

**Faculty of Management, Law and Social Sciences**
**Programme Specification**
**Programme title: BSc (Hons) Psychology with Counselling**

Academic Year:	2018/19
Degree Awarding Body:	University of Bradford
Partner(s), delivery organisation or support provider (if appropriate):	
Final and interim award(s):	BSc (Honours) Psychology with Counselling [Framework for Higher Education Qualifications (FHEQ) level 6] BSc (Ordinary) Psychology with Counselling [Framework for Higher Education Qualifications (FHEQ) level 6] Diploma of Higher Education [Framework for Higher Education Qualifications (FHEQ) level 5] Certificate of Higher Education [Framework for Higher Education Qualifications (FHEQ) level 4]
Programme accredited by (if appropriate):	British Psychological Society
Programme duration:	3 years full-time
UCAS code:	C8B9
QAA Subject benchmark statement(s):	Psychology
Date of Senate Approval:	May 2014
Date last confirmed and/or minor modification approved by Faculty Board	April 2018

**Introduction**

The scientific and empirical study of psychology is a comparatively new academic discipline and is an increasingly popular undergraduate programme in the UK; many career options and professions utilize the skills and knowledge acquired in the study of psychology and for many people this provides invaluable practical advice and self-discovery. In addition, the focus on counselling alongside psychology provides students with an excellent foundation in counselling and is therefore of particular interest to those who want to further their education in this subject and

choose a career in counselling, psychotherapy, clinical/counselling psychology or cognitive behavioural therapy. Our programme is accredited by the British Psychological Society and provides excellent preparation for a career as a counsellor/psychotherapist.

In order to become an accredited counsellor/therapist, students will require additional training and supervision beyond the undergraduate degree but this programme is an important first step. It will provide students with a substantial background whether they are choosing a diploma, masters or PhD to further their career aspirations. If students are interested in being accredited with the British Association for Counselling & Psychotherapy our programme provides an important introduction to working towards accreditation. The BSc (Hons) Psychology with Counselling is accredited as conferring eligibility for the Graduate Basis for Chartered Membership (GBC) of the British Psychological Society, **provided the empirical project is passed and the minimum standard of Lower Second Class Honours is achieved**. As a graduate, students can then undertake a postgraduate qualification and become eligible to register with the Health and Care Professions Council in order to practice in areas such as counselling, clinical, occupational, forensic, health or educational psychology.

However, most graduates pursue a variety of careers for which psychology with a focus on counselling provides excellent preparation. The programme is also suitable if students are interested in psychology and counselling as subjects but not necessarily committed to a career as a psychologist or counsellor. The programme spans science and the humanities, and therefore provides key transferable skills relevant to a variety of careers. For example, should students want to work in health care, child development (e.g. nurseries), education, personnel management, market research, advertising, broadcasting, nursing, the police, the Civil Service and Armed Forces, a psychology with counselling degree would provide a sound foundation.

Teaching excellence is a priority for the Faculty of Management, Law and Social Sciences (FMLSS), and several divisions hold QAA subject review scores at the top of the ranking scales. Teaching is informed and supported by a commitment to research, the departmental staff comprising researchers who bring expertise from their on-going academic studies to the lectures and laboratory classes.

## **Programme Aims**

The programme is intended to:

- apply scientific principles generally, and specifically in understanding the mind, brain, behaviour and experience and the complex interactions between these, and in relation to counselling;
- present multiple perspectives and consider the inter-relationship of psychological knowledge, including with regard to counselling practices, in a way that fosters critical evaluation;
- evaluate of the role of empirical evidence in the creation and constraint of theory as well as how theory guides the collection and interpretation of data;
- apply ethical principles and a range of research skills and methods to the investigation of experience and behaviour, culminating in the ability to conduct research independently;

- critically evaluate theory, research findings and recognise the transformative nature of psychology as well as its real life applications, for example, as a mainstay of counselling theory and practice;
- apply employability-related and personal transferable knowledge and skills to be able to progress to advanced study and/or related employment in psychology and/or counselling, or to move into employment or further study that do not require psychology and counselling subject specific skills;
- apply the principles of psychological and counselling literacy by demonstrating an awareness of self and others and developing the potential to become ethical, socially and environmentally responsible participants in their communities/society, beyond university and employment.

### **Programme Learning Outcomes**

To be eligible for the award of Certificate of Higher Education at FHEQ level 4, students will be able to:

- LO1 Describe the scientific underpinnings of psychology as a discipline, identifying that psychology involves a range of perspectives, research methods, theories and evidence.
- LO2 Describe a range of influences on psychological behaviour, functioning and experience and identify how they are conceptualised and interpreted across the core areas of psychology.
- LO3 Explain the nature and role of research hypotheses and research questions.
- LO4 Present, evaluate and interpret quantitative and qualitative data.
- LO5 Identify and discuss ethical issues in psychology.
- LO6 Communicate effectively using a range of written, oral and visual means in order to present structured, coherent and evidence based arguments.
- LO7 Utilise information technology in order to further their learning, including using specialist psychological software.
- LO8 Work individually and as part of a team identifying contextual and interpersonal factors.
- LO9 Engage in reflection as related to academic and professional development.
- LO10 Recognise the sustainability agenda in its broadest sense e.g. in relation to communities.
- LO11 Describe counselling theories and identify skills used in counselling practice.

Additionally, to be eligible for the award of Diploma of Higher Education at FHEQ level 5, students will be able to:

- LO12 Critically analyse the scientific and philosophical underpinnings of psychology.
- LO13 Critically consider multiple perspectives when problem solving within appropriate psychological domains.
- LO14 Critically evaluate a number of specialised areas, applications, perspectives, theories and ethical issues including social, developmental, psychobiological, cognitive and individual difference.

- LO15 Generate research hypotheses and research questions in relation to theories and concepts.
- LO16 Generate, analyse and present quantitative and qualitative data including a reflection on ethical issues in psychological research.

Additionally, to be eligible for the award of Ordinary Degree of Bachelor at FHEQ level 6, students will be able to:

- LO17 Critically evaluate a range of theories and concepts within a specialist area of psychology e.g. forensic, abnormal, health.
- LO18 Systematically apply theory and practice issues in counselling.

Additionally, to be eligible for the award of Honours Degree of Bachelor at FHEQ level 6, students will be able to:

- LO19 Present a systematic and critically evaluative review of contemporary psychological literature within at least one of the core domains of psychology.
- LO20 Present arguments in relation to value issues in the construction and application of counselling theory and psychotherapeutic knowledge.
- LO21 Initiate, design, conduct and report an independent, empirically based and ethical research project under appropriate supervision.

## Curriculum

### Stage 1

In the first stage students will be given an introduction to a number of core subjects such as: cognitive psychology, individual differences, psychobiology, social psychology and lifespan development and research methods. These core areas will be covered in the modules Brain and Behaviour, Understanding Social Development and Introduction to Research Methods. In addition, lectures and practical classes will give students training in the core area of research methodologies and methods (specifically, quantitative, laboratory-based and experimental approaches as well as an introduction to qualitative approaches). Students will also be introduced to the main tenets of and key concepts within counselling: our first year counselling module will help students to establish basic counselling skills and provide an overview of psychological theory and psychotherapy training. Alongside these core and specialist areas students will be introduced to historical aspects of and critical debates within psychology in the module Critical and Philosophical Issues in Psychology. Furthermore, the module Thinking Psychologically at Bradford will introduce students to the Division of Psychology at Bradford, including academic staff and their research; ensure that students develop their understanding of how to think like a psychologist, the ability to evaluate and manage their learning as well as to start to engage in employability activities.

### Stage 2

In the second stage students will study the core areas of psychology, as well as counselling theory and practice, in more depth. The 'Issues in Counselling' module will further their theoretical understanding of counselling and psychotherapy, as well as advance basic counselling skills. There is greater emphasis on original practical work, and students will start to design and carry out their own investigations in the Psychology Laboratories. Students will continue to develop experimental skills but will also more substantially study and use qualitative

methods; interviewing (one-to-one and group based data collection) and more critical modes of inquiry such as discourse analysis.

### Stage3

In stage 3 students will gain a more in-depth and specialised understanding of psychology and of counselling. A substantial feature of Year 3 is the final year project in which students independently design, and undertake an original piece of empirical research in one-to-one supervision with an academic member of staff. The third year counselling module provides students with peer and staff feedback of their developing counselling skills, as well as providing further advancement of theoretical knowledge and reflective practice.

In stage 3 students are able to gain a more in-depth and specialised understanding of psychology through the selection of 3 options they select from. More specialised knowledge from these options will reinforce accumulated knowledge in preparation for the final year project. Instead of one of the psychology options on offer students may chose an elective from elsewhere in the university in Semester 2 if they wish, as long as timetabling allows.

### Stage 1

FHEQ Level	Module Title	Core/ Option/ Elective	Credit	Study Period	Module Code
4	Brain and Behaviour	Core	20	1	PSY4009-B
4	Introduction to Research Methods in Psychology	Core	20	1 and 2	PSY4006-B
4	Thinking Psychologically at Bradford	Core	20	1 and 2	PSY4011-B
4	Critical and Philosophical Issues in Psychology	Core	20	1	PSY4005-B
4	Understanding Social Development	Core	20	2	PSY4010-B
4	Introduction to Counselling	Core	20	2	PSY4001-B

At the end of stage 1, students will be eligible to exit with the award of Certificate of Higher Education if they have successfully completed at least 120 credits and achieved the award learning outcomes.

THIS AWARD DOES NOT CONFER ELIGIBILITY TO REGISTER FOR THE GRADUATE BASIS FOR CHARTERED MEMBERSHIP (GBC) OF THE BRITISH PSYCHOLOGICAL SOCIETY

### Stage 2

FHEQ Level	Module Title	Core/ Option/ Elective	Credit	Study Period	Module Code
5	Issues in Counselling	Core	20	1	PSY5007-B
5	Social Psychology	Core	20	1	PSY5010-B

5	Quantitative Research Methods and Data Analysis	Core	20	1	PSY5011-B
5	Methodological Issues and Qualitative Research	Core	20	2	PSY5012-B
5	Developmental Psychology	Core	20	2	PSY5013-B
5	Psychobiology and Neuroscience	Core	20	2	PSY5009-B

At the end of stage 2, students will be eligible to exit with the award of Diploma of Higher Education if they have successfully completed at least 240 credits and achieved the award learning outcomes.

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### Stage 3

FHEQ Level	Module Title	Core/Option/Elective	Credits	Study Period	Module Code
6	Research Project in Psychology with Counselling	Core	40	1 and 2	PSY6010-D
5	Cognitive Psychology	Core	20	1	PSY5008-B
6	Abnormal Psychology, Health and Intervention	Core	20	1	PSY6002-B
6	Counselling in Practice	Core	20	2	PSY6007-B
6	Forensic Psychology	Option	20	2	PSY6001-B
6	Psychology of Health and Eating	Option	20	2	PSY6005-B
6	Psychology Life Skills and Employability	Option	20	1 and 2	PSY6011-B
6	University Elective	Elective	20	2	

Students will be eligible to exit with the award of Ordinary Degree of Bachelor if they have successfully completed at 120 credits in both Level 4 and 5 and 60 credits at level 6 and achieved the award learning outcomes.

Students will be eligible for the award of Honours Degree of Bachelor if they have successfully completed at least 360 credits and achieved the award learning outcomes.

THIS AWARD DOES CONFER ELIGIBILITY FOR THE GRADUATE BASIS FOR CHARTERED MEMBERSHIP (GBC) OF THE BRITISH PSYCHOLOGICAL SOCIETY PROVIDED THE EMPIRICAL PROJECT IS PASSED AND THE MINIMUM STANDARD OF A 2:2 IS ACHIEVED.

## **Learning and Teaching Strategy**

The teaching, learning and assessment strategy aims to develop active learning and takes into consideration the need for students to take greater responsibility for their own learning as they progress through the programme.

Students will be exposed to a variety of different learning and teaching approaches and activities. Specifically, knowledge and understanding as well as transferable skills will be developed through:

- lectures
- laboratory/workshops
- seminars (e.g. problem/discussion based)
- tutorials
- projects/dissertations
- directed and self-directed study
- assessment-based learning (formative and summative)
- problem based learning
- collaborative learning and group work
- peer mentoring

Our approach is underpinned by research-led teaching which includes being exposed to the specialist research interests and practices of our academic team as well being informed by educational research.

## **Assessment Strategy**

Assessment is integrated throughout to meet the programme and associated module learning outcomes. Early in the programme, students will be exposed to 'low stakes' small scale tasks that aim to provide timely and developmental feedback that feeds forward. These include, for example, producing an action plan; a practice and then an assessed debate in Critical and Philosophical Issues in Psychology.

All assessments promote psychological learning and good academic practice, within which progressive understanding and higher order learning is evaluated, such as analysis, synthesis and evaluation, as a mainstay. Throughout the programme, a wide enough variety of assessment methods are employed to ensure that sufficient opportunity to demonstrate achievement is afforded to all students regardless of their individual learning approaches. However, at the same time, the breadth of assessment methods employed is not so varied as to be burdensome or confusing in itself. Assessment methods include:

- essays
- research articles
- portfolios
- a poster
- a pamphlet
- transcribed 'counselling session' and reflection
- group presentations
- debate
- class tests

- examinations (MCQ, unseen, seen)
- research proposal

Progressive complexity and demands are built into the programme of study, for example short research articles at Stage 1, working up to more substantial research articles at Stage 2, and an even more substantial research article at Stage 3. There is also a focus on synoptic assessment (assessing the synthesis of knowledge, skills and abilities developed through the programme). For example, the final year research project at Stage 3 consolidates and further develops research methods skills and abilities and subject specific knowledge gained earlier in the programme.

Formative feedback will be used to help students to develop their academic skills. For example, at Stage 1 feedback will be given on a draft essay by the personal tutor, on a practice debate and through engagement in Peer Assisted Learning. Feedback will also be given during Stages 1 and 2 research methods laboratory classes, via the provision of weekly timetabled help sessions by our Learning Support Officers and through online quizzes. At Stage 3 feedback is given through extensive comments on drafts for the Research Project and through consultations with our Learning Support Officers.

Students will be encouraged to engage with both formative and summative feedback as an effective way of understanding their grades and how to improve them. Exemplars are also used in teaching contexts to help students understand assignments and how to do them well. For example, in the Psychology of Health and Eating, good examples of the notes and reflections element of the assessment are given and discussed in class.

Students will also engage in self and peer reflection and assessment. For example: Thinking Psychologically at Bradford module involves doing a PDP portfolio exercises that require self-reflection; in the peer and tutor assessed debate in Critical and Philosophical Issues in Psychology; and in the Counselling in Practice module through reflections on the transcribed 'counselling session'; and in the Psychology of Health and Eating through reflections on presentations.

Transferable skills and employability skills are assessed, some examples being (but not limited to): handling data in research methods and other modules; presenting and communicating in many modules; using case studies to explore issues; reflection; independence; and reflection on psychology and counselling relevant occupations in Thinking Psychologically at Bradford, Professional Applications of Psychology and in Psychology Life Skills and Employability.

### **Assessment Regulations**

This Programme conforms to the standard University Regulations which are available at the following link:

<http://www.bradford.ac.uk/aqpo/ordinances-and-regulations/>

### **Admission Requirements**

The University welcomes applications from all potential students and most important in the decision to offer a place is our assessment of a candidate's potential to benefit from their studies and of their ability to succeed on this particular programme. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

The **minimum** entry requirements for the programme are as follows:

Historically, a typical offer to someone seeking entry through the UCAS scheme has been around 112 points to include 2 full A-Levels, with GCSE Maths and English grade 4 (old Grade C) or above, or equivalent. However, applications are welcome from mature students (those over 21 years of age on entry) and candidates with non-standard qualifications or who, lacking academic qualifications, have significant relevant experience. On completion of a UCAS form students will be invited to the Faculty for an Open Day when they will have the opportunity to meet staff, view the facilities and discuss “the Bradford experience” with current students.

The UCAS **tariff** applicable may vary and is published here <http://www.brad.ac.uk/study/courses/info/psychology-with-counselling-bsc-3-years>

### **Recognition of Prior Learning**

If applicants have prior certificated learning or professional experience which may be equivalent to parts of this programme, the University has procedures to evaluate and recognise this learning in order to provide applicants with exemptions from specified modules or parts of the programme.

### **Minor Modification Schedule**

<b>Version Number</b>	<b>Brief description of Modification</b>	<b>Date of Approval (Faculty Board)</b>
1		