

CERT HE THEOLOGY & COUNSELLING - PROGRAMME SPECIFICATION

1. Programme title	Cert HE Theology & Counselling
2. Awarding institution	Middlesex University
3a. Teaching institution	London School of Theology
3b. Language of study	English
4a. Valid intake dates	October
4b. Mode of study	Full-Time (1 years) or Part-Time (2 years)
4c. Delivery method	On-campus or Blended (Theology modules may be taken by Distance Education / Online)
5. Professional/Statutory/Regulatory body	British Association of Counselling and Psychotherapy
6. Apprenticeship Standard	N/A
7. Final qualification(s) available	Cert HE
8. Year effective from	2022

9. Criteria for admission to the programme

Applicants need to have the necessary personal qualities and also demonstrate maturity and the ability to undertake the emotional demands of this kind of training. LST is additionally willing to recognise informal qualifications or learning experience, but all applicants should have at least 2 A levels. LST normally interviews all prospective students either in person or by zoom (but for students not living within a reasonable distance from London, arrangements are made to interview them in their home country (this relates particularly to students choosing online delivery). Those whose mother tongue is not English or who were not educated in English are normally required to have a mark of 6.5 or better in the IELTS test for both written and spoken English (or its equivalent in other tests).

10. Aims of the programme

We introduce our students to working in a way which integrates their Christian faith and developing theological thinking with key attitudes, values, ideas and skills from a range of therapeutic modalities built around a psychodynamic core. We aim that our students will:

- a. become personally and professionally equipped as reflective practitioners in a relational therapy; equipped to use a coherent framework that integrates various psychotherapeutic traditions in a way that is most helpful for the client's current situation.
- b. gain insight into healthy and disordered human functioning through reflection on theoretical resources of Christian theology and the psychotherapeutic traditions, through group interaction, and through their own personal counselling.
- c. be able to reflect critically on their counselling practice, including working with diversity of identity (culture, values and worldview) in the social context.
- d. be familiar with the BACP Ethical Framework and adhere to its principles and guidelines;
- e. begin to be able to reflect critically to a high academic standard on the counselling task in the context of both group and individual supervision, and through study of theoretical insights provided both by Christian theology and relevant psycho-social study;
- f. be able to work within BACP (and so SCoPEd) framework of professional competencies
- g. lay foundations of working towards accreditation by the relevant professional bodies.

<p>11. Programme outcomes*</p> <p>A. Knowledge and understanding</p> <p>On completion of this programme the successful candidate will have basic knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. elements of major psychotherapeutic theories with a special emphasis on psychodynamic theories 2. the principles and shape of a relational model of counselling, including the integration of Christian theology that interacts with our valuable personhood 3. the content of the Christian Scriptures and the hermeneutical tools necessary for their interpretation; the central themes of Christian theology 4. the significance and contribution of evidence-based practice to the psychological sciences. 	<p>Teaching/learning methods</p> <p>Students gain knowledge and understanding through:</p> <ul style="list-style-type: none"> ▪ information presented in lectures; ▪ LST Online virtual learning environment; ▪ individual reading and preparation; ▪ peers, via presentations and discussions; ▪ videos & other multimedia input. ▪ Supervised professional practice ▪ Experiential learning <p>Assessment</p> <p>Students' knowledge and understanding is assessed by:</p> <ul style="list-style-type: none"> ▪ exams and tests; project; ▪ essays, reflective papers, case studies; ▪ practicums; portfolios.
<p>B. Skills</p> <p>On completion of the programme the successful student will demonstrate abilities to:</p> <ol style="list-style-type: none"> 1. apply psychotherapeutic and theological understanding in relevant ways to their own lives and the lives of others; 2. engage empathically and critically with people holding a variety of world views both within a counselling context and more broadly; 3. state their awareness of the significance of evidence-based practice for their work, and of the level and limitations of their contribution as counsellors to wider psychological and mental health services; 4. continue to grow as a self-aware reflective practitioner rooted in their Christian faith, developing personally and professionally in ways that reflect Christian integrity and professional ethics; 5. practise counselling under supervision to the recognised professional standards 6. organise their own learning so as to acquire and apply knowledge to new situations; 	<p>Teaching/learning methods</p> <p>Students learn skills through:</p> <ul style="list-style-type: none"> ▪ methods taught and modelled in lectures; ▪ dealing with the assignments given; ▪ individual reading and theological reflection; ▪ peers, via presentations and discussions; ▪ role-play and case studies; ▪ videos and other multimedia input. • experiential engagement and placements; <p>Assessment</p> <p>Students' skills are assessed by:</p> <ul style="list-style-type: none"> • exams, 'seen' and unseen, tests; • project, essays and reflective essays; • journals and reflective logs; • role-play and oral presentations. • written reflections, case studies and essays; • assessed placement work; • portfolios and similar submissions; • commented transcripts • the level 6 project;

<ul style="list-style-type: none"> 7. work effectively in a group context and independently; 8. communicate complex knowledge and skills clearly and effectively in written and oral forms; 9. use information and computer technology both to communicate and to access material and information. 	
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10. Aims of the programme

We teach our students to work in a way which integrates their Christian faith and developing theological thinking with key attitudes, values, ideas and skills from a range of therapeutic modalities built around a psychodynamic core. We aim that our students will:

- h. become personally and professionally equipped as reflective practitioners in a relational therapy; equipped to use a coherent framework that integrates various psychotherapeutic traditions in a way that is most helpful for the client's current situation.
- i. gain insight into healthy and disordered human functioning through reflection on theoretical resources of Christian theology and the psychotherapeutic traditions, through group interaction, and through their own personal counselling.
- j. be able to reflect critically on their counselling practice, including working with diversity of identity (culture, values and worldview) in the social context.
- k. be familiar with the BACP Ethical Framework and adhere to its principles and guidelines;
- l. Be able to reflect critically to a high academic standard on the counselling task in the context of both group and individual supervision, and through study of theoretical insights provided both by Christian theology and relevant psycho-social study;
- m. be able to work within BACP (and so SCoPEd) framework of professional competencies
- n. be equipped to work towards accreditation by the relevant professional bodies. Overall BACP requires 450 hours of clinical practice for personal accreditation.

12. Programme structure (levels, modules, credits and progression requirements)

12. 1 Overall structure of the programme

Level 4 (Year 1): Certificate HE Theology & Counselling

120 credits

TH4001 Introduction to the New Testament
10 credits

TH4002 Introduction to the Old Testament
10 credits

TH4005 Introduction to Doctrine
10 credits

TH4006 Introduction to Theology
10 credits

TC4750 Relational Theory 1
30 credits

TC4752 Relational Practice 1
30 credits

TC4754 Relational Growth 1
20 credits

Level 4 (Years 1,2): Certificate HE Theology & Counselling
120 credits
Year 1 - Theology
TH4001 Introduction to the New Testament 10 credits
TH4002 Introduction to the Old Testament 10 credits
TH4005 Introduction to Doctrine 10 credits
TH4006 Introduction to Theology 10 credits
Total year 1 credits: 40
Year 2 - Counselling
TC4750 Relational Theory 1 30 credits
TC4752 Relational Practice 1 30 credits
TC4754 Relational Growth 1 20 credits
Total year 2 credits: 80

12.2 Levels and modules

Level 4 – Cert HE

COMPULSORY	OPTIONAL*	PROGRESSION REQUIREMENTS
Students must take all of the following: TC4750 Relational Theory 1 TC4752 Relational Practice 1 TC4754 Relational Growth 1 TH4001 Introduction to the New Testament TH4002 Introduction to the Old Testament TH4005 Introduction to Doctrine TH4006 Introduction to Theology	None	120 credits

12.3 Non-compensatable modules

Module level	Module code
Levels 4	All of the counselling modules are non-compensatable.

13. Curriculum map

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed

Programme learning outcomes

Knowledge and understanding		Skills	
A1	elements of major psychotherapeutic theories with a special emphasis on psychodynamic theories	B1	apply psychotherapeutic and theological understanding in relevant ways to their own lives and the lives of others;
A2	the principles and shape of a relational model of counselling, including the integration of Christian theology that interacts with our valuable personhood	B2	engage empathically and critically with people holding a variety of world views both within a counselling context and more broadly;
A3	the content of the Christian Scriptures and the hermeneutical tools necessary for their interpretation; the central themes of Christian theology	B3	state their awareness of the significance of evidence-based practice for their work, and of the level and limitations of their contribution as counsellors to wider psychological and mental health services;
A4	the significance and contribution of evidence-based practice to the psychological sciences.	B4	continue to grow as a self-aware reflective practitioner rooted in their Christian faith, developing personally and professionally in ways that reflect Christian integrity and professional ethics;

		B5	practise counselling under supervision to the recognised professional standards
		B6	organise their own learning so as to acquire and apply knowledge to new situations;
		B7	work effectively in a group context and independently;
		B8	communicate complex knowledge and skills clearly and effectively in written and oral forms;
		B9	use information and computer technology both to communicate and to access material and information.

Highest Level	A1	A2	A3	A4					
Level 4	4	4	4	4					
Highest Level	B1	B2	B3	B4	B5	B6	B7	B8	B9
Level 4	4	4	4	4	4	4	4	4	4

LEVEL 4 Module	Code	Programme Outcomes												
		A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	B8	B9
Introduction to the New Testament	TH4001			x							x		x	x
Introduction to the Old Testament	TH4002			x							x		x	x
Introduction to Doctrine	TH4005			x							x		x	x
Introduction to Theology	TH4006			x			x				x		x	x
Relational Theory 1	TC4750	x	x		x	x	x				x	x	x	x
Relational Practice 1	TC4752	x	x		x		x	x	x	x	x	x	x	x
Relational Growth 1	TC4754		x				x		x				x	x

14. Information about assessment regulations

London School of Theology Assessment Regulations will be used.

15. Placement opportunities, requirements and support (if applicable)

Students are required to find appropriate professional placements. Detailed guidance is given in the Programme Handbook and support is given by Relational Practice lecturers.

16. Future careers / progression

The aim of the recent work called SCoPEd (Scope of practice and education for the counselling and psychotherapy professions) is to agree a shared, evidence-based competence framework to inform the core training requirements, competences and practice standards for counsellors and psychotherapists who work with adults. (SCoPEd Framework - A draft framework for the practice and education of counselling and psychotherapy updated July 2020)

https://www.psychotherapy.org.uk/media/r32hqxd/scoped_competency_framework_july_2020-reduced.pdf

The tighter regulatory framework brings psychotherapy and counselling closer to psychology and psychiatry in having more clearly mapped competencies and greater quality assurance. This is important for the credibility of the professions, particularly with limited public understanding of the crowded mental health landscape.

NHS workforce planning is built around competency and intervention.

- SCoPEd will provide clearer routes into NHS training and work by providing a benchmark of competency, making role descriptions easier to formulate and meaning workforce planners can be assured of the level of training of their recruits.

- It will also help to address regional inequality by ensuring greater uniformity in the recruitment of psychotherapists and counsellors in different parts of the country.
- Health Education England will be able to map the SCoPED competencies onto their list of 12 psychological professions, the professional framework for workforce planning around the NHS Long Term Plan.

The programme aims to produce graduates who can join the profession and offer counselling as a career. This could be

- within faith-based organisations and charities who employ counsellors to fulfil their organisational goals (pastoral work, community projects, mental health charities offering bereavement or domestic violence work etc).
- In the health care sector associated with the NHS, the Improving Access to Psychological Therapies (IAPT) programme began in 2008 and has transformed the provision of help to treat adult anxiety and depression. The rhetoric around this has been 'evidence-based psychological therapies'. Cognitive Behavioural Therapy (CBT) is specifically cited in this respect, but other talking therapies are referred to.

Our Graduates will be able to enter the role of a Psychological Wellbeing Counsellor (PWP) as it is now branded. 6-12 sessions might be offered on the NHS. A graduate level qualification is regarded as entry level though a Masters' is often taken to develop specialisms. The average PWP counsellor earns 1.2% above the national average. Health Trusts often to offer a range of therapies to address the root causes and deliver positive outcome in the longer term rather than targeting the symptoms of mental health issues. Other talking therapies can help here.

Even before the Covid pandemic, the UK was in the grip of a mental health crisis. Rates of depression and anxiety have continued to rise, and the NHS is under pressure with long waiting times, uneven provision and lack of choice.

- As employed counsellors in e.g. Employee assistance programmes, universities, other private sector businesses.
- In private practice

17. Particular support for learning (if applicable)

Students with disabilities are welcome at LST. Students with any physical difficulty, long-term medical condition, sensory impairment or specific learning difficulty (e.g., dyslexia) are invited to contact the School's Equality, Diversity & Disability Adviser in order to obtain information about special educational provision. It is important to make such needs known at the earliest opportunity, to ensure that due provision is made. Please see Critical Review Document for further information on Access and Participation.

18. JACS code(s)

V600 – Theology & Religious Studies – 30% (rounded to the nearest 10)
B940 – Counselling & Psychotherapy – 70% (rounded to the nearest 10)

19. Relevant QAA subject benchmark(s) QAA subject Benchmark statement Counselling & Psychotherapy 2013 <https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-counselling-psychotherapy.pdf>

20. Reference points

BACP Course accreditation criteria <https://www.bacp.co.uk/membership/organisational-membership/course-accreditation/>
[Criteria for the accreditation of training courses \(Gold Book\) including OPT criteria \(docx 121KB\)](#)

SCoPEd statements of best practice <https://www.bacp.co.uk/about-us/advancing-the-profession/scoped/scoped-framework/>

In 2016 three professional bodies, the United Kingdom Council for Psychotherapy (UKCP), British Association for Counselling and Psychotherapy (BACP), and the British Psychoanalytic Council (BPC) began jointly working on a collaborative project looking at the training requirements and practice standards for counselling and psychotherapy.

The project, called SCoPEd (Scope of Practice and Education for the counselling and psychotherapy professions), involves systematically mapping existing competences, standards, training and practice requirements within counselling and psychotherapy for work with adult clients/patients.

In 2020, the Association of Christian Counsellors (ACC), Human Givens Institute (HGI) and National Counselling Society (NCS) indicated their interest in collaborating to produce an agreed shared professional standards framework. The Association of Child Psychotherapists (ACP) are supporters of the framework and have a roles as observers in the collaboration.

The aim of SCoPEd is to agree a shared, evidence-based competence framework to inform the core training requirements, competences and practice standards for counsellors and psychotherapists who work with adults.

DIP HE THEOLOGY & COUNSELLING- PROGRAMME SPECIFICATION

1. Programme title	Dip HE Theology & Counselling
2. Awarding institution	Middlesex University
3a. Teaching institution	London School of Theology
3b. Language of study	English
4a. Valid intake dates	October
4b. Mode of study	Full-Time (2 years) or Part-Time (4 years)
4c. Delivery method	On-campus or Blended (Theology modules may be taken by Distance Education /Online)
5. Professional/Statutory/Regulatory body	British Association of Counselling and Psychotherapy
6. Apprenticeship Standard	N/A
7. Final qualification(s) available	Cert HE Dip HE
8. Year effective from	2022

9. Criteria for admission to the programme

Applicants need to have the necessary personal qualities and also demonstrate maturity and the ability to undertake the emotional demands of this kind of training. LST is additionally willing to recognise informal qualifications or learning experience, but all applicants should have at least 2 A levels. LST normally interviews all prospective students either in person or by zoom (but for students not living within a reasonable distance from London, arrangements are made to interview them in their home country (this relates particularly to students choosing online delivery)). Those whose mother tongue is not English or who were not educated in English are normally required to have a mark of 6.5 or better in the IELTS test for both written and spoken English (or its equivalent in other tests).

10. Aims of the programme

We teach our students to develop their work in a way which integrates their Christian faith and developing theological thinking with key attitudes, values, ideas and skills from a range of therapeutic modalities built around a psychodynamic core. We aim that our students will:

- a. become personally and professionally equipped as reflective practitioners in a relational therapy; equipped to use a coherent framework that integrates various psychotherapeutic traditions in a way that is most helpful for the client's current situation.
- b. gain insight into healthy and disordered human functioning through reflection on theoretical resources of Christian theology and the psychotherapeutic traditions, through group interaction, and through their own personal counselling.
- c. be able to reflect critically on their counselling practice, including working with diversity of identity (culture, values and worldview) in the social context.
- d. be familiar with the BACP Ethical Framework and adhere to its principles and guidelines;
- e. Be able to reflect critically to a high academic standard on the counselling task in the context of both group and individual supervision, and through study of theoretical insights provided both by Christian theology and relevant psycho-social study;
- f. be able to work within BACP (and so SCoPEd) framework of professional competencies
- g. start to accumulate client experience that enables them to work towards accreditation by the relevant professional bodies. Overall BACP requires 450 hours of clinical practice for personal accreditation.

11. Programme outcomes*

A. Knowledge and understanding

On completion of this programme the successful candidate will have intermediate knowledge and understanding of:

1. elements of major psychotherapeutic theories with a special emphasis on psychodynamic theories
2. the principles and shape of a relational model of counselling, including the integration of Christian theology that interacts with our valuable personhood
3. the content of the Christian Scriptures and the hermeneutical tools necessary for their interpretation; the central themes of Christian theology
4. the significance and contribution of evidence-based practice to the psychological sciences.

Teaching/learning methods

Students gain knowledge and understanding through:

- information presented in lectures;
- LST Online virtual learning environment;
- individual reading and preparation;
- peers, via presentations and discussions;
- videos & other multimedia input.
- Supervised professional practice
- Experiential learning

Assessment

Students' knowledge and understanding is assessed by:

- exams and tests; project;
- essays, reflective papers, case studies;
- practicums; portfolios.

<p>B. Skills</p> <p>On completion of the programme the successful student will be able to:</p> <ol style="list-style-type: none"> 1. apply psychotherapeutic and theological understanding in relevant ways to their own lives and the lives of others; 2. engage empathically and critically with people holding a variety of world views both within a counselling context and more broadly; 3. state their awareness of the significance of evidence-based practice for their work, and of the level and limitations of their contribution as counsellors to wider psychological and mental health services; 4. continue to grow as a self-aware reflective practitioner rooted in their Christian faith, developing personally and professionally in ways that reflect Christian integrity and professional ethics; 5. practise counselling under supervision to the recognised professional standards 6. organise their own learning so as to acquire and apply knowledge to new situations; 7. work effectively in a group context and independently; 8. communicate complex knowledge and skills clearly and effectively in written and oral forms; 9. use information and computer technology both to communicate and to access material and information. 	<p>Teaching/learning methods</p> <p>Students learn skills through:</p> <ul style="list-style-type: none"> ▪ methods taught and modelled in lectures; ▪ dealing with the assignments given; ▪ individual reading and theological reflection; ▪ peers, via presentations and discussions; ▪ role-play and case studies; ▪ videos and other multimedia input. • experiential engagement and placements; <p>Assessment</p> <p>Students' skills are assessed by:</p> <ul style="list-style-type: none"> ▪ exams, 'seen' and unseen, tests; ▪ project, essays and reflective essays; ▪ journals and reflective logs; ▪ role-play and oral presentations. ▪ written reflections, case studies and essays; ▪ assessed placement work; ▪ portfolios and similar submissions; ▪ commented transcripts ▪ the level 6 project;
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12. Programme structure (levels, modules, credits and progression requirements)	
12. 1 Overall structure of the programme	
Dip HE Theology and Counselling: Full-time 2 years	
Level 4 (Year 1): Certificate HE Theology & Counselling 120 credits	Level 5 (Year 2): Diploma HE Theology & Counselling 240 credits
TH4001 Introduction to the New Testament 10 credits	TH5001 Jesus & the Gospels 10 credits
TH4002 Introduction to the Old Testament 10 credits	TH5002 Genesis, Prophets and God 10 credits
TH4005 Introduction to Doctrine 10 credits	TH5004 Person and Work of Christ 10 credits
TH4006 Introduction to Theology 10 credits	TH5005 Relational Theology 10 credits
TC4750 Relational Theory 1 30 credits	TC5750 Relational Theory 2 30 credits
TC4752 Relational Practice 1 30 credits	TC5752 Relational Practice 2 30 credits
TC4754 Relational Growth 1 20 credits	TC5754 Relational Growth 2 20 credits
Dip HE Theology and Counselling: Part-time 4 years	
Level 4 (Years 1,2): Certificate HE Theology & Counselling 120 credits	Level 5 (Years 3,4): Diploma HE Theology & Counselling 240 credits
Year 1 - Theology	Year 3 - Counselling
TH4001 Introduction to the New Testament 10 credits	TC5750 Relational Theory 2 30 credits
TH4002 Introduction to the Old Testament 10 credits	TC5752 Relational Practice 2 30 credits
Th4005 Introduction to Doctrine 10 credits	TC5754 Relational Growth 2 20 credits
TH4006 Introduction to Theology	

10 credits	
Total year 1 credits: 40	Total year 3 credits: 80
Year 2 - Counselling	Year 4 - Theology
TC4750 Relational Theory 1 30 credits	TH5001 Jesus and the Gospels 10 credits
TC4752 Relational Practice 1 30 credits	TH5002 Genesis, Prophets and God 10 credits
TC4754 Relational Growth 1 20 credits	TH5004 Person and Work of Christ 10 credits
	TH5005 Relational Theology 10 credits
Total year 2 credits: 80	Total year 4 credits: 40

12.2 Levels and modules		
Level 4		
COMPULSORY	OPTIONAL *	PROGRESSION REQUIREMENTS
Students must take all of the following: TC4750 Relational Theory 1 TC4752 Relational Practice 1 TC4754 Relational Growth 1 TH4001 Introduction to the New Testament TH4002 Introduction to the Old Testament TH4005 Introduction to Doctrine TH4006 Introduction to Theology	None	120 credits
Level 5		
COMPULSORY	OPTIONAL *	PROGRESSION REQUIREMENTS
TC5750 Relational Theory 2 TC5752 Relational Practice 2 TC5754 Relational Growth 2 TH5001 Jesus and the Gospels TH5002 Genesis, Prophets and God TH5004 Person and Work of Christ TH5005 Relational Theology	None	120 credits

12.3 Non-compensatable modules	
Module level	Module code
Levels 4, 5 and 6	All of the counselling modules are non-compensatable (at all levels).

13. Curriculum map			
This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed			
Programme learning outcomes			
Knowledge and understanding		Skills	
A1	elements of major psychotherapeutic theories with a special emphasis on psychodynamic theories	B1	apply psychotherapeutic and theological understanding in relevant ways to their own lives and the lives of others;
A2	the principles and shape of a relational model of counselling, including the integration of Christian theology that interacts with our valuable personhood	B2	engage empathically and critically with people holding a variety of world views both within a counselling context and more broadly;
A3	the content of the Christian Scriptures and the hermeneutical tools necessary for their interpretation; the central themes of Christian theology	B3	state their awareness of the significance of evidence-based practice for their work, and of the level and limitations of their contribution as counsellors to wider psychological and mental health services;
A4	the significance and contribution of evidence-based practice to the psychological sciences.	B4	continue to grow as a self-aware reflective practitioner rooted in their Christian faith, developing personally and professionally in ways that reflect Christian integrity and professional ethics;
		B5	practise counselling under supervision to the recognised professional standards
		B6	organise their own learning so as to acquire and apply knowledge to new situations;
		B7	work effectively in a group context and independently;
		B8	communicate complex knowledge and skills clearly and effectively in written and oral forms;

		B9	use information and computer technology both to communicate and to access material and information.
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Highest Level	A1	A2	A3	A4					
Level 4	4	4	4	4					
Level 5	5	5	5	5					
Highest Level	B1	B2	B3	B4	B5	B6	B7	B8	B9
Level 4	4	4	4	4	4	4	4	4	4
Level 5	5	5	5	5	5	5	5	5	5

LEVEL 4 Module	Code	Programme Outcomes												
		A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	B8	B9
Introduction to the New Testament	TH4001			x							x		x	x
Introduction to the Old Testament	TH4002			x							x		x	x
Introduction to Doctrine	TH4005			x							x		x	x
Introduction to Theology	TH4006			x			x				x		x	x
Relational Theory 1	TC4750	x	x		x	x	x				x	x	x	x
Relational Practice 1	TC4752	x	x		x		x	x	x	x	x	x	x	x
Relational Growth 1	TC4754		x				x		x				x	x

LEVEL 5 Module	Code	Programme Outcomes												
		A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	B8	B9
Jesus and the Gospels	TH5001			x							x		x	x
Genesis, Prophets and God	TH5002			x							x		x	x
Person and Work of Christ	TH5004			x							x		x	x
Relational Theology	TH5005			x							x		x	x
Relational Theory 2	TC5750	x	x		x	x	x				x	x	x	x
Relational Practice 2	TC5752	x	x		x		x	x	x	x	x	x	x	x
Relational Growth 2	TC5754		x				x		x				x	x

14. Information about assessment regulations

London School of Theology Assessment Regulations will be used.

15. Placement opportunities, requirements and support (if applicable)

Students are required to find appropriate professional placements. Detailed guidance is given in the Course Handbook and support is given by Relational Practice lecturers.

16. Future careers / progression

The aim of the recent work called SCoPEd (Scope of practice and education for the counselling and psychotherapy professions) is to agree a shared, evidence-based competence framework to inform the core training requirements, competences and practice standards for counsellors and psychotherapists who work with adults. (SCoPEd Framework - A draft framework for the practice and education of counselling and psychotherapy updated July 2020)

https://www.psychotherapy.org.uk/media/r32hqxrd/scoped_competency_framework_july_2020-reduced.pdf

The tighter regulatory framework brings psychotherapy and counselling closer to psychology and psychiatry in having more clearly mapped competencies and greater quality assurance. This is important for the credibility of the professions, particularly with limited public understanding of the crowded mental health landscape.

NHS workforce planning is built around competency and intervention.

- SCoPEd will provide clearer routes into NHS training and work by providing a benchmark of competency, making role descriptions easier to formulate and meaning workforce planners can be assured of the level of training of their recruits.

- It will also help to address regional inequality by ensuring greater uniformity in the recruitment of psychotherapists and counsellors in different parts of the country.
- Health Education England will be able to map the SCoPEd competencies onto their list of 12 psychological professions, the professional framework for workforce planning around the NHS Long Term Plan.

The programme aims to produce graduates who can join the profession and offer counselling as a career. This could be

- within faith-based organisations and charities who employ counsellors to fulfil their organisational goals (pastoral work, community projects, mental health charities offering bereavement or domestic violence work etc).
- In the health care sector associated with the NHS, the Improving Access to Psychological Therapies (IAPT) programme began in 2008 and has transformed the provision of help to treat adult anxiety and depression. The rhetoric around this has been 'evidence-based psychological therapies'. Cognitive Behavioural Therapy (CBT) is specifically cited in this respect, but other talking therapies are referred to.

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Even before the Covid pandemic, the UK was in the grip of a mental health crisis. Rates of depression and anxiety have continued to rise, and the NHS is under pressure with long waiting times, uneven provision and lack of choice.

- As employed counsellors in e.g. Employee assistance programmes, universities, other private sector businesses.
- In private practice

17. Particular support for learning (if applicable)

Students with disabilities are welcome at LST. Students with any physical difficulty, long-term medical condition, sensory impairment or specific learning difficulty (e.g., dyslexia) are invited to contact the School's Equality, Diversity & Disability Adviser in order to obtain information about special educational provision. It is important to make such needs known at the earliest opportunity, to ensure that due provision is made. Please see Critical Review Document for further information on Access and Participation.

18. JACS code(s)

V600 – Theology & Religious Studies – 30%
B940 – Counselling & Psychotherapy – 70%

19. Relevant QAA subject benchmark(s) QAA subject Benchmark statement Counselling & Psychotherapy 2013 <https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-counselling-psychotherapy.pdf>

20. Reference points

BACP Course accreditation criteria <https://www.bacp.co.uk/membership/organisational-membership/course-accreditation/>
[Criteria for the accreditation of training courses \(Gold Book\) including OPT criteria \(docx 121KB\)](#)

SCoPEd statements of best practice <https://www.bacp.co.uk/about-us/advancing-the-profession/scoped/scoped-framework/>

In 2016 three professional bodies, the United Kingdom Council for Psychotherapy (UKCP), British Association for Counselling and Psychotherapy (BACP), and the British Psychoanalytic Council (BPC) began jointly working on a collaborative project looking at the training requirements and practice standards for counselling and psychotherapy.

The project, called SCoPEd (Scope of Practice and Education for the counselling and psychotherapy professions), involves systematically mapping existing competences, standards, training and practice requirements within counselling and psychotherapy for work with adult clients/patients.

In 2020, the Association of Christian Counsellors (ACC), Human Givens Institute (HGI) and National Counselling Society (NCS) indicated their interest in collaborating to produce an agreed shared professional standards framework. The Association of Child Psychotherapists (ACP) are supporters of the framework and have a roles as observers in the collaboration.

The aim of SCoPEd is to agree a shared, evidence-based competence framework to inform the core training requirements, competences and practice standards for counsellors and psychotherapists who work with adults.

BA (HONS) THEOLOGY & COUNSELLING- PROGRAMME SPECIFICATION

1. Programme title	BA (Hons) Theology & Counselling
2. Awarding institution	Middlesex University
3a. Teaching institution	London School of Theology
3b. Language of study	English
4a. Valid intake dates	October
4b. Mode of study	Full-Time (3 years) or Part-Time (six years)
4c. Delivery method	On-campus or Blended (Theology modules may be taken by Distance Education / Online)
5. Professional/Statutory/Regulatory body	British Association of Counselling and Psychotherapy
6. Apprenticeship Standard	N/A
7. Final qualification(s) available	Cert HE Dip HE BA (Hons)
8. Year effective from	2022

9. Criteria for admission to the programme

Applicants need to have the necessary personal qualities and also demonstrate maturity and the ability to undertake the emotional demands of this kind of training. LST is additionally willing to recognise informal qualifications or learning experience, but all applicants should have at least 2 A levels. LST normally interviews all prospective students either in person or by zoom (but for students not living within a reasonable distance from London, arrangements are made to interview them in their home country (this relates particularly to students choosing online delivery)). Those whose mother tongue is not English or who were not educated in English are normally required to have a mark of 6.5 or better in the IELTS test for both written and spoken English (or its equivalent in other tests).

10. Aims of the programme

We teach our students to work in a way which integrates their Christian faith and developing theological thinking with key attitudes, values, ideas and skills from a range of therapeutic modalities built around a psychodynamic core. We aim that our students will:

- a. become personally and professionally equipped at an advanced level as reflective practitioners in a relational therapy; equipped to use a coherent framework that integrates various psychotherapeutic traditions in a way that is most helpful for the client's current situation.
 - b. gain advanced insight into healthy and disordered human functioning through reflection on theoretical resources of Christian theology and the psychotherapeutic traditions, through group interaction, and through their own personal counselling.
 - c. be able to reflect critically on their counselling practice, including working with diversity of identity (culture, values and worldview) in the social context.
 - d. be familiar with the BACP Ethical Framework and adhere to its principles and guidelines;
 - e. be able to reflect critically to a high academic standard on the counselling task in the context of both group and individual supervision, and through study of theoretical insights provided both by Christian theology and relevant psycho-social study;
 - f. be able to work within BACP (and so SCoPEd) framework of professional competencies
 - g. be equipped to continue to work towards accreditation by the relevant professional bodies.
- Overall BACP requires 450 hours of clinical practice for personal accreditation.

11. Programme outcomes*

A. Knowledge and understanding

On completion of this programme the successful candidate will have good knowledge and understanding of:

1. elements of major psychotherapeutic theories with a special emphasis on psychodynamic theories
2. the principles and shape of a relational model of counselling, including the integration of Christian theology that interacts with our valuable personhood
3. the content of the Christian Scriptures and the hermeneutical tools necessary for their interpretation; the central themes of Christian theology
4. the significance and contribution of evidence-based practice to the psychological sciences.

Teaching/learning methods

Students gain knowledge and understanding through:

- information presented in lectures;
- LST Online virtual learning environment;
- individual reading and preparation;
- peers, via presentations and discussions;
- videos & other multimedia input.
- Supervised professional practice
- Experiential learning

Assessment

Students' knowledge and understanding is assessed by:

- exams and tests; project;
- essays, reflective papers, case studies;
- practicums; portfolios.

<p>B. Skills</p> <p>On completion of the programme the successful student will be able to competently:</p> <ol style="list-style-type: none"> 1. apply psychotherapeutic and theological understanding in relevant ways to their own lives and the lives of others; 2. engage empathically and critically with people holding a variety of world views both within a counselling context and more broadly; 3. state their awareness of the significance of evidence-based practice for their work, and of the level and limitations of their contribution as counsellors to wider psychological and mental health services; 4. continue to grow as a self-aware reflective practitioner rooted in their Christian faith, developing personally and professionally in ways that reflect Christian integrity and professional ethics; 5. practise counselling under supervision to the recognised professional standards 6. organise their own learning so as to acquire and apply knowledge to new situations; 7. work effectively in a group context and independently; 8. communicate complex knowledge and skills clearly and effectively in written and oral forms; 9. use information and computer technology both to communicate and to access material and information. 	<p>Teaching/learning methods</p> <p>Students learn skills through:</p> <ul style="list-style-type: none"> ▪ methods taught and modelled in lectures; ▪ dealing with the assignments given; ▪ individual reading and theological reflection; ▪ peers, via presentations and discussions; ▪ role-play and case studies; ▪ videos and other multimedia input. • experiential engagement and placements; <p>Assessment</p> <p>Students' skills are assessed by:</p> <ul style="list-style-type: none"> • exams, 'seen' and unseen, tests; • project, essays and reflective essays; • journals and reflective logs; • role-play and oral presentations. • written reflections, case studies and essays; • assessed placement work; • portfolios and similar submissions; ▪ commented transcripts ▪ the level 6 project;
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12. Programme structure (levels, modules, credits and progression requirements)		
12. 1 Overall structure of the programme		
BA (Hons) Theology and Counselling: Full-time 3 years		
Level 4 (Year 1): Certificate HE Theology & Counselling 120 credits	Level 5 (Year 2): Diploma HE Theology & Counselling 240 credits	Level 6 (Year 3): BA (Hons) Theology & Counselling 360 credits
TH4001 Introduction to the New Testament 10 credits	TH5001 Jesus and the Gospels 10 credits	TH6002 Person and Work of the Holy Spirit 20 credits
TH4002 Introduction to the Old Testament 10 credits	TH5002 Genesis, Prophets and God 10 credits	TC6003 Theology and Counseling Integrative Project 30 credits
TH4005 Introduction to Doctrine 10 credits	TH5004 Person and work of Christ 10 credits	TC6750 Relational Theory 3 20 credits
TH4006 Introduction to Theology 10 credits	TH5005 Relational Theology 10 credits	TC6752 Relational Practice 3 30 credits
TC4750 Relational Theory 1 30 credits	TC5750 Relational Theory 2 30 credits	TC6754 Relational Growth 3 20 credits
TC4752 Relational Practice 1 30 credits	TC5752 Relational Practice 2 30 credits	
TC4754 Relational Growth 1 20 credits	TC5754 Relational Growth 2 20 credits	
BA (Hons) Theology and Counselling: Part-time 6 years		
Level 4 (Years 1,2): Certificate HE Theology & Counselling 120 credits	Level 5 (Years 3,4): Diploma HE Theology & Counselling 240 credits	Level 6 (Years 5,6): BA (Hons) Theology & Counselling 360 credits
Year 1 - <i>Theology</i>	Year 3 - <i>Counselling</i>	Year 5 – <i>Theology & Counselling</i>
TH4001 Introduction to the New Testament 10 credits	TC5750 Relational Theory 2 30 credits	TH6002 Person and work of the Holy Spirit 20 credits

TH4002 Introduction to the Old Testament 10 credits	TC5752 Relational Practice 2 30 credits	
TH4005 Introduction to Doctrine 10 credits	TC5754 Relational Growth 2 20 credits	TC6003 Theology and Counseling Integrative Project 30 credits
TH4006 Introduction to Theology 10 credits		
Total year 1 credits: 40	Total year 3 credits: 80	Total year 5 credits: 50
Year 2 - <i>Counselling</i>	Year 4 - <i>Theology</i>	Year 6 - <i>Counselling</i>
TC4750 Relational Theory 1 30 credits	TH5001 Jesus and the Gospels 10 credits	TC6750 Relational Theory 3 20 credits
TC4752 Relational Practice 1 30 credits	TH5002 Genesis, Prophets and God 10 credits	TC6752 Relational Practice 3 30 credits
TC4754 Relational Growth 1 20 credits	TH5004 Person and work of Christ 10 credits	TC6754 Relational Growth 3 20 credits
	TH5005 Relational Theology 10 credits	
Total year 2 credits: 80	Total year 4 credits: 40	Total year 6 credits: 70

12.2 Levels and modules		
Level 4		
COMPULSORY	OPTIONAL *	PROGRESSION REQUIREMENTS
Students must take all of the following: TC4750 Relational Theory 1 TC4752 Relational Practice 1 TC4754 Relational Growth 1 TH4001 Introduction to the New Testament TH4002 Introduction to the Old Testament TH4005 Introduction to Doctrine TH4006 Introduction to Theology	None	120 credits
Level 5		
COMPULSORY	OPTIONAL *	PROGRESSION REQUIREMENTS
TC5750 Relational Theory 2 TC5752 Relational Practice 2 TC5754 Relational Growth 2 TH5001 Jesus and the Gospels TH5002 Genesis, Prophets and God TH5004 Person and Work of Christ TH5005 Relational Theology	None	120 credits
Level 6		
COMPULSORY	OPTIONAL *	PROGRESSION REQUIREMENTS
TC6750 Relational Theory 3 TC6752 Relational Practice 3 TC6754 Relational Growth 3 TC6003 Integrative Project TH6002 Person and Work of the Holy Spirit	None	120 credits

12.3 Non-compensatable modules	
Module level	Module code
Levels 4, 5 and 6	All of the counselling modules are non-compensatable (at all levels).

13. Curriculum map			
This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed			
Programme learning outcomes			
Knowledge and understanding		Skills	
A1	elements of major psychotherapeutic theories with a special emphasis on psychodynamic theories	B1	apply psychotherapeutic and theological understanding in relevant ways to their own lives and the lives of others;
A2	the principles and shape of a relational model of counselling, including the integration of Christian theology that interacts with our valuable personhood	B2	engage empathically and critically with people holding a variety of world views both within a counselling context and more broadly;
A3	the content of the Christian Scriptures and the hermeneutical tools necessary for their interpretation; the central themes of Christian theology	B3	state their awareness of the significance of evidence-based practice for their work, and of the level and limitations of their contribution as counsellors to wider psychological and mental health services;
A4	the significance and contribution of evidence-based practice to the psychological sciences.	B4	continue to grow as a self-aware reflective practitioner rooted in their Christian faith, developing personally and professionally in ways that reflect Christian integrity and professional ethics;
		B5	practise counselling under supervision to the recognised professional standards
		B6	organise their own learning so as to acquire and apply knowledge to new situations;
		B7	work effectively in a group context and independently;

		B8	communicate complex knowledge and skills clearly and effectively in written and oral forms;
		B9	use information and computer technology both to communicate and to access material and information.

Highest Level	A1	A2	A3	A4					
Level 4	4	4	4	4					
Level 5	5	5	5	5					
Level 6	6	6	6	6					
Highest Level	B1	B2	B3	B4	B5	B6	B7	B8	B9
Level 4	4	4	4	4	4	4	4	4	4
Level 5	5	5	5	5	5	5	5	5	5
Level 6	6	6	6	6	6	6	6	6	6

LEVEL 4 Module	Code	Programme Outcomes												
		A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	B8	B9
Introduction to the New Testament	TH4001			x							x		x	x
Introduction to the Old Testament	TH4002			x							x		x	x
Introduction to Doctrine	TH4005			x							x		x	x
Introduction to Theology	TH4006			x			x							
Relational Theory 1	TC4750	x	x		x	x	x				x	x	x	x
Relational Practice 1	TC4752	x	x		x		x	x	x	x	x	x	x	x
Relational Growth 1	TC4754		x				x		x				x	x

LEVEL 5 Module	Code	Programme Outcomes													
		A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	B8	B9	
Jesus and the Gospels	TH5001			x							x		x	x	
Genesis, Prophets and God	TH5002			x							x		x	x	
Person and Work of Christ	TH5004			x							x		x	x	
Relational Theology	TH5005			x							x		x	x	
Relational Theory 2	TC5750	x	x		x	x	x				x	x	x	x	
Relational Practice 2	TC5752	x	x		x		x	x	x	x	x	x	x	x	
Relational Growth 2	TC5754		x				x		x				x	x	

LEVEL 6 Module	Code	Programme Outcomes													
		A1	A2	A3	A4	B1	B2	B3	B4	B5	B6	B7	B8	B9	
Person & Work of the Holy Spirit	TH6002			x							x		x	x	
Integrative Project	TC6003	x	x	x	x	x	x	x	x	x	x	x	x	x	
Relational Theory 3	TC6750	x	x		x	x	x				x	x	x	x	
Relational Practice 3	TC6752	x	x		x		x	x	x	x	x	x	x	x	
Relational Growth 3	TC6754		x				x		x				x	x	

14. Information about assessment regulations

London School of Theology Assessment Regulations will be used.

15. Placement opportunities, requirements and support (if applicable)

Students are required to find appropriate professional placements. Detailed guidance is given in the Course Handbook and support is given by Relational Practice lecturers.

16. Future careers / progression

The aim of the recent work called SCoPEd (Scope of practice and education for the counselling and psychotherapy professions) is to agree a shared, evidence-based competence framework to inform the core training requirements, competences and practice standards for counsellors and psychotherapists who work with adults. (SCoPEd Framework - A draft framework for the practice and education of counselling and psychotherapy updated July 2020)

https://www.psychotherapy.org.uk/media/r32hqxd/scoped_competency_framework_july_2020-reduced.pdf

The tighter regulatory framework brings psychotherapy and counselling closer to psychology and psychiatry in having more clearly mapped competencies and greater quality assurance. This is important for the credibility of the professions, particularly with limited public understanding of the crowded mental health landscape.

NHS workforce planning is built around competency and intervention.

- SCoPEd will provide clearer routes into NHS training and work by providing a benchmark of competency, making role descriptions easier to formulate and meaning workforce planners can be assured of the level of training of their recruits.
- It will also help to address regional inequality by ensuring greater uniformity in the recruitment of psychotherapists and counsellors in different parts of the country.
- Health Education England will be able to map the SCoPEd competencies onto their list of 12 psychological professions, the professional framework for workforce planning around the NHS Long Term Plan.

The programme aims to produce graduates who can join the profession and offer counselling as a career. This could be

- within faith-based organisations and charities who employ counsellors to fulfil their organisational goals (pastoral work, community projects, mental health charities offering bereavement or domestic violence work etc).
- In the health care sector associated with the NHS, the Improving Access to Psychological Therapies (IAPT) programme began in 2008 and has transformed the provision of help to treat adult anxiety and depression. The rhetoric around this has been 'evidence-based psychological therapies'. Cognitive Behavioural Therapy (CBT) is specifically cited in this respect, but other talking therapies are referred to.

Our Graduates will be able to enter the role of a Psychological Wellbeing Counsellor (PWP) as it is now branded. 6-12 sessions might be offered on the NHS. A graduate level qualification is regarded as entry level though a Masters' is often taken to develop specialisms. The average PWP counsellor earns 1.2% above the national average. Health Trusts often to offer a range of therapies to address the root causes and deliver positive outcome in the longer term rather than targeting the symptoms of mental health issues. Other talking therapies can help here.

Even before the Covid pandemic, the UK was in the grip of a mental health crisis. Rates of depression and anxiety have continued to rise, and the NHS is under pressure with long waiting times, uneven provision and lack of choice.

- As employed counsellors in e.g. Employee assistance programmes, universities, other private sector businesses.
- In private practice

17. Particular support for learning (if applicable)

Students with disabilities are welcome at LST. Students with any physical difficulty, long-term medical condition, sensory impairment or specific learning difficulty (e.g., dyslexia) are invited to contact the School's Equality, Diversity & Disability Adviser in order to obtain information about special educational provision. It is important to make such needs known at the earliest opportunity, to ensure that due provision is made. Please see Critical Review Document for further information on Access and Participation.

18. JACS code(s)

V600 – Theology & Religious Studies – 30%

B940 – Counselling & Psychotherapy – 70%

19. Relevant QAA subject benchmark(s) QAA subject Benchmark statement Counselling & Psychotherapy 2013 <https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-counselling-psychotherapy.pdf>

20. Reference points

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