



UNIVERSITY  
CENTRE  
WESTON

# Student Handbook

BSc (Hons) Counselling  
University Centre Weston  
in partnership with  
Bath Spa University

UCAS code: B941

This handbook is published for students studying at UCW on the above programme and is available in a range of alternative formats on request.

## Contents

1. Introduction .....	1
Welcome.....	1
Purpose of Handbook.....	1
2. Course content .....	2
Course Distinctiveness.....	2
Course Structure.....	6
3. Course Aims .....	6
Assessment.....	10
4. Learning Environment.....	13
Learning and Teaching Methods .....	13
Online course materials .....	14
Work-based Learning.....	14
5. How Quality is assured .....	16
Quality monitoring and evaluation .....	16
External examiners .....	17
External references .....	17
6. Module Descriptors.....	18
7. Appendices.....	i
Appendix 1. Marking Criteria .....	i
Appendix 2. HE Student Policies and Procedures .....	iv

# 1. Introduction

## Welcome

Welcome to the BSc (Hons) Counselling (Work-based) Degree. This course is offered in partnership between Bath Spa University (BSU) and University Centre Weston (UCW).

## Purpose of Handbook

This handbook gives you essential background information that will be of help in your studies on the BSc (Hons) Counselling (Work-based) programme. It provides links to the definitive data sources wherever possible. The handbook can be accessed via

Please note that the electronic version will be kept up to date and you will be notified of any significant changes. If you have taken a hard copy of any information please remember to refer back to the electronic version to ensure that you are working with the most up to date information.

For **module information** please see the respective Module Handbook.

Ctrl+Click [here](#) to return to the table of contents

## 2. Course content

Major, Joint, Minor or Specialised	Specialised
Delivered at	University Centre Weston
Faculty	Education, Health and Well-being
Campus	Knightstone Campus
Final award	BSc (Hons)
Intermediate awards available	Not applicable
UCAS code	B941
Details of professional body accreditation	Not applicable
Relevant QAA Benchmark statements	Counselling and Psychotherapy
Date specification last updated	2013

### Course Distinctiveness and transferable skills

The BSc Counselling is a 1-year full-time (F/T) or a 2-years part-time (P/T) programme. It sets out to develop you as an independent and reflective practitioner capable of managing your own learning progress. During this Level 6 programme you will build on transferable skills and will extend your professional network with counsellors and relevant organisations in counselling, psychological therapy and psychotherapy. You are encouraged to work in partnerships that you may have developed during your Foundation Degree (or equivalent qualification) to further your employment career and counselling expertise. As a competent professional you are able to adapt and respond to changing foci in the health and social care service provisions. This course will enhance your ability to respond to specific business needs in the counselling field as well as work across wider field of health, care and education disciplines in order to offer a complete and more strategic service to potential employers and your clients. Keeping in touch with changes to health and social care policies will become a crucial element to your success.

The progress and success of your counselling career needs to be informed by the profession's representation and application at grass root level. Therefore, our choice for this degree is a work-based learning pathway, suitable to those who have been in practice for some time as well as those who have been more recently involved in academic study (e.g. Foundation Degree or equivalent). Work-based learning focuses on learning you have gained from past work and experiences and the development of new learning in the form of work-based project(s). Work-based learning encourages you to update existing counselling knowledge and skills, review your current practice and attain new, possibly more specialist skills, within your field of counselling practice. This in turn increases your value to employers and can

also act as a stepping stone to new and better career paths, for example with our provision of mindful and compassionate Cognitive Behavioural Therapy (CBT) training during this top-up year. The programme encompasses work-based modules alongside subject specific modules in order to enhance your commercial awareness and professional experience within the field of counselling.

**It is therefore essential and a requirement that you are, concurrently with your BSc studies, in supervised counselling practice (in accordance with [BACP ethical practice guidelines](#), 2018) either in a paid or voluntary position. You will be asked to present a valid professional membership (this can be a [student membership with BACP](#)) and in case of private practice, a valid insurance certificate to the module leader prior to undertaking work for the Case Study (PS6503).**

The programme is designed to enable you to develop relevant professional skills in research, critical appraisal of literature, management, marketing, negotiation, business and freelance skills which will enhance your career prospects within the counselling and psychological therapies sector and enable you to contribute to the region's health and social care economy. The CBT-based module provides you with an additional attendance certificate in support of accessing counselling positions within NHS settings and education settings. However, to keep your mind challenged and open we also introduce you to other psychological therapies, such as acceptance and commitment therapy, mindfulness approaches and compassion-focused therapy.

The programme offers a platform for critical reflection and debate enhancing your confidence to become articulate about your professional orientation, aspiration and your effectiveness. Also, your research project may inspire you to pursue an academic career in parallel with your growing counselling practice.

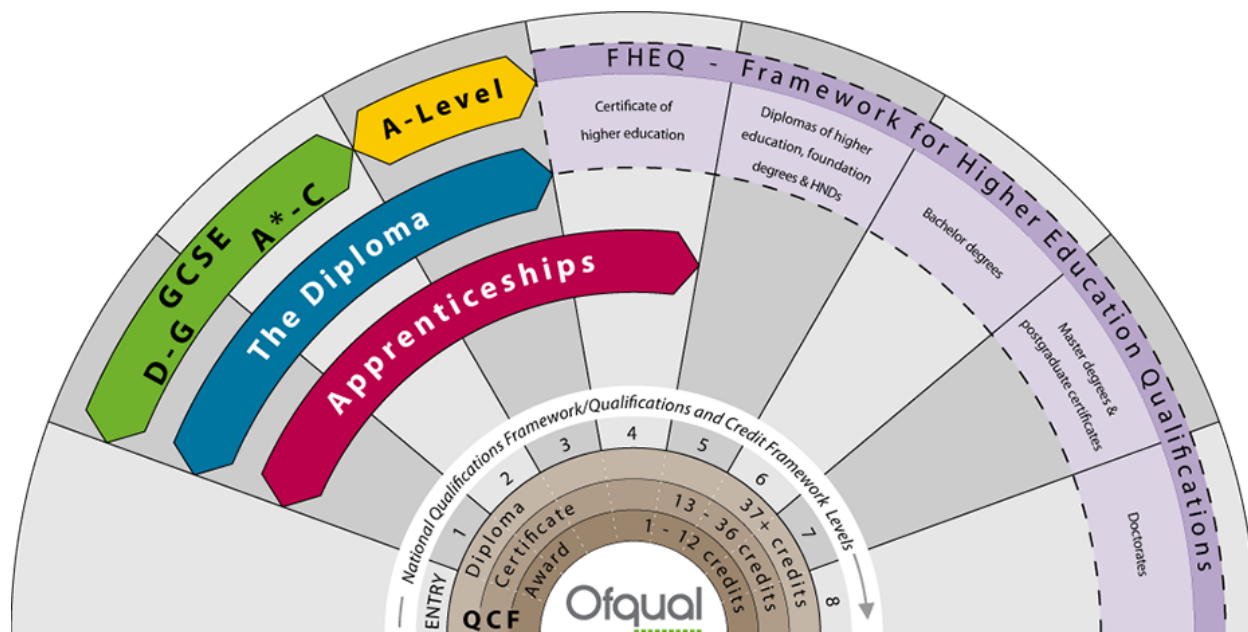


Figure 1: Framework for Higher Education Qualifications

This course has been designed with employability in mind and has been written to enable students to engage with the issues and developments affecting the counselling profession and its contemporary practice. Its vocational focus allows students to spend a significant amount of time within the workplace (e.g. specific counselling agencies, NHS, health and social care settings, private practice) in order to develop expertise, management skills and develop organisational, administrative as well as research skills relevant to their research project. A vocational approach is underpinned by academic theory and counselling practice standards which allow students to assess situations, make comparative judgments and suggest a range of alternative approaches. The modules have been designed to deliver a balance of theory, research and practical experience to advance all aspects of counselling practice.

## Programme Team

### Programme Coordinator

The Programme Coordinator is responsible for the effective day to day delivery of the course. They have overall responsibility for the assessment of modules and the implementation of teaching and assessment procedures within the course. Please contact your Programme Coordinator if you have any questions regarding the delivery of the course.

### Personal Tutor

At the start of the course you will be allocated a Personal Tutor. Your Personal Tutor's overall role is to ensure that you receive adequate guidance. They act as a first point of contact and responsible person from whom you can obtain general academic and pastoral support. You should contact your tutor if you are ill or unable attend for a session. If you need to make an appointment to see your personal tutor you can do this by approaching them personally, e-mailing, phoning or leaving a message on their voicemail.

### Module Leader

Taught modules on the BSC Counselling course have a designated module leader who has responsibility for the effective delivery of the module. Module Leaders are indicated on each module descriptor at the end of this handbook.

### Link Tutor

Each programme has an identified link tutor from its validating partner University whose role it is to support the UCW team and students.

The link tutor will attend Student Staff Liaison Committee and Programme Team meetings to engage with staff and students, and they will moderate samples of all assignments to ensure that academic standards are met and maintained. We have a strong and long-standing working relationship with our link tutor at Bath Spa University. His rigorous scrutiny of programme documentations, assessment schedules and student assignments have contributed to the development of an excellent, high quality professional programme that is unique in the UK.

The link tutor for your programme is Dr. Robert Irwin:

Name	Email	Tel
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Dr. Robert Irwin	r.irwin@bathspa.ac.uk	01225 876539
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## Course Structure

### Full time

Level	Title	Credits	Code
6	Planning and Research Methods	20	PS6501
6	Counselling Practice: Work-based Project	40	PS6502
6	Foundations in Cognitive Behavioural Therapy (CBT): Theory, Principles and Methods	40	PS6503
6	<b>Contemporary Debates in Psychological Therapy</b>	20	PS6504

All HE programmes at UCW are delivered as a collection of modules, which build on each other to form a complete programme of study. Each module carries a credit rating, defining how much study time it takes to complete. Notionally, 1 credit equates to 10 hours study time (so 10 credits = 100 study hours). "Study hours" includes lectures, seminars, tutorials, group work, independent study and research – in fact, any time that contributes to your learning on the module.

Ctrl+Click [here](#) to return to the table of contents.

### 3. Course Aims

This programme is designed to give you the opportunity to:

- Develop understanding of evidence-based practice and practice-based evidence in the counselling and psychological therapies field;
- Develop research and project management skills through the undertaking of the work-based project module relevant to the counselling and psychological therapies field;



- Apply research skills whilst adhering to the ethical procedures and practices of the workplace;
- Develop counselling skills in mindful and compassionate Cognitive Behavioural Therapy (CBT);
- Develop counselling skills linked to contemporary psychological therapies;
- Make informed critical judgements relating to your counselling practice;
- Critically respond to the changing demands of the contemporary counselling and psychological therapies field;
- Gain a critical understanding of the requirements of commercial and professional practice within your chosen area;
- Apply a range of practical and problem-solving skills in a work-based setting;
- Take responsibility for your personal and professional development.
  - Build upon the work-based learning principles of the foundation degree by providing you with management and decision-making skills deemed necessary for career progression within the workplace;
  - Commit to [continuing professional development \(CPD\)](#) and lifelong learning required for your professional membership with British Association for Counselling and Psychotherapy (BACP);
  - Progress towards [accreditation with BACP](#);
  - Develop your freelance counselling practice;

The Programme Team includes professionals (including regular guest speakers) with a wide range of training backgrounds, qualifications and practice experiences to ensure that your training is continuously informed by the ongoing 'reality' in the field of counselling and psychotherapy. This is particularly pertinent as we are seeing major changes to our practices emerging from the necessary response to COVID-19 pandemic.

Together we aim to provide you with a challenging as much as exciting opportunity to broaden your horizon and emerge as a competent and effective counselling practitioner.

## Knowledge

### Generic Work-based Learning Programme Outcomes

You will gain knowledge and understanding of:

- The application of research methods to the context of your work-based setting through the planning, management and implementation of a project;
- The ability to identify, critically evaluate and make appropriate use of a wide range of sources of knowledge and evidences;

- The ethical awareness of the specialised work contexts in which a project is being undertaken;
- Evaluating and making critical recommendations from research findings;
- Theories and models of learning and your application in practice, including social, economic and cultural factors that influence learning.

### **Programme Outcomes Specific to Counselling**

You will gain knowledge and understanding of:

- A broad range of concepts values and debates that inform and influence contemporary counselling practice;
- The roles of the counsellor in the developing counselling and psychological therapies field;
- Evidence-based practice and practice-based evidence in the counselling and psychological therapies field;
- The benefits of expertise in a counselling area of your interest
- The broader socio-cultural contexts within which contemporary counselling practice operates and emerges
- The reflective and critical processes required to successfully achieve projects within the counselling and psychological therapies field that meet clients, service provider and other stakeholders needs;
- The applied contemporary CBT and psychological therapies within their historic contexts;
- Regulatory and legislative frameworks applicable to the counselling and psychological therapies field.

### **Thinking skills**

#### **Generic Work-based Learning Programme Outcomes**

You will acquire and develop thinking skills to enable you to:

- Reason and develop argument, arrive at judgments and decisions using a variety of evidences;
- Identify appropriate ideas, models, theories, frameworks and principles and apply them to practice;

- Summarise and critically evaluate information, ideas and data from multiple sources;
- Engage with and utilise critical reflection as a tool to debate and demonstrate own work-based learning;
- Research and relate literature from a range of professional and theoretical perspectives to present and develop arguments that draws on evidence-based practice and practice-based evidence.

### **Programme Outcomes Specific to Applied Counselling**

You will acquire and develop thinking skills to enable you to:

- investigate and critically evaluate own work and the work of others within Counselling;
- develop an individual articulation of your counselling practice supported by appropriate theories and working practice;
- demonstrate reflexivity as a counselling researcher and practitioner.

### **Subject-based Practical Skills**

#### **Generic Work-based Learning Programme Outcomes**

You will acquire and develop subject-based practical skills to enable you to:

- Manage, plan and implement projects;
- Assess your own academic and professional performance through reflective practice;
- Analyse and evaluate your own skills and those of others and provide constructive feedback;
- Identify suitable questions for research and develop methods to address them whilst taking into account the ethical procedures and practices of the workplace;
- Apply project management skills within work-based setting to enhance career potential.

### **Programme Outcomes Specific to Counselling**

You will acquire and develop subject-based practical skills to enable you to:

- Apply contemporary CBT skills to counselling practice
- Integrate counselling and psychological therapies skills based on theory and research
- Develop evidence-based practice and practice-based evidence in counselling and psychological therapies settings
- Engage in a critical debate about contemporary counselling approaches

- Present work to an audience/client in a coherent and professional manner;
- Utilise a range of practical skills and equipment in an effective and professional manner within a variety of situations and contexts;
- Develop a practical awareness of the requirements of a freelance counselling practitioner.

### **Skills for life and work (general skills)**

You will enquire and develop the key life skills to enable you to:

- Use ICT and digital technology critically and confidently to support own development;
- Work independently and in collaboration with others;
- Manage your time effectively in order to meet deadlines;
- Negotiate and collaborate with outside agencies and professions;
- Produce clear and well-argued reports that draw on current evidence-based practice and practice-based evidence;
- Demonstrate professional behaviour at all times in a work-based environment;
- Critically interpret and analyse information and evidence from a variety of sources;
- Negotiate and develop individual learning;
- Evaluate own abilities, achievement and understanding and critically reflect on own learning.

### **Assessment**

Each module has an agreed and clear assessment scheme which will be explained to you at the beginning of the module. This will tell you what kinds of assessment you can expect, when it is scheduled and how much it will contribute to the assessment of your learning in the module overall. Depending on the type of learning content being assessed, you can expect a diverse range of continuous assessments of your coursework.

### **Formative and Summative Assessment**

Formative assessment focuses on current learning and performance in relation to the assessment requirements, and on approaches to future learning. Its purpose is to develop students to learn more effectively. There is no formal grading at this stage.

Summative assessment deals directly with the allocation of marks, grades and (where applicable) classification based on the extent to which the students have been successful in meeting the learning outcomes. Summative assessment may include a formative element that will enable students to understand their strengths and areas for improvement.

Feedback is critical to informing the student learning experience. It can also place assessment in context to the overall aims of the programme, leading to greater engagement, understanding and improved learning.

Type/Module	PS6501	PS6502	PS6503	PS6504
<i>Indicative - Summative</i>				
Tutor-marked individual assignments including case studies, case reviews and reflective work			✓	
Tutor-marked individual assignments including literature reviews and essays	✓		✓	
Tutor-marked individual assignments including presentations and marketing material		✓		✓
Work-based assessment including project proposal, project report and practice evaluation	✓	✓	✓	
Work-based assessment	✓	✓		
Tutor-assessed presentations/debate	✓	✓		✓
<i>Indicative - Formative</i>				
Rough drafts and mini assignments	✓	✓	✓	✓
Development work and research ideas	✓	✓	✓	✓
Group debates	✓	✓	✓	✓
Peer and tutor feedback from presentations	✓	✓		✓

Ctrl+Click [here](#) to return to the table of contents

## 4. Learning Environment

### Learning and Teaching Methods

UCW has a Learning and Teaching Strategy for Higher Education, which underpins our approach.

We intend that the learning programme should be both stimulating and demanding, and should lead you through progressive stages of development, towards increasingly complex and open-ended tasks, increasingly sophisticated application of intellectual/conceptual and personal (transferable) skills, and increasingly independent study.

A variety of blended learning methods (including face-to-face, remote learning, independent online learning) will be used, which might include:

- Seminars – many of which will be Student-Lecturer co-created face-to-face and online
- Experiential learning – including small group work and pair work online
- Student presentations in class and digitally online
- Reflective learning – this includes an online research journal
- Group work and group discussions in class and online
- Workshops
- Visiting speakers/expert practitioners will be used during the programme
- One-day retreat at Ammerdown Centre
- Fieldwork – for your research project
- Skills practice covering face-to-face and online/telephone practice
- Case studies
- Information and communications technology (ICT) based activities
- Lectures – face-to-face and online, some of which may be recorded

### Using Digital Facilities and Platforms

UCW actively encourages the development of technology enhanced learning and you will find staff utilising new teaching methods to enhance your learning experience. You may use a number of digital facilities in your current counselling practice and we encourage you to share your experiences with peers and staff. Online and telephone counselling and supervision will increase and develop over the next years as we have been 'catapulted' quite suddenly into accepting a range of working practices. As we are still on a steep learning curve in the counselling

profession we are anticipating that there will be mutual learning opportunities from your practice in the field.

## Online course materials

The majority of the material and information you need will be available on Microsoft Teams for your programme, which you access via MyUCW. Your lecturers will explain how to use the VLE in more detail during induction.

Office365 is free to download for students from [www.office.com](http://www.office.com)

You will need to sign in using your UCW email address and select "Work or School Account" (not Personal Account) when presented with these options. Select "Install Office365" to download the applications. Office365 is compatible with most devices, including PCs, Macs, smart phones, iPads and tablets.

**Remember, the Office365 applications are free for students,** so don't click on the "Buy Office365" button by mistake.

## Work-based Learning

BSc (Hons) Counselling (Work-based) programme aims to build upon the work-based learning ethics (e.g. [BACP Ethical Framework](#)) already established during previous qualifications such as the Foundation Degree in Counselling or on equivalent programme (e.g. HND in Counselling; AQA Level 5 Diploma in Counselling) and counselling practice as a qualified counsellor. For this programme you undertake two work-based modules (PS6501 'Planning and Research Methods' and PS6502 'Counselling Practice: Work-based Project') which are informed by your practice in the workplace, either in a paid or voluntary position.

## Project work

The course has been designed with work placement and/or employment opportunities in mind. You will be required to work or volunteer within the counselling and psychotherapy sector such counselling agencies, NHS settings or schools.



**We encourage students to identify a research topic that is informed by their current work-based learning experiences and in that enhances their employability, career progression and the development of a specific counselling expertise.**

For the two work-based modules you are supported by a Project Supervisor who regularly meets with you in research tutorials to monitor and assess the progress of your research project. The project supervisor will assist you in the development of your Work-based research proposal and project. For the Work-based Project module you will need to complete an action plan for your Work-based project report which will need to be agreed and signed off by your project supervisor and include a written confirmation from your workplace line-manager or director. Your research project will have to comply with [BACP Research Ethics](#) and UCW research ethics guidelines and you will need to complete a Weston Ethical Principles form which requires approval and written confirmation from your project supervisor before commencing work on your Work-based project.

### **Other resources**

To develop and enhance presentations skills and counselling practice skills, e.g. CBT-specific techniques, the library has a range of recording devices (e.g. audio and video recorders) that you can book in the library.

### **Digital Facilities and Platforms**

UCW actively encourages the development of technology enhanced learning and you will find staff utilising new teaching methods to enhance your learning experience. Our major platform, Microsoft Teams, supports most learning and teaching throughout this programme.

Ctrl+Click [here](#) to return to the table of contents

## **5. How Quality is assured**

### **Quality monitoring and evaluation**

The programme you are studying was approved by Bath Spa University. As part of the approval process it was assured that

- the content of the programme met national benchmark requirements;
- the programme met any professional/statutory body requirements; and
- the proposal met other internal quality criteria covering a range of issues such as admissions policy, teaching, learning and assessment strategy and student support mechanisms.

This was done through a process of programme approval which involves consulting academic experts including subject specialists from other institutions and industry.

### **How we monitor the quality of this programme**

The quality of this programme is monitored each year through evaluating:

- external examiner reports (considering quality and standards);
- statistical information (considering issues such as the pass rate); and
- student feedback including the National Student Survey (NSS).

Drawing on this, and other, information programme teams undertake an annual monitoring process, in accordance with the University's quality policy.

Once every six years an in-depth review of the subject area is undertaken by a panel that includes at least two external subject specialists. The panel considers documents, looks at student work, speaks to current and former students and speaks to staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

### **The role of the Programme Committee**

This course has a Programme Committee comprising all relevant teaching staff, student representatives and others who make a contribution towards its effective operation (e.g. library/technician staff). The Programme Committee has responsibilities for the quality of the programme and plays a critical role in the University's quality assurance procedures.

## External examiners

The standard of this programme is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To ensure the standard of the programme; and
- To ensure fairness and equity.

The external examiner for your programme:

Name (including prefix e.g. Dr.)	Role in institution	Name of institution
Dr. Tim Gully	Senior Lecturer	University of Chichester

As part of their role, external examiners complete an annual report for the University commenting on the learning, teaching and assessment standards of the modules and the programme overall. The report will highlight areas of good practice and identify areas for development, as well as provide assurance that your programme is of an equable standard to similar HE provision nationally.

External examiner reports, and the University's response, are shared with students. They are normally discussed at Staff/Student Liaison Committees and made available online, via MyUCW.

## External references

The following methods are used for gaining the views of other interested parties:

- Feedback from former students;
- Employers;
- British Association for Counselling and Psychotherapy (BACP);
- QAA (2013) Subject Benchmark Statement: Counselling and Psychotherapy;
- QAA (2015) UK Quality Code for Higher Education;
- Frameworks for Higher Education Qualifications: England, Wales and Northern Ireland.

Ctrl+Click [here](#) to return to the table of contents

## 6. Module Descriptors

Code	PS6501-20
Title	Planning and Research Methods
Subject area	Counselling
Pathway	Single Honours
Level	6
Credits	20
Contact time	Work-based via tutorials and project supervision
Pre-requisites	None
Acceptable for	BSc (Hons) Counselling (Work-based)
Excluded combinations	None
Core/Optional	Core
Module Leader	Claire Plews
Description & Aims	
<p>Any health and care environment requires evidence-based practice and practice-based evidence, to ensure that services are effective, needs are met and service gaps are addressed. The interpretation and the use of research are key to being able to articulate the effectiveness and benefit of counselling practice. Moreover, the understanding, interpretation of data, when competently and persuasively employed can make all the difference between a 'gut feeling' or knowledge-informed counselling practice.</p> <p>In this module you will learn how to plan and formulate a research proposal for a work-based learning project. The module will cover both qualitative and quantitative research as well as practical issues of topic selection, access and data collection. Topics covered will include research design principles, philosophies of research, analysis and interpretation of research, ethical considerations and the impact of different methodological approaches. These research skills will enable you to locate, select and collate information from primary and secondary sources, which are relevant to your creative practice as well as heightening your</p>	

sensitivity to the needs of the counselling practice either in your area of work or to develop counselling services.

You will carry out a literature search review related to your chosen field of study and explain your choice of research methodologies and procedures used in the development of a research proposal. You will need to complete an ethical consideration form to demonstrate that your research proposal takes into account ethics best practice, this will need to be signed off by your work-based mentor.

Outline Syllabus & Teaching & Learning Methods

*Outline Syllabus*

- The principles of conducting a Systematic Literature Review
- Research Design and Methodology – approaches to data collection
- Research Design and Methodology – techniques of data collection
- Questionnaire design, interview and survey methods
- How to plan a research project: formulating your question, evidencing results
- An introduction to quantitative and qualitative methods
- Ethical considerations in the counselling sector
- Research methodology relevant to counselling practice and service provision
- Reading research reports critically
- Validity and reliability

*Teaching and Learning Methods*

Work-based modules will take place in your work setting. However, you will be provided with tutorial support from UCW and this will occur on your UCW-based day. Initially, there will be a number of formal lectures and seminars at the beginning of the programme followed by regular weekly group tutorials to aid learners in understanding research methodologies and how to formulate a research proposal.

Intended Learning Outcomes	How assessed*
<p>By the end of this module you will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an ability to locate, select and collate appropriate sources of information from a variety of sources.</li> </ul>	<p>Literature Review</p>

<ul style="list-style-type: none"> <li>• Demonstrate an ability to critically investigate, analyse and interpret research within the Counselling Sector.</li> <li>• Manage and organise own work time, resources and information to support decision-making.</li> <li>• Use ICT to design a research proposal in a professional and effective manner.</li> <li>• Demonstrate an awareness of the ethical issues directly related to research processes in Counselling practice.</li> <li>• Prepare a research proposal in accordance with the ethics, practice, systems and procedures of the workplace.</li> <li>• Demonstrate recognition of different research approaches, making appropriate judgments which have informed the planning and design of a research proposal; demonstrating rationale for methodologies chosen.</li> </ul>	<p>Literature Review</p> <p>Literature Review / Research Proposal</p> <p>Literature Review / Research Proposal</p> <p>Literature Review/ Research Proposal</p> <p>Research Proposal</p> <p>Research Proposal</p>
<p>Assessment Scheme</p>	<p>Weighting %</p>
<p><i>Formative:</i></p> <ul style="list-style-type: none"> <li>• Tutorial Records</li> <li>• Ongoing Reflective Tasks</li> </ul> <p><i>Summative:</i></p> <ul style="list-style-type: none"> <li>• 1500 word Research Proposal including rationale for methodologies chosen; this includes considerable preparation and research practice activities.</li> <li>• 3500 word Systematic Literature review on chosen counselling subject</li> </ul>	<p>50%</p> <p>50%</p>
<p>Reading Lists/Key Texts &amp; Websites</p>	
<p>Cooper, M. (2003) <i>Essential Research Findings in Counselling and Psychotherapy: The Facts are Friendly</i>. London: Sage Publications Ltd.</p> <p>Creswell, J.W. (2002) <i>Research Design: Qualitative, Quantitative, &amp; Mixed Methods Approaches</i>. 2<sup>nd</sup> edition. London: Sage Publications Ltd.</p>	

Etherington, K. (2004) *Becoming a Reflexive Researcher - Using Our Selves in Research*. London: Jessica Kingsley Publishers

Gregory, I. (2003) *Ethics in Research*. London: Continuum International Publishing Group Ltd.

Howard, K., Sharp, J.A., Peters, J. (2002) *The Management of a Student Research Project*. 3<sup>rd</sup> edition. London: Gower Publishing Ltd.

McLeod, J. (2003) *Doing Counselling Research*. 2<sup>nd</sup> edition. London: Sage Publications Ltd.

McLeod, J. (2010) *Case Study Research in Counselling and Psychotherapy*. London: Sage Publications Ltd.

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King, J.H. and Otis, H.G. (2004) Bridging the Research-Practice Gap: Using Applied Inquiries to Promote Client Advocacy. Available from: [counselingoutfitters.com/vistas/vistas04/28.pdf](http://counselingoutfitters.com/vistas/vistas04/28.pdf) [accessed 03/04/3012]

Rowland, N. and Gross, S. (2000) *Evidence-based Counselling and Psychological Therapies. Research and Applications*. London: Routledge.

Rowland, N., Bower, P., Mellor-Clark, J., Heywood, P. and Hardy, R. (2000) Counselling in primary care: A systematic review of the research evidence. *British Journal of Counselling and Guidance*, 28, (2), 215-231.

Sanders, P. And Wilkins, P. (2010) *First Steps in Practitioner Research: A guide to understanding and doing research projects in counselling and health and social care*. Ross-on-Wye: PCCS Books.

[www.bacp.co.uk](http://www.bacp.co.uk)  
[www.cochrane.org.uk](http://www.cochrane.org.uk)  
[www.dh.gov.uk](http://www.dh.gov.uk)  
[www.nice.org.uk](http://www.nice.org.uk)

#### Learning Resources

ICT

Access to e-books/ e-journals

Code	PS6502-40
Title	Counselling Practice: Work-based Project
Subject area	Counselling
Pathway	Single Honours
Level	6
Credits	40
Contact time	Work-based via tutorials and project supervision
Pre-requisites	None
Acceptable for	BSc (Hons) Counselling (Work-based)
Excluded combinations	None
Core/Optional	Core
Module Leader	Claire Plews
Description & Aims	
<p>Students will undertake the implementation and management of a research project based upon a topic/issue related to their practice and reflect upon the value of this project to their professional and personal development. The student's action plan for the project report will need to be approved and signed off by the Project Supervisor and Work-based Mentor. Students will demonstrate project management skills by learning to plan and manage a project within an agreed timescale. Students will demonstrate that appropriate ethical issues have been taken into consideration during the formation of their project. The Work-based Project will consist of a project report and presentation of the project to peers.</p>	
Outline Syllabus & Teaching & Learning Methods	
<p><i>Outline Syllabus</i></p> <ul style="list-style-type: none"> <li>• Developing a Work-based Project action plan</li> <li>• Implementing and managing a Work-based Project</li> <li>• The evaluation of findings</li> </ul>	



- Oral presentation of research findings to peers
- Time Management
- Reflective practice

*Teaching & Learning Methods*

Work-based modules will take place in your work setting. You will identify a Work-based Project which is partly self-managed and supported by academic supervision. You will be designated a project supervisor and given tutorial support for your Work-based Project which will occur on your UCW-based day. Weekly group tutorials offer reflective practice and critical debate on research methods, research design and data interpretations.

Intended Learning Outcomes	How assessed*
<p>By the end of this module you will be able to:</p> <ul style="list-style-type: none"> <li>• Plan and manage a project within an agreed framework, addressing and solving problems using evidence-based practice.</li> <li>• Present the project report using own ideas and innovative responses, demonstrating effective presentation and report writing skills.</li> <li>• Manage and organise own work time, resources and information to support decision-making.</li> <li>• Use ICT to formulate a Work-based Project in a professional and effective manner.</li> <li>• Apply appropriate theories, frameworks and principles relevant to the issues/situations addressed in the project.</li> <li>• Conduct a Work-based Project relevant to the Counselling sector in accordance with the ethics, practice, systems and procedures of the workplace.</li> <li>• Produce a project report evaluating the outcomes of the project, making recommendations from the research findings of the report to inform the Counselling sector.</li> <li>• Develop effective project management skills to inform learning and professional development.</li> </ul>	<p>Project Report</p> <p>Presentation</p> <p>Project Report</p> <p>Project Report/ Presentation</p> <p>Project Report</p> <p>Project Report/ Presentation</p> <p>Project Report</p> <p>Project Report/ Presentation</p>

<ul style="list-style-type: none"> <li>Enhance your skills, knowledge and career potential through reflective practice.</li> </ul>	Project Report/ Presentation
Assessment Scheme	Weighting %
<p><i>Formative:</i></p> <ul style="list-style-type: none"> <li>Work-based Project Action Plan</li> <li>Tutorial Records</li> </ul> <p><i>Summative:</i></p> <ul style="list-style-type: none"> <li>8000 word Project Report</li> <li>Presentation on Project</li> </ul>	           80% 20%
Reading Lists/Key Texts & Websites	
<p>Cottrell, S. (2005) <i>Critical Thinking Skills: Developing Effective Analysis &amp; Argument</i>. London: Palgrave Macmillan.</p> <p>Denscombe, M. (2007) <i>The Good Research Guide</i>. 3<sup>rd</sup> edition. Milton Keynes: Open University Press.</p> <p>Fassinger, R. E. (2005) Paradigms, Praxis, Problems, and Promise: Grounded Theory in Counseling Psychology Research. <i>Journal of Counseling Psychology</i>, 52, (2), 156-166.</p> <p>Feltham, C. (2010) <i>Critical Thinking in Counselling and Psychotherapy</i>. London: Sage Publications Ltd.</p> <p>Kvale, S. And Brinkmann, S. (2008) <i>InterViews: Learning the Craft of Qualitative Research Interviewing</i>. 2<sup>nd</sup> edition. London: Sage Publications Ltd.</p> <p>Silverman, D. (2004) <i>Doing Qualitative Research: A Practical Handbook</i>. 2<sup>nd</sup> edition. London: Sage Publications Ltd.</p> <p>Silverman, D. (2006) <i>Interpreting Qualitative Data: Methods for Analyzing Talk, Texts and Interactions</i>. London: Sage Publications Ltd.</p> <p>Smith, J. A., Flowers, P. and Larkin, M. (2010) <i>Interpretative Phenomenological Analysis</i>. London: Sage Publications Ltd.</p> <p><a href="http://www.bacp.co.uk">www.bacp.co.uk</a>  <a href="http://www.cochrane.org.uk">www.cochrane.org.uk</a>  <a href="http://www.dh.gov.uk">www.dh.gov.uk</a>  <a href="http://www.nice.org.uk">www.nice.org.uk</a></p>	

Learning Resources
ICT Access to e-books/ e-journals

Code	PS6503-40
Title	Foundations in Cognitive Behavioral Therapy (CBT): Theory, Principles and Methods
Subject area	Counselling
Pathway	Single Honours
Level	6
Credits	40
Contact time	135
Pre-requisites	None
Acceptable for	BSc (Hons) Counselling (Work-based)
Excluded combinations	None
Core/Optional	Core
Module Leader	Matt Thacker
Description & Aims	
<p>There is increasing demand and expectation for counsellors to work with a range of therapeutic models and interventions. The Government has increased the provision of Cognitive Behaviors Therapy (CBT) services in the community with programmes such as Improving Access to Psychological Therapies (IAPT) providing employment opportunities. Contemporary approaches to CBT have moved a long way from the origins of CBT practice and now incorporate person-centred qualities of counselling, in particular the importance of the relationship between client and counsellor. Also, compassionate aspects, mindfulness, working on self acceptance and challenging the willingness to change have become integral parts of CBT practice.</p> <p>This module will deepen your knowledge and understanding of contemporary CBT and its application to counselling practice. This will enable you to recognise and broaden your employment potential beyond a more traditional remit of counselling practice. You will explore potentials of working with various sectors (e.g. social care, education, organisations) and create working partnerships with counselling professionals.</p>	

For this module you are required to work with real clients (minimum of 5 clients over a period of 6 sessions with each client) applying your CBT skills, develop case formulations and an intervention manual. You present your case formulations and intervention manual to your peers and tutors. You will also be required to produce a case study demonstrating multi-disciplinary working, for example, working with management consultants, scientists, health service - opening up the possibilities available for counsellors to be part of a multidisciplinary team.

Outline Syllabus & Teaching & Learning Methods

Outline Syllabus

- Seminars with Skills Practice Sessions
- Developing contemporary CBT skills
- Group work and reflections
- Work-based CBT practice
- Group and one to one tutorials
- Talks from visiting CBT practising professionals
- Case study

*Teaching and Learning Methods*

Lectures, seminars, experiential sessions, work-based practice and tutorials. The module will focus on knowledge development obtained from experiential sessions, workshops and work-based practice with contemporary CBT counselling practitioners.

Intended Learning Outcomes

How assessed\*

By the end of this module you will be able to:

- Understand and evaluate contemporary CBT approaches
- Critically debate contemporary CBT approaches
- Evaluate evidence for contemporary CBT approaches
- Apply contemporary CBT counselling skills
  
- Articulate a coherent CBT-based case formulation
- Develop a manual for CBT-based interventions

Essay/Case Study  
 Essay  
 Essay/Practice Evaluation/Case Study  
 Practice Evaluation/ Case Study  
 Case Study  
 Case study  
 Practice Evaluation/

<ul style="list-style-type: none"> <li>• Recognise how to broaden your counselling interventions with clients</li> <li>• Develop relationships with other agencies and organisations</li> <li>• Explore potential business ventures, and networking opportunities in the counselling field</li> <li>• Produce a case study demonstrating multi-disciplinary working partnerships. An example of current good practice</li> </ul>	<p>Case Study Case study Case Study Case Study</p>
<p>Assessment Scheme</p>	<p>Weighting %</p>
<p><i>Formative:</i></p> <ul style="list-style-type: none"> <li>• Professional skills development and reflective debate of counselling and psychological therapies practice</li> </ul> <p><i>Summative:</i></p> <ul style="list-style-type: none"> <li>• 2000 word Essay on Contemporary CBT and Related Approaches</li> <li>• 2000 word Practice Evaluation (Role-play based)</li> <li>• 4000 word Case Study on CBT Practice; this includes a case formulation and a manual for your interventions with this client</li> </ul>	<p>20% 20% 60%</p>
<p>Learning Resources</p>	
<p>Germer, C. K. (2009) <i>The Mindful Path to Self-Compassion: Freeing Yourself from Destructive Thoughts and Feelings</i>. London: Guilford.</p> <p>Gilbert, P. (2010) <i>The Compassionate Mind</i>. London: Constable.</p> <p>Gilbert, P. and , Leahy, R. L. eds. (2009) <i>The Therapeutic Relationship in Cognitive Behavioral Psychotherapies</i>. London: Routledge.</p> <p>Grant, A., Townend, M. and Mill, J. (2008) <i>Assessment and Case Formulation in Cognitive Behavioural Therapy</i>. London: Sage Publications Ltd.</p> <p>Hayes, S. C., Strosahl, K. D. and Wilson, K. G. (2011) <i>Acceptance and Commitment Therapy: The Process and Practice of Mindful Change</i>. 2<sup>nd</sup> edition. London: Guilford Press.</p> <p>Padesky, C. and Greenberger, D. (1995) <i>Clinician’s Guide to Mind over Mood</i>. London: Guilford Press.</p>	

Padesky, C. and Greenberger, D. (1995) *Mind over Mood: Change How You Feel by Changing the Way You Think*. London: Guilford Press.

Smith, S. And Hayes, S. C. (2005) *Get Out of Your Mind and Into Your Life: The New Acceptance and Commitment Therapy*. Oakland, CA: New Harbinger Publications.

Westbrook, D., Kennerly, H. and Kirk, J. (2011) *And Introduction to Cognitive Behavioural Therapy*. 2<sup>nd</sup> edition. London: Sage Publications Ltd.

Williams, M. And Penman, D. (2011) *Mindfulness: A Practical guide to find peace in a frantic world*. London: Piatkus.

Websites

[www.bacp.co.uk](http://www.bacp.co.uk)

Code	PS6504-20
Title	Contemporary Debates in Psychological Therapies
Subject field	Counselling
Pathway(s)	BSc Single Honours Top-up Counselling
Level	6
UK Credits	20
ECTS Credits	10
Core or Required or Optional	Core
Pre-requisite or co-requisite	None
Class contact time: Total hours	68 hours
Independent study time: total hours	132 hours
Semester(s) of delivery	All three terms
Main Campus Location	UCW, Winter Gardens
Module Leader	Claire Plews
Additional costs involved	N/A
Description & Aims	
<p>This module gives time and space to debate professional matters in the psychological therapies that emerge through your curiosity and intense study of your research interests. The module is closely linked to PS6501 and PS6502 as your debate topics may link to conflicts, critical debates and opposing views that you have encountered during the in-depth researching, reading and studying of your research topic.</p> <p>It aims to engage you, your peers, tutors and professionals in counselling practice into critical debates about issues that matter to the profession and to the professional career of students in the counselling field. We will invite a number of interesting external guest speakers and UCW lecturers to lead us into a critical discourse relevant to Counselling Practice in the 21<sup>st</sup> century; however, the center of attention your facilitation of debates with us and your peers. Therefore, the specific content each year is decided by what you bring to seminars in form of questions, ethical dilemmas, and professional issues that you wish to discuss and develop with colleagues to enhance your research experience.</p> <p>We aim to provide you with evidence, practice experience and opportunities to critically engage with the counselling profession to further your professional potentials and career perspectives.</p>	
Outline Syllabus & Teaching & Learning Methods	



During the earlier part of the module you are introduced to general skills and basic mechanism that enable you to develop ideas for your career development, such as exploring and investigating ideas to enhance your current counselling practice, working in teams, critically debating professional issues with peers and guest speakers,

The second part of the module is based on issues that you introduce to the critical debates; they are practice relevant, often stimulated by your research interest and we aim to provide a platform to experience counselling practice and research as an interactive and collaborative endeavour leading to professional networking beyond the programme and UCW.

#### Summary of Syllabus

- Developing informed perspectives on Counselling and Psychological Therapies
- Understand the differences between integration versus eclecticism
- Articulating your theoretical approach
- Implement your own marketing
- Professionally manage your counselling practice
- Understanding practice-based evidence
- Ethical considerations in counselling practice
- Counselling practice and service provision
- Reading counselling literature critically

#### Teaching and Learning Methods

- Guest lecturers
- Themed workshop days
- Seminars
- Goal-oriented group activities
- Student-led teaching activities

Assessment for the module will include a group activity that demonstrates an enhancement of your current counselling practice (S1), along with a written evaluation and the opportunity to develop and facilitate a critical debate, supported by written materials (e.g. powerpoint presentation or equivalent materials). Written materials and texts must also be submitted via Turnitin (or an equivalent institutional process where identified).

Intended Learning Outcomes	How assessed*
<p><i>By successful completion of the module, you will be able to demonstrate:</i></p> <ol style="list-style-type: none"> <li>1. The ability to critical evaluate and analyse issues that are central to contemporary counselling practice.</li> <li>2. The ability to synthesise existing evidence and devise critical arguments that show respect for diverse opinions.</li> <li>3. The ability to deploy a systematic approach to solving problems that are currently affecting the counselling profession.</li> </ol>	<p>S1, F3, F4 S1, F3, F4 S2; F1, F2, F4</p>
Assessment Scheme	Weighting %
<p><i>Formative exercises and tasks:</i></p> <p>F1: Team work including goal setting and goal achievement F2: Specific time-management tasks to facilitate effective decision-making processes and to share tasks and responsibilities. F3: Debating skills F4: Preparation for group and individual tutorials to monitor and evaluate progress and goal setting.</p> <p><i>Summative assessments:</i></p> <p><b>S1: Enhancement of your current counselling practice (group activity) and 1,500 words long Evaluation (individual assessment)</b></p> <p><b>S2: Develop and facilitate a critical debate (45min long; PowerPoint or equivalent)</b></p>	<p>50% 50%</p>
Learning Resources	
<p><i>University Centre Weston Library print and electronic resources, and Office 365:</i></p> <p><i>Key texts:</i></p> <ul style="list-style-type: none"> <li>• Bondi, L., Fewell, J. and Kirkwood, C. (2003) Working for free: A fundamental value of counselling. <i>Counselling and Psychotherapy Research: Linking Research with practice</i>, 3, (4), 291-299.</li> <li>• Cooper, C. and McLeod, J. (2011) <i>Pluralistic Counselling and Psychotherapy</i>. London: Sage Publications Ltd.</li> <li>• Department of Health (2011) <i>No health without mental health: a cross-Government mental health outcomes strategy for people of all ages - a call to action</i>. Available from <a href="http://www.dh.gov.uk">www.dh.gov.uk</a> [accessed 16/06/2015].</li> </ul>	

- Feltham, C. (2010) *Critical Thinking in Counselling and Psychotherapy*. London: Sage Publications Ltd.
- Pearce, P. and Sommerneck, L. (Eds.) (2014) *Person-Centred Practice at the Difficult Edge*. Ross-on-Wye: PCCS Books.

Suggestions for further reading

- Bondi, L. (2005) Working the Spaces of Neoliberal Subjectivity: Psychotherapeutic Technologies, Professionalisation and Counselling. *Antipode*, 37, (3), 497-514.
- Borders, L. D. (2002) School counseling in the 21st century: Personal and professional reflections on the four focus articles. *Professional School Counseling*, 5, 180-185.
- Edey, W. and Jevne, F. (2003) Hope, Illness and Counselling Practice: Making Hope Visible. *Canadian Journal of Counselling and Psychotherapy*, 37, (1), 44-51.
- Hansen, J.T. (2008) Copying and Coping Conceptualizations of Language: Counseling and the Ethic of Appreciation of Human Differences. *International Journal for the Advancement of Counselling*, 30, (4), 249-261.
- Hoskins, W. J., & Thompson, H. C. (2009, March). *Promoting international counseling identity: The role of collaboration, research, and training*. Paper based on a program presented at the American Counseling Association Annual Conference and Exposition, Charlotte, NC.
- Rochlen, A.B., Zack, J.S. and Speyer, C. (2004) Online Therapy: Review of Relevant Definitions, Debates and Current Empirical Support. *Journal of Clinical Psychology*, 60, (30), 269-283.
- Sanders, P., Frankland, A. and Wilkins, P. (2009) *Next Steps in counselling Practice. A students' companion for degrees, HE diplomas and vocational courses*. 2<sup>nd</sup> edition. Ross-on-Wye: PCCS Books.
- Vontress, C.E. and Jackson, M.L. (2004) Reactions to the Multicultural Counseling Competencies Debate. *Journal of Mental Health Counseling*, 26, (1), 74-80.
- Weinrach, S. and Thomas, K.R. (1998) Diversity-Sensitive Counselling Today: A Postmodern Clash of Values. *Journal of Counselling and Development*, 76, (2), 115-122.
- Wosket, V. (1999) *The Therapeutic Use of Self. Counselling Practice, Research and Supervision*. London: Routledge.

Key web-based and electronic resources:

[www.bacp.co.uk](http://www.bacp.co.uk)

[www.cochrane.org.uk](http://www.cochrane.org.uk)

[www.dh.gov.uk](http://www.dh.gov.uk)

[www.nice.org.uk](http://www.nice.org.uk)

Specialist resources:

*Audio-recording devices*

Preparatory work

You are encouraged to think what intrigues and interests, or even irritates or concerns you in your day-to-day counselling practice. Before you enrol on the programme you may already have started critically reflecting on issues in your practice, clinical supervision or in line-management meetings. You may already be part of networks of colleagues, professional online groups etc. and may want to put your thoughts 'out there' to explore and receive encouragement and constructive feedback about your ideas for the business and the debate.

## 7. Appendices

### Appendix 1. Marking Criteria

Marks will be allocated using the following qualitative guidelines:

<p>70% + A</p>	<p><b>An outstanding first (100-80)</b> Work of outstandingly high quality and originality.</p> <p><b>An excellent first (79-77)</b> Work, which fulfils all the criteria of the A, grade, but at an exception standard for the level concerned. Substantial originality and insight, very few minor limitations.</p> <p><b>A good first (76-74)</b> Work of distinguished quality, which is based on extensive research and/or strong technical and creative competence. Clear and logical organisation; consistent scheme of references, used entirely appropriately. An authoritative grasp of concepts, methodology and content appropriate to the subject/discipline and to the assessment task will be demonstrated. There is a clear evidenced of originality and insight and an ability to sustain an argument and/or solve discipline-related problems, based on critical analysis and/or evaluation. The ability to synthesise material effectively and the potential for skilled innovation in thinking and practice will be evident.</p> <p><b>A first (73-70)</b> The qualities of an A grade but with more limitations. Work of very good quality which displays most, but not all, of the A grade characteristics for the level concerned.</p>
<p>60% - 69% B</p>	<p><b>A high upper second (69-67)</b> Work, which clearly fulfils all the criteria of the B grade for the level concerned, but shows greater insight and/or originality.</p> <p><b>A good upper second (66-64)</b> Work of good quality, which is based on a wide range of properly referenced sources and/or creative input, demonstrating a sound and above average level of understanding of concepts, methodology and content appropriate to the subject/discipline and to the assessment task. There is clear evidence of critical judgement in selecting, ordering and analysing content to construct a sound argument based on responses, which reveal occasional insight and/or originality. Ability to solve discipline-related problems will be effectively and consistently demonstrated. Draws on an appropriate range of properly referenced sources.</p> <p><b>An upper second (63-60)</b></p>

	Work of good quality, which contains most, but not all, of the B grade characteristics for the level concerned.
50% - 59% C	<p><b>A high lower second (59-57)</b> Work, which clearly fulfils all the criteria of the C grade for the level concerned, but shows a greater degree of critical analysis and/or insight.</p> <p><b>A high lower second (54-56)</b> Work, which clearly fulfils all the criteria of the C grade for the level concerned, but shows a greater degree of critical analysis and/or insight.</p> <p><b>A good lower second</b> Work of sound quality which is based on satisfactorily reference sources and/or creative input and which demonstrates a grasp of relevant material and key concepts, together with ability to structure and organise arguments or materials effectively. The work may be rather standard, but will be mostly accurate, clearly communicated and provide some evidence of ability to engage in critical analysis and/or evaluation. There will be no serious omissions or irrelevancies. In dealing with solutions to technical problems, appropriate methods will be chosen. Coherent organisation in general with effective use of references and acknowledgement of sources.</p> <p><b>A lower second (50-53)</b> Work of sound quality, which contains most, but not all, of the C grade characteristics for the level concerned.</p>
40% - 49% D	<p><b>A high third (49-47)</b> Work of a satisfactory standard demonstrating a reasonable level of understanding, and competent organisation, but lacking sufficient analysis and independence to warrant a C grade at the level concerned.</p> <p><b>A good third (46-44)</b> Work of satisfactory quality, which covers the basic subject matter adequately and is appropriately organised and presented, but which is primarily descriptive or derivative rather than analytical or creative. Study may be limited and narrowly focussed. There may be some misunderstanding of key concepts and limitations in the ability to select relevant material or techniques, and/or in communication or other relevant key skills, so that the work may be flawed by some errors, omissions or irrelevancies. There will be some evidence of appropriate research and ability to construct an argument, but it may be narrowly focused. In dealing with solutions to technical problems, established and appropriate methods will generally be chosen, but these may be applied uncritically.</p>

	<p><b>A third (43-40)</b>  Work of bare pass standard demonstrating some familiarity with relevant subject matter and application of relevant academic capabilities, but only just meeting threshold standards in research, analysis, organisation, focus or other skills essential to the assessment task, and/or with significant errors or omissions.</p>
<p><b>39% or below</b>   <b>F</b></p>	<p><b>A fail (39-30)</b>  Work which indicates some evidence of engagement with the subject material and learning process, but which is essentially misinterpreted, misdirected, misunderstood or poorly organised and sketchy or otherwise just failing to meet threshold standards at the level concerned.</p> <p><b>A clear fail (29-20)</b>  Work which indicates little engagement with the subject material and learning process; which contains substantial errors or irrelevancies; which shows minimal evidence of planning and hardly any use of references and acknowledgement of sources; which clearly fails to meet threshold standards at the level concerned.</p> <p><b>A bad fail (19-10)</b>  Work of poor quality, which is based on only minimal effort and/or contains little of relevance. It will offer hardly any evidence of familiarity with subject materials or skills appropriate to the discipline or task at the level concerned.</p> <p><b>A very poor fail (9-1)</b>  Some work submitted, but containing virtually nothing of any relevance, depth or merit.</p>
<b>F</b>	0 - <b>Nothing submitted</b> , and extension not agreed before due date; or work containing nothing of any relevance or merit.
<b>L</b>	0 - <b>Late submission</b> ; extension granted before due date.
<b>UP</b>	0 - Work failed due to unfair practice.

## **Appendix 2. HE Student Policies and Procedures**

Policies relating to HE Students can be found on the Virtual Learning Environment.