Programme Specification: Post Graduate Taught

For Academic Year 2025/26

1. Course Summary

Names of programme and award title(s)	MSc Counselling and Psychotherapy
Award type	Taught Masters
Mode of study	Full-time Part-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 7
Normal length of the programme	1 year full-time or 2 years part-time
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	British Association for Counselling and Psychotherapy (BACP)
Regulator	Office for Students (OfS)
Tuition Fees	**UK students:** Full-time fee for 2025/26 is £12,700 Part-time fee for 2025/26 is £7,000 per year* **International students:** Full-time fee for 2025/26 is £24,900

How this information might change: *Please read the important information at http://www.keele.ac.uk/student-agreement/. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.*

** We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at http://www.keele.ac.uk/studentfunding/tuitionfees/*

2. Overview of the Programme

The philosophy of the programme is humanistic with an emphasis on person- centred practice. The core theoretical model of the course is derived from an acceptance of Carl Rogers's belief in the self-therapeutic capacity and wisdom of clients (Rogers, 1967). The philosophical traditions of existentialism, and phenomenology and social constructionism are used to illuminate understanding of humanistic practice through lectures and small group work. The personal attitudinal position of students is set into the framework provided by the BACP Ethical Framework for the Counselling Professions.

We encourage you, as students, to examine and question your own beliefs and assumptions and to develop a personal, integrated theory of human development, based upon humanistic phenomenological philosophy and principles. We do this by encouraging and offering opportunities to reflect upon the theory that is offered in the light of your own experience and thus to develop your own philosophical and theoretical base.

The core therapeutic model is embedded in the range of attitudinal qualities required to build and maintain a relationship between client and therapist. We aim to facilitate these qualities which enable you to build a strong therapeutic alliance and understand what may prevent this occurring. These qualities include building on the skills of active and reflective listening, focusing, and immediacy, including appropriate therapeutic challenge. At the core of responding is the person of the counsellor and their embodiment of the Rogerian core conditions. We facilitate your development of these characteristics through intensive skills and personal development training.

3. Aims of the programme

The MSc in Counselling and Psychotherapy is a full-time or part-time programme of study which incorporates the three strands of counselling training, namely counselling theory, counselling practice and personal development. The programme aims to facilitate the engagement of students in, not only academic study and research at Masters level, but also in personal and professional development designed to qualify them to practice as professional counsellors.

4. What you will learn

The MSc in Counselling and Psychotherapy is a full-time or part-time programme of study which incorporates the three strands of

counselling training, namely counselling theory, counselling practice and personal development.

The programme aims to facilitate your engagement in, not only academic study and research at Masters level, but also in personal and professional development designed to prepare you to qualify and practice as professional counsellors.

- The intended learning outcomes of the programme (what you should know, understand and be able to do at the end of the programme), can be described under the following headings:
- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

Subject knowledge and understanding

On successful you will be able to demonstrate:

- A knowledge and understanding of key aspects of counselling theory and practice, with a particular focus on person-centred and humanistic approaches.
- An ability to identify and evaluate a range of therapeutic approaches.
- An understanding of the intersectional power dynamics within and outside of the counselling relationship which may impact on the lives and growth of individuals.
- An understanding of the socially and culturally situated nature of yourself and counselling as a form of helping.
- The acquisition of coherent and detailed knowledge, informed by counselling research, and the ability to relate this to therapeutic practice.
- An understanding of empirical research methodologies used to explore key issues in counselling and psychotherapy.
- An ability to successfully complete a substantial empirical research project, or systematic case study informed by wide current understandings in the discipline.
- An ability to conduct a research study using a methodology appropriate to the research question and the philosophical beliefs guiding you as the researcher.
- An ability to apply and discuss empirical research methodologies used to explore key issues in counselling and psychotherapy.
- An ability to identify and appropriately apply reflexivity in research.
- An ability to articulate and evaluate research skills used and developed.
- An ability to present research plans, progress and difficulties coherently and critically.
- An increase in self-knowledge and self-awareness.
- An ability to devise, develop and sustain arguments, and/or solve problems, using ideas and techniques, some of which are at the forefront of the counselling discipline.
- An ability to make decisions in complex situations, and sometimes with incomplete information.
- An ability to act autonomously in planning, tackling and solving research tasks and implement these at a professional level.
- An ability to critically evaluate current research and advanced scholarship in counselling and analyse and critique methodologies.
- The ability to manage your own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the counselling discipline).
- An ability to critically discuss how established techniques for research and enquiry are used to create and interpret knowledge in counselling and psychotherapy.

Subject-specific skills

On successful completion, you will demonstrate:

- Development of key person-centred therapeutic skills.
- The ability to identify and evaluate person-centred counselling skills.
- Development of key professional and personal qualities and attributes in line with the BACP accreditation standards and the BACP Ethical Framework for the Counselling Professions.
- Synthesise considerations involved in working with difference and diversity within the person-centred counselling relationship and wider counselling profession.
- An understanding of positionality, intersectionality, power dynamics and social justice, and how these might impact on clients, counsellors, the therapeutic relationship and the wider counselling profession.
- An ability to discuss a range of professional issues.
- A thorough working knowledge of the BACP Ethical Framework for the Counselling Professions and the ability to apply this to practice.
- The ability to outline, discuss and critically evaluate person-centred counselling theory and to apply this theory to counselling practice.
- Reflective counselling practice.
- The ability to undertake appropriate further training of a professional or equivalent nature.
- The ability to manage the therapeutic process and to work safely as a therapist.

If you exit with the MSc in ***Applied Counselling Theory you*** can be expected to achieve all of the intended learning outcomes outlined above, with the exception of this final one. The alternative learning outcome if you exit with ***the*** MSc in Applied Counselling Theory is:

- The ability to manage the therapeutic process when engaged in counselling skills practice with student peers.

Key or transferable skills (including employability skills)

On successful completion, you will be able to:

- Communicate effectively using appropriate verbal, visual, graphic, IT and written means, to specialist and non-specialist audiences.
- Demonstrate the ability to learn independently, using a range of information sources and approaches.
- Manage time effectively and work to deadlines.
- Use digital and electronic communication techniques, hardware and software, including word-processing, spreadsheets, email and internet.
- Learn to improve work based on written and verbal formative and summative feedback from tutors.
- Demonstrate the ability to build a relationship characterised by the Rogerian 'core conditions' of empathy, acceptance and genuineness.
- Demonstrate enhanced interpersonal skills, including active listening

- Exercise initiative and personal responsibility
- Demonstrate a non-judgemental and inclusive attitude to issues of difference and diversity
- Demonstrate the ability to identify appropriate sources of information and to extract relevant information to suit specific contexts

NB: If you exit with the MSc in ***Applied Counselling Theory*** or with any award at Postgraduate Diploma level or lower, you will not necessarily meet the intended learning outcomes outlined above.

In addition, the following two statements do ***not*** apply to you if you exit with the MSc in ***Applied Counselling Theory*** or with any award at Postgraduate Diploma level or lower.

- Successful completion of the programme gives you a professional counselling qualification, recognised as such by employers in the UK.
- Successful completion of this BACP accredited programme will enable you to obtain direct entry onto the BACP register.

Keele Graduate attributes

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social and ethical responsibility.** You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors, to prepare for your future career and lives beyond Keele.

We outline below how these attributes are developed in the MSc in Counselling and Psychotherapy.

Academic Expertise

That knowledge and skills develop as a consequence of doing a Master's almost goes without saying. We enjoy seeing our students' self-confidence grow as they meet the challenges that are set throughout the Master's programme in the shape of the regular assignments. In particular, we believe that developing and owning your research project promotes students' motivation and self-confidence.

In carrying out all assignments, in undertaking counselling practice with peers, and in all interactional aspects of the programme, you will develop the ability to communicate clearly and effectively. You will do this in writing, through your written assignments, and verbally in counselling practice sessions, in giving presentations, in giving verbal feedback to peers on their practice, and in sharing ideas with others in lectures, tutor groups and personal development groups.

In completing your assignments for this programme, you will develop and demonstrate your information literacy in a number of ways, including searching for up to date literature from which to draw; discerning reputable and relevant sources; carrying out library searches, etc. Your counselling studies will enable you to locate, evaluate and synthesise large amounts of frequently conflicting information, ideas and data.

Counselling is a hands-on discipline and problem solving is at the forefront of the MSc Counselling and Psychotherapy programme. You will be called upon to solve problems ranging from how best to respond, moment to moment, in your counselling practice with peers and clients, which methodology to employ in your research study to best research your chosen question, to how to make best use of the word count at your disposal to write up your dissertation and other written assignments.

Professional Skills

We believe that developing as a competent practitioner and undertaking a counselling placement helps students develop the knowledge, skills, motivation and self-confidence to take forward to their future counselling and psychotherapy practice, in whatever context this occurs.

Throughout the programme you will be encouraged to reflect on how person-centred theory has implications both within and outside of counselling and psychotherapy. We hope you will discover, for yourself, the value of counselling by reflecting on the relevance of person-centred theory to your own life, through being in relationship to others, and through experiencing the impact on you, your peer clients by embodying and experiencing the Rogerian 'core conditions.'

In all counselling and psychotherapy practice, we are faced with the unknown and we have to develop the personal flexibility to be able to meet the client wherever and however they are, in all moments of the therapeutic encounter. We believe that undertaking a placement, and in particular, undertaking a piece of research, will help you to keep up to date with contemporary issues in counselling and therapy and engage in practice in a range of settings.

Personal Effectiveness

A reflective approach is required in all that you do across the programme, from conducting research and undertaking counselling skills practice, to completing written assignments, including two reflexive pieces, preparing a research presentation and having the choice of making a podcast or writing an article. The tutors on the MSc in Counselling and Psychotherapy strive to set a good example for professional life that our students can follow. As future counselling and psychotherapy practitioners, it is important that you graduate with qualities of leadership, responsibility, integrity, straightforwardness and self-regulation.

We actively encourage you to engage in reflection on how the ideas which we share with you, and which you will share with each other, sit with you; fit with or conflict with your own experiences, values, beliefs; to hold them up for questioning against other ideas in the field and, overall, to hold in mind the idea that, "This is not **the** truth; this is simply one way of looking at these things". We encourage you to do this within lectures, within skills groups and in all your assignments.

Social and Ethical Responsibility

All those engaged in the programme, staff and students alike, follow the BACP Ethical Framework for the Counselling Professions, and we are all required to strive towards developing the personal qualities espoused within that framework.

From the beginning of the programme, we encourage you to consider your own positionality and aspects of identity which may afford

you power and privilege and those for which you may have experienced oppression. We aim to foster a strong sense of community across the programme and expect you to become active participants in both building and contributing to an inclusive community, where one can be curious and non-judgmental. We highly encourage you to take responsibility for your own learning and development. Engaging in a counselling placement and gaining a professional qualification in counselling and psychotherapy also engenders the ability to participate in considering aspects of social justice in your own community.

Clearly studying does not take place in a vacuum. The choices that you make in what and where you study will impact on others. Keele takes this subtle aspect of university life seriously. Keele has developed a policy to reduce environmental impacts, including waste minimisation and energy management. Clearly, counselling has its own responsibilities, and students are required, in all aspects of the programme, to act in accordance with the BACP Ethical Framework for the Counselling Professions. In choosing to study counselling and psychotherapy at Keele, you have also chosen to focus on person-centred practice and the values and philosophy underpinning this approach.

These attributes have been developed to reflect current practice at Keele and you may find them useful to draw on when you have completed the programme in preparing applications for jobs or further study.

5. How is the programme taught?

The course is run in line with person-centred/humanistic principles and provides a wide range of different teaching and learning experiences, including:

- **Lectures**, which include the opportunity to engage in discussion and review
- **Experiential workshops**, which include the opportunity to learn about yourself and about counselling issues and practice from your own perspective and the perspectives of others
- **Skills groups**, which include skills practice focused teaching, opportunities for practice, observation by tutors and peers. In addition, within the skills groups, you are encouraged to reflect on and discuss issues arising out of the lectures.
- **Process groups**, you are facilitated to reflect and process whatever may be going on for you in your life, in the world and with each other, as the group forms its own identity.
- **Formative recorded practice observation days**, in which you are given formative feedback on your practice by your tutor and peers
- **One-to-one tutorials** with your Academic Mentor
- **Presentation** to dissertation supervision group of the proposed research project, with feedback from group members.
- **Dissertation supervision groups,** which include group reviews of the progress of your and your peers' research projects and the opportunity for one-to-one supervision with your dissertation supervisor.
- Completion of **written and practice assignments,** with consideration of **tutor or dissertation supervisor feedback**
- **Classroom test -** a multiple-choice questionnaire test, assessing your familiarity with and understanding of the BACP Ethical Framework for the Counselling Professions.

In addition to teaching therapeutic and research theories and skills development, all BACP accredited programmes *are* expected to support trainees in developing sustained self-awareness and reflective practitioner skills. Therefore, the course provides regular and systematic opportunities for you to enhance self-awareness in a number of ways which are consistent with its rationale and philosophy, including the following:

- For most weeks of the programme, you and your peers will meet in small **personal development/Process Groups**, which are facilitated by course tutors who both contain and encourage reflection on the group process and model demonstrations of self-awareness. You are expected to use the PD group as a forum for demonstrating self-awareness by, for example, demonstrating your ability to embody and experience, or to acknowledge your struggles with experiencing the Rogerian 'core conditions' towards yourself and your fellow group members.
- In all lectures, skills groups and other teaching settings, you are encouraged to respond to the material being taught in a personal way and to reflect on and share how the material resonates with you, fits with or conflicts with your values and beliefs, etc. You are also expected to engage in any experiential exercises which are offered in the context of lectures or in tutor groups, etc.
- In all written assignments, you are expected to demonstrate self-awareness, through evaluating theory against your own personal and practice-related experiences, values and beliefs.
- You are required to undertake a minimum of twenty hours of personal therapy.
- Reflexive skills are developed through the keeping of a reflective journal and through self, peer and tutor evaluation and feedback. Your ability to reflect upon your own practice is further enhanced using Interpersonal Process Recall (IPR) as a teaching method. The focus of personal development is also to assist the development of reflective practice. The course community meets regularly for community time, where staff and students meet as a whole community to reflect upon group dynamics and issues relating to the community. This structured community time provides a further opportunity to develop reflexive practitioner skills. In all assessed assignments, you are asked to reflect upon the relationship between theory, self and practice. In emphasising the relationship between these three dimensions, we are encouraging you to develop reflective skills. In addition, you are encouraged to become reflexive researchers, and you are required to demonstrate an ability to identify and appropriately apply reflexivity in research.
- Each academic year there is an annual Keele Counselling Conference which is usually attended by national and international speakers. You are required to attend this conference as part of the full-time and part-time MSc in Counselling and Psychotherapy programme.
- Research teaching is delivered in lecture and seminar format. You meet for lectures in the first semester. In the second semester you will engage in a mixture of group and individual supervision. You are allocated up to a maximum of 10 hours of individual supervision which includes support with ethics applications and feedback on a draft submission of the dissertation.

Apart from these formal activities, you are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with your Academic Mentors.

How do these methods enable students to achieve the learning outcomes?

These learning and teaching methods enable you to achieve the learning outcomes of the programme in a variety of ways. For example:

- Through lectures and through discussion in skills groups, you will gain a knowledge and understanding of key aspects of counselling theory and practice, with a particular focus on person-centred and humanistic approaches.
- Through observed skills practice, you will develop the ability to apply therapeutic theory to counselling practice.
- Through participation in Personal Development/Process groups and through experiential workshops, you are helped to develop key professional and personal qualities and attributes in line with BACP accreditation standards and the BACP Ethical Framework for the Counselling Professions.

- Through meetings of dissertation groups, you will develop the ability to articulate and evaluate research skills used and developed.

As this is a professional training course, our course regulations stipulate that you are expected to attend a minimum of 90% of the course. The course includes a large amount of experiential work, so it may not be possible to make up the time and learning that has been missed, if you are absent from any part of the course. We understand, however, that there may be exceptional circumstances, for which evidence can be provided, which make it impossible for you to meet this attendance requirement. In such a situation, then you may, at the discretion of the course team, be permitted to drop to no less than 80% attendance, with the completion of reflective exercises to compensate for the sessions which have been missed.

6. Teaching Staff

All current core teaching staff on the programme are qualified counsellors with at least an MSc/MA in Counselling and/ or a Postgraduate Diploma in Counselling and/or Psychotherapy. All staff have undertaken training in Person-Centred/Humanistic counselling and have experience of working in a variety of therapeutic settings including the NHS, the voluntary sector, private practice and in education. There is a wealth of therapeutic experience and knowledge amongst the core team, and a number of the current core teaching team are also practicing counselling supervisors.

All core staff members are currently members of BACP or UKCP and adhere to their ethical frameworks. Additionally, several members of staff have teaching qualifications.

With regards to the research element of the programme, all of the current research teaching staff have conducted empirical, qualitative and/or quantitative research, and a number of the research supervision team have doctorates.

Information about counselling and psychotherapy staff is available on the school website: https://www.keele.ac.uk/medicine/staff/

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on you is limited if such changes occur.

7. What is the structure of the programme?

The duration of the programme is one year (full-time) or two years (part-time).

You would normally be expected to have fulfilled the academic and practice requirements of the full-time MSc programme within twelve months and if you are a part-time student, you would normally be expected to have fulfilled the practice and the academic requirements within two years.

Full-time

To gain an MSc in Counselling and Psychotherapy, you are required to obtain 180 credits at level 7 including a 60 credit dissertation.

Semester 1	**Semester 2**
PSY-40059 Exploration in Counselling (15 credits)	PSY-40023 Understanding in Counselling (30 credits)
	PSY-40061 Integration in Counselling (15 credits)
PSY-40026 Research Methods (15 credits)	PSY-40054 Personal and Professional Development and Reflexivity (15 credits)
Semester 1 and 2	
PSY-40197 Peer Practice and Reflective Learning - Part 1 (15 credits) PSY-40199 Peer Practice and Reflective Learning - Part 2 (15 credits) PSY-40201 Supervised Counselling Placement - 1 year (0 credit)	
PSY-40027 Counselling Dissertation (60 credits)	

Part-time

To gain an MSc in Counselling and Psychotherapy, you are required to obtain 180 credits at level 7 including a 60 credit dissertation.

Year 1	
Semester 1	**Semester 2**
PSY-40059 Exploration in Counselling (15 credits)	PSY-40023 Understanding in Counselling (30 credits)
	PSY-40061 Integration in Counselling (15 credits)
Semester 1 and 2	
PSY-40197 Peer Practice and Reflective Learning - Part 1 (15 credits) PSY-40205 Supervised Counselling Placement - 2 year (0 credit)	
Year 2	
Semester 1	**Semester 2**
PSY-40026 Research Methods (15 credits)	PSY-40054 Personal and Professional Development and Reflexivity (15 credits)
Semester 1 and 2	
PSY- 40199 Peer Practice and Reflective Learning - Part 2 (15 credits) **N.B completion of PSY-40205 Supervised Counselling Placement - 2 year (0 credit)	
PSY-40027 Counselling Dissertation (60 credits)	

Year	Compulsory	Optional	
		Min	Max
Level 7	180	0	0

Module Lists

Level 7

Compulsory modules	Module Code	Credits	Period
Research Methods	PSY-40026	15	Semester 1
Exploration in Counselling	PSY-40059	15	Semester 1
Understanding in Counselling	PSY-40023	30	Semester 1-2
Counselling Dissertation	PSY-40027	60	Semester 1-2
Peer Practice and Reflective Learning - Part 1	PSY-40197	15	Semester 1-2
Peer Practice and Reflective Learning - Part 2	PSY-40199	15	Semester 1-2
Supervised Counselling Placement - 1 Year	PSY-40201	0	Semester 1-2
Supervised Counselling Placement - 2 Year	PSY-40205	0	Semester 1-2
Personal and Professional Development and Reflexivity	PSY-40054	15	Semester 2
Integration in Counselling	PSY-40061	15	Semester 2

Level 7 Module Rules

Students are automatically enrolled on EITHER PSY-40201 OR PSY-40205 depending on mode of study i.e. Full-time or Part-time respectively.

NB: STUDENTS UNABLE TO COMPLETE THE SUPERVISED COUNSELLING PLACEMENT MODULES PSY-40201 OR PSY-40205, WHICH INCLUDES THE CLIENT HOURS REQUIRED BY BACP TO BE REGISTERED, MAY EXIT WITH A NON-PROFESSIONAL AWARD IN 'APPLIED COUNSELLING THEORY'

Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Level 7

The table below sets out what you will learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
A knowledge and understanding of key aspects of counselling theory and practice, with a particular focus on person-centred and humanistic approaches.	Supervised Counselling Placement - 2 Year - PSY-40205 Supervised Counselling Placement - 1 Year - PSY-40201 Peer Practice and Reflective Learning - Part 2 - PSY-40199 Personal and Professional Development and Reflexivity - PSY-40054 Exploration in Counselling - PSY-40059 Integration in Counselling - PSY-40061 Peer Practice and Reflective Learning - Part 1 - PSY-40197 Understanding in Counselling - PSY-40023 Exploration in Counselling - PSY-40059 Understanding in Counselling - PSY-40023 Integration in Counselling - PSY-40061 Personal and Professional Development and Reflexivity - PSY-40054 Peer Practice and Reflective Learning - Part 1 PSY-40197 Peer Practice and Reflective Learning - Part 2 PSY-40199 Supervised Counselling Placement - 1 Year - PSY- 40201. OR Supervised Counselling Placement - 2 Year - PSY-40205
An ability to identify and evaluate a range of therapeutic theories and approaches.	Personal and Professional Development and Reflexivity - PSY-40054 Integration in Counselling - PSY-40061 Personal and Professional Development and Reflexivity - PSY-40054 Integration in Counselling - PSY-40061
An understanding of the power dynamics within and outside of the counselling relationship which may impact on the lives and growth of individuals.	Exploration in Counselling - PSY-40059 Supervised Counselling Placement - 2 Year - PSY-40205 Supervised Counselling Placement - 1 Year - PSY-40201 Peer Practice and Reflective Learning - Part 2 - PSY-40199 Peer Practice and Reflective Learning - Part 1 - PSY-40197 Understanding in Counselling - PSY-40023 Exploration in Counselling - PSY-40059 Understanding in Counselling - PSY-40023 Peer Practice and Reflective Learning - Part 1 PSY-40197 Peer Practice and Reflective Learning - Part 2 PSY-40199 Supervised Counselling Placement - 1 Year - PSY- 40201 OR Supervised Counselling Placement - 2 Year - PSY-40205
An understanding of the socially and culturally situated nature of yourself and counselling as a form of helping.	Integration in Counselling - PSY-40061 Understanding in Counselling - PSY-40023 Exploration in Counselling - PSY-40059 Exploration in Counselling - PSY-40059 Understanding in Counselling - PSY-40023 Integration in Counselling - PSY-40061
The acquisition of coherent and detailed knowledge, informed by counselling research, and the ability to relate this to therapeutic practice.	Understanding in Counselling - PSY-40023 Exploration in Counselling - PSY-40059 Supervised Counselling Placement - 2 Year - PSY-40205 Supervised Counselling Placement - 1 Year - PSY-40201 Peer Practice and Reflective Learning - Part 1 - PSY-40197 Research Methods - PSY-40026 Integration in Counselling - PSY-40061 Peer Practice and Reflective Learning - Part 2 - PSY-40199 Personal and Professional Development and Reflexivity - PSY-40054 Counselling Dissertation - PSY-40027 Exploration in Counselling - PSY-40059 Understanding in Counselling - PSY-40023 Integration in Counselling - PSY-40061 Research Methods - PSY-40026 Personal and Professional Development and Reflexivity - PSY-40054 Counselling Dissertation - PSY-40027 Peer Practice and Reflective Learning - Part 1 PSY-40197 Peer Practice and Reflective Learning - Part 2 PSY-40199 Supervised Counselling Placement - 1 Year - PSY- 40201 OR Supervised Counselling Placement - 2 Year - PSY-40205
An understanding of empirical research methodologies used to explore key issues in counselling and psychotherapy	Counselling Dissertation - PSY-40027 Research Methods - PSY-40026 Research Methods - PSY-40026 Counselling Dissertation - PSY-40027

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
An ability to successfully complete a substantial empirical research project, or systematic case study informed by wide current understandings in the discipline.	Counselling Dissertation - PSY-40027 Counselling Dissertation - PSY-40027
An ability to conduct a research study using a methodology appropriate to the research question and the philosophical beliefs guiding you as the researcher	Research Methods - PSY-40026 Counselling Dissertation - PSY-40027 Research Methods - PSY-40026 Counselling Dissertation - PSY-40027
An ability to apply and discuss empirical research methodologies used to explore key issues in counselling and psychotherapy.	Counselling Dissertation - PSY-40027 Counselling Dissertation - PSY-40027
An ability to identify and appropriately apply reflexivity in research	Personal and Professional Development and Reflexivity - PSY-40054 Research Methods - PSY-40026 Counselling Dissertation - PSY-40027 Research Methods - PSY-40026 Personal and Professional Development and Reflexivity - PSY-40054 Counselling Dissertation - PSY-40027
An ability to articulate and evaluate research skills used and developed	Research Methods - PSY-40026 Counselling Dissertation - PSY-40027 Research Methods - PSY-40026 Counselling Dissertation - PSY-40027
An ability to present research plans, progress and difficulties coherently and critically.	Research Methods - PSY-40026 Research Methods - PSY-40026
An increase in self-knowledge and self-awareness	Supervised Counselling Placement - 1 Year - PSY-40201 Peer Practice and Reflective Learning - Part 2 - PSY-40199 Exploration in Counselling - PSY-40059 Peer Practice and Reflective Learning - Part 1 - PSY-40197 Personal and Professional Development and Reflexivity - PSY-40054 Supervised Counselling Placement - 2 Year - PSY-40205 Exploration in Counselling - PSY-40059 Personal and Professional Development and Reflexivity - PSY-40054 Peer Practice and Reflective Learning - Part 1 PSY-40197 Peer Practice and Reflective Learning - Part 2 PSY-40199 Supervised Counselling Placement - 1 Year - PSY- 40201 OR Supervised Counselling Placement - 2 Year - PSY-40205
An ability to devise, develop and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of the counselling discipline.	Supervised Counselling Placement - 1 Year - PSY-40201 Peer Practice and Reflective Learning - Part 2 - PSY-40199 Exploration in Counselling - PSY-40059 Research Methods - PSY-40026 Understanding in Counselling - PSY-40023 Integration in Counselling - PSY-40061 Supervised Counselling Placement - 2 Year - PSY-40205 Counselling Dissertation - PSY-40027 Peer Practice and Reflective Learning - Part 1 - PSY-40197 Exploration in Counselling - PSY-40059 Understanding in Counselling - PSY-40023 Integration in Counselling - PSY-40061 Research Methods - PSY-40026 Counselling Dissertation - PSY-40027 Peer Practice and Reflective Learning - Part 1 PSY-40197 Peer Practice and Reflective Learning - Part 2 PSY-40199 Supervised Counselling Placement - 1 Year - PSY- 40201 OR Supervised Counselling Placement - 2 Year - PSY-40205
An ability to make decisions in complex situations, and sometimes with incomplete information	Supervised Counselling Placement - 1 Year - PSY-40201 Supervised Counselling Placement - 2 Year - PSY-40205 Peer Practice and Reflective Learning - Part 2 - PSY-40199 Peer Practice and Reflective Learning - Part 1 - PSY-40197 Peer Practice and Reflective Learning - Part 1 PSY-40197 Peer Practice and Reflective Learning - Part 2 PSY-40199 Supervised Counselling Placement - 1 Year - PSY- 40201 OR Supervised Counselling Placement - 2 Year - PSY-40205
An ability to act autonomously in planning, tackling and solving research tasks and implement these at a professional level.	Research Methods - PSY-40026 Counselling Dissertation - PSY-40027 Research Methods - PSY-40026 Counselling Dissertation - PSY-40027
An ability to critically evaluate current research and advanced scholarship in counselling and analyse and critique methodologies.	Counselling Dissertation - PSY-40027 Research Methods - PSY-40026 Research Methods - PSY-40026 Counselling Dissertation - PSY-40027

Subject Knowledge and Understanding	
Learning Outcome	**Module in which this is delivered**
The ability to manage your own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the counselling discipline).	Research Methods - PSY-40026 Exploration in Counselling - PSY-40059 Integration in Counselling - PSY-40061 Counselling Dissertation - PSY-40027 Understanding in Counselling - PSY-40023 Exploration in Counselling - PSY-40059 Understanding in Counselling - PSY-40023 Integration in Counselling - PSY-40061 Research Methods - PSY-40026 Counselling Dissertation - PSY-40027
An ability to critically discuss how established techniques of research and enquiry are used to create and interpret knowledge in counselling and psychotherapy.	Counselling Dissertation - PSY-40027 Research Methods - PSY-40026 Research Methods - PSY-40026 Counselling Dissertation - PSY-40027

Subject Specific Skills	
Learning Outcome	**Module in which this is delivered**
Development of key person-centred therapeutic skills.	Peer Practice and Reflective Learning - Part 1 - PSY-40197 Peer Practice and Reflective Learning - Part 2 - PSY-40199 Personal and Professional Development and Reflexivity - PSY-40054 Supervised Counselling Placement - 2 Year - PSY-40205 Supervised Counselling Placement - 1 Year - PSY-40201 Personal and Professional Development and Reflexivity - PSY-40054 Peer Practice and Reflective Learning - Part 1 PSY-40197 Peer Practice and Reflective Learning - Part 2 PSY-40199 Supervised Counselling Placement - 1 Year - PSY- 40201 OR Supervised Counselling Placement - 2 Year - PSY-40205
The ability to identify and evaluate person-centred counselling skills.	Peer Practice and Reflective Learning - Part 1 - PSY-40197 Supervised Counselling Placement - 2 Year - PSY-40205 Supervised Counselling Placement - 1 Year - PSY-40201 Peer Practice and Reflective Learning - Part 2 - PSY-40199 Peer Practice and Reflective Learning - Part 1 PSY-40197 Peer Practice and Reflective Learning - Part 2 PSY-40199 Supervised Counselling Placement - 1 Year - PSY- 40201 OR Supervised Counselling Placement - 2 Year - PSY-40205
Development of key professional and personal qualities and attributes in line with BACP accreditation standards and the BACP Ethical Framework for the Counselling Professions.	Research Methods - PSY-40026 Exploration in Counselling - PSY-40059 Understanding in Counselling - PSY-40023 Counselling Dissertation - PSY-40027 Integration in Counselling - PSY-40061 Peer Practice and Reflective Learning - Part 2 - PSY-40199 Supervised Counselling Placement - 1 Year - PSY-40201 Supervised Counselling Placement - 2 Year - PSY-40205 Personal and Professional Development and Reflexivity - PSY-40054 Peer Practice and Reflective Learning - Part 1 - PSY-40197 Exploration in Counselling - PSY-40059 Understanding in Counselling - PSY-40023 Integration in Counselling - PSY-40061 Research Methods - PSY-40026 Personal and Professional Development and Reflexivity - PSY-40054 Counselling Dissertation - PSY-40027 Peer Practice and Reflective Learning - Part 1 PSY-40197 Peer Practice and Reflective Learning - Part 2 PSY-40199 Supervised Counselling Placement - 1 Year - PSY- 40201 OR Supervised Counselling Placement - 2 Year - PSY-40205
Synthesise considerations involved in working with difference and diversity within the person-centred counselling relationship and wider counselling profession.	Understanding in Counselling - PSY-40023 Peer Practice and Reflective Learning - Part 1 - PSY-40197 Supervised Counselling Placement - 2 Year - PSY-40205 Supervised Counselling Placement - 1 Year - PSY-40201 Peer Practice and Reflective Learning - Part 2 - PSY-40199 Understanding in Counselling - PSY-40023 Peer Practice and Reflective Learning - Part 1 PSY-40197 Peer Practice and Reflective Learning - Part 2 PSY-40199 Supervised Counselling Placement - 1 Year - PSY- 40201 OR Supervised Counselling Placement - 2 Year - PSY-40205

Subject Specific Skills	
Learning Outcome	**Module in which this is delivered**
An understanding of positionality, intersectionality, power dynamics and social justice, and how these might impact on clients, counsellors, the therapeutic relationship and the wider counselling profession.	Understanding in Counselling - PSY-40023 Peer Practice and Reflective Learning - Part 1 - PSY-40197 Supervised Counselling Placement - 2 Year - PSY-40205 Supervised Counselling Placement - 1 Year - PSY-40201 Peer Practice and Reflective Learning - Part 2 - PSY-40199 Understanding in Counselling - PSY-40023 Peer Practice and Reflective Learning - Part 1 PSY-40197 Peer Practice and Reflective Learning - Part 2 PSY-40199 Supervised Counselling Placement - 1 Year - PSY- 40201 OR Supervised Counselling Placement - 2 Year - PSY-40205
An ability to discuss a range of professional issues.	Exploration in Counselling - PSY-40059 Understanding in Counselling - PSY-40023 Peer Practice and Reflective Learning - Part 1 - PSY-40197 Integration in Counselling - PSY-40061 Supervised Counselling Placement - 1 Year - PSY-40201 Supervised Counselling Placement - 2 Year - PSY-40205 Personal and Professional Development and Reflexivity - PSY-40054 Peer Practice and Reflective Learning - Part 2 - PSY-40199 Exploration in Counselling - PSY-40059 Understanding in Counselling - PSY-40023 Integration in Counselling - PSY-40061 Personal and Professional Development and Reflexivity - PSY-40054 Peer Practice and Reflective Learning - Part 1 PSY-40197 Peer Practice and Reflective Learning - Part 2 PSY-40199 Supervised Counselling Placement - 1 Year - PSY- 40201 OR Supervised Counselling Placement - 2 Year - PSY-40205
A thorough working knowledge of the BACP Ethical Framework for the Counselling Professions and the ability to apply this to practice.	Exploration in Counselling - PSY-40059 Understanding in Counselling - PSY-40023 Peer Practice and Reflective Learning - Part 1 - PSY-40197 Personal and Professional Development and Reflexivity - PSY-40054 Supervised Counselling Placement - 1 Year - PSY-40201 Supervised Counselling Placement - 2 Year - PSY-40205 Peer Practice and Reflective Learning - Part 2 - PSY-40199 Exploration in Counselling - PSY-40059 Understanding in Counselling - PSY-40023 Integration in Counselling - PSY-40061 Personal and Professional Development and Reflexivity - PSY-40054 Peer Practice and Reflective Learning - Part 1 PSY-40197 Peer Practice and Reflective Learning - Part 2 PSY-40199 Supervised Counselling Placement - 1 Year - PSY- 40201 OR Supervised Counselling Placement - 2 Year - PSY-40205
The ability to outline, discuss and critically evaluate person-centred counselling theory and to apply this theory to counselling practice.	Exploration in Counselling - PSY-40059 Peer Practice and Reflective Learning - Part 1 - PSY-40197 Supervised Counselling Placement - 2 Year - PSY-40205 Supervised Counselling Placement - 1 Year - PSY-40201 Peer Practice and Reflective Learning - Part 2 - PSY-40199 Exploration in Counselling - PSY-40059 Peer Practice and Reflective Learning - Part 1 PSY-40197 Peer Practice and Reflective Learning - Part 2 PSY-40199 Supervised Counselling Placement - 1 Year - PSY- 40201 OR Supervised Counselling Placement - 2 Year - PSY-40205
Critically reflect on counselling practice	Peer Practice and Reflective Learning - Part 1 - PSY-40197 Supervised Counselling Placement - 2 Year - PSY-40205 Supervised Counselling Placement - 1 Year - PSY-40201 Peer Practice and Reflective Learning - Part 2 - PSY-40199 Peer Practice and Reflective Learning - Part 1 PSY-40197 Peer Practice and Reflective Learning - Part 2 PSY-40199 Supervised Counselling Placement - 1 Year - PSY- 40201 OR Supervised Counselling Placement - 2 Year - PSY-40205

Subject Specific Skills	
Learning Outcome	**Module in which this is delivered**
The ability to undertake appropriate further training of a professional or equivalent nature.	Research Methods - PSY-40026 Exploration in Counselling - PSY-40059 Understanding in Counselling - PSY-40023 Counselling Dissertation - PSY-40027 Integration in Counselling - PSY-40061 Peer Practice and Reflective Learning - Part 2 - PSY-40199 Supervised Counselling Placement - 1 Year - PSY-40201 Supervised Counselling Placement - 2 Year - PSY-40205 Personal and Professional Development and Reflexivity - PSY-40054 Peer Practice and Reflective Learning - Part 1 - PSY-40197 Exploration in Counselling - PSY-40059 Understanding in Counselling - PSY-40023 Integration in Counselling - PSY-40061 Research Methods - PSY-40026 Personal and Professional Development and Reflexivity - PSY-40054 Counselling Dissertation - PSY-40027 Peer Practice and Reflective Learning - Part 1 PSY-40197 Peer Practice and Reflective Learning - Part 2 PSY-40199 Supervised Counselling Placement - 1 Year - PSY- 40201 OR Supervised Counselling Placement - 2 Year - PSY-40205
The ability to manage the therapeutic process and to work safely as a therapist	Peer Practice and Reflective Learning - Part 1 - PSY-40197 Supervised Counselling Placement - 2 Year - PSY-40205 Supervised Counselling Placement - 1 Year - PSY-40201 Peer Practice and Reflective Learning - Part 2 - PSY-40199 Peer Practice and Reflective Learning - Part 1 PSY-40197 Peer Practice and Reflective Learning - Part 2 PSY-40199 Supervised Counselling Placement - 1 Year - PSY- 40201 OR Supervised Counselling Placement - 2 Year - PSY-40205
The ability to manage the therapeutic process when engaged in counselling skills practice with student peers.	Peer Practice and Reflective Learning - Part 2 - PSY-40199 Peer Practice and Reflective Learning - Part 1 - PSY-40197 Peer Practice and Reflective Learning - Part 1 PSY-40197 Peer Practice and Reflective Learning - Part 2 PSY-40199
Reflect on self and on the personal and professional awareness and skills gained through undertaking the programme .	Peer Practice and Reflective Learning - Part 1 - PSY-40197 Peer Practice and Reflective Learning - Part 2 - PSY-40199 Personal and Professional Development and Reflexivity - PSY-40054 Supervised Counselling Placement - 2 Year - PSY-40205 Supervised Counselling Placement - 1 Year - PSY-40201 Personal and Professional Development and Reflexivity - PSY-40054 Peer Practice and Reflective Learning - Part 1 PSY-40197 Peer Practice and Reflective Learning - Part 2 PSY-40199 Supervised Counselling Placement - 1 Year - PSY- 40201 OR Supervised Counselling Placement - 2 Year - PSY-40205

8. Final and intermediate awards

Master's Degree	180 credits	You will require at least 150 credits at Level 7
Postgraduate Diploma	120 credits	You will require at least 90 credits at Level 7
Postgraduate Certificate	60 credits	You will require at least 40 credits at Level 7

MSc Counselling & Psychotherapy **(BACP Accredited)**	180 credits plus successful completion of practice modules	You will require 180 credits of which at least 150 credits must be at level 7 plus successful completion of the practice modules. Graduates are eligible to apply for registration with the BACP and upon successful registration are entitled to practice as a counsellor in the UK.
MSc Applied Counselling Theory	180 credits	You will require 180 credits of which at least 150 credits must be at level 7, ***without*** successful completion of all practice modules NB: The MSc Applied Counselling Theory *award does not confer eligibility to apply for registration with the BACP and recipients are* ***not entitled to practise as counsellor***
Postgraduate Diploma **Counselling & Psychotherapy**	120 credits	You will require 120 credits of which at least 90 credits must be at level 7 ***including successful completion of the practice modules.*** Graduates ***are eligible to apply for registration with the BACP*** but will need to take and pass the BACP Proficiency Test and will then be entitled to practice as a counsellor in the UK.
Postgraduate Diploma Applied Counselling Theory	120 credits	You will require 120 credits of which at least 90 credits must be at level 7, ***without*** successful completion of all practice modules NB: The PGDip Applied Counselling Theory *award* ***does not confer eligibility to apply for registration with the BACP*** *and recipients are* ***not entitled to practise as counsellor***
Postgraduate Certificate Applied Counselling Theory	60 credits	You will require 60 credits of which at least 40 credits must be at Level 7 NB: The PGCert Applied Counselling Theory *award does not confer eligibility to apply for registration with the BACP and recipients* ***are not entitled to practise as counsellor***

9. How is the Programme Assessed?

The wide variety of assessment methods used on this programme at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance.

The following list is representative of the variety of assessment methods used on your programme:

All Assessments aim to foster the ability to make the link between theory, research, practice, ethics and self-awareness. To achieve the necessary standard, extensive reading is required from published literature and current research material. You are encouraged to critically evaluate theory and your practice through the accessing of your own experiences and to reflect upon these experiences in terms of the impact this may have on you and, in turn, on your practice with clients.

Written work/ assignments test the quality and application of subject knowledge. In addition, they allow you to demonstrate your ability to carry out basic literature searches, communicate your ideas effectively in writing and support your arguments with appropriate referencing. In all written assignments, you are expected to demonstrate self-awareness and reflexivity, by, for example, evaluating theory against your own personal and practice-related experiences, values and beliefs, and through considering your positionality in relation to what you read and write. Written pieces vary in length depending on the module

MCQ Classroom Test of the BACP Ethical Framework for the Counselling Professions is undertaken to test your knowledge and (as appropriate), your ability to apply that knowledge to professional practice.

Reflexive assignments enable you to develop your awareness and understanding of positionality and reflexivity, how to capture reflective learning in regard to theory and practice to support personal and professional development. These are fundamental skills used by all healthcare professionals as part of continuing personal and professional development.

You are required to keep a reflexive diary, which is to facilitate your self-development and growth in self-awareness, as well as in an ability to reflect on the link between theory and practice. In addition, the reflexive diary helps facilitate students' development as reflexive researchers.

Oral/Pre-recorded presentations assess your subject knowledge and understanding. They are also used to encourage community building and to work collaboratively as a member of a team, to communicate what you know orally and visually, and to reflect on these processes as part of your personal and professional development. It also develops digital literacy and IT skills in the use of various software for presentation (PowerPoint, using audio and video recordings.)

Practical Formative and Summative Assessments occur in those modules that involve the teaching and learning of practical counselling skills and practice. These assessments enable you to demonstrate the safe and effective application of practical counselling skills, this through sharing recorded peer practice. Evaluating your own and others practice. Giving and receiving feedback in line with the philosophical and therapeutic orientation of the course. You will meet regularly with your skills group and Academic Mentor and you

will be provided with regular tutor and peer feedback on your skills development. You are expected to act upon this feedback to ensure a successful submission of your final summative skills assessment.

Supervised Counselling Practice is undertaken during the external practice experience module and enables you to demonstrate the safe and effective application of professional practice. You are required to complete a minimum of 100 hours of supervised counselling practice before the professional award is granted. This is evidenced by 3 satisfactory supervisor's reports, Placement Reports. You are also required to undertake 20 hours of personal therapy with a therapist who meets the requirements stipulated in the Therapy Contract.

You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and addressing any specific learning needs and in the course of tutorial and seminar discussions.

Feedback, including guidance on how you can improve the quality of your work, is provided on all summative assessments. Marks are awarded for summative assessments designed to assess your achievement of learning outcomes alongside the Keele Level 7 Marking Criteria.

[1] Summative assessment - the assessment of your performance against a standard where a final mark is awarded.

[2] Formative assessment - informal assessment processes designed to provide you with feedback to improve your learning.

You are required to be an engaged member of a **Process Group**. This experience is not formally assessed but is necessary in order for you to develop self -awareness. The professional aptitudes of self-awareness and developing reflective practitioner status are monitored throughout the programme to ensure that you are fulfilling the requirement of an accredited programme and are safe to practice with the public.

If it is felt that you are not demonstrating professional aptitudes, attitudes or standards in line with BACP regulatory guidelines and the BACP Ethical Framework for the Counselling Professions, then your Academic Mentor will firstly address such concerns with you. However, if serious concerns continue, you may be asked to speak with the Programme Director. In line with the University's Fitness to Practise regulations, you will be referred to the Health and Conduct Committee if deemed necessary.

For details regarding the University's Fitness to Practise regulations, please see the following link:

https://www.keele.ac.uk/regulations/regulationb5/

10. Accreditation

The British Association for Counselling and Psychotherapy (BACP) is one of the regulatory bodies for counselling and psychotherapy in the UK. The MSc in Counselling and Psychotherapy is accredited by the BACP as a professional training route (both full- and part-time delivery modes).

11. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of your experience as a student. Further information about the University Regulations can be found at: http://www.keele.ac.uk/student-agreement/

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

12. What are the typical admission requirements for the Programme?

See the relevant course page on the website for the admission requirements relevant to this programme:
https://www.keele.ac.uk/study/postgraduatestudy/postgraduatecourses/counsellingandpsychotherapy/

English for Academic Purposes

Applicants for whom English is not a first language must provide evidence of a recognised qualification in English language. The minimum score for entry to the Programme is Academic IELTS 7.0 (to include a minimum of 6.5 in each subtest) or equivalent.

Please note: All new international students entering the university will provide a sample of Academic English during their registration. Using this sample, the Language Centre may allocate you to an English language module which will become compulsory.

Conditions of entry will include satisfactory Enhanced Disclosure and Barring clearance.

Recognition of Prior Learning (RPL) is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here:
https://www.keele.ac.uk/qa/programmesandmodules/recognitionofpriorlearning/

Funding Information: The programme can be student-finance funded - please also check Postgraduate Bursaries and Scholarships
https://www.keele.ac.uk/study/postgraduatestudy/tuitionfeesandfunding/postgraduatefunding/postgraduatebursariesandscholarshipsuk/

13. How are students supported on the programme?

As a counselling student you will join a small tutor group; these groups are formed at the start of the course. They are led by a course tutor, who is then designated as your Academic Mentor. (For part-time students, in Year 2 a different Academic Mentor is allocated). Tutor groups meet regularly for counselling skills development, peer support and mutual reflection. You have an entitlement to have one to one tutorials with your academic mentor for advice, support and feedback on academic, practice and course related issues; time for these is available within the timetable. The tutor will be able to suggest other sources of help, should they be needed. Individual tutorials are programmed for the purpose of progress review. These tutorials will be arranged with the individual tutor concerned.

You will also join a Process Group at the start of the course, facilitated by a course tutor (for part-time students this will be in Year 1 only). This Process Group can be a source of learning to be reflexive, enable self and other awareness and build congruent relating.

In addition, you are allocated a Dissertation Supervisor (for part-time students, this will be in Year 2), and, alongside meetings with the supervisor in scheduled group supervision sessions, you are also entitled to individual dissertation supervision time, up to a maximum

of 10 hours, during the programme. This includes support for ethics submission and feedback on a draft of the dissertation. These can be arranged with the dissertation supervisor concerned at a mutually convenient time and need not be of one hour duration; sometimes short tutorials can be very useful.

When you begin their Supervised Counselling Placements, you must have an independent Counselling Supervisor and it is a requirement of the programme that you have a minimum of 20 hours of personal therapy (These are additional costs to the programme).

Other resources in the School and the University include:

- The Counselling Placement Officer who is responsible for maintaining and developing the School's relationships with counselling placements and can offer information, advice and support for you to find and maintain placements.
- A centre for Student Services, where you can access a range of support services, including academic, welfare and wellbeing, financial, and disability support. https://www.keele.ac.uk/studentservices/ There is a Student Learning website with many useful resources, accessed via the University website. https://www.keele.ac.uk/studentlearning/
- There are professional staff within the university, to assist with the use of electronic recording and other equipment, and the booking of rooms for skills practice.
- If you have additional needs you can access support from Student Services including access to the Student Experience Support Officer (SESO) assigned to the School and Programme. You can also inform the counselling tutor responsible for supporting students with disabilities who works in the role of a Disability and Inclusion Tutor (DIT) of any specific requirements you would need to support you through the programme. https://www.keele.ac.uk/studentservices/

14. Learning Resources

In the main, the programme is delivered in modern teaching rooms in the School of Medicine and School of Psychology. The programme typically uses a large classroom for whole group work and a number of smaller rooms for work in tutor/skills groups and process groups.

The learning resources available to you on the programme include: An extensive collection of materials relevant to undergraduate and postgraduate study held in both the main University Library on Keele campus, and in the Health Library on the campus of the University Hospital of North Midlands NHS Trust. A number of relevant journals and eBooks are also accessible online from anywhere in the world with a University username and password and internet access. The Keele Virtual Learning Environment (KLE) and Microsoft Teams provide easy access to: a wide range of learning resources including lecture notes, presentations and discussion boards enabling you to discuss topics with peers and tutors; all information about the programme; and all modules and other materials designed specifically for particular modules. The KLE and Microsoft Teams are also used to facilitate a blended learning approach to modules as appropriate.

In your programme you will be expected to practice and engage in being client, counsellor and observer with your peers. These activities will be conducted in a professional, safe, respectful and culturally sensitive way, with access to academic staff, and according to a defined protocol in regard to privacy, confidentiality and consent.

15. Other Learning Opportunities

As a counselling student you must complete a minimum of 100 hours of supervised counselling practice. You may locate placements in the Keele area, but counselling placements may also be completed in your home areas, including overseas, provided a suitable placement, which meets the programme criteria, can be arranged.

Some placements provide supervision at no or a minimal charge to the required level but if not, you must pay for your own supervision to meet supervision requirements in line with BACP. Costs range from approximately £40 to £70 per session.

In addition, you must have a minimum of 20 hours of personal therapy. Costs are similar to those for counselling supervision.

Information regarding supervision and personal therapy, including criteria for supervisors and therapists may be obtained from the Placement Officer.

Each academic year there is an annual Keele Counselling Conference which is usually attended by national and international speakers. You are required to attend this conference as part of the MSc in Counselling and Psychotherapy programme; for part-time students, attendance at the conference is mandatory in Year 1.

16. Additional Costs

Activity	**Estimated Cost**
20 supervision sessions at circa £70 per session. These hours may increase in proportion relative to your placement hours.	£1,400
20 personal therapy sessions at circa £60 per session. However, if you need more therapy or take longer to do placement hours these will increase.	£1,200
Total estimated additional costs	**£2,600**

There will also be travel costs for placement, plus there may be additional training courses the placement asks you to do.

***Disclosure and Barring Service (DBS)**

Clearance for an enhanced DBS check is mandatory. You will be provided with instructions on how to apply for a DBS check, including a link to apply via a company called UCheck. There is also an online DBS update service to sign up for once the DBS certificate has been received, which allows employers to check DBS status and lets you keep your DBS certificates up to date online.

The current costs for a DBS check are detailed on the additional costs webpage:
https://www.keele.ac.uk/study/postgraduatestudy/tuitionfeesandfunding/postgraduatetuitionfees/additionalcosts

These costs have been forecast by the University as accurately as possible but may be subject to change as a result of factors outside

of our control (for example, increase in costs for external services). Forecast costs are reviewed on an annual basis to ensure they remain representative. Where additional costs are in direct control of the University we will ensure increases do not exceed 5%.

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this programme.

17. Quality management and enhancement

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Revalidation process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the programme from the annual Postgraduate Taught Experience Survey (PTES), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students on the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:
http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/

18. The principles of programme design

The Counselling programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: http://www.qaa.ac.uk/quality-code
b. QAA Subject Benchmark Statement: (2022): https://www.qaa.ac.uk/the-quality-code/subject-benchmark-statements/counselling-and-psychotherapy
c. Keele University Regulations and Guidance for Students and Staff: http://www.keele.ac.uk/regulations
d. Accreditation of Training Courses (including the Core Curriculum) 2009 Scheme, 6th edition - amended 2021 to include online teaching delivery and remote placements): https://www.bacp.co.uk/media/22005/accreditation-of-training-courses-and-opt-criteria.pdf

19. Annex - Programme-specific regulations

Programme Regulations: [Programme Name]

Final Award and Award Titles	**MSc Counselling & Psychotherapy** **(BACP Accredited)**
Intermediate Award(s)	• **MSc Applied Counselling Theory** • **Postgraduate Diploma Counselling & Psychotherapy** • **Postgraduate Diploma Applied Counselling Theory** • **Postgraduate Certificate Applied Counselling Theory**
Last modified	July 2025: DBS and OH information added
Programme Specification	https://www.keele.ac.uk/qa/programmespecifications

The University's Academic Regulations which can be found on the Keele University website (https://www.keele.ac.uk/regulations/)[1] apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions, variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

A) EXEMPTIONS

The clause(s) listed below describe where an exemption from the University's Academic Regulations exists:

For the whole duration of their studies, students on this Programme are exempt from the following regulations:

- **No exemptions apply.**

B) VARIATIONS

The clause(s) listed below describe where a variation from the University's Academic Regulations exists:

Variation 1: Regulations: Your programme has professional accreditation and there are course-specific regulations, which you have to agree to abide by.

Additional Requirements

The programme requirements listed below are in addition to the University's Academic Regulations:

Additional requirement 1: Disclosure and Barring Service (DBS) checks

Clearance for an enhanced DBS check is mandatory on this programme. Students will be provided with instructions on how to apply for a DBS check, including a link to apply via a company called UCheck. Students must also sign up to the online DBS update service once the DBS certificate has been received.

Any student who has not completed the DBS application and sign up process, or who has not made the Programme Team, Student Support, Admissions Team aware of any Exceptional Circumstances, by the first working day in November (for September start programmes) or the first working day in March (for January start programmes) will be in breach of regulation B8 (11.1) in relation to providing incomplete information during the application process, and will enter the formal termination of studies process.

[1] References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here https://www.keele.ac.uk/regulations/.

Version History

This document

Date Approved: 21 August 2025

What's Changed

Annex - Programme specific regulations section updated.

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1.1	2025/26	SALLY CHISHOLM	07 July 2025	Updated information relating to DBS and Occupational Health requirements added to the programme-specific regulations annex
1	2025/26	SALLY CHISHOLM	12 June 2025	Clarification that the Practicum modules are taken by default. Students only take 'Studies Practicum' if the are unable to complete the client hours required by the BACP to be registered.
1.1	2024/25	SALLY CHISHOLM	24 October 2024	Clarification that the Practicum modules are taken by default. Students only take 'Studies Practicum' if the are unable to complete the client hours required by the BACP to be registered.
1	2024/25	SALLY CHISHOLM	10 June 2024	
1	2023/24	CLAIRE CARTWRIGHT	18 April 2023	
1	2022/23	TRACEY CLARE	19 August 2022	