



**BISHOP  
GROSSESTE  
UNIVERSITY**

**Education, Health and Lifelong Learning**

## **BA (Hons) Psychology and Counselling**

### **Programme Specification**

This document provides a concise summary of the main features of the course(s) & associated award(s) offered through this Programme Specification, and includes the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities provided. More detailed information on the learning outcomes, curriculum content, teaching/learning, assessment methods for each module and on the Programme's relationship to QAA Subject Benchmark Statements may be found in the dedicated student handbook for the Programme. The accuracy of the information in this document is reviewed periodically by the University and may be subject to review by the Quality Assurance Agency for Higher Education or by other national bodies.

## Versioning of Programme Specification

*This programme specification is valid for the period of approval confirmed at the time of the approval/last review event and relates to provision approved at that point. Programme specifications may be updated during the period of approval to include modifications approved through the University's quality assurance processes.*

*This version provides a description of the programme as approved for the academic session(s) indicated in section 3 of the following table.*

<b>1</b>	<b>BGU approval – date and outcome of last approval</b>	13 July 2022 Amended September 2025
<b>2</b>	<b>Next Scheduled Review Date: [Month/Year]</b>	March 2027  <b>Foundation Degree &amp; Combined Honours</b> Curriculum specifically attached to this programme specification will be reviewed at the same time.
<b>3</b>	<b>Programme Specification - Effective date: [Day/Month/Year]</b>	1 September 2023
<b>4</b>	<b>Version Number</b>	1.1

## Modifications to Programme Specification

*Modifications to the programme specification since approval/ last review, and the cohort(s) of students affected by the change, are listed in Section H (Log of Modifications) at the back of the document.*

## Cross Referencing of Programme/Module Specifications

*Modifications to any elements of Module Specifications attached to this Programme will be updated and then changes made to this document to reflect that. On each Module Spec the Programmes it relates to are clearly indicated for cross referencing.*



# Programme Specification

**The information in this document is organised into the following sections:**

*Section A – Administrative and Regulatory Information*

*Section B – Outcomes*

*Section C – Structure*

*Section D – Teaching, Learning and Assessment*

*Section E – Programme Management*

*Section F – Mapping*

*Section G – Graduate Attributes*

*Section H – Log of Modifications*

## SECTION A – ADMINISTRATIVE AND REGULATORY INFORMATION

<b>1</b>	<b>Programme Specification Title</b>
	BA (Hons) Psychology and Counselling
<b>1a</b>	<b>Programme Code</b>
	BAPSC01F22
<b>2</b>	<b>Brief Summary (for Marketing Purposes)</b>
	<p>The BA (Hons) Psychology and Counselling joint programme provides students the opportunity to engage in study that offers a balanced range of modules from both disciplines. In undertaking a joint programme, students can develop in-depth knowledge and understanding which reflects their passion and interests in the chosen subjects. The combination of the two subjects offers students the opportunity to develop skills and apply counselling and psychological knowledge to educational and community settings. The joint honours degree may expand career options and lead to a broader range of transferable skills.</p> <p>Teaching and learning on the programme are research-led and informed, enabling students to develop transferrable skills in data management and analysis using a wide range of both quantitative and qualitative methods. Students work with a research-active, expert team and are introduced to the relevance and practical applications of psychological and counselling knowledge through research opportunities. Students will engage in a diverse range of assessments to demonstrate their learning.</p> <p>The specific psychology modules studied on the BA (Hons) Psychology and Counselling offers students on this programme eligibility for the <i>Graduate Basis for Chartership</i> with The British Psychological Society (BPS). Students will be immersed within a contemporary curriculum based on innovative research.</p>

<b>3</b>	<b>Awarding institution</b>	Bishop Grosseteste University		
<b>3a</b>	<b>Programme Length</b>	<b>Full-Time</b> 3		
<b>3b</b>	<b>Mode(s) of Study</b>	Full-time		
<b>4</b>	<b>Home Academic Programme Portfolio</b>	Education, Health and Lifelong Learning		
<b>5</b>	<b>HECoS/UTT/UCAS code(s)</b>	<b>HECoS/CAH2</b> 100493/CAH04-01-02 100495/CAH02-06-07	<b>ITT</b> N/A	<b>UCAS code</b> BC98
<b>6</b>	<b>Framework for HE Qualifications position of final award(s)</b>	Undergraduate (Level 6)		
<b>7</b>	<b>Alignment with University Credit Framework</b>	Foundation* Undergraduate*		
<b>8</b>	<b>Compliance with University Assessment Regulations</b>	Undergraduate Awards *		
<b>9</b>	<b>Progression routes with Foundation Degree (FdA) or Top-up</b>	n/a		

## Awards

<b>10</b>	<b>Final Award title</b>	BA (Hons) Psychology & Counselling
<b>10a</b>	<b>Exit or Fall back Award title(s)</b>	CertHE Psychology & Counselling DipHE Psychology & Counselling BA Psychology & Counselling
<b>10b</b>	<b>Pathway</b>	n/a
<b>11</b>	<b>(i) Combined Honours Awards available eg:</b> • BSc/BA (Hons) XX • BSc/BA (Hons) XX and YY	n/a

## Arrangements with Partners

<b>12</b>	<b>Approved Collaborative partner(s)</b>	Partner Name	Type of Collaborative Partnership
			n/a
<b>13</b>	<b>Articulation Arrangements with Partners</b>	Partner Name	Details of Arrangements
			n/a

## Professional, Statutory and Regulatory Bodies

<b>14</b>	<b>PSRB(s) associated with final award of any route within the programme specification</b>	British Psychological Society (BPS) Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in Psychology (2019).
<b>15</b>	<b>Date and outcome of last PSRB approval/accreditation</b>	2015 Successful
<b>16</b>	<b>Expiry Date of PSRB approval</b>	2019/2020

## SECTION B - OUTCOMES

17	QAA Benchmark Statements
The Psychology & Counselling programme outcomes reflect the QAA benchmark statements for Counselling and Psychotherapy (2022); Psychology (2019) and QAA Level descriptors for UK Quality Code for Higher Education (2018).	
<p>The QAA (2022) benchmark standards for Counselling and Psychotherapy cover eight areas of knowledge ability and skills, and lay out what graduates are required to know, be and do to effectively and safely practice. These are embedded throughout every level of study and include:</p> <ol style="list-style-type: none"> <li>1. The Professional Context: This refers to the philosophical assumptions that influence different approaches to practice in Counselling and are discussed specifically in modules at Level 4 <i>Introduction to Counselling: History, Ethics and People</i> and <i>Law and Ethics in Counselling Practice</i> and at Level 6 <i>Professional Counselling Practice</i>.</li> <li>2. Understanding people and their experiences: This refers to students understanding and engaging with different world views and diverse perspectives to mental health. <i>Equality, Counselling and Culture</i> specifically addresses this at level 4. <i>Theories of human development in Humanistic Counselling</i> at level 5 and <i>Working with Specific Populations</i> at level 6.</li> <li>3. The Therapist: This requires students to recognise their own personal and professional strengths and limitations and engage and make use of supervision. Students are supported in becoming reflective and reflexive practitioners. Modules that specifically incorporate this are <i>Core Counselling Skills</i> at level 4.</li> <li>4. Ethical/Legal: This requires students to understand the main legal and ethical context within which counselling happens and apply diligence in record keeping of practice. Managing records in accordance with statutory requirements and responding to the practical, ethical and legal demands of therapeutic practice. These issues are introduced at level 4 in <i>Introduction to counselling: history, ethics and people</i>.</li> <li>5. Boundaries and contracting: This requires students to understand safe, responsive and therapeutic boundaries in all relationships, including with clients, supervisors, tutors and colleagues. Modules that address this are <i>Core Counselling skills</i> at level 4.</li> <li>6. Client assessment: Students are required to understand the concepts and process of client assessment and competently conduct an episode of therapy which is consistent with a stated approach and includes an assessment of the clients needs and goals. These issues are introduced at level 4 in modules <i>Introduction to Core counselling skills</i> and <i>Enhanced Counselling Skills</i>. They are developed further at level 5 within <i>Law and ethics in counselling practice</i> and Level 6 within <i>Working with specific populations</i>.</li> <li>7. Generic skills: These align closely with BGUs graduate attributes for example: use of relevant IT, working as part of a team, thinking critically, engage in contemporary debates around global sustainability, developing digital literacy, reflecting on own progress and making use of feedback.</li> </ol> <p>The QAA Subject benchmark for Psychology (2019) covers a range of knowledge ability and skills, and lay out what graduates are required to know, be and do to effectively and safely practice. These are embedded throughout every level of study and include:</p>	

Understanding of the historical and conceptual issues which underpin Psychology as discipline:

- Students should understand the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations. Modules which specifically focus on this aspect include *Conceptual and Historical issues in Psychology*

The ability to reason analytically and demonstrate competence in a range of quantitative and qualitative methods

- Student should demonstrate a systematic knowledge of a range of research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations. Research skills and methods training is scaffolded throughout the programme and in particular at levels 4 and 5 in *Researching Psychology I & II*

Competently initiate, design, conduct and report on an empirically-based research project under appropriate supervision, and recognise its theoretical, practical and methodological implications and limitations. Students are enabled to develop research design and analysis skills throughout the programme which culminate in the level 6 *Psychology Dissertation* module

Be aware of ethical principles and approval procedures and demonstrate these in relation to personal study, particularly with regard to the research project, and be aware of the ethical context of psychology as a discipline. Training and awareness of ethics are embedded throughout the programme and in addition to research ethics training students consider broader ethical issues in evaluating contemporary and historical research for example in *Conceptual and Historical issues in Psychology*

In particular the benchmarks identify the core areas of Psychology which should be delivered as part of the programme

- Biological psychology for example biological bases of human and non-human animal behaviour, hormones and behaviour, behavioural genetics, neuroscience. *BioPsychology*
- Cognitive psychology for example attention, perception, learning, memory, thinking, problem-solving, decision-making, metacognition, language, consciousness and cognitive neuropsychology. *Cognitive Psychology*
- Developmental psychology for example typical and atypical development across the life-span, including childhood, adolescence and aging, attachment, social relations, cognitive and language development and cultural development. *Introduction to Psychology across the lifespan*
- Individual differences for example personality, psychometrics, intelligence, cognitive style, emotion, motivation, mood, positive psychology, physical and mental health (including social, biological and cognitive processes), and diversity. *Personality and Individual Differences*
- Social psychology for example social cognition, attribution, attitudes, group processes and intergroup relations, culture, close relationships, social constructionism, self and identity, and leadership. *Social Psychology*

<b>18</b>	<b>Programme Aim</b>
<b>The aims of the BA (Hons) Psychology and Counselling are to:</b>	
<ul style="list-style-type: none"> <li>• provide students with a comprehensive and critical understanding of the scope of both of the disciplines through active learning experiences that allow them to understand the ways that psychological and counselling theory and concepts are applied in practice;</li> <li>• provide students with extensive research training that develops a range of quantitative and qualitative research skills which, in turn, allows them to undertake their own research in areas of psychology and counselling;</li> <li>• allow students to follow programmes of study that enable them to study aspects of psychology and counselling in more detail and to develop expertise based on their interests;</li> <li>• enable students to develop a range of transferable skills (cognitive and intellectual, and generic and key skills) that will equip them to function effectively in contemporary study and work environments, and which will also provide the basis for continuing personal development in line with the BGU Graduate attributes.</li> <li>• prepare students for further postgraduate study generally but specifically: <ul style="list-style-type: none"> <li>○ For psychology to pursue careers as academic or practitioner psychologists (via their BPS eligibility status)</li> <li>○ For counselling to provide students with an academic, critical and reflective understanding of Counselling;</li> <li>○ To provide critical knowledge of a range of modalities of Counselling, with an emphasis on integration, and the major theories, ethical considerations and research relating to these, alongside the cultural and interpersonal dimensions of Counselling</li> </ul> </li> </ul>	
<b>19</b>	<b>Programme Specific Outcomes</b>
<p><b><u>Final Award Learning Outcomes</u></b></p> <p>On successful completion of <b>BA (Hons) Psychology &amp; Counselling</b>, students will be able to:</p> <p><b><u>Psychology: Knowledge &amp; Understanding (KU)</u></b></p> <p><b>KU1</b> Demonstrate a comprehensive, sophisticated and critical knowledge and understanding of the six topic areas and the two, core compulsory elements of Psychology, as prescribed by the British Psychological Society (BPS), Partnership &amp; Accreditation Committee (PAC).</p> <p><b>KU2</b> Articulate the scope of psychology as a discipline from both an historical and a contemporary perspective, and to select appropriate sources to discuss issues at the forefront of the discipline.</p> <p><b>KU3</b> Demonstrate a balanced, in-depth and critical understanding of the relationship between theory and method in the discipline of Psychology.</p> <p><b>KU4</b> Apply psychological knowledge and recognise the major intra-disciplinary boundaries and divisions.</p>	

### **Counselling: Knowledge and understanding (KU)**

**KU1** Demonstrate a comprehensive, systematic, coherent understanding of key aspects of the complex body of knowledge relating to counselling and its application to counselling practice.

**KU2** Demonstrate a confident, balanced, critical and in-depth understanding of key aspects of the various modalities and the uncertainty and contested nature of knowledge in the area of counselling.

**KU3** Critically review, consolidate and extend a coherent and detailed knowledge related to the key theoretical perspectives of counselling, human development and professional ethics.

### **Psychology: Subject Specific Skills (SPS)**

**SPS1** Formulate sophisticated and advanced arguments through critical learning and research in a range of psychological contexts.

**SPS2** Evaluate critically and objectively the significance and validity of established evidence and, where appropriate, make clear their own theoretical orientation.

**SPS3** Act with autonomy and independence in undertaking psychological research and critically evaluating primary and secondary evidence.

**SPS4** Demonstrate comprehensive and detailed awareness of personal responsibility and effectively apply appropriate ethical codes of conduct in psychology projects.

**SPS5** Identify and deploy accurately established analytic techniques to empirical data, interpret outputs and present findings in an intelligible format.

### **Counselling: Subject-specific and professional skills (SPS)**

**SPS1** Work with initiative and personal responsibility to formulate sophisticated and advanced thinking through critical learning and research, apply methods and techniques to review, consolidate and extend their understanding of a range of counselling practices.

**SPS2** Act with autonomy and independence in undertaking counselling research and critically evaluating primary and secondary research.

**SPS3** Demonstrate comprehensive critical awareness and personal responsibility in making decisions regarding ethics in a range of counselling contexts.

**SPS4** Demonstrate the professional qualities, communication skills, self-awareness and capacity for reflective practice necessary for competent, reflective and ethical counselling practice.

### **Intellectual Skills (IS) Psychology and Counselling**

**IS1** Articulate critical arguments on specialist and complex subject matter adopting and defending an evidence-based position.

**IS2** Abstract, synthesize and analyse secondary and primary sources.

**IS3** Apply specialist knowledge to frame and solve problems of a predictable, unpredictable and complex nature.

### **Transferable Skills (TS) Psychology and Counselling**

**TS1** Demonstrate effective time and resource management in relation to their own learning, be able to reflect upon and evaluate their own learning, and be able to work with minimum guidance.

**TS2** Demonstrate a wide range of effective oral, written and presentation skills for a number of specialist and non-specialist audiences.

**TS3** Confidently and correctly use a range of software applications both discipline-based and generic IT packages.

**TS4** Plan and manage their own time effectively in order to achieve objectives and meet deadlines, either independently or as part of a team.

**TS5** Articulate and reflect on their own learning and skills development in order to construct effective and evidence-based applications for employment or further study.

### **20 | Exit Award Learning Outcomes**

On successful completion of a **Level 4 CertHE Psychology & Counselling**, students will be able to:

#### **Psychology: Knowledge and Understanding (KUa)**

**KU1a** Demonstrate an initial knowledge and understanding of the six topic areas and the two, core compulsory elements of Psychology as prescribed by the British Psychological Society (BPS), Partnership & Accreditation Committee (PAC).

**KU2a** Describe the scope of psychology as a discipline from an historical and a contemporary perspective, and with guidance select appropriate sources to discuss issues at the forefront of the discipline.

**KU3a** Demonstrate an understanding of key theories and methods in the discipline of Psychology.

**KU4a** Begin to demonstrate psychological knowledge and recognise the major intra-disciplinary boundaries and divisions.

### **Counselling: Knowledge and Understanding [KUa]**

**KU1a** Demonstrate an emergent understanding of key aspects of the complex body of knowledge relating to counselling and professional ethics, commensurate with the level of study.

**KU2a** Demonstrate an emergent understanding of key aspects of the various modalities and the uncertainty and contested nature of knowledge in the area of counselling, commensurate with the level of study.

**KU3a** Begin to critically review, consolidate and extend a coherent knowledge related to the key theoretical perspectives of counselling.

### **Psychology: Subject Professional Skills (SPSa)**

**SPS1a** Formulate arguments through guided reading and research in a range of psychological contexts.

**SPS2a** Describe the significance and validity of established evidence and, where appropriate, begin to engage with different theoretical orientations.

**SPS3a** Undertake psychological research, and evaluate primary and secondary evidence with guidance and direction.

**SPS4a** Demonstrate an awareness of personal responsibility and describe appropriate ethical codes of conduct in psychology projects.

**SPS5a** Demonstrate an introductory knowledge of established analytic techniques to identify empirical data, interpret outputs and present findings in an intelligible format according to guidance.

### **Counselling: Subject Professional Skills (SPSa)**

**SPS1a** Formulate arguments through guided reading and research in a range of counselling contexts.

**SPS2a** Describe the significance and validity of established evidence and, where appropriate, begin to engage with different theoretical orientations.

**SPS3a** Undertake counselling research, and evaluate primary and secondary evidence with guidance and direction.

**SPS4a** Demonstrate an awareness of personal responsibility and describe appropriate ethical codes of conduct in counselling contexts.

### **Psychology and Counselling: Intellectual Skills (IS)**

**IS1a** Begin to develop sound arguments on specialist subject matter adopting an evidence-based position.

**IS2a** Articulate an understanding of the difference between secondary and primary sources.

**IS3a** With guidance, begin to apply specialist knowledge to frame and solve problems of a predictable, unpredictable and complex nature.

**Psychology and Counselling: Transferable Skills [TSa]**

**TS1a** Articulate the importance of effective time and resource management in relation to their own learning, be able to reflect upon their own learning and be able to work with guidance.

**TS2a** Demonstrate a range of oral, written and presentation skills for a specialist audience.

**TS3a** Correctly use a range of software applications, selecting both discipline-based and generic IT packages with guidance.

**TS4a** Plan and manage their own time in order to achieve objectives and meet deadlines, either independently or as part of a team.

**TS5a** Audit their own learning and skills development with guidance and identify areas for further development.

On successful completion of a **Level 5 DipHE Psychology and Counselling** students will be able to:

**Psychology: Knowledge and Understanding (KUb)**

**KU1b** Demonstrate a critical knowledge and understanding of the six topic areas and the two, core compulsory elements of Psychology as prescribed by the British Psychological Society (BPS), Partnership & Accreditation Committee (PAC).

**KU2b** Articulate the breadth of particular disciplines in psychology from both an historical and a contemporary perspective, and select appropriate sources to discuss issues at the forefront of the discipline.

**KU3b** Demonstrate a critical understanding of the relationship between theory and method in the discipline of Psychology.

**KU4b** Apply psychological knowledge with guidance and recognise the major intra-disciplinary boundaries and divisions.

**Counselling: Knowledge and Understanding [KUb]**

**KU1b** Demonstrate a comprehensive, coherent understanding of key aspects of the complex body of knowledge relating to counselling.

**KU2b** Demonstrate a critical understanding of key aspects of the various modalities and the uncertainty and contested nature of knowledge in the area of counselling commensurate with the level of study.

**KU3b** Critically review, consolidate and extend a coherent knowledge related to the key theoretical perspectives of counselling.

#### **Psychology: Subject Professional Skills [SPSb]**

**SPS1b** Formulate sophisticated arguments through critical learning and research in a range of psychological contexts.

**SPS2b** Evaluate the significance and validity of established evidence and, where appropriate, consider their own theoretical orientation.

**SPS3b** Act with some autonomy and independence in undertaking psychological research and critically evaluating primary and secondary evidence.

**SPS4b** Demonstrate a detailed awareness of personal responsibility, and effectively apply appropriate ethical codes of conduct in psychology projects.

**SPS5b** Identify and deploy accurately established analytic techniques to identify empirical data, interpret outputs and present findings in an intelligible format with limited guidance.

#### **Counselling: Subject Professional Skills [SPSb]**

**SPS1b** Formulate sophisticated arguments through critical learning and research in a range of counselling contexts.

**SPS2b** Evaluate the significance and validity of established evidence and, where appropriate, consider their own theoretical orientation.

**SPS3b** Act with some autonomy and independence in undertaking Counselling research and critically evaluating primary and secondary evidence.

**SPS4b** Demonstrate a detailed awareness of personal responsibility, and effectively apply appropriate ethical codes of conduct to counselling practice.

#### **Psychology and Counselling: Intellectual skills [ISb]**

**IS1b** Articulate arguments on specialist and complex subject matter adopting and defending an evidence-based position.

**IS2b** Abstract and analyse secondary and primary sources.

**IS3b** Apply specialist knowledge to frame and solve problems of a predictable, unpredictable and complex nature with limited guidance.

**Psychology and Counselling: Transferable Skills [TSb]**

**TS1b** Demonstrate time and resource management in relation to their own learning, be able to reflect upon and evaluate their own learning and be able to work with limited guidance.

**TS2b** Demonstrate a wide range of oral, written and presentation skills for a number of specialist and non-specialist audiences.

**TS3b** Correctly use a range of software applications, selecting both discipline-based and generic IT packages with limited guidance.

**TS4b** Plan and manage their own time with some guidance in order to achieve objectives and meet deadlines, either independently or as part of a team.

**TS5b** Articulate their own learning and skills development in order to develop a reflective and evidence-based skills audit.

## SECTION C – STRUCTURE

<b>21a</b>	<b>Structures, modes of delivery (eg FT/PT etc), levels, credits, awards, curriculum map of all modules (identifying core/option status, credits, pre or co-requisites) potential entry/exit points and progression/award requirements</b>
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### Level 4 – 120 credits

<b>Level 4</b>	Semester 1	(PSY40622) Introduction to Psychology across the Lifespan 15cr	(PSY40522) Researching Psychology I 30cr	(CSL41022) Introduction to Counselling: History, Ethics and People 15cr	CSL41222) Introduction to Core Counselling Skills 15cr
	Semester 2	(PSY40822) Conceptual and Historical issues in Psychology (CHiP) 15cr		(CSL41522) Equality, Counselling and Culture 15cr	(CSL41322) Enhanced Counselling Skills 15cr

### Level 5 – 120 credits

<b>Level 5</b>	Semester 1	(PSY50722) Social Psychology 15cr	(PSY50822) Researching Psychology II 30cr	(CSL51322) Theories of Human Development in Humanistic Counselling 15cr	(CSL51022) Law and Ethics in Counselling Practice (Placement) 15cr
	Semester 2	(PSY50422) Personality and Individual Differences 15cr		(CSL51422) Selected Humanistic Approaches 15cr	(CSL51222) Counselling Approaches with Children and Young People 15cr Or Graduate attribute enhancement module 15cr

**Level 6 – 120 credits**

<b>Level 6</b>	Semester 1	(PSY607_1.1) Cognitive Psychology 15cr	(PSY60622) Psychology Research Design and Project Preparation 15cr	(CSL61022) Using Creative Approaches in Counselling Practice 15cr	(CSL61622) Contemporary Approaches in Counselling 15cr Or subject enhancement module
	Semester 2	(PSY60822) BioPsychology 15cr	(PSY61022) Psychology Dissertation 30cr		(CSL61322) Working with Specific Populations 15cr

**21b | Module Structure****Level 4**

<b>Core Modules</b>					
Code	Status	Module Title	Period (number)	No of credits	
PSY40522	Mandatory	Researching Psychology I	4	30	
PSY40622	Mandatory	Introduction to Psychology across the Lifespan	1	15	
PSY40822	Mandatory	Conceptual and Historical Issues in Psychology	2	15	
CSL41022	Mandatory	Introduction to Counselling: History, Ethics and People	1	15	
CSL41222	Mandatory	Introduction to Core Counselling Skills	1	15	
CSL41322	Mandatory	Enhanced Counselling Skills	2	15	
CSL41522	Mandatory	Equality, Counselling and Culture	2	15	

**Level 5**

<b>Core Modules</b>				
Code	Status	Module Title	Period (number)	No of credits
PSY50422	Mandatory	Personality and Individual Differences	2	15
PSY50722	Mandatory	Social Psychology	1	15
PSY50822	Mandatory	Researching Psychology II	4	30
CSL51022	Mandatory (PLACEMENT)	Law & Ethics in Counselling Practice	1	15
CSL51322	Mandatory	Theories of Human Development in Humanistic Counselling	1	15
CSL51422	Mandatory	Selected Humanistic Approaches	2	15
<b>Non-core Modules</b>				
CSL51222	Subject Enhancement Module	Counselling Approaches with Children and Young People	2	15

**Level 6**

<b>Core Modules</b>				
Code	Status	Module Title	Period (number)	No of credits
PSY60622	Mandatory	Psychology Research Design and Project Preparation	1	15
PSY607_1.1	Mandatory	Cognitive Psychology	1	15
PSY60822	Mandatory	Biopsychology	2	15
PSY61022	Mandatory	Psychology Dissertation	2	30
CSL61322	Mandatory	Working with Specific Populations	2	15
CSL61622	Mandatory	Contemporary Approaches to Counselling	1	15
<b>Non-core Modules</b>				
CSL61022	Subject enhancement module	Using Creative Approaches in Counselling Practice	1	15

## SECTION D - TEACHING, LEARNING AND ASSESSMENT

<b>22</b>	<b>Curriculum Design</b>
<p>The BA (Hons) Psychology and Counselling will be completed in three years of full-time study in order to achieve the programme aims and learning outcomes. This section outlines the curriculum design for each of the two disciplines which are embed their subject specific requirements and provide the student with a breadth of transferrable skills and opportunities for cross disciplinary knowledge and application. At BGU, there are some key commonalities which track across programme outcomes relating to intellectual and transferable skills for students studying all subjects. These reflect our collective understanding of the essential skills of a BG graduate who, through the study of one of our degrees, will be equipped with intellectual and transferable skills suitable for a range of professional careers and lifelong learning</p> <p>To ensure that students on this programme are eligible for the <i>Graduate Basis for Chartership</i> with The British Psychological Society by delivering the BPS core curriculum at least 60 credits of core Psychology modules have to be studied at levels 4 and 5 and 75 credits, including a psychology project studied at level 6.</p> <p>At Level 4 students are introduced to the history and development of Psychology as a discipline and contextualizes issues of cultural bias and ethnocentrism. Students also begin to develop their knowledge and understanding of the core areas through a year-long research-based module which frames core areas in the context of the approaches which drive the continuing development of psychological knowledge. Students are also introduced to the concept of psychological change through the framework of an introduction to developmental psychology which adopts a lifespan perspective.</p> <p>At Level 5, the five core areas are taught and assessed in greater depth. Specifically, students' understanding of Social Psychology; Researching Psychology II assesses students' research design and analytic skills through applied developmental research examples, and Personality and Individual Differences engages students with Psychometric training to investigate personality and individual differences.</p> <p>At Level 6, students engage in more in-depth exploration of the breadth of cognitive psychology and develop a critical understanding of the impact of greater understanding of biopsychological processes. In their 30 credit empirical project students demonstrate the application of their research training.</p> <p>Students conclude the programme by gaining a clear and in-depth knowledge of specific areas of the field of Psychology, and by designing and undertaking an empirical study. The successful completion of this empirical study is essential for the graduate to be eligible for Graduate Membership of the BPS.</p> <p>The Counselling curriculum is designed to develop students intellectually and academically. The curriculum builds and develops skills and knowledge around two distinct strands to the course: 1) Counselling in Context and 2) Engaging with the Research Community.</p> <p>These two strands complement and provide additional breadth and depth to the Psychology curriculum as follows:</p>	

### **Strand One: Counselling in Context**

The purpose of the first strand is to enable students to understand the range of applications of the key theoretical and ethical issues within the field. This is introduced at Level 4 in *Introduction to Counselling: History, Ethics and People* and developed and assessed throughout the course. Students are given a grounding in knowledge of the key thinkers and theoretical approaches and how they have developed historically. They are taught skills of critical engagement with counselling theory and any ethical implications for contemporary counselling practice. Students are encouraged to scrutinise theoretical approaches against for example, relevant ethical frameworks of professional bodies in the field, pertinent to understanding the real-world ethical decision-making involved in applying theoretical approaches. This approach is complemented by students growing understanding of the importance of ethics in Psychology and the development of Psychology as discipline and profession in *Conceptual and Historical Issues in Psychology*. Students are introduced more broadly to the field of Counselling, considering its history and development and learning about key thinkers and approaches in *Introduction to Counselling: History, Ethics and People*.

At level 5 students deepen their knowledge and build on their introduction to developmental Psychology at level 4 in '*Introduction to psychology across the lifespan*' through understanding the ways in which developmental theories are applied to counselling across the lifespan in the L5 counselling module '*Theories of human development in Humanistic counselling*'. At level 6 students will develop their breadth of knowledge across a range of counselling channels including using creative approaches in the therapy room. Students will also engage with working therapeutically with a range of specific populations and conditions in *Working with specific populations*

### **Strand Two: Engaging with the Research Community**

The second strand is dedicated to developing the intellectual skills expected of all graduates. Here students will be expected to engage with the wider research community. Research-informed teaching and practice-informed teaching and research will exemplify this for students. This is integrated into all modules and students begin to critically engage with research in counselling at Level 4. Students are taught library-based literature searching skills, critical thinking skills and are encouraged to begin to engage with research papers to support assessed work. Alongside the students engage in a yearlong introduction to Psychological research methods

This strand is developed through supporting staged development of increased independent learning and research skills commensurate with Levels 5 and 6, measured in course assessment. This is supported by bespoke enhancement sessions from Learning Development and the Library Services team.

Each module across the programme will emphasise one of the above strands, while including attention to the links and interplay between theory, research and practice.

The BA (Hons) in Psychology and Counselling programme aims to produce graduates who are autonomous, reflexive, critical and analytical. Throughout the programme, the inclusion of research-informed and research-led module content ensures that the curriculum maintains its currency in the broader landscape of the discipline. The curriculum design aims to equip students with the qualities and transferable skills which comprise Psychological Literacy and which can equally be applied to

engaging with Evidence Based Practice, Practice based evidence and Process versus Outcome of Therapy models in Counselling:

- a scientific understanding of the mind, brain behaviour and experience, and how they interact with the complex environments in which they exist;
- knowledge and the acquisition of a range of research skills and methods for investigating experience and behaviour, culminating in an ability to conduct research independently;
- an understanding of the role of empirical evidence in the creation and constraint of theory, and also in how theory guides the collection and interpretation of empirical data;
- to present multiple perspectives in a way that fosters critical evaluation and reflection;
- to develop knowledge, leading to an appreciation of theory and research findings, including relevant ethical and socio-cultural issues, and an understanding of real-life applications of theory to the full range of experience and behaviour, and the application of psychological understanding to real world questions.

The programme has been designed with appropriate reference to the academic infrastructure (*Higher education credit framework for England: guidance on academic credit arrangements in higher education in England*, Quality Assurance Agency (QAA) 2021; the QAA *Benchmark Statement for Psychology* (2019) and the British Psychological Society (BPS) *Standards for the accreditation of undergraduate, conversion and integrated Masters' programmes in psychology*, 2019). BPS accreditation ensures the development of, from the outset, a robust, rigorous and challenging programme, and that the highest of professional standards in ethical practice are both maintained and taught.

The BA (Hons) Psychology and Counselling will be completed in three years of full-time study in order to address the programme aims and learning outcomes.

The programme has been designed to provide a broad-based introduction to the subject at Level 4, using 15 and 30-credit modules. These provide students with a solid understanding of the underpinning discipline and practice of Counselling more broadly.

The programme has been designed with appropriate reference to the academic infrastructure (Higher Education Credit Framework for England: guidance on academic credit arrangements in higher education in England, Quality Assurance Agency (QAA, 2008); British Psychological Society standards for Undergraduate Programmes and the QAA Benchmark Statement for Counselling and Psychotherapy (2021); Mapping to these subject and professional standards ensures that we develop from the outset, a robust, rigorous and challenging programme and that the highest of professional standards in ethical practice are maintained and taught.

The BA (Hons) Psychology and Counselling aims to produce high-calibre graduates who are autonomous, reflexive, critical and analytical. Throughout the programme, the inclusion of research-informed and research-led module content ensures that the curriculum maintains its currency in the broader landscape of the discipline. The course curriculum design aims to support graduate prospects to continue study at postgraduate level. The curriculum design aims to equip students with the qualities and transferable skills that comprise the relevant level of academic and professional literacies for graduates on these joint honours programme which are to develop:

- A critical understanding of a range of theoretical and practical areas relevant to counselling practice – for example human development, common medications, ethics and the law, the functioning of groups.
- A range of therapeutic competences - for example, monitoring and evaluation, relationship building, communication, strategies and interventions, self-awareness and reflective practice.
- Psychological, counselling and philosophical theories, and their application to practice within complex relationships and wider organisational and socio-cultural environments.
- A critical awareness of research findings, skills, methodology and application, culminating in an ability to conduct research independently.
- An understanding of the role of empirical evidence in the creation and constraint of theory, and also in how theory guides the collection and interpretation of empirical data.
- The ability to present multiple perspectives in a way that fosters critical evaluation and reflection.
- To develop knowledge, leading to an appreciation of theory and research findings, including relevant ethical and socio-cultural issues.
- An understanding of real-life applications of theory to the full range of experience and behaviour, and the application of theoretical and ethical understanding to real world questions.

<b>23</b>	<b>Learning and Teaching Strategies</b>
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Teaching will be delivered through interactive lectures, workshops, tutorials and seminars to promote engagement and independent learning with opportunities for cross-disciplinary learning aligned with the student's particular interests and aspirations. A core and central tool for supporting teaching and learning will be the use of the Virtual Learning Environment (VLE). Students will be invited to use both asynchronous web tools, such as blogs, wikis and Padlet, as a strategy for sharing resources and discussions. Students will also be invited to engage with online synchronous collaborative learning spaces through software to engage in interactive formative sessions to develop academic writing and analytic skills.

The programme team works in partnership with students and external stakeholders to enhance the student experience and develop innovative learning and teaching strategies. The programme team makes effective use of BGU's *Students Creating Change* resource, which involves students in the co-creation of learning projects at both modular and programme level. This approach aligns with effective practice in student engagement in Higher Education.

In this section the specific learning and teaching strategies aligned with the two subjects are detailed.

### **Psychology**

Psychology is a research-engaged and research-based discipline and as such, robust research methods training is a core element of an undergraduate psychology degree. In addition, research training is a core element of the BPS standards for accreditation of undergraduate programmes. In accordance with BPS requirements, at least 80% of the Psychology joint Honour's subject curriculum content will be delivered by permanent academic Psychologists who are research-active.

In the programme structures, research training has been embedded throughout the programme, and developing research design and analytic skills have been mapped against key paradigms and BPS Supplementary Guidance for research and research methods on Society accredited undergraduate and conversion programmes (2017), (see table 1). At Level 4, students are introduced to simple experimental designs and an introduction to parametric testing. As part of researching *Psychology I* they are also introduced to qualitative research approaches.

The programme strategically and systematically builds research skills using directed independent learning from Level 5 onwards, to engage students in using their increasing knowledge of research design in producing original research projects under the guidance and direction of module leaders and tutors. At the end of Level 5, the final assessment is a group project which requires students to design, conduct and report on an original piece of psychological supervision under direction and guidance from the module leader and tutors. This small-scale empirical project enables students to experience the research process, and receive guidance and feedback before embarking on their dissertations

Table 1: Research training

Research skills	Module
Simple experimental design Descriptive statistics Non-parametric tests T-tests	Researching Psychology I
Complex & factorial design Analysis of Variance (ANOVA)	Researching Psychology II <b>Cognitive Psychology</b>
Regression, moderation/mediation	Researching Psychology II Personality and Individual Differences
Qualitative design	Research Psychology I & II
Qualitative analysis	Researching Psychology I & II

### Research ethics and integrity training

Alongside their increasing knowledge of psychological research-design and analysis, students also receive continued training in research ethics and integrity to ensure that by their final year they enter the dissertation process able to engage with institutional and professional body codes of conduct. Ethical competency is a core requirement of BPS standards, and an embedded curriculum of ethical practice underpins all Psychology modules. The scope and focus of training in ethical practice has been designed using guidance drawn from *BPS Guidance on Teaching and Assessment of Ethical Competence in Psychology Education* (2015), (see table 2).

At Level 4, students are introduced to research ethics and will consider contemporary and historical ethical dilemmas in designing and conducting psychological research, using case studies and exercises. Students are also introduced to the BPS *Code of Human Research Ethics* (2014); the BPS *Ethics*

*Guidelines for Internet-Mediated Research (2017) and the BPS Code of Ethics & Conduct (2018)* in accordance with section 4.2 of the aforementioned BPS guidance.

In addition, Psychology and Counselling students develop their understanding and knowledge of the BACP Ethical Framework for Counselling Professions (2018)

Table 2: Research ethics & integrity training

<b>Ethical sensitivity</b>	<b>Ethical motivation</b>	<b>Ethical reasoning</b>	<b>Ethical implementation</b>
Researching Psychology I	Personality & individual differences	Researching Psychology I	Researching psychology II
Researching Psychology II	Researching psychology II	Researching Psychology II	Core Counselling Skills
Introduction to Counselling: History, ethics and people	Professional contexts	Introduction to Counselling: History, ethics and people	Professional contexts
Equality, counselling & culture	Theories of human development in Humanistic counselling	Working with specific populations	
Contemporary approaches to counselling			
Working with specific populations			

The Psychology subject group thrives on an environment of research integrity, featuring several additional opportunities for students to contribute to the research culture, featuring, for instance, the Summer Research Internship Scheme, the Student Research Participation scheme (managed through Sona Systems® software), and a programme of optional research seminars throughout the year.

Psychology staff are all research-active, and interest in their subjects gives students the opportunity to learn about methodological approaches, topics and skills that go above and beyond, yet compliant with, core BPS content. For instance, students can join the DrEAMSLab, learn about and use Virtual Reality, and employ sophisticated qualitative methods and critical approaches. Staff deliver research seminars via the Psychology Society and via their own extensive professional networks. Staff also contribute to the BGU *Psychology, Health and Wellbeing Research and Knowledge Exchange Unit*.

### **Counselling**

Teaching and learning will proceed by way of core lectures, seminars, structured group activities, experiential learning and independent study guided through use of VLE. The learning and teaching strategy will attempt to foster a sense of intellectual curiosity, critical thinking, development of subject specific practical and interpersonal skills and ethical responsibility amongst the students. To achieve this, a range of strategies will enable students to engage with the module content in a way which is relevant to them. Students will work collaboratively in sessions to discuss and critically analyse professional issues, review research, case examples, relevant professional frameworks,

theoretical approaches and research methodologies. A discursive and dialogic pedagogy will be primarily used and enabled.

Teaching is informed by theory, research and counselling practice. A feature of student learning and assessment is engagement with current research papers and relevant journals in the field. Staff are usually research-active and draw on wider research alongside current developments and debates in the field to inform teaching content and activities. As counselling practitioners, staff draw on their clinical expertise and experience to inform teaching and assessment activities (for example, knowledge of issues that may arise in practice and the skills counsellors use in response). This adds to the market appeal of the programme by ensuring strong employability links to the field of counselling, and the development of skills and knowledge highly relevant to contemporary counselling practice.

The varied range of teaching and assessment methods across the course are inclusive of a wide range of learning needs and learning styles. Teaching methods include a variety of audio-visual aids and VLE learning, alongside practical counselling skills activities, student presentations, discussion, reading and writing activities, creative arts activities, movement activities and directed periods of mindful quiet reflection. This is inclusive of a wide range of student skills and ways of learning. Each activity is delivered with awareness and sensitivity to inclusivity and student access and learning needs, and adapted or changed accordingly.

Students are assessed on a range of skills and activities, inclusive of a variety of strengths and skills relevant to counselling and to the development of wider employability skills and graduate attributes. In addition to coursework assignments, assessment includes: counselling role plays; individual and group presentations and creative projects. Within these, students are assessed on their practical counselling skills; oral presentation skills; written academic work; critical thinking; research skills; self-awareness; reflective practice; emotional intelligence; ethical literacy; applying knowledge to creative expression; and project management. Diverse assessments support inclusive practice to capture a variety of skills and strengths conducive to a widening participation agenda.

Academic staff will provide a high level of support to students in developing these skills, both during taught sessions, seminars and through tutorial support. Professional ethics and maintaining appropriate boundaries in counselling relationships are a feature of the taught content throughout the programme. Staff model this for students by maintaining boundaries surrounding their role as academics, as distinct from their role outside of the university as professional counsellors. Staff make this distinction clear during taught sessions and tutorials and signpost students to other university services, as appropriate, for non-academic support, rather than providing this themselves. Students will also be required to have personal counselling outside of the programme as part of the course, so they will have support available from a counsellor not involved in the programme. Counselling professional bodies such as the British Association for Counselling and Psychotherapy (BACP) currently support and encourage a distinction between the role of the counselling academic and that of the counsellor in relation to students, as best practice. The rationale for this distinction is to avoid a conflict of roles, which can present ethical challenges or conflicts of interest. Teaching and learning activities on the programme are informed by these professional standards, alongside the University's policies and procedures. Staff, including Visiting Tutors, are informed of the need to work this way during induction, and understanding of this is tested during staff recruitment.

Additionally, academic staff work closely with professional support services (e.g. Student Advice, the Centre for Enhancement in Learning and Teaching (CELT) and the Library Services team) to ensure

students receive relevant bespoke, subject specific or individual support in response to identified learning needs.

## 24 Assessment Strategies

The assessment strategy for BA (Hons) Psychology and Counselling supports the overall demonstration of the programme learning outcomes and is designed to engage students in a range of assessments throughout the programme in both subjects. It systematically builds knowledge and understanding to support the skills required. The assessment strategies specific to the two subjects are outlined below.

### **Psychology**

#### **Assessment strategy: American Psychological Association (APA) style report writing & formulating credible analytic conclusions**

The overarching assessment strategy is to develop academic writing and skills in research reporting in preparation to produce a high-quality APA style research report as part of the dissertation module (see table 3).

At Level 4, students are supported to provide report sections based on research practical sessions conducted in small groups. At Level 5, students are encouraged and supported to write reports using structured feedback from previous assessments. Throughout Levels 4 and 5, feedback on APA reference-style reports is provided on standardised templates, to enable students to monitor and track their progression (see attached template).

Table 3: summative assessment strategy: report writing

Lit review/rationale	Method section	Results/analysis	Discussion	APA Style Research Report
Researching psychology I Social psychology	Researching Psychology I Researching Psychology II PSY504	Researching Psychology I Researching Psychology II PSY504	Researching Psychology II PSY504	Researching Psychology II PSY504

In Psychology the assessment strategy scaffolds knowledge and skills development to enable students to: (1) synthesise and critically evaluate existing research and theory and (2) ultimately design, implement and report a coherent and original piece of empirical research.

The assessment strategy allows students to demonstrate their confidence in articulating their ideas and knowledge, orally (researching Psychology II; cognitive psychology), visually (Introduction to lifespan psychology; cognitive psychology) and in their academic writing (all modules).

### **Counselling**

The assessment strategy for counselling supports the overall demonstration of the programme learning outcomes. It includes a varied spread of assessment that is designed to achieve a balance of assessment type and load each semester and at each level. In addition to formal assessment on the programme, students will receive feedback from peers and academic staff during taught sessions and experiential learning groups on their ideas, understanding, counselling skills and on their inter-personal communication within groupwork. This allows students to reflexively develop their understanding and skills continuously throughout the programme by reflecting on and implementing feedback and experiential learning. They will additionally receive feedback and have opportunities to reflexively develop their knowledge and skills from interactions with their clinical supervisor, personal counsellor and their counselling clients. They reflect on their academic and experiential learning and development throughout the formal course assessment to create a learning culture that encompasses an ongoing process of reflexive practice.

Assessment aligns with teaching and learning on the programme to systematically build and test knowledge, skills and understanding in the two strands of the counselling curriculum 1) Counselling in Context and 2) developing academic skills for Engaging with the Research Community. The strategy supports development of the final research skills required to design, implement, analyse and write-up research, and to develop new ideas about the field of counselling and its applications. The assessment strategy allows students to demonstrate their confidence in articulating their skills, ideas and knowledge both orally, through presentations, practical skills demonstrations, or evidencing practical work in a portfolio and in their academic writing. Each of the module assessments will focus on building understanding of the relationship between counselling theory, research, practice and professional ethics and applying this learning into developing an approach as an emergent practitioner in counselling. For example, in *Core Counselling Skills* which supports the development of practical counselling skills as emergent practitioners, the assessment strategy includes both a practical counselling skills assessment and a written reflective piece for development. Students begin to engage with research findings at Level 4 and it is an expectation that written work is supported by reference to theory and research. Also at Level 4, *Equality, Counselling & Culture* develops critical skills to engage with debates and perspectives surrounding working with diverse client groups in counselling through a written assessment, while applying this to practice through a practical skills assessment, such as a counselling role play.

The Level 6 module, *Working with Specific Populations*, continues to build on themes of diversity, looking in more depth at a range of creative and wider therapeutic techniques to tune into individual client 'voices'. Assessment is through a written assignment to assess critical understanding of the module themes and a project, such as a creative visual project, to enable students to apply experiential learning of creative work in counselling.

The balance of creative/practical and written assignments at L6 will provide a range of assessment, assessing a broad range of skills and providing a good spread of workload, to sit alongside the *Psychology Dissertation* module. Assessment will test students' development from establishing foundational knowledge of (and skills in) counselling at Level 4, to developing a more nuanced, comprehensive understanding and practice through Levels 5 and 6. Throughout these levels, assessment draws on and develops students' learning from their placement experiences gained during the *Developing the Relational Self through Reflective Practice* module at level 5. This ensures they are well supported in this development throughout the programme, while fostering students' growth and development and providing a sound foundation for potential further training in counselling after Graduation

Module Code	Module Description	Credits	Year	Assessment and learning methods		
				Exam/Written	Practical	Coursework
				%	%	%
PSY40522	Researching Psychology I	30	1	50		50
PSY40622	Introduction to Psychology across the Lifespan	15	1			100
PSY40822	Conceptual and Historical Issues in Psychology (CHiPs)	15	1			100
CSL41022	Introduction to Counselling, History, Ethics and People	15	1			100
CSL41222	Introduction to Core Counselling skills	15	1		100	

CSL41522	Equality, Counselling & Culture	15	1		100	
CSL41322	Enhanced Counselling Skills	15	1		100	
PSY50722	Social Psychology	15	2			100
PSY50822	Researching Psychology II	30	2		30	70
PSY50422	Personality and Individual Differences	15				100
CSL51322	Theories of Human Development in Humanistic Counselling	15	2			100
CSL51022	Law and Ethics in Counselling Practice	15	2			100
CSL51422	Selected Humanistic Approaches	15	2		100	
CSL51222	Counselling Approaches with Children and Young People	15	2		100	
PSY607_1.1	Cognitive Psychology	15	3			100
PSY60822	Biopsychology	15	3			100
PSY60622	Psychology Research Design and Project Preparation	15	3			100
PSY61022	Psychology Dissertation	30	3			100
CSL61022	Using Creative Approaches in Counselling Practice	15	3			100
CSL61622	Contemporary Approaches to Counselling	15	3		100	
CSL61322	Working with Specific Populations	15	3			100

### Indicative Assessment Strategy

Module Code	Module Description	Credits	Year	Indicative Assessment Type and weighting	Indicative Assessment Loading	Indicative submission
PSY40522	Researching Psychology I	30	1	Report 50% Exam 50%	2000 words MCQ 2 hours	January Semester 1 May Semester 2
PSY40822	Conceptual and Historical Issues in Psychology (CHiPs)	15	1	Essay 100%	2000 words	January Semester 1
PSY40622	Introduction to Psychology across the Lifespan	15	1	Poster presentation 100%	15minutes	January Semester 1

CSL41022	Introduction to Counselling: History, Ethics and People	15	1	Coursework 100% Essay	2000 words	November Semester 1
CSL41122	Introduction to Core Counselling Skills	15	1	Practical 100% Presentation	15 minutes	January Semester 1
CSL41322	Enhanced Counselling Skills	15	1	Practical 100% Role play	20 minutes	May: Semester 2
CSL41522	Equality, Counselling and Culture	15	1	Practical 100% Presentation	(15 minutes)	April: Semester 2
PSY50722	Social Psychology	15	2	Literature Review 100%	2500 words	January Semester 1
PSY50822	Researching Psychology II	30	2	Portfolio 70% Video paper 30%	3000 words (2x1500 word reports) 20 minutes	January Semester 1 May Semester 2
PSY50422	Personality and Individual Differences	15	2	Report 100%	2500 words	May Semester 2
CSL51322	Theories of Human Development in Humanistic Counselling	15	2	Coursework 100% Reflective report	2500 words	January: Semester 1
CSL51022	Law & Ethics on Counselling Practice	15	2	Coursework Reflective report 100%	2500 words	January: Semester 1
CSL51422	Selected Humanistic Approaches	15	2	Practical 100% Vlog	20minutes	April: Semester 2
CSL51222	Counselling Approaches with Children and Young People	15	2	Practical Presentation 100%	10 minutes	March Semester 2
PSY61022	Psychology Dissertation	30	3	Coursework Empirical research report 100%	6000-8000 words	May Semester 2
PSY607_1.1	Cognitive Psychology	15	3	Report 100%	3000 words	January semester 1
PSY60822	Biopsychology	15	3	Essay 100%	3000 words	May Semester 2
PSY60622	Psychology Research Design and Project Preparation	15	3	Ethics pack and research protocol 100%	3000 words	December Semester 1
CSL61022	Using Creative Approaches in Counselling Practice	15	1	Creative project 100%	3000 words	December Semester 1

CSL61322	Working with Specific Populations	15	2	Case formulation 100%	3000 words	May
CSL61622	Contemporary Approaches to Counselling	15	3	Presentation	15 minutes	December

## 25 Inclusive Practice and Personal Development Planning

BGU is committed to widening access and participation and adheres to a strict policy of non-discrimination. Students will be supported throughout their programme through the full access to the range of services offered through the Centre for Enhancement in Learning and Teaching (CELT), Student Advice and Library Services.

The programme will support personal development planning through the use of the BGU Development and Career Plan (DCP) and the personal tutor system. Students will be encouraged to access the wider services of BG Futures for professional career advice and opportunities.

All students develop an e-portfolio, the DCP. This is a detailed record of the development of skills, experience and knowledge which:

- supports reflection on academic and assessed work, and ensures students are able to respond effectively to feedback from tutors and improve their grades;
- allows students to collect evidence of the things that they achieve during their studies that promote their employability;
- makes explicit links between students' work experience and professional standards and in both subject areas supports the development of a close and well-informed relationship with their personal tutor.

Employability is an important issue to all students, and careers in graduate employment are particularly competitive. When our joint Honour's students graduate, they will find themselves competing with large numbers of graduates and need to distinguish themselves from them in their application and interview. The DCP ties in with the employability award plan and careers services, and provides students with a means of gathering evidence of all the things they do that would be of interest to an employer. It enables them to frame their skills, knowledge and work experience in such a way as to make explicit how these are relevant for the posts for which they are applying.

The structure of Psychology and Counselling modules aligns to the development of BGU Graduate attributes as follows:

**1: Academic Literacies** - students are enabled to develop academic literacy through engagement with evaluating and synthesizing original empirical research into their assignments. These skills are developed at Level 4 from semester 1 onwards, as students engage with evaluating original research papers in considering the relevance of classic studies as part of their introduction to conceptual and historical issues in Psychology assignment. In Counselling, student study the history and development of the field in their first module and are assessed through developing a coherent argument in their first essay assignment. At Level 5 students are supported to develop strategies to synthesise literature to produce coherent and evidence-based rationales in their assignments for Researching Psychology II and a Social Psychology literature review. In counselling, students produce evidence-based arguments using contemporary theories and research to support assignments to exploring level theories of human development in humanistic counselling.

**2: Global Citizenship** – students engage with the international contexts within which Psychology operates in the following modules: CHiPs at level 4. Through the programme, students engage with the development of Psychology as a discipline and the culture-bound constructions of construct including selfhood, diagnosis and

'mental health'. In their assignments for Personality & individual differences students engage with cross-cultural understandings of Psychology, and the implications of these understandings, for designing Psychometric tests and assessments. Throughout the programme, students engage with the development of Counselling as a discipline associated culture-bound constructs, including selfhood, diagnosis and 'mental health'. While these themes are introduced at Level 4 and threaded through the programme, Equality, Counselling & Culture is wholly dedicated to considering perspectives on diversity in counselling, and considers the influence of culture on the way individuals and groups conceptualise the nature of psychological distress. Depth of consideration is given to western biomedical models and how this contrasts with understandings in different cultures and societies. Students demonstrate through assessment that they have engaged with issues of diversity and culture in counselling and how to work inclusively with diverse groups in counselling practice.

**3: Information Literacy** – literature searching using online specialist psychological databases is a core requirement of the BPS curriculum. Students are supported at Level 4 to begin to develop advanced searching skills using Boolean operators, and at Levels 5 and 6 to develop search protocols. In addition, through linking the Psychology dissertation to writing in journal format, students are supported to critically evaluate the impact and credibility of publications. These skills are reinforced in counselling modules and the focus of developing literature-based arguments in essays and reports throughout the counselling curriculum

**4: Digital Fluency** - Students engage with a wide range of software and resources throughout the programme to develop their skills in ICT proficiency, digital criticality, digital creativity, digital communication, digital learning and digital identity. Students will undertake various digital activities including accessing course materials through the Virtual Learning Environment (VLE), produce and submit assignments digitally and engage with digital platforms, applications and resources

In addition to the use of SPSS Statistics and EPrime® software, students are trained to work with online survey software in individual differences. Students are also supported to develop skills in qualitative analysis software (Researching Psychology I & II).

**5: Employability** – the Psychology and counselling curriculum equips students with a range of transferrable skills to enable employability including – data management; working with large databases and specialist software; interviewing skills; listening skills; and developing and delivering presentations for specialist audiences, in addition to a range of Psychology specific skills which include knowledge of psychological assessment techniques and tools. Students are supported through the Psychology tutor system to develop their CV's and translate their learning into evidence-based statements to demonstrate these transferrable skills to potential employers. Students are assigned to a dedicated Psychology tutor at the start of their studies and engage in a series of small group and individual meetings throughout Levels 5 and 6 which are timetabled into their programmes of study. The focus of the Level 4 and 5 meetings is to enable them to identify transferrable skills, and to develop personal statement writing and CV building. The Counselling curriculum equips students with a range of transferrable skills to enable employability including – data management; working with databases and software; interviewing skills; listening skills; and developing and delivering presentations for specialist audiences

**6: Being Enterprising** – students are supported to develop creative problem-solving skills through directed independent learning embedded at Levels 4 and 5 in modules researching Psychology I, Individual differences, and Researching Psychology II during which they design research projects to test hypotheses and develop applied research questions in order to apply psychological research and theory to address social issues. At Level 6, students develop project management skills through designing and delivering original psychological research projects, and in addition consider the implications for practice from their findings. Students are supported to develop creative problem-solving skills through directed independent learning embedded throughout the programme and are encouraged to apply this thinking to counselling practice. In *Introduction to Counselling: History, Ethics and People* students undertake a group activity relevant to presenting what they have learned. This is aimed at a commercial audience to consider how they would articulate counselling within

a context of enterprise. At Level 5, students are supported in securing a placement, presenting themselves to real-world employers.

## 26 Technology Enhanced Learning

Students will be encouraged to apply technology and digital skills that they already have and to develop new ones. A central tool for technology enhanced learning is through the use of BGU's Virtual Learning Environment (VLE), which is used to augment the in-person classes by organising access to learning resources, preparatory and follow-up learning activities and tasks as part of the pedagogical approach for the programme. Students will have a range of opportunities for critical discussion and active engagement with VLE materials through a range of synchronous and asynchronous learning spaces including module blogs, wikis and discussion forums. Learning materials will be sign-posted and accessed through the module areas on the VLE which through digital reading lists will link through to the Library Systems for access to journals and specific subject related learning resources. Students will engage with research for relevant literature through online databases and electronic search engines as part of BGU's library provision.

In addition, Psychological research tools such as EPrime® and SPSS, along with referencing systems, for example Refworks, will be embedded within the modules. Students will also have access to a Psychology research area on the VLE. This area is designed to help support students with conducting, and engaging with, psychological research throughout their degree. This is achieved by providing students with a level of autonomy to: view and hire available equipment; book time in the lab and interview rooms; check for ongoing student/staff research projects within Psychology, and to advertise their own research projects to other students studying Psychology. Students are supported with the use of this area of the VLE by the Psychology technician.

## 27 Work-related Learning and/or Placement

Students on the BA (Hons) Psychology and Counselling will have the opportunity to undertake a work-related placement as part of their programme. This is embedded into L5 modules as part of which students are expected to undertake placement work. The assignments for the modules enable students to reflect on their experiences and extrapolate their learning to future career and learning opportunities. In addition students engage with the Psychology of work and organisational culture in evaluating their placement environments and organisational policies in their assignment.

Joint honours graduates develop a range of skills transferable to graduate careers. These include:

- communication – oral, visual and written;
- understanding and using data;
- decision making;
- organisational skills;
- information technology;
- handling of data/statistics;
- problem-solving, and
- the ability to work in teams.

The Quality Assurance Agency's Subject Benchmark Statement for Psychology outlines the importance of transferable skills. Such skills 'encapsulate the contributions a Psychology graduate can make to the workplace and to society more generally.' (BPS, 2019, p.23). It is also a requirement of BPS accredited

courses that Psychology graduates 'should explicitly understand how their training equips them with transferrable skills that are of value to employers' (BPS, 2019, p.22).

## 28 Employability

This joint Honours degree offers a firm base for students hoping to enter a variety of career pathways including but not limited to education-related, health, mental health or voluntary sector careers. The ability to critically analyse a problem, formulate a considered response, create an argument and generate new ideas, lend themselves well to careers in the creative industries, the legal sector, government administration and education. Maintaining the focus on real-world application throughout the programme is vital for providing students with a sustained focus on employability and possible career routes.

Possible future career paths for BA (Hons) Psychology and Counselling graduates may include:

- teaching;
- counselling psychologist
- educational mental health practitioner
- psychological wellbeing practitioner
- clinical psychology;
- research assistant roles;
- counselling and coaching (including school-based counselling);
- human resources management;
- local or central government administration;
- voluntary sector roles;
- community-based mental health support and advocacy, or
- a range of employment opportunities in the helping professions.

The scientific aspects of the psychology elements of the programme, including the application of a reasoned approach, problem-solving and manipulation of data, provide useful tools for careers in healthcare, law enforcement, finance, IT and research. When balanced with the core listening and communication skills developed through the Counselling curriculum, students on the Psychology and Counselling [programme can demonstrate a broad range of core employability skills.

## SECTION E - PROGRAMME MANAGEMENT

<b>29</b>	<b>Programme Specific Admission Requirements</b>
<p>Students will normally need 96-112 UCAS tariff points (from a maximum of four Advanced Level qualifications). A range of qualifications that meet this requirement, include A/AS Levels, BTEC, Access Courses, International Baccalaureate (IB), Cambridge Pre-U, Extended Project etc.</p> <p>Students will also need GCSEs in English Language and Mathematics at grade 4 (previously C) or above (or equivalent).</p> <p>In line with the priority which it gives to promoting opportunities for lifelong learning and widening access to Higher Education, the University welcomes applications from prospective students who are seeking to gain exemption from some parts of an academic programme by Recognition of Prior Learning (RPL). In accordance with University conditions, students are entitled to apply for RPL for credit awarded based on either relevant credit achieved at another HE institution (RP(C)L), or credit awarded for Experiential Learning, (RP(E)L).</p>	
<b>30</b>	<b>Programme Specific Management Arrangements</b>
<p>The Programme Leader for both subject areas will each lead and manage their specific parts of the programme. The programme will be taught by module leaders and tutors, who are all research-active subject specialists.</p>	
<b>31</b>	<b>Staff Responsibilities</b>
<p>Staffing expertise within the respective subject teams is a close match to the module content. Leadership of modules will be designated to those with particular interests and research-informed understandings to support the varied modules. Staff on the programme will be allocated to students as personal tutors and, in the third year of the programme, as research supervisors.</p> <p>The programme team also includes specialist support roles as detailed below:</p> <p><b>Psychology Technician</b>  In accordance with BPS regulations, the programme draws on the specialist support of a Psychology technician who plays a crucial role in supporting both students and staff in maintaining specialist resources and software. In addition, and again in accordance with BPS guidance, the Psychology Technician has a crucial role in supporting a research informed and research focused curriculum, and engages in supporting research skills development on both a modular and individual level by providing students with support for developing expertise with specialist equipment and software. In particular, the Psychology Technician provides modular and individual support for students to engage with virtual reality equipment, biopack, eye tracker, SPSS, EPrime®, as well as specialist qualitative and Q-method software packages.</p> <p><b>Professional, Regulatory and Statutory Bodies</b>  British Psychological Society (BPS) Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology (2019).</p>	

<b>32</b>	<b>Programme Specific Academic Student Support</b>
Close engagement with the wider professional services as part of the student experience will be embedded within each module. Sessions led by the Library Services team and Centre for Enhancement in Learning and Teaching (CELT) staff, specifically from Digital Learning and Learning Development, will support academic literacies and work towards assessments. Each student will be allocated a designated research supervisor in the third year of study who will oversee, with the student, the development of the research design and ethics forms for submission to the Ethics committee, and the collection and analysis of data for the dissertation. Students will also have an allocated tutor, who will act as personal tutor as part of the Development and Career Plan (DCP) process.	
<b>33</b>	<b>Programme Specific Student Evaluation</b>
The Programme complies with current institutional evaluation policies. Through the Students' Union Representative Feedback System (RFS), a formal procedure has been established to enable students to contribute to the enhancement of the programme through their elected Student Representative.	

## SECTION F – MAPPING

MAP I

### ASSESSMENT /OUTCOMES MAP

#### Psychology and Counselling

##### Level 6

Module Name	K&U1	K&U2	K&U3	K&U4	SPS1	SPS2	SPS3	SPS4	SPS5	IS1	IS2	IS3	TS1	TS2	TS3	TS4	TS5
PSY61022 Psychology dissertation	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
PSY60822 Biopsychology	x	x		x	x	x		x		x	x		x		x	x	
PSY607_1.1 Cognitive Psychology	x		x	x	x	x	x			x		x	x	x	x	x	
PSY60622 Psychology Research Design and Project Preparation	x	x	x			x	x	x	x	x	x	x	x	x	x	x	x
CSL61022 Using Creative Approaches in Counselling	x	x	x	N/A	x	x		x	N/A	x	x	x	x	x	x		x
CSL61322 Working with Specific Populations	x	x	x	N/A	x	x		x	N/A	x	x	x	x	x	x		x
CSL61622 Contemporary Approaches to Counselling	x	x	x	N/A	x	x		x	N/A	x	x	x	x	x			x

**Level 5**

Module Name	K&U1b	K&U2b	K&U3b	K&U4b	SPS1b	SPS2b	SPS3b	SPS4b	SPS5b	IS1b	IS2b	IS3b	TS1b	TS2b	TS3b	TS4b	TS5b
PSY50722 Social Psychology	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	
PSY50822 Researching Psychology II	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
PSY50422 Personality and Individual Differences	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
CSL51322 Theories of Human Development in Humanistic Counselling	x	x	x	N/A	x		x	x	N/A	x		x	x	x	x	x	x
CSL51222 Counselling Approaches with Children and Young People	x	x	x	N/A	x		x	x	N/A	x		x	x	x	x	x	x
CSL51022 Law & Ethics in Counselling Practice	x	x	x	N/A	x		x	x	N/A	x		x	x	x	x	x	x
CSL51422 Selected Humanistic Approaches	x	x	x		x		x	x		x		x	x	x	x	x	x

**Level 4**

Module Name	K&U1a	K&U2a	K&U3a	K&U4a	SPS1a	SPS2a	SPS3a	SPS4a	SPS5a	IS1a	IS2a	IS3a	TS1a	TS2a	TS3a	TS4a	TS5a
PSY40822 Conceptual and Historical issues in Psychology (CHiP)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
PSY40622 Introduction to Psychology across the Lifespan	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	
PSY40522 Researching Psychology I	x	x	x	x	x	x	x	x	x	x	x			x	x	x	
CSL41522 Equality, Counselling & Culture	x	x	x	N/A	x	x	x	x	N/A	x	x	x		x	x	x	x
CSL41222 Introduction to Core Counselling Skills	x	x		N/A	x		x	x	N/A	x		x		x	x	x	x
CSL41022 Introduction to Counselling, History, Ethics and People	x	x		N/A	x	x			N/A	x	x	x		x		x	x
CLS41322 Enhanced Counselling Skills	x	x	x				x	x		x		x	x		x	x	x

# SECTION G

## MAP 2

### Graduate Attribute Mapping

*Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.*

#### Psychology

Attribute	K&U1	K&U2	K&U3	K&U 4	SPS1	SPS2	SPS3	SPS4	SPS5	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4
Academic Literacies	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓				
Global Citizenship			✓												✓		
Information Literacy						✓	✓	✓	✓			✓				✓	
Digital Fluency							✓	✓								✓	
Employability	✓													✓			✓
Being Enterprising										✓					✓		

#### Graduate Attributes

- GA1. Academic Literacies This covers the range of academic skills that you develop through undertaking university-level study.
- GA2. Global Citizenship This is about understanding the global context in which you live, study and work
- GA3. Information Literacy This is about being about to search for, locate, utilise and manage information effectively and ethically
- GA4. Digital Fluency These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA5. Employability This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA6. Being Enterprising This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

*NB the above align to the Employability outcomes on the module specifications*

<http://www.bishopsg.ac.uk/student/careers/graduate-attributes/Pages/default.aspx>

## Graduate Attribute Mapping

*Please indicate (with a X) which of the Graduate Attributes that you have considered and where they are considered within the course.*

### Counselling

Attribute	K&U1	K&U2	K&U3	SPS1	SPS2	SPS3	SPS4	IS1	IS2	IS3	IS4	TS1	TS2	TS3	TS4	TS5
Academic Literacies	X			X				X	X	X	X				X	
Global Citizenship	X		X			X					X	X	X			
Information Literacy	X	X	X	X	X	X			X		X		X	X		
Digital Fluency	X		X		X	X			X				X	X		
Employability	X				X		X			X		X	X	X	X	X
Being Enterprising	X	X				X		X				X			X	X

### Graduate Attributes

- GA7. Academic Literacies This covers the range of academic skills that you develop through undertaking university-level study.
- GA8. Global Citizenship This is about understanding the global context in which you live, study and work
- GA9. Information Literacy This is about being about to search for, locate, utilise and manage information effectively and ethically
- GA10. Digital Fluency These are the skills and practices of using digital technology effectively for learning, working and participating in society
- GA11. Employability This is all about how best to support you in developing the knowledge, skills, behaviours and attitudes which will enable you to be successful in work and life
- GA12. Being Enterprising This can be defined as a set of behaviours, attitudes and skills which allow both individuals and groups to create positive change through creativity and innovation

*NB the above align to the Employability outcomes [Graduate Attributes / Lincoln Bishop University](#)*

## SECTION H

## MAP 3

## Approved Modifications to Programme Specification since Approval/Last Review

*The following log provides a cumulative of minor and major modifications made to the Programme Specification since its approval/last review.*

QASA Reference	Brief Outline of Light/Minor Modification/ Major Modification	Date of QASA Approval (or event)	Approval effective from:	Details of cohort of students who will be affected by the modification
<i>(Light/Minor - include level &amp; title of modules &amp; a brief description of modification)</i>				
<i>(Major - include details of change such as new routes, pathways etc)</i>				
v1.1	Amendment to assessment category of PSY607_1.1	Sept 2025	Sept 2025	

**SECTION I****MAP 4****Mapping of PSRB requirements against the Programme**

*The following should be used as a guide to identify and specify all PSRB requirements that have to be met in order to qualify a learner against the PSRB.*

<b>PSRB Name/Standard: British Psychological Society (BPS) Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology (2019). Programme standard 1: Programme design</b>								
	<b>PSRB Requirement</b> <i>Biopsychology</i>	<b>PSRB Requirement</b> <i>Cognition</i>	<b>PSRB Requirement</b> <i>Social Psychology</i>	<b>PSRB Requirement</b> <i>Personality &amp; Individual Differences</i>	<b>PSRB Requirement</b> <i>Lifespan Psychology</i>	<b>PSRB Requirement</b> <i>Historical &amp; Conceptual issues</i>	<b>PSRB Requirement</b> <i>Research methods</i>	<b>PSRB Requirement</b> <i>Empirical project (dissertation)</i>
<i>Met?</i>	Yes							
<i>Modules Identified in:</i>	<i>L4 Researching psychology I</i>  <i>L6 BioPsychology</i>	<i>L4 Researching psychology I</i>  <i>L6 Cognitive Psychology</i>	<i>L4 Researching psychology I</i>  <i>L5 Social Psychology</i>	<i>L4 Researching psychology I</i>  <i>L5 Personality &amp; Individual Differences</i>	<i>L4 Introduction to Psychology across the lifespan</i>  <i>L5 Researching Psychology II</i>	<i>All</i>  <i>L4: Conceptual and historical issues in Psychology</i>  <i>L5 Researching psychology I</i>  <i>Level 5: Social Psychology</i>	<i>All</i>	<i>L6: Psychology research design and project preparation</i>  <i>Psychology Dissertation</i>

<i>Evidence of Requirement met</i>	<i>L6 Assessment: 1/1</i>	<i>L6: assessment : 1/1</i>	<i>L5 Assessment 1/1</i>	<i>L5 Assessment 1/1</i>	<i>L4 Assessment 1/1</i> <i>L5 Assessment 1/2</i>	<i>L4 CHiP Assessment 1/1</i> <i>L5 Level 5: Researching Psychology II assessment 2/2</i> <i>Social psychology 1/1</i>	<i>Assessments in: L4 Researching psychology I L5 Personality &amp; Individual Differences L5: Researching Psychology II L6: Psychology research</i>	<i>Assessment 1/1 1/1</i>

							<i>design and project preparatio n</i>  <i>Psychology Dissertatio n</i>	
<i>Location of PSRB Approval Document</i>								