



LEEDS
BECKETT
UNIVERSITY

Course Specification

MA Integrative
Counselling (top-up)
Distance Learning

Course Code: MINCT

2026/27

leedsbeckett.ac.uk

MA Integrative Counselling (Top-up) (MINCT)

Applicant Facing Course Specification for 2026/27 Entrants

Confirmed at November 2025

General Information

Award	Master of Arts Integrative Counselling
Contained awards	None (target award is a 60 credit 'top-up' award)
Awarding body	Leeds Beckett University
Level of qualification and credits	Level 7 of the Framework for Higher Education Qualifications, with 60 credit points at Level 7 of the Higher Education Credit Framework for England.
Course lengths and standard timescales	Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is: <ul style="list-style-type: none">• 12 months (part-time, distance learning)
Location(s) of delivery	Distance learning
Entry requirements	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/ Admissions enquiries may be directed to: AdmissionsEnquiries@leedsbeckett.ac.uk .
Course fees	Course fees are confirmed in your offer letter. A breakdown of any additional costs is included on the online prospectus entry for this course. Fees enquiries may be directed to Fees@leedsbeckett.ac.uk .

Policies, Standards and Regulations

<https://www.leedsbeckett.ac.uk/our-university/public-information/academic-regulations/>

Standard regulations apply to this course.

Professional Accreditation or Recognition Associated with the Course

This course does not have any professional accreditation and is not a counselling training course. Students will be holders of the professionally accredited Postgraduate Diploma Counselling and Psychotherapy or similar award.

Timetable

Timetables for Semester 1 will be made available to students during induction week via:

- i) The Student Portal (MyBeckett)
- ii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

Key Contacts

Your course director

Paul Nicholson

Your course administrator

Simon Madley, s.madley@leedsbeckett.ac.uk

Course Overview

Aims

The aims of the programme are to offer students who are already counselling or psychotherapy practitioners and hold a relevant Postgraduate Diploma degree, a comprehensive 60 credit 'top-up' course in research methods and attainment of advanced theoretical research knowledge, applied research skills and techniques associated with their chosen subject area in counselling research. 'Integrative counselling' looks at the whole person, taking into account mental, physical and emotional needs and the therapist uses techniques and tools from different modalities to tailor an individual approach for their client, and therefore each student will be encouraged to consider research questions from a range of perspectives.

To maintain their professional registration, counsellors can participate in professional accreditation/ registration schemes, attain a thorough training in an evidence-based approach, and show commitment to continued professional development, including research. The course aims to accommodate these personal and professional challenges of being a counsellor, through reflective practice and original contribution to the field via research and completion of a dissertation.

Course learning outcomes

At the end of the course, students will be able to:

1	Demonstrate a reflective and critical awareness of the ethical and professional problems to which psychotherapy and counselling research may give rise.
2	Integrate and synthesise knowledge, theories and concepts from a range of disciplines in the analysis of contemporary social issues and take a critical, evidenced-based view to determine best practice in psychotherapy and related professions.
3	Demonstrate the ability to work independently or in groups, to problem solve, generating and communicating research-based evidence that supports anti-discriminatory and best practice.
4	Demonstrate the professional capabilities and transferable skills necessary for employment in psychotherapy and related settings and application of inter-professional concepts to the development of professional practice.

Teaching and Learning Activities

Summary

As a distance learning course, all teaching and learning is delivered online, with asynchronous and some synchronous delivery included in the learning experience. Students access the University's Virtual Learning Environment are taught via pre-recorded teaching hours, facilitated tutorials and independent study time online where recorded lectures, study material, further reading and practical exercises are readily accessible to inform their critical analysis and evaluation of current therapeutic and research practice.

Seminars and tutorials are interactive and help students to take a critical approach to their own perspectives on practice and research. They help students develop their own expertise in implementing a research project into a relevant area within the field of counselling and psychotherapy that they have judged to merit further investigation. Underpinning all online engagement are collaborative professional discussions.

Students have tutor support with tutors who oversee their progress throughout the course via facilitated tutorials, small group seminars and research supervision at different points in the course. There is potential for delivery to be organised at time allocations intended to support access from outside of GMT if required.

A sound theoretical base is established along with associated skills prior to the student undertaking their dissertation. This is delivered using a blend of activities including lectures, seminars, tutorials, group work and independent study. Students have the opportunity to engage flexibly and work with an individual dissertation supervisor.

Learning and teaching activities employed on the course are diverse and tailored to individual student needs where appropriate. In addition, students are encouraged to engage with their own personal and professional development through attendance at external events and professional workshops. The two modules require students to engage with Virtual Learning Environment activities which support and enhance learning.

Your modules

This information is correct for students progressing through the programme within standard timescales. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

Level 7

Compulsory modules

Module title	Credits	Semester/ teaching period
Understanding Social Research and Evaluation	20	1
Dissertation	40	2
Number of credits of compulsory modules	60	

Assessment and Scheduled Learning and Teaching Activities

The assessment balance and overall workload associated with this course are calculated from core modules. A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.

Assessment

Level 7

This course is assessed by coursework and a dissertation.

Workload

Overall Workload	Level 7
Teaching, learning and assessment	60 hours
Independent study	540 hours
Placement	0 hours