

Programme Specification: Post Graduate Taught

For students starting in Academic Year 2023/24

1. Course Summary

Names of programme and award title(s)	Graduate Certificate in Counselling
Award type	Graduate Certificate
Mode of study	Part-time
Framework of Higher Education Qualification (FHEQ) level of final award	Level 6
Normal length of the programme	1 year
Maximum period of registration	The normal length as specified above plus 3 years
Location of study	Keele Campus
Accreditation (if applicable)	n/a
Regulator	Office for Students (OfS)
Tuition Fees	UK students: Part-time fee for 2023/24 is £3,850 per year*

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 Graduate Certificate in Counselling programme is a part-time programme of study which incorporates the three strands of counselling training, namely counselling theory, counselling practice and personal development.

In addition to being a stand-alone programme, successful completion of the Graduate Certificate in Counselling, together with tutor recommendation, and the achievement of a minimum mark of 60% on at least one written assignment, will help you meet the criteria for entry onto the MSc in Counselling and Psychotherapy. The MSc Counselling and Psychotherapy is accredited by the British Association of Counselling and Psychotherapy. Successful completion of a BACP accredited programme confers direct entry onto the BACP Register, which is required by most organisations employing counsellors.

What is the Philosophy of the Programme?

The philosophy of the programme is humanistic with person centred practice. The core theoretical model of the course is derived from an acceptance of Carl Rogers' belief in the self-therapeutic capacity and wisdom of clients. The philosophical traditions of existentialism and phenomenology 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 students to examine and question their 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 students opportunities to reflect upon the theory that is offered in the light of their own experience and thus to develop their own philosophical and theoretical base.

The core therapeutic intervention of the model is the range of skills required to build and maintain a relationship with the client. We develop skills which enable students to build a strong therapeutic alliance and understand barriers that may prevent this occurring or impact on the relationship. These skills include active, reflective listening, focusing, and immediacy, including appropriate therapeutic challenge. The core of the intervention is the person of the counsellor and their embodiment of the Rogerian core conditions. We help students develop these characteristics through intensive skills and personal development training.

3. Aims of the programme

The programme aims to develop students' knowledge of the theory of person-centred counselling; to help them gain the skills inherent in forming and maintaining a facilitative counselling relationship, characterised by the 'core conditions' of empathy, congruence and unconditional positive regard, and to help students develop personal and professional awareness.

In addition, the programme aims to equip students with an understanding of and respect for safe, ethical counselling practice, in line with BACP recommended standards, and an awareness of difference and diversity.

4. What you will learn

The Graduate Certificate in Counselling is intended to facilitate learning and development across three broad categories relevant to the practice of counselling: knowledge and understanding of person-centred counselling theory, practice, and self; subject-specific skills pertinent to counselling; more general intellectual skills commensurate with study at undergraduate level and transferable skills such as would be required across a broad range of careers.

The intended learning outcomes of the programme (what students 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

Successful students will be able to demonstrate:

- A knowledge and understanding of some key aspects of person-centred counselling theory and practice.
- An ability to evaluate counselling skills practice.
- 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
- 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).

Subject specific skills

Successful students will be able to demonstrate:

- Development of 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 Ethical Framework for the Counselling Professions.
- The ability to analyse and discuss person-centred counselling theory and to apply this theory to counselling practice.
- The ability to manage the therapeutic process when engaged in counselling skills practice with student peers.
- The ability to undertake appropriate further training of a professional or equivalent nature.

Key or transferable skills (including employability skills)

Successful students 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.

Keele Graduate attributes

Engagement with this programme will enable you to develop your intellectual, personal and professional capabilities. At Keele, we call these our ten Graduate Attributes and they include independent thinking, synthesizing information, creative problem solving, communicating clearly, and appreciating the social, environmental and global implications of your studies and activities. Our educational programme and learning environment is designed to help you to become a well-rounded graduate who is capable of making a positive and valued contribution in a complex and rapidly changing world, whichever spheres of life you engage in after your studies are completed.

Further information about the Keele Graduate Attributes can be found here: <http://www.keele.ac.uk/journey/>

We outline below how these attributes are developed in the Graduate Certificate in Counselling.

An open and questioning approach to ideas: 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.

Appreciating the value of your chosen subject: Throughout the programme, you will discover, for yourself, the value of counselling and of the person-centred approach, in particular, through reflecting on its relevance to your own life, through offering a person-centred relationship to others, and through experiencing the impact on you of being offered the Rogerian core conditions. You will be able to reflect on how the person-centred approach has implications both within and outside of counselling and psychotherapy.

Information literacy: 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 on 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.

Problem solving: In engaging with assignments and in carrying out skills practice with peers, you will be actively engaged in problem solving, whether that is in deciding how best to respond to a particular essay title within the word limit, or how best to respond to a peer client, on a moment to moment basis, within a counselling practice session.

An appreciation of the implications of your studies: 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.

The ability to communicate clearly and effectively: 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 verbal feedback to peers on their practice, and in

sharing ideas with others in lectures, tutor groups and personal development groups.

Developing knowledge, skills, motivation and self-confidence: We enjoy seeing our students' self-confidence grow as they meet the challenges that are set throughout the Graduate Certificate programme in the shape of regular assignments. We also believe that undertaking regular skills practice with peers helps you to develop the knowledge, skills, motivation and self-confidence to take forward to your future counselling studies or move into roles which will be enhanced by these skills and knowledge.

Responsible participation in one's communities: From the beginning of the programme, we encourage you to take responsibility for your own learning and development. We also foster a strong sense of community across the programme and expect you to become an active participant in both building and contributing to the community. We also believe that undertaking counselling skills practice with peers and abiding by the BACP Ethical Framework engenders the ability to participate in your own community responsibly.

A professional and reflective approach: The tutors on the Graduate Certificate in Counselling strive to set a good example for professional life that our students can follow. All those engaged in the programme, staff and students alike, follow the BACP Ethical Framework for the Counselling Professions, and we require of ourselves and of you, as a student, to strive towards developing the personal qualities espoused within that framework. A reflective approach is required in all that you do across the programme, from undertaking counselling skills practice, to completing written assignments and journal keeping.

Flexibility: In all counselling and psychotherapy practice, we are faced with the unknown and 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.

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 self and about counselling issues and practice from the perspective of self and others
- **Skills groups**, which include skills practice focused teaching, opportunities for practice, observation by tutors and peers. In addition, within the skills groups, students are encouraged to reflect on and discuss issues arising out of the lectures.
- **Formative recorded practice observation days**, in which students are given formative feedback on their practice by their tutor and peers
- **One-to-one tutorials** with the student's Academic Mentor
- Completion of written and practice assignments, with consideration of tutor feedback

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

- In most weeks of the programme, students meet in a **personal development (PD) group**, which is facilitated by course tutors who both contain and encourage reflection on the group process and also model demonstrations of self-awareness. Students are expected to use the PD group as a very particular forum for demonstrating self-awareness by, for example, demonstrating their ability to offer, or their struggles with offering, the Rogerian 'core conditions' to themselves and their fellow group members.
- In all lectures, skills groups and other teaching settings, students are encouraged to respond to the material being taught in a personal way and to reflect on and share how the material resonates with them, fits with or conflicts with their values and beliefs, etc. Students 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, students are expected to demonstrate self-awareness, through evaluating theory against their own personal and practice-related experiences, values and beliefs.
- Students are required to undertake a minimum of eight hours of personal therapy.
- Reflexive skills are developed through self, peer and tutor evaluation and feedback. Students' abilities to reflect upon their own practice is further enhanced by the use of 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. Students are required to keep a personal learning journal as a means of developing their reflexive self; the importance of journal keeping is emphasised in lectures and in tutor groups. In all assessed assignments, students are asked to reflect upon the relationship between theory, self and practice. In emphasising the relationship between these three dimensions, we are encouraging students to develop

reflective skills.

- Each academic year there is an annual Keele Counselling Conference which is usually attended by national and international speakers. Students are required to attend this conference as part of the Graduate Certificate programme.

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

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

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

As this programme helps you meet the entry requirements for 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. 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.

Information about counselling teaching staff is available on the school website:

<https://www.keele.ac.uk/pcsc/ourpeople/counselling/>

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 students is limited if such changes occur.

7. What is the structure of the programme?

The academic year runs from September to June and is divided into two semesters. The dates of the teaching weeks may vary from year to year, but you can generally expect to attend scheduled teaching sessions between mid-September and mid-December, and from early January to mid-June.

It is worth noting that, whilst required to follow the University's modular course design, the two compulsory Level 6 modules on the Graduate Certificate in Counselling are not discrete, as they might be on other University courses, but run alongside and overlap with each other.

That said, each of the modules is assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided below.

Module Lists

Level 6

Compulsory modules	Module Code	Credits	Period
Core Counselling Competences	PSY-30079	30	Semester 1-2
Personal Development and Professional Issues	PSY-30080	30	Semester 1-2

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 6

Subject Knowledge and Understanding	
Learning Outcome	Module in which this is delivered
A knowledge and understanding of some key aspects of person-centred counselling theory and practice.	Core Counselling Competences - PSY-30079 Personal Development and Professional Issues - PSY-30080
An ability to evaluate counselling skills practice.	Core Counselling Competences - PSY-30079 Personal Development and Professional Issues - PSY-30080
An increase in self-knowledge and self-awareness	Core Counselling Competences - PSY-30079 Personal Development and Professional Issues - PSY-30080
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.	Personal Development and Professional Issues - PSY-30080 Core Counselling Competences - PSY-30079
An ability to make decisions in complex situations, and sometimes with incomplete information	Core Counselling Competences - PSY-30079 Personal Development and Professional Issues - PSY-30080
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).	Core Counselling Competences - PSY-30079 Personal Development and Professional Issues - PSY-30080

Subject Specific Skills	
Learning Outcome	Module in which this is delivered
Development of person-centred therapeutic skills.	Personal Development and Professional Issues - PSY-30080
The ability to identify and evaluate person-centred counselling skills	Core Counselling Competences - PSY-30079 Personal Development and Professional Issues - PSY-30080
Development of key professional and personal qualities and attributes in line with the BACP Ethical Framework for the Counselling Professions.	Personal Development and Professional Issues - PSY-30080 Core Counselling Competences - PSY-30079
The ability to analyse and discuss person-centred counselling theory and to apply this theory to counselling practice.	Core Counselling Competences - PSY-30079 Personal Development and Professional Issues - PSY-30080
The ability to manage the therapeutic process when engaged in counselling skills practice with student peers.	Personal Development and Professional Issues - PSY-30080
The ability to undertake appropriate further training of a professional or equivalent nature.	Core Counselling Competences - PSY-30079 Personal Development and Professional Issues - PSY-30080

Key or Transferable Skills (graduate attributes)	
Learning Outcome	Module in which this is delivered
Communicate effectively using appropriate verbal, visual, graphic, IT and written means, to specialist and non-specialist audiences.	Core Counselling Competences - PSY-30079 Personal Development and Professional Issues - PSY-30080
Demonstrate the ability to learn independently, using a range of information sources and approaches.	Core Counselling Competences - PSY-30079 Personal Development and Professional Issues - PSY-30080
Manage time effectively and work to deadlines.	Personal Development and Professional Issues - PSY-30080 Core Counselling Competences - PSY-30079
Use digital and electronic communication techniques, hardware and software, including word-processing, spreadsheets, email and internet.	Core Counselling Competences - PSY-30079 Personal Development and Professional Issues - PSY-30080
Learn to improve work based on written and verbal formative and summative feedback from tutors.	Core Counselling Competences - PSY-30079 Personal Development and Professional Issues - PSY-30080
Demonstrate the ability to build a relationship characterised by the Rogerian 'core conditions' of empathy, acceptance and genuineness.	Personal Development and Professional Issues - PSY-30080
Demonstrate enhanced interpersonal skills, including active listening.	Personal Development and Professional Issues - PSY-30080
Exercise initiative and personal responsibility	Personal Development and Professional Issues - PSY-30080 Core Counselling Competences - PSY-30079
Demonstrate a non-judgemental and inclusive attitude to issues of difference and diversity	Personal Development and Professional Issues - PSY-30080 Core Counselling Competences - PSY-30079
Demonstrate the ability to identify appropriate sources of information and to extract relevant information to suit specific contexts	Personal Development and Professional Issues - PSY-30080 Core Counselling Competences - PSY-30079

8. Final and intermediate awards

There are no intermediate awards on this programme. The final award, on the successful completion of 60 credits at Level 6, is the Graduate Certificate in Counselling.

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.

Students are required to produce written work, which requires them to reflect upon the theoretical and philosophical concepts that underpin the therapeutic model. All students are expected to be able to relate theory to practice and their own self-development, particularly through their assessed recorded practice sessions, but this is expected in all assignments. All assessments aim to foster, in students, the ability to make the link between theory, practice and self-awareness. To achieve the necessary standard, extensive reading is required from published literature and current research material. All written work must contain evidence of the student's ability to relate relevant philosophical and theoretical concepts to their practice. In all written assignments, students are expected to demonstrate self-awareness, through evaluating theory against their own personal and practice-related experiences, values and beliefs. Students are encouraged to evaluate theory and their practice through the accessing of their own experiences and to reflect upon these

experiences in terms of the impact this may have on themselves and, in turn, on those with whom they are in a helping relationship.

Students are required to keep a personal learning journal throughout the programme, which is to facilitate them in their self-development and growth in self-awareness, as well as in their ability to reflect on the link between theory and practice.

Skills practice on the programme is assessed in a formative and summative manner.

Students meet regularly with their skills group and Academic Mentor and are provided with regular tutor and peer feedback on their skills development. The student is expected to act upon this feedback to ensure a successful submission of their final skills assignment.

Each student is required to be an engaged member of the personal development group. This experience is not formally assessed but is necessary in order for the student to develop self-awareness, which is formally assessed through written work and practice. In addition, students are required to undertake 8 hours of personal therapy.

The professional aptitudes of self-awareness and developing reflective practitioner status are monitored throughout the programme to ensure that students are fulfilling the requirement of an accredited programme, if they go on MSc in Counselling and Psychotherapy, and are safe to practice with the public. If it is felt that a student is not demonstrating professional aptitudes, attitudes or standards in line with BACP regulatory guidelines and the BACP Ethical Framework for the Counselling Professions, then their tutor will firstly address such concerns with them. However, if serious concerns continue, they may be asked to speak with the Programme Director. In line with the University's Fitness to Practise regulations, students 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/>

The following list is representative of the variety of assessment methods used within Counselling:

- Essays
- Recordings of counselling sessions carried out with student peers; formative and summative assessment
- Evaluation of own counselling practice
- Personal learning journal
- Completion of 8 hours of personal therapy

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. 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. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

Contact Time and Expected Workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on modules undertaken and learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

The figures below are an example of activities that a student may expect on the Graduate Certificate in Counselling. Contact time includes scheduled activities such as: lecture, seminar, tutorial, skills group, personal development group, tutorials, attendance at residential and conference.

Activity	Graduate Certificate Level 6
Scheduled learning and teaching activities	25%
Guided independent study	75%
Placements	0

10. Accreditation

This programme does not have accreditation from an external body.

11. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at:

<http://www.keele.ac.uk/student-agreement/>

Students on the Graduate Certificate in Counselling are subject to the University's Fitness to Practise regulations, the details of which can be found here: <https://www.keele.ac.uk/regulations/regulationb5/>

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/>

Traditional academic qualifications are not a necessary requirement to enter the Graduate Certificate in Counselling. The programme is open to applicants who show appropriate commitment and motivation to participate in a programme that combines experiential learning and academic study.

In line with the requirements of BACP, applicants also need to demonstrate the following attributes: self-awareness, maturity and stability; ability to make use of and reflect upon life experience; capacity to cope with the emotional demands of the course; ability to cope with the intellectual and academic requirements; ability to form a helping relationship; ability to be self-critical and use both positive and negative feedback; awareness of the nature of prejudice and oppression; awareness of the nature of difference and equality; ability to recognise the need for personal and professional support; competence in or the aptitude to develop generic personal skills, including: literacy, numeracy, information technology, administrative skills, self-management skills, communication and interpersonal skills.

In addition, applicants whose first language is not English must have an overall IELTS score of at least 7.0 with a score of at least 6.5 in each sub-test (or equivalent).

Please note: Students for whom English is not their first language are required to undertake a diagnostic English language assessment on arrival at Keele, to determine whether English language support may help them succeed with their studies. An English language module may be compulsory for some students during their first year at Keele.

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/>

13. How are students supported on the programme?

Students join a tutor group (these are formed at the start of the course), led by a course tutor, who is then designated as the student's Academic Mentor. This group meets regularly for counselling skills development, peer support and mutual reflection. The whole cohort meets regularly as a personal development group. All students have an entitlement to have one to one tutorials with their Academic Mentor for advice, support and feedback on academic, practice and course related issues; time for these is available within the timetable. The Academic Mentor will be able to suggest other sources of help, should they be needed. Additionally, individual tutorials are programmed for the purpose of progress review. These tutorials will be arranged with the individual tutor concerned.

It is a requirement of the programme that students have a minimum of 8 hours of personal therapy whilst undertaking the programme.

Other resources in the School and the University include:

- A centre for Student Services, where students can access a range of support services, including academic, welfare and wellbeing, financial, and disability support.
<https://www.keele.ac.uk/studentsservices/>
- There is a wide range of online resources, to support learning, e.g. resources provided by the library, by IT Services, and by Write Direction (study skills support), which can be accessed via the University website. <https://www.keele.ac.uk/studentlearning/>
- There are technical staff within the School of Medicine, to assist with the use of electronic recording and other equipment, and the booking of rooms for skills practice.
- Students with disabilities or medical problems can access support from Student Services and can also inform the counselling tutor responsible for supporting students with disabilities of any specific requirements they would need to support them through the programme.
<https://www.keele.ac.uk/studentsservices/>

14. Learning Resources

The programme typically uses a large classroom for whole group work and a number of smaller rooms for work in tutor groups.

All modules are supported by learning materials that are accessible to students via the Keele Learning Environment (KLE).

Practice rooms are also available with recording and playback equipment. Technical staff are available to support with the use of this equipment.

Each academic year there is an annual Keele counselling conference which is attended by national and international speakers. Students are required to attend this conference as part of the Graduate Certificate in Counselling programme.

15. Additional Costs

In the Graduate Certificate year, students have to attend a minimum of 8 hours of personal therapy. As a guide, costs range from approximately £40 to £70 per session.

Students should be aware that possible additional costs may be incurred when attending the compulsory non-residential conference weekend. Refreshments and lunches are provided for the students free of charge during the weekend, but there will be an additional cost should students wish to attend the Saturday evening conference dinner and also if wishing to book local accommodation.

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.

16. 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.
- A 30-minute community time is timetabled for most weeks of the programme. Staff and students are expected to attend. Community time provides an opportunity for students, in an informal forum, to highlight issues, raise questions, give feedback and discuss the running of the course. If required, other members of staff or personnel may be invited to address particular issues.
- At the end of the academic year, all staff get together to review the academic year, course design, curriculum, delivery and plan for the forthcoming academic year.

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/>

17. The principles of programme design

The 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: Counselling and Psychotherapy (2022) <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements/counselling-and-psychotherapy>
- c. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>

Version History

This document

Date Approved: 18 April 2023

Previous documents

Version No	Year	Owner	Date Approved	Summary of and rationale for changes
1	2022/23	TRACEY CLARE	31 August 2022	