

## **BSc (Hons) Psychology with Counselling Programme Specification**

<https://www.bradford.ac.uk/courses/ug/psychology-with-counselling-bsc/>

<b>Academic Year:</b>	2024/25
<b>Degree Awarding Body:</b>	The University of Bradford
<b>Subject Benchmark(s):</b>	Psychology (QAA 2019)
<b>Target Degree Award:</b>	Bachelor of Science with Honours (BSc Hons) Psychology with Counselling [Framework for Higher Education Qualifications (FHEQ) Level 6]
<b>Interim/exit awards:</b>	Ordinary Degree of Bachelor (BSc) [FHEQ Level 6] Diploma of Higher Education (DipHE) [FHEQ Level 5] Certificate of Higher Education (CertHE) [FHEQ Level 4]
<b>Programme Admission:</b>	September
<b>Programme Modes of Study:</b>	(UCAS code C8B9) 3 years full-time (UCAS code C8B0) 4 years full-time with placement year or study abroad

**This programme is accredited by the British Psychological Society (BPS).**

**Please note:** This programme specification has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but changes may occur given the interval between publishing and commencement of teaching. Any change which impacts the terms and conditions of an applicant's offer will be communicated to them. Upon commencement of the programme, students will receive further detail about their course and any minor changes will be discussed and/or communicated at this point.

### **Minor Modification Schedule**

1. April 2019: Clarifications and updates to assessment strategy
2. August 2019: Added placement year option
3. November 2020: Specification reformatted
4. April 2021: Accessibility updates
5. June 2021: Annual changes for 2021 academic year, added Study Abroad experience
6. October 2021: Accreditation confirmed
7. May 2022: Annual changes for 2022 academic year, enhanced formatting for accessibility
8. November 2022: Standardised BPS accreditation wording
9. May 2022: Annual changes for 2023/4 academic year including changes to Stage 2 and Stage 3 Modules.
10. March 2024: Annual review, minor wording update and withdrawn modules removed.

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### **Introduction**

The scientific and empirical study of psychology is a comparatively new academic discipline and yet it has become one of the most popular undergraduate programmes 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. The programme will provide students with a substantial background whether they are choosing a diploma, masters or PhD to further their career aspirations.

The BSc (Hons) Psychology with Counselling course is accredited by The British Psychological Society and aligns to their curriculum guidelines (BPS 2019). Accreditation means that, upon completion of the degree, and providing that a student achieves the minimum standard of qualification of second-class honours and passing the final year Psychology with Counselling research project, they would be eligible for Graduate Membership of BPS, with the Graduate Basis for Chartership. BPS graduate membership will mean you will be eligible to undertake further studies and training in-order to pursue highly competitive and high-status psychology professions, such as Forensic Psychology, Educational Psychology, and Clinical Psychology.

Our programme provides excellent preparation for a career as a counsellor or 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. If students are interested in being accredited with the British Association for Counselling & Psychotherapy our programme provides an important introduction to working towards BACP accreditation.

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:

- A1. 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.
- A2. present multiple perspectives and consider the inter-relationship of psychological knowledge, including with regard to counselling practices, in a way that fosters critical evaluation.
- A3. 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.

- A4. 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.
- A5. 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.
- A6. 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.
- A7. 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:**

1. Describe the scientific underpinnings of psychology as a discipline, identifying that psychology involves a range of perspectives, research methods, theories and evidence.
2. 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.
3. Explain the nature and role of research hypotheses and research questions.
4. Present, evaluate and interpret quantitative and qualitative data.
5. Identify and discuss ethical issues in psychology.
6. Communicate effectively using a range of written, oral, and visual means in order to present structured, coherent and evidence based arguments.
7. Utilise information technology in order to further their learning, including using specialist psychological software.
8. Work individually and as part of a team identifying contextual and interpersonal factors.
9. Engage in reflection as related to academic and professional development.
10. Recognise the sustainability agenda in its broadest sense e.g. in relation to communities.
11. 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:**

12. Critically analyse the scientific and philosophical underpinnings of psychology.
13. Critically consider multiple perspectives when problem solving within appropriate psychological domains.
14. Critically evaluate a number of specialised areas, applications, perspectives, theories, and ethical issues including social, developmental, psychobiological, cognitive and individual difference.
15. Generate research hypotheses and research questions in relation to theories and concepts.
16. 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 Honours Degree of Bachelor at FHEQ level 6, students will be able to:**

17. Critically evaluate a range of theories and concepts within a specialist area of psychology e.g. forensic, abnormal, health.
18. Systematically apply theory and practice issues in counselling.
19. Present a systematic and critically evaluative review of contemporary psychological literature within at least one of the core domains of psychology.
20. Present arguments in relation to value issues in the construction and application of counselling theory and psychotherapeutic knowledge.
21. Initiate, design, conduct and report an independent, empirically based and ethical research project under appropriate supervision.

## **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 in a blended environment. This will include a mixture of online and face to face activities. Specifically, knowledge and understanding as well as transferable skills will be developed through:

- Lectures – maybe online or face to face.
- Laboratory/workshops
- Team-based learning sessions
- 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, team-based activities in Stage 1 where students will apply knowledge to make decisions about, for example, how best to a theory can be used in the real world.

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
- Posters
- Group presentations
- Dissertation
- Team-based application exercises

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. At Stage 1 students will complete activities in teams and share and discuss their answers and have the opportunity to receive peer evaluations about their contribution from team members. In addition, there will be the opportunity for 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, you will have the opportunity for feedback on a draft of your research proposal for your dissertation as well as a draft of most of your final dissertation.

Students will also engage in self and peer reflection and assessment. For example, in Thinking Psychologically at Bradford, through PDP portfolio exercises; and through peer evaluations in Conceptual and Philosophical Issues in Psychology and Mental Health and Understanding Social Development; and in the Psychology of Health and Eating through reflections on presentations.

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 Conceptual and Philosophical Issues in Psychology and Mental Health; 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.

## Curriculum

The programme consists of 360 credits, made up of core and optional modules. Students will take 120 credits at each stage, with modules taught across the 'academic year' or within Semester 1 or Semester 2. Please note: The curriculum may change, subject to availability and the University's programme approval, monitoring and review processes.

### 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. Practical classes will give students training in 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 Conceptual Issues in Psychology and Mental Health. Furthermore, the module Thinking Psychologically at Bradford will introduce students to the Department 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.

Students study 120 core credits at Stage 1:

**Table 1: Psychology with Counselling Stage 1 Core Modules (CertHE)**

Study Period	Code	Title	Credit	Level
Academic Year	PSY4006-B	Introduction to Research Methods in Psychology	20	FHEQ 4
Academic Year	PSY4011-B	Thinking Psychologically at Bradford	20	FHEQ 4
Semester 1	PSY4009-B	Brain and Behaviour	20	FHEQ 4
Semester 1	PSY4012-B	Conceptual Issues in Psychology and Mental Health	20	FHEQ 4
Semester 2	PSY4001-B	Introduction to Counselling	20	FHEQ 4
Semester 2	PSY4010-B	Understanding Social Development	20	FHEQ 4

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.

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

## 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 either in the Psychology Laboratories or in an online environment. Students will continue to develop methodological skills with experimental and qualitative methods.

Students study 100 core credits at Stage 2:

**Table 2: Psychology with Counselling Stage 2 Core Modules (DipHE)**

Study Period	Code	Title	Credit	Level
Semester 2	PSY5007-B	Issues in Counselling	20	FHEQ 5
Semester 1	PSY5010-B	Social Psychology	20	FHEQ 5
Semester 2	PSY5017-B	Further research methods in Psychology	20	FHEQ 5
Semester 2	PSY5015-B	Lifespan development and individual differences	20	FHEQ 5
Semester 1	PSY5018-B	Cognitive Psychology and Psychobiology	20	FHEQ 5

In Semester 1 students choose 1 of 6 optional choices:

**Table 3: Psychology with Counselling Stage 2 Optional Modules (DipHE)**

Study Period	Code	Title	Credit	Level
SEM1 Option	PES5018-B	Analysing Contemporary conflict	20	FHEQ 5
SEM1 Option	PSY5016-B	CBT and Positive Psychotherapy	20	FHEQ 5
SEM1 Option	SAC5017-B	Psychology and Crime: Victims and Offenders	20	FHEQ 5
SEM1 Option	SAC5026-B	Understanding Race and Ethnicity	20	FHEQ 5

Please note: The curriculum may change, subject to availability and the University's programme approval, monitoring and review processes.

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.

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

Continuing students may elect to arrange an integrated period of work or study abroad within a year between Stage 2 and Stage 3. For more details, see the **Placement and Study Abroad Experience Options** section.

## Stage 3

In stage 3 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.

Students will gain a more in-depth and specialised understanding of psychology through the selection of specific modules and a University elective from outside psychology. This is an opportunity to apply your psychological skills to a new area outside psychology, subject to timetabling requirements. Your tutor can assist you to find and select an elective option of interest and benefit to you. More specialised knowledge from these options will reinforce accumulated knowledge in preparation for the final year project.



Students study 80 core credits at Stage 3:

**Table 4: Psychology with Counselling Stage 3 Core Modules (BSc)**

Study Period	Code	Title	Credit	Level
Academic Year	PSY6010-D	Research Project in Psychology with Counselling	40	FHEQ 6
Semester 1	PSY6007-B	Counselling in Practice	20	FHEQ 6

Students choose 3 of 7 optional choices, usually one in Semester 1/ACYR and two in Semester 2:

**Table 5: Psychology Stage 2 Optional Modules (DipHE)**

Study Period	Code	Title	Credit	Level
ACYR Option	PSY6011-B	Psychology Life Skills and Employability	20	FHEQ 6
SEM1 Option	PSY6003-B	Advanced Issues in Neuropsychology	20	FHEQ 6
SEM1 Option	PSY6008-B	Advances in Child Development in Education Contexts	20	FHEQ 6
SEM1 Option	PSY6016-B	Clinical Psychology and Mental Health	20	FHEQ 6
SEM2 Option	PSY6001-B	Forensic Psychology	20	FHEQ 6
SEM2 Option	PSY6005-B	Psychology of Health and Eating	20	FHEQ 6

Please note: The curriculum may change, subject to availability and the University's programme approval, monitoring and review processes.

Students will be eligible to exit with the award of Ordinary Degree of Bachelor if they have successfully completed at 120 credits at Stage 1, 120 credits at Stage 2 and achieved a pass mark of 40% or higher in 60 credits of FHEQ Level 6 or higher modules.

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

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.

**The award BSc (Hons) Psychology with Counselling confers 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.**

## Placement and Study Abroad Experience Options

### Placement (Psychology) (PSY5014-Z)

This programme provides the option for students to undertake a work placement between Stages 2 and 3. Students wishing to take this option will be transferred to the 4-year programme and will complete module PSY5014-Z Placement. The option to undertake the placement year is subject to the student passing all 120 credits of Stage 1 and all 120 credits Stage 2 and therefore students who register on this programme are not permitted to undertake placement with referred credit.

The placement that students undertake must be relevant to the programme of study. Transfer to the 4-year programme and the approval of the placement are subject to a meeting between the Student, Personal Academic Tutor (PAT) and Programme Leader to ensure that the placement is relevant to the programme of study. There is no requirements for students to a achieve an average threshold to undertake the placement year, although international students should take care to ensure that any such period of placement is permitted under the conditions of their student visa. However, students will have to have completed and passed all stage 1 modules.

Like many programmes, it will be the student's responsibility to find the placement; Students will be provided support by the Careers and Employability Service. The Psychology Academic Staff will inform all students of any placement opportunities that arise.

On return to the programme, students who complete an assessment task related to their placement will be eligible for the additional award of University Diploma in Professional Studies.

### Sandwich Year - Study Abroad Experience (PSY5000-Z)

This programme provides the option for students to undertake study abroad between Stages 2 and 3. Students wishing to take this option will be transferred to the 4-year programme and will complete module PSY5000-Z Study Abroad. The option to undertake study abroad is subject to the student passing all 120 credits of Stage 1 and all 120 credits Stage 2 and therefore students who register on this programme are not permitted to undertake study abroad with referred credit.

The study abroad that students undertake must be relevant to the programme of study. Transfer to the 4-year programme and the approval of study abroad are subject to a meeting between the Student, Personal Academic Tutor (PAT), and Programme Leader to ensure that study abroad is relevant to the programme of study. There are no requirements for students to a achieve an average threshold to undertake the placement year. However, students will have to have completed and passed all stage 1 modules. Like many programmes, it will be the student's responsibility to find the study abroad opportunity in liaison with the International Opportunities Team.

Students can opt to study abroad for one year in one of over 20 partner institutions, ranging from Canada and the USA to Holland, France, Spain, Sweden, India, Oman and more. Students will also have support from their Programme Leader. Programme Team and

the University International Opportunities Team in making plans and identifying the best options to meet their requirements and during their year abroad.

The list of exchange partners and network of Universities available for Study Abroad Year, as well as further information about international opportunities can be found online at: <https://www.bradford.ac.uk/exchanges/current-students/>

On return to the programme, students who complete an assessment task related to their period of study abroad will be eligible for the additional award of University Diploma in Professional Studies (International).

## Study Abroad Semester and Short International Opportunities

This programme is not eligible for opportunities to study a single semester at another University due to the requirements of BPS accreditation. Students can still explore opportunities for short international activities (1-6 weeks) that are held over the summer periods by speaking to the University International Opportunities team.

## Assessment Regulations

This Programme conforms to the standard University Undergraduate Assessment Regulations which are available at the link: [www.bradford.ac.uk/regulations](http://www.bradford.ac.uk/regulations)

## Admission Requirements

We take into consideration a number of factors when assessing your application. It's not just about your grades; we take the time to understand your personal circumstances and make decisions based on your potential to thrive at university and beyond. Consideration of applications will be based on a combination of formal academic qualifications and other relevant experience.

**A typical offer** to someone seeking entry through the UCAS scheme is around **112 points** to include **2 full A-Levels**, with **GCSE Maths and English grade 4 (national Grade C)** or above, or equivalent in other qualifications.

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 standard requirements for international students apply for English language and numeracy. Visit the website <https://www.bradford.ac.uk/international/country/> for details of accepted equivalent qualifications from your country.

If you do not meet the University requirement of English proficiency equivalent to IELTS 6.0 standard, you may be able to study a pre-sessional English language course with us: <https://www.bradford.ac.uk/courses/other/pre-sessional-english-language-programme/>

## Access and Recognition of Prior Learning

Applications are welcome from students with non-traditional qualifications, and/or significant personal/professional experience.

The University of Bradford has always welcomed applications from disabled students. To discuss adjustments or to find out more about support and access, you may wish to contact the Disability Service before you apply at: [www.bradford.ac.uk/disability/before/](http://www.bradford.ac.uk/disability/before/)

Applications are particularly welcomed from adult learners (those aged 21+ at the start of the programme), armed forces families, carers and care leavers, estranged or orphaned learners, refugees and asylum seekers, and Romani or Traveller families. To find out more about the University of Bradford Progression Scheme, visit the webpage: <https://www.bradford.ac.uk/applicants/progression-scheme/>

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. We recommend you contact the Programme Administration team before you do so as some modules are not eligible for accreditation of prior learning under the accreditation requirements. For more details visit our RPL webpage at: <https://www.bradford.ac.uk/teaching-quality/prior-learning/>

**Please note:** This admission information is relevant to the contemporary recruitment cycle and therefore may be different to when this document was originally published. The UCAS tariff applicable may vary and is published here <https://www.bradford.ac.uk/courses/ug/psychology-with-counselling-bsc/>

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