

Course Specification Template

This specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

We undertake continuous review of our courses to ensure quality enhancement and professional relevance, in response to student and other stakeholder feedback and to manage our resources. As a result, this course may be revised during a student's period of registration. Major changes to courses and modifications to courses are approved following consideration through the University's Course Approval and Review processes or Course and Unit Modification policy, as appropriate; Any changes will be balanced against our obligations to students as set out in our Student Agreement and will be discussed with and communicated to students in an appropriate and timely manner.

Basic Course Information

Final award and title	BSc (Hons) Counselling and Mental Health	Course Code	BSCMHFLF
FHEQ level and credit of final award	6 (360 CATS)		
Intermediate awards titles	Cert HE Counselling and Mental Health (120 CATS) Dip HE Counselling and Mental Health (240 CATS)		
FHEQ level and credit of intermediate award	4 (120 CATS) 5 (240 CATS)		
Awarding Institution	Health Sciences University		
Teaching Institution	Health Sciences University		
Professional, Statutory and, Regulatory Body (PSRB) accreditation/recognition	TBC		
Duration of PSRB accreditation/ recognition where applicable)	TBC		
Mode of study	Full-time, part-time		
Distance Learning course	No		
Standard length of course	3 years full time 4 years full time (with Foundation Year) 6 years part time		
Language of delivery	English		
Place of delivery	Health Sciences University (London)		
UCAS code (where applicable)	C814 (L4 Entry) C815 (L3- Foundation Year Entry)		
HECOS Code(s)	100495		

Date Course initially approved	15 October 2024
Version number	1.0
Date this version approved	15 October 2024
Academic year from which this applies	September 2025
Author	Stewart Cotterill

Course Overview

1. Admissions regulations and entry requirements

The regulations for this Course are the University's Standard Admission Regulations which may be found from the [Policies and Procedures webpage](#). These regulations include the general entry requirements and specific requirements regarding English language. The detailed entry requirements for the course may be found from the relevant course page on the University website.

Recognition of Prior Learning (RPL)

Health Sciences University has a Recognition of Prior Learning Policy which can be found from the [Policies and Procedures webpage](#)

Entry to this course is also available via the completion of the integrated **Foundation Year**. The details of the Foundation Year are available in the standalone Course Specification. Entry Requirements are available on the Course Search area of the University Website.

2. Additional entry requirements

All students will be required to undertake enhanced DBS checks as part of the application process.

3. Aims of the course

The aims of the course are to:

- Bring together knowledge from complementary subject areas within the field of counselling and mental health.
- Equip students with subject-specific professional and practical skills that allow them to appropriately design, conduct, interpret and evaluate counselling-focused studies.
- Utilise appropriate research design, methodologies and analyse techniques to facilitate and sustain critical scholarly investigation across a range of counselling and mental health-focused subject areas.
- Develop student skills in effective forms of communication through the appropriate use of written, interpersonal and presentational methods.
- Embed the key skills of active learning expected from graduates, such as: debating and questioning, independent and collaborative planning, interpersonal skills, goalsetting, self-management, self-reflection and evaluation, reflection and reflexivity, and those skills related to communication and information technology.
- Build the foundational knowledge, skills and expertise required to pursue a career within the field of counselling.
- Develop a detailed understanding of the field of mental health, of the use of counselling and other helping strategies that enable people to address mental health problems, and of the varied social and organisational contexts in which these strategies are implemented.
- Provide opportunities to apply and develop professional skills and knowledge, through engagement in placement activities that are relevant to the student's vocational interests and employment aspirations.
- Develop a sense of a confident, self-aware, professional, and personal identity.

4. Course Learning Outcomes – what students will be expected to achieve	
This course provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:	The methods used to enable outcomes to be achieved and demonstrated are as follows:
<p>Subject Knowledge and Understanding Having successfully completed this course students will be able to demonstrate knowledge and understanding of:</p> <p>A1 The key theories, conceptual frameworks, and debates central to mental health, wellbeing and counselling.</p> <p>A2 A range of applications of psychological, and therapeutic theory in contemporary society in relation to counselling and mental health.</p> <p>A3 Critically evaluate major theoretical perspectives, debates, empirical research, methods, fundamental assumptions and conceptual issues within a number of advanced topics in counselling.</p> <p>A4 Counselling employment options, focusing not just on those which traditionally require higher vocational training at Masters or Doctoral level.</p>	<p>Teaching and Learning Methods Theoretical content will be covered in asynchronous online material and through other directed learning such as reading journal articles and exploring scientifically based evidence. This will be supported with peer-supported group learning and face-to-face synchronous session which will focus on the implementation of theoretical knowledge to underpin applied practice. Synchronous sessions may include, but are not limited to, case-based problem solving, group discussions, in-class activities, critical reflection.</p> <p>Assessment Methods Assessment of knowledge and understanding takes place throughout the course and utilises a range of formats designed to not only test knowledge, but to allow students to present said knowledge in a number of discipline relevant ways. These include portfolios, blog posts, group presentations, laboratory reports, debates, and personal development plans.</p>
<p>Cognitive Skills Having successfully completed this course students will be able to:</p> <p>B1 Reflect critically on the central themes within the course units</p> <p>B2 Critically relate theory to practice in the context of counselling and mental health</p> <p>B3 Apply knowledge to solve problems in a range of ‘real-world’ settings.</p> <p>B4 Identify, understand and synthesise ethical issues that may arise within, or be applied to, counselling and mental health research and practice</p>	<p>Teaching and Learning Methods Developing students into autonomous and reflective thinkers will be achieved through teaching methods such as using asynchronous materials to develop underpinning knowledge which will be reflected on and challenged in synchronous face-to-face classes. Students will also have the opportunity to reflect upon their own preparation and performance and create action plans to implement change.</p> <p>Assessment Methods Students' cognitive skills are examined through assessments such as reflective essays, personal development plans, group presentations, portfolios, and case-based learning</p>
<p>Practical Skills Having successfully completed this course students will be able to:</p> <p>C1 Plan, design and execute a piece of independent research</p> <p>C2 Apply psychological, therapeutic and counselling awareness and understanding applicable to a range of</p>	<p>Teaching and Learning Methods Teaching and learning methods include, but are not limited to, individual tutor meetings, practical laboratory sessions, work placement opportunities, workshops and seminars.</p> <p>Assessment Methods Assessment of practical skills will be carried out in a number of ways which include, a written</p>

<p>situations and careers that can be used to enhance human experience</p> <p>C3 Plan, prepare and present appropriate techniques and skills to develop the application of counselling in practice.</p>	<p>dissertation and academic poster presentation, assessment of laboratory based skills, group presentations, portfolios and laboratory reports.</p>
<p>Transferable skills</p> <p>Having successfully completed this course students will be able to:</p> <p>D1 Communicate effectively D2 Problem solve D3 Work effectively as part of a team D4 Manage their own learning D5 Utilise technology in discipline-specific contexts</p>	<p>Teaching and Learning Methods</p> <p>Students will be supported to develop transferable skills through directed learning, small group seminars, peer-supported learning and VLE based activities.</p> <p>Assessment Methods</p> <p>Transferable skills will be assessed in a number of ways including group work, oral presentations, written assignments such as essays, laboratory reports but also more contemporary assignments such as blog posts, podcasts, or video diaries. Problem solving will be involved as a method in many assessment such as when students are having to assess cases and come up with treatment or training plans.</p>
<p>Professional competencies</p> <p>Having successfully completed this course students will be able to:</p> <p>E1 – Demonstrate an understanding of counselling professional bodies and work in accordance with their requirements and professional standards</p> <p>E2 – Demonstrate understanding and respect of the roles and expertise that will work in collaboration within counselling settings.</p> <p>E3 – Understand the importance of lifelong learning and continual professional development.</p>	<p>Teaching and Learning Methods</p> <p>This course has been designed to give students enhanced opportunities for developing professional competencies, both in work placements and in units designed to give greater insight into the multidisciplinary nature of the counselling environment.</p> <p>Assessment Methods</p> <p>Professional competencies will be assessed in portfolios, written coursework and oral presentations.</p>

<p>Intermediate exit award outcomes</p> <p>Cert HE Counselling and Mental Health (120 CATS)</p> <p>ILOs achieved:</p> <ul style="list-style-type: none"> • A1-A4 Subject Knowledge and understanding • B1 and B4 Intellectual skills • C3 Practical skills • D1-D5 Transferable skills • E1-E3 Professional competencies <p>Dip HE Counselling and mental Health (240 CATS)</p> <p>ILOs achieved:</p> <ul style="list-style-type: none"> • A1-A4 Subject Knowledge and understanding • B1-B4 Intellectual skills • C2-C3 Practical skills • D1-D5 Transferable skills • E1-E3 Professional competencies
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Course Structure

5. Outline of course content

This three-year course is composed of the following units:

Level 4	Level 5	Level 6
SES4001 Introduction to Research Methods	SES5001 Research Methods	SES6000 Dissertation
PSY4103 Applying Psychology	PSY5207 Counselling Theory and Practice	PSY6315 Positive Psychology
PSY4106 Introduction to Counselling	PSY5208 Developing Professional Practice	PSY6317 Consulting and Private Practice
PSY4108 Introduction to Professional Practice	PSY5209 Issues and Contexts	PSY6318 Mental Health Across the Lifespan
PSY4109 Introduction to Mental Health	PSY5210 Further Exploration of Mental Health	PSY6319 Issues in the Consulting Room
PSY4110 Developing Coping Skills	SES5206 Promoting Health and Wellbeing	

All of the units across all three years of the course are compulsory.

6. Placements, work-based learning or other special features of the course

As part of the course students will be required to undertake placements in the second and third years of their study.

7. Course structure, levels, units credit and award

The level of study, units and credits required for the course and for final and exit awards are set out in the **course diagram** provided as [Appendix 1](#).

The **learning outcomes mapping document** at [Appendix 2](#) shows the relationship between ILOs for units and the overarching ILOs of the course.

The **Course summary document** at [Appendix 3](#) shows the structure of each unit in terms of summative assessment and gives an indication of learning hours/student workload for each unit.

8. Learning hours/student workload

Health Sciences University (HSU) courses are made up of units of study, which are given a credit value indicating the notional amount of learning undertaken. One credit equates to ten student study hours, including student contact time, tutor guided learning time, and independent study (including assessment). 10 University credits are equivalent to five European Credit Transfer System (ECTS) credits.

Student contact time is a broad term, referring to the amount of time students can expect to engage with University staff in relation to teaching and learning. It includes scheduled teaching sessions (sessions on a student and/or staff timetable), specific academic guidance (i.e. not broader pastoral support/guidance) and feedback. Contact time can take a wide variety of forms depending on the subject and the mode of study. It can include engagement both face-to-face (in person) through on-campus seminars, labs, studios and workshops - and online, for example through Teams seminars, online discussion forums, webinars, e-mail or live chat. Online contact time can be synchronous or asynchronous. Online contact time is always characterised by personalised tutor presence and input within a specified timeframe.

Opportunities for one-to-one interaction with members of staff, during which students can receive individual help or personalised feedback on their progress, may not always present themselves as formal scheduled sessions. 'Office hours' for example, are a frequent feature where members of

8. Learning hours/student workload

staff are available for one-to-one sessions at set times. Interactions via email for e.g. is another example of contact time.

Independent study incorporates student-led activities (without the guidance of a member of teaching staff), such as preparation for scheduled sessions, reflecting on feedback received and planning for future tasks, follow-up work, wider reading (including reading beyond set topics), or practice, revision, and completion of assessment tasks.

Independent study helps students learn to manage their own learning as preparation for the expectations of a professional life that emphasises continuing professional development and life-long learning.

Tutor-guided learning covers specific learning activities that students are asked to undertake by a tutor, such as directed reading, review of learning materials on the Virtual Learning Environment (VLE) in advance of scheduled 'flipped classroom' sessions.

In a typical week students on this course will normally have around 8-12 hours of contact time, that may include lectures, seminars, labs, practicals, workshops. Contact time may be face-to-face or on-line activities that are tutor-led or mediated. Students will have around 12 hours of tutor guided time, that may include directed reading, review of lecture presentation on the VLE in advance of scheduled 'flipped classroom' sessions.

In addition to contact time and guided non-contact hours, students are expected to undertake around 20 hours of independent study per week. This includes time for revisions/preparation for assessments, as well as activities such as private reading and researching

More detail about student workload is provided in unit specifications.

9. Staff delivering the course

Students will be taught by HSU academic staff and qualified professional practitioners with relevant expertise.

10. Progression and assessment regulations

The regulations for this course are the University's Assessment Regulations which may be found from the [Policies and Procedures webpage](#).

Where specific requirements apply – for example, where Professional, Statutory and Regulatory bodies have additional or alternative requirements this is specified in the relevant course-specific section of the Assessment regulations.

11. Employment progression routes

Graduates from the course can look to move into counselling and mental health-focused with a range of health and social care providers as well as into private practice. In addition, some students will continue to further study at postgraduate level.

12. Additional costs and special or unusual conditions which apply to this course

Additional costs are mandatory or optional costs which students will need to meet in order to fully participate in and complete their course. Students will need to budget for these costs separately as they are not included in the overall Tuition Fee they are charged.

'Special or unusual conditions' are aspects of the course which students may not be expecting and which may therefore have an impact on whether or not they wish to undertake the course.

Information about additional costs and special or unusual conditions applying to students on this course can be found in the **Important information to take into account when choosing your course** available from the [Policies and Procedures webpage](#)

12. Additional costs and special or unusual conditions which apply to this course

13. Methods for evaluating the quality of learning and teaching

Students have the opportunity to engage in the quality assurance and enhancement of their courses in a number of ways, which may include:

- Completing student surveys annually to give feedback on individual units and on the course as a whole
- Completing the National Student Survey in the final year of the course
- Taking part in focus groups as arranged
- Seeking nomination as a Student Union representative OR engaging with these elected student representatives
- Serving as a student representative on Course Consideration panels for course approval/review
- Taking part in Course Consideration or professional body meetings by joining a group of students to meet with the panel
- Taking part in meetings with the external examiner(s) for the course (such meetings may take place virtually)

The ways in which the quality of the University's courses is monitored and assured, both inside and outside the institution, are:

- Annual monitoring of units and courses
- Periodic Course review, at least every six years.
- External examiners, who produce an annual report
- Oversight by Academic Standards and Quality Committee (which includes student representation), reporting to Academic Board
- Professional body endorsement.

14. Inclusivity statement

HSU is committed to being an institution where students and staff from all backgrounds can flourish. HSU recognises the importance of equality of opportunity and promoting diversity, in accordance with our Equality, Diversity and Inclusion Policy. We are committed to a working and learning environment that is free from physical, verbal and non-verbal harassment and bullying of individuals on any grounds, and where everyone is treated with dignity and respect, within a positive and satisfying learning and working environment.

HSU seeks to ensure that all students admitted to our courses have the opportunity to fulfil their educational potential. The interests of students with protected characteristics will be taken into consideration and reasonable adjustments will be made provided that these do not compromise academic or professional standards as expressed through the learning outcomes.

15. External reference points

- QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (2024)
- QAA subject benchmark statement for Counselling and Psychotherapy
- National Counselling Society (NCS) Standards of Training and Education for Accredited Courses
- Education and Skills Group Awards ABC/SEG Certificates

16. Internal reference points and policy frameworks

- HSU Strategic Plan
- HSU Course Design Framework
- HSU Feedback on Assessments policy
- HSU Placement Policy

The course conforms fully with the University's academic policies and procedures applicable to Taught Courses.

Record of Modifications

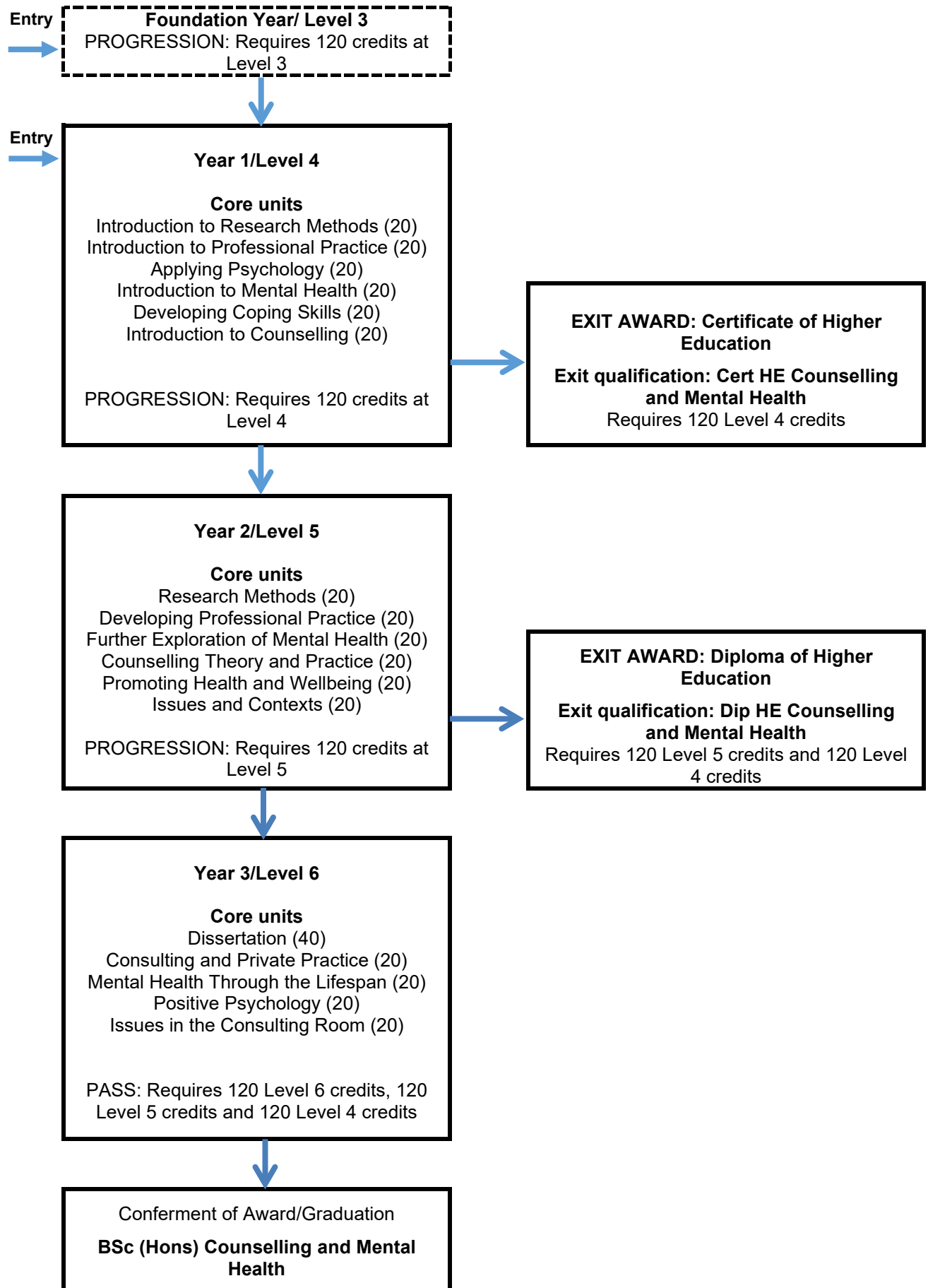
Course level

Description of Modification	Date approved	Intake to which modification applies

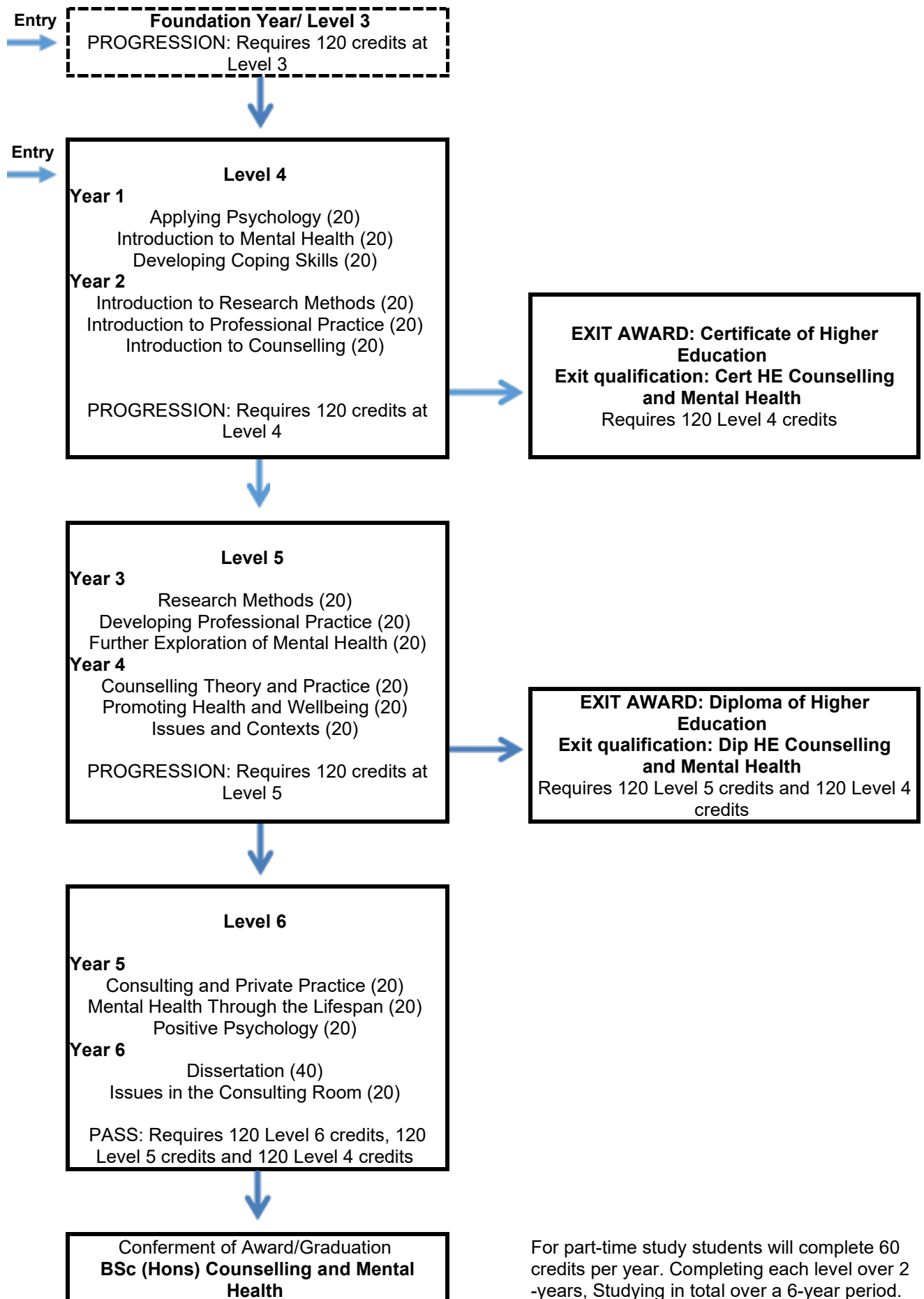
Unit level

Unit code and title	Nature of modification	Date of approval/ approving body	Intake to which modification applies

Appendix 1: Course Diagram BSc (Hons) Counselling and Mental Health (Full-time)



Appendix 1: Course Diagram BSc (Hons) Counselling and Mental Health (Part-time)



For part-time study students will complete 60 credits per year. Completing each level over 2-years, Studying in total over a 6-year period.

Appendix 2: Learning outcomes mapping document template

This table shows where a learning outcome referenced in the course specification may be taught (T), developed (D) and/or assessed (A) within a unit. The numbers A1 A2 B1 B2 etc refer back to the learning outcomes listed under Subject Knowledge and Understanding, Intellectual Skills, Practical Skills and Transferable skills in this course specification template (Course [Intended Learning Outcomes](#)).

Unit Code	Level	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	D1	D2	D3	D4	D5	E1	E2	E3
SES4001	4		T	T				TA	T	T			TA	TA	T	T	TA			
PSY4108	4		TA		TA			TA	T	TA	T		TA	T	T	T	TA	T	TDA	TDA
PSY4103	4	TA		TA		T				T			TA	T	T	T	TA			
PSY4109	4	TA	T	TA		TA	T	T					TA	T	TA	T	T			
PSY4110	4	TA			TDA	T						TA	TA	TA	TA	T	T			
PSY4106	4	TA		TA		D	DA	TA	T			TA	TA	TA	TA	T	T			
SES5001	5	T	D					TA	D	TDA		T	DA	TDA	T	D	TDA			
PSY5208	5	TDA					DA	DA	T		TDA		DA	D	T	T	TDA	TDA	TDA	TDA
PSY5210	5	TDA	TD			D		D			TDA		DA	D	TD	TD	TDA			
PSY5207	5	TDA		T		DA	DA	DA			TDA	TDA	DA	DA	D		D			
PSY5208	5	TDA	TDA	TDA	D	TDA							TDA	DA	DA	D				
PSY5209	5	TDA	D	TDA	DA		TDA	TDA			TDA	TDA	DA	TDA			TDA			
SES6000	6	A							D	DA		DA	TDA	DA	D	DA	DA			
PSY6317	6	TDA	DA	TDA		DA	DA	DA			TDA	TDA	A	DA			TDA	TDA	TDA	TDA
PSY6318	6	TDA	DA	TDA			DA	DA			TDA	TDA	A	DA	DA		TDA			
PSY6319	6	TDA		TDA			DA	DA				TDA	TDA	DA	DA		D			
PSY6315	6	DA	TDA		TDA	DA		D	TDA		DA	DA	DA	D	D	DA				

Appendix 3 Course summary

This must be consistent with information provided in each unit specification

Course title: BSc (Hons) Counselling and Mental Health

Unit details						Assessment Component Weightings (%)*						Prof. body requirement applies*	Estimated learning hours		
Code	Title	Version	Credits	Core/ Option	Pre/ co requisites	Exam 1	Exam 2	Cwk 1	Cwk 2	Prac 1	Prac 2		scheduled contact	Self-directed	directed non-contact
SES4001	Introduction to Research Methods	2.0	20	C	N/A			100%				N	48	116	36
PSY4108	Introduction to Professional Practice	1.0	20	C	N/A			50%		50%		N	48	116	36
PSY4103	Applying Psychology	2.0	20	C	N/A			40%		60%		N	48	116	36
PSY4109	Introduction to Mental Health	1.0	20	C	N/A			85%	15%			N	48	116	36
PSY4110	Developing Coping Skills	1.0	20	C	N/A			60%		40%		N	48	116	36
PSY4106	Introduction to Counselling	1.0	20	C	N/A			60%		40%		N	48	116	36
<p>Progression requirements: Requires 120 credits at Level 4</p> <p>Exit qualification: Cert HE Counselling and Mental Health Requires 120 Level 4 credits</p>															

Unit details						Assessment Component Weightings (%)*						Prof. body requirement applies*	Estimated learning hours		
Code	Title	Version	Credits	Core/ Option	Pre/ co requisites	Exam 1	Exam 2	Cwk 1	Cwk 2	Prac 1	Prac 2		scheduled contact	Self-directed	directed non-contact
SES5001	Research Methods	2.0	20	C				100%				N	48	116	36
PSY5208	Developing Professional Practice	1.0	20	C				50%		50%		N	48	116	36
PSY5210	Further Exploration of Mental Health	1.0	20	C				40%		60%		N	48	116	36

PSY5207	Counselling Theory and Practice	1.0	20	C				15%		85%		N	48	116	36
PSY5209	Issues and Contexts	1.0	20	C				100%				N	48	116	36
SEH5206	Promoting Health and Wellbeing	2.0	20	C				40%		60%		N	48	116	36

Progression requirements: Requires 120 credits at Level 5

Exit qualification: Dip HE Counselling and Mental Health

Requires 120 Level 5 credits and 120 Level 4 credits

Unit details						Assessment Component Weightings (%)*						Prof. body requirement applies*	Estimated learning hours		
Code	Title	Version	Credits	Core/ Option	Pre/ co requisites	Exam 1	Exam 2	Cwk 1	Cwk 2	Prac 1	Prac 2		scheduled contact	Self-directed	directed non-contact
SES6000	Dissertation	2.0	40	C				80%		20%		N	10	290	100
PSY6317	Consulting and Private Practice	1.0	20	C				85%	15%			N	48	116	36
PSY6318	Mental Health Throughout the Lifespan	1.0	20	C				75%		25%		N	48	116	36
PSY6319	Issues in the Consulting Room	1.0	20	C				50%		50%		N	48	116	36
PSY6315	Positive Psychology	2.0	20	C				40%		60%		N	48	116	36

Progression requirements: Requires 120 credits at Level 6

Exit qualification: BSc Counselling and Mental Health

Requires 120 Level 6 credits, 120 Level 5 credits and 120 Level 4 credits