

Number	CL 02/13
Subject	Publication of a new subject benchmark statement for bachelor's degrees with honours and master's degrees in counselling and psychotherapy
Publication date	25/01/2013
Recipients	UK higher education providers; PSRBs; academic subject associations; the HEA; organisations representing higher education's interests and providing academic support; higher education funding councils; Sector Skills Councils; the NUS
Of interest to	Staff involved in the design, delivery and review of academic programmes; academic support staff; staff involved in education and accreditation activities of PSRBs; employer organisations; students and their representatives
Further information	Gail Wilson (g.wilson@qaa.ac.uk)
Related documents	<i>Subject benchmark statement: Counselling and psychotherapy</i> Available at: www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-counselling-psychotherapy.aspx

Dear colleague,

This letter announces the publication of a new subject benchmark statement for bachelor's degrees with honours and master's degrees in counselling and psychotherapy.

Subject benchmark statements form part of the UK Quality Code for Higher Education. They describe the nature of study and the academic standards expected of graduates in specific subject areas and in respect of particular qualifications. They provide a picture of what a graduate in a particular discipline might reasonably be expected to know, do and understand at the end of their programme of study.

This subject benchmark statement was prepared by a group drawn from and acting on behalf of the subject community, in a process facilitated by QAA. Membership of the group included higher education providers and relevant professional, statutory or regulatory bodies.

Subject benchmark statements are intended to be used as reference points in the design, delivery and review of academic programmes. They are not intended to represent a national curriculum in a subject or to prescribe set approaches to teaching, learning or assessment. Instead, they allow for flexibility and innovation in programme design within a conceptual framework agreed by the subject community. For some disciplines, there may be additional reference points that institutions need to consider, such as the requirements set out by professional, statutory or regulatory bodies, while for others these requirements are reflected in the benchmark statement itself.

A draft version of the subject benchmark statement was circulated for comment as part of a consultation which ran from July-September 2012. We are very grateful for all of the comments received, which have been taken into account in preparing this final version.

We would be grateful if you would circulate this letter to heads of relevant academic schools/departments and those responsible for academic standards in your institution or organisation. The [new statement](#) is available on QAA's website.

If you would like further information relating to the subject benchmark statement or the process followed in its development, please contact Gail Wilson (g.wilson@qaa.ac.uk)

Yours sincerely

A handwritten signature in black ink, appearing to read 'Anthony McClaran', with a stylized flourish at the end.

Anthony McClaran
Chief Executive



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