5 (Year 2)																				
Belonging, Identity and Diversity in Person-Centred Therapeutic Practice (BID)	COU500130									X	X								X	X
Developing Humanistic Integrative Theory and Practice in Diverse and Ethical Contexts (DTP)	COU500230									X	X								X	X
Advancing Inclusive Clinical Practice and Social Engagement – Contributing to Society 2 (CCCS2)	COU500330	X	X	X	X	X			X			X	X	X	X	X		X		
Research, Reflexivity and Culturally Responsive Practice 2 (RRC2)	COU500430				X		X					X	X				X			
Level of study (year) L6 (Year 3)																				
Application of the Humanistic Integrative Approach in Diverse Contexts (AADC)	COU600130	X		X	X	X		X	X	X	X	X	X	X	X	X		X	X	X
Research, Reflexivity and Culturally Responsive Practice 3 (RRC3)	COU600230		X		X		X	X				X					X			
Optional modules	COU600315 COU600415 COU600515 COU600615								X											

	COU600715																			
	COU600815																			
	COU600915																			

24c Mapping to MI Graduate Attributes

Graduate Attribute	Addressed in PLOs
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Communicates Clearly	A7, B6
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Is a Lifelong Professional Learner	A2, A4, A8, A10, B5, B9

24d Mapping to QAA Benchmark for Basic Counselling and Psychotherapy

1. Working with Others, Independence, and Reflection

Benchmark bullets

- Perform assigned tasks as part of a team, participating in discussion
- With guidance, undertake tasks independently
- Reflect on their own progress and make use of feedback provided

Mapped PLOs: A2, A7, B2, B5

2. Information Gathering, Analysis, and Synthesis

Benchmark bullets

- Bring together information and materials from different sources
- Identify problems and questions
- Undertake the analysis of factual information
- Produce a synthesis of the state of knowledge on a particular subject or topic

Mapped PLOs: A6, A9, A10, B6

3. Critical Thinking and Evaluation

Benchmark bullets

- Recognise strengths and weaknesses in the arguments of others
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- Demonstrate an ability to comprehend when presented with new ideas or information

Mapped PLOs: A1, A5, A9, B4, B9

4. Communication and Presentation

Benchmark bullets

- Express themselves effectively both orally and in writing
- Present knowledge or an argument in a way that is comprehensible to others
- Make effective presentations

Mapped PLOs: A7, B1, B6

5. Digital Literacy and Data Handling

Benchmark bullets

- Use relevant IT to collate, analyse, select and present information
- Demonstrate classification skills in describing, categorising and collating data

Mapped PLOs: A6, B6

6. Observation, Description, and Conceptual Skills

Benchmark bullets

- Demonstrate skills in recognising and describing material

Mapped PLOs: A3, A10, B3

7. Ethics, Equality, Diversity, and Professional Conduct

Benchmark bullets

- Understand the importance of health and safety and of equality, diversity and inclusiveness in the work environment

Mapped PLOs: A1, A4, B1, B3, B9

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Benchmark bullets

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Mapped PLOs: A1, A5, B1, B5, B7