

Programme specification

BSc (Hons) Psychology with Counselling

<i>School:</i>	Psychological and Social Sciences		
<i>Entry in:</i>	2017/8	<i>in:</i>	September
<i>Awarding institution:</i>	York St John University		
<i>Teaching institution:</i>	York St John University		
<i>Delivery location:</i>	York St John University		
<i>Programme/s accredited by:</i>	British Psychological Society		
<i>Exit awards:</i>	Certificate of Higher Education Psychology with Counselling Diploma of Higher Education Psychology with Counselling BSc (Ord) Psychology with Counselling choose an item:		
<i>UCAS code / GTTR / other:</i>	C8B9		
<i>Joint Honours combinations:</i>			
<i>QAA benchmark group(s):</i>	QAA (2007) Psychology Subject Benchmarks		
<i>QAA Mode/s of study:</i>	Full-time for 3 years Part-time for 6 years		
<i>Language of study:</i>	English		
<i>Study abroad opportunities:</i>	No		

Introduction and special features

The BSc Psychology with Counselling programme offers an exciting opportunity to study two distinct yet complimentary disciplines. This is a British Psychological Society (BPS) accredited programme of study, which means you complete a specific set of Psychology modules, which means, provided you graduate with a 2:2 or above, you will have attained the graduate basis for Chartership (GBC). GBC is a requirement for students who wish to develop a career in one of the career pathways in Psychology, identified and accredited by the BPS. Such career pathways include; Clinical Psychology, Health Psychology, Educational Psychology and Forensic Psychology, among others. GBC is an entry requirement for post graduate training courses in these areas. The counselling aspect of the degree covers modules on Counselling, Coaching and Mentoring theory and practice. These are a distinct, as well as related, set of approaches to working with individuals and groups. As a result of successfully completing these modules you acquire the skills necessary to work in a range of helping related organisations and roles. In addition, if you want to become a professional counsellor you will have the necessary foundation in theory and skills to apply to practitioner training programmes.

Alongside both these subject specific pathways you will study key skills modules focusing on research methods and data analysis. These modules will develop your ability to critically evaluate studies and undertake a variety of research projects. York St John University provides a research active environment in modern and purpose built teaching facilities, taught by academics with expertise in a range of psychology, counselling, coaching and mentoring approaches. In addition, to support you in your personal and professional development throughout the 3 levels there is the Personal and Academic Development Profile (PADP) scheme. This focuses on your employability and career from the outset, with guidance from your academic tutor. There is an employability award given on completing the scheme at the end of level 6.

The BSc Psychology with Counselling programme has been developed to support you during your time at York St John University so that through work related learning you enter the employment market with key graduate attributes.

Admissions criteria

You must meet the University's general entry criteria for [undergraduate](#) study.

If your first language is not English, you need to take an IELTS test or an equivalent qualification accepted by the University (see <https://www.yorksj.ac.uk/international/how-to-apply/english-language-requirements/>).

If you do not have traditional qualifications, you may be eligible for entry on the basis of [Accredited Prior \(Experiential\) Learning \(APL/APEL\)](#). We also consider applications for entry with advanced standing.

Programme aims

The aims of the programme adhere to the requirements of the British Psychological Society (BPS) for accredited undergraduate degrees. The aims also follow the defining principles of a single honours degree in psychology as laid down by the QAA subject benchmark document (QAA, 2007); and meet the criteria outlined in the UK Quality Code for Higher Education.

The programme aims to:

- PA1. Produce scientific understanding of the mind, brain, behaviour and experience and the complex interactions between these.
- PA2. Present multiple perspectives of psychology, counselling, coaching and mentoring in a way which fosters critical evaluation.
- PA3. Develop understanding of 'real-life' applications of psychological theory within the full range of experience and behaviour.
- PA4. Develop knowledge such that it leads to an ability to appreciate and critically evaluate theory, research and application.
- PA5. Provide a coherent programme of study that facilitates the professional development of the student in a manner relevant to the needs of employers.
- PA6. Develop an understanding of the role of empirical evidence in the creation and constraint of theory and how theory guides the collection and interpretation of empirical data.
- PA7. Enable students to develop a range of research skills, methods and knowledge for investigating experience and behaviour, culminating in the ability to conduct independent research
- PA8. Enable students to develop applied competence in models of supporting and enabling people in contexts that may include health, social care, education and business.
- PA9. Produce critical and reflective graduates with the knowledge and skills to compete effectively in the graduate market.

Programme learning outcomes

The programme learning outcomes are structured by level of study and under the following headings; subject knowledge, subject skills, and employability and generic skills.

FHEQ Level 4 Programme Outcomes

By the end of FHEQ level 4 students will have achieved the learning outcomes for a Certificate of Higher Education.

Level 4 (Certificate of Higher Education)

Students will have subject knowledge in:

1. Explaining the major theoretical perspectives in psychology and counselling coaching and mentoring and how they inform skills application

2. Discussing a range of research paradigms, methods and measurement techniques

Students will have subject skills in:

3. Communication, listening, inter-personal skills, reflective and ethical practice
4. Evaluating scientific reasoning

Students will have employability and generic skills in:

5. Communication: Numeracy, literacy and use of Information Technology
6. Personal development: transferable skills, reflection, team building & time management

FHEQ Level 5 Programme Outcomes

By the end of FHEQ level 5 students will have achieved the learning outcomes for a Diploma of Higher Education.

Level 5 (Diploma of Higher Education)

Students will have subject knowledge in:

1. Applying competing theories, models and approaches in psychology, counselling, coaching and mentoring
2. Explaining processes of designing, collecting, organising and analysing data both qualitatively and quantitatively

Students will have subject skills in:

3. Conducting small scale research under supervision
4. Reasoning scientifically and critically in applying evaluated concepts to practice

Students will have employability and generic skills in:

5. Extended numeracy, literacy, transferable skills, use of Information Technology and presentation skills for complex ideas
6. Personal development: identifying and exploring career pathways

FHEQ Level 6 Programme Outcomes

By the end of FHEQ level 6 students will have achieved the learning outcomes for a Honours Degree/ Ordinary Degree.

Level 6 (Honours Degree / Ordinary Degree)

Students will have subject knowledge in:

1. Designing empirical psychological research, assessing complex theory and its application
2. Appraise relational issues and how they may impact in a variety of working environments

Students will have subject skills in:

3. Synthesising and evaluating contemporary psychological evidence and perspectives
4. Organising, designing, conducting and evaluating an empirically based research project under appropriate supervision

Students will have employability and generic skills in:

5. Applying and evaluating numeracy, literacy, Information Technology and presentation skills for conveying complex subject matter to a variety of audiences
6. Personal development: organising and reflecting on self-directed study and project management; presenting an appropriate professional identity

Programme structure

On the BSc Psychology with Counselling programme you will be taught alongside the BSc Psychology and the BA in Counselling, Coaching and Mentoring students. In order to meet the accreditation requirements of the BPS, BSc Psychology and Counselling students complete the core GBC (Graduate Basis for Chartership) modules alongside students on the BSc Psychology. In addition the programme provides a range of counselling, coaching and mentoring skills and theory modules to facilitate graduate applications for practitioner training in counselling. These core skills modules will be co- taught with the BA Counselling, Coaching and Mentoring students. The modules on the programme are shown in the table below and comprise of 10 (6 week), 20 (12 week) and 40 (24 week) credit modules. All modules on the programme are compulsory.

Modules for the programme

Code	Level	Semester	Title	Credits	Status of Module*
1PY186	4	1	Research Methods	20	C
1PY183	4	1	Individual Differences	20	C
1CS093	4	1	Humanistic Foundations of Counselling, Coaching & Mentoring	20	C
1CS094	4	2	Skills for Counselling Practice	20	C
1PY182	4	2	Psychobiology	20	C
1PY187	4	2	Statistics & Psychology 1	20	C
2PY280	5	1	Qualitative Research Methods	10	C
2PY281	5	1	Psychobiology	10	C
2PY283	5	1	Social Psychology	20	C
2PY282	5	2	Developmental Psychology	20	C
2PY289	5	2	Cognitive Psychology	20	C
2CS148	5	1 and 2	Theory and Practice of Coaching and Mentoring	40	C
3PY355	6	1	Statistics and Psychology 2	20	C
3PY351	6	2	Counselling Approaches in Psychology	20	C
3CS102	6	1&2	Psychology of Relationship	40	C
3PY340	6	1&2	Dissertation	40	C

***C**: Compulsory, **CP**: Compulsory for progression to the next level, **CA**: Compulsory for award, **O**: option or **E**: elective.

Teaching, learning and assessment

The programme's curriculum aims to be inclusive and accessible. The curriculum recognises that your learning is an active, constructive and contextual process that will be relevant to and inform your vocational aspirations. The programme is based on three strands of modules. These consist of core psychology curriculum modules; counselling, coaching and mentoring theory and skills modules, and research skills modules. These strands span all three levels of the programme, culminating in the final level dissertation. The curriculum is developed so that you revisit these threads, building on previous work, as part of what can be described as a spiral curriculum.

At level 4, module content emphasises essential subject-specific skills and generic skills for lifelong learning and development. Level 4 modules introduce specialised subject-specific knowledge in several core areas of psychology and counselling. There is also an introduction to fundamental skills and principles in research. Level 4 academic tutor work will focus on personal development and your personal time management skills so that you acquire lifelong learning skills. There will be an emphasis on the importance of continuous reflection, which will be done through working in teams.

Level 5 content is designed to build upon the foundations from level 4, extending your understanding and skills, which will support study at level 6. Level 5 further develops your subject-specific and research skills, providing an introduction to, and consolidation of, the core domains of psychology, as specified by the QAA and the BPS. In addition Level 5 furthers your theoretical understanding and skills practice in counselling, coaching and mentoring. The personal development work started in level 4 continues to ensure that you developing the necessary graduate attributes.

Level 6 is designed to build on the counselling, psychology and research you have undertaken in previous levels. There is an opportunity to follow your own particular areas of interest through the dissertation, which is worked on across level 6.

As the programme progresses, the amount of contact time reduces over the 3 year period. There is greater contact time in level 4, reducing by the time students start level 6, to promote greater independence.

You will be exposed to a range of Module-based learning activities. These will include formal lectures, seminars, skills practice sessions, supervision, supported open learning, independent study, and the use of virtual learning environments (e.g. Moodle). All modules you undertake have a supporting Moodle site, which will have information on the module, as well as a variety of teaching and learning activities.

The assessments provide an opportunity for you to demonstrate your strengths and to meet the identified programme learning outcomes. Each module includes both formative and summative assessment. A range of assessment methods will be utilised across level 4 modules including essays, research reports and practical projects, in-class tests and quizzes, skills sessions, directed reading, discussion groups, worksheets, and exams. At level 4 the focus is on introducing you to the core subjects and skills of Psychology and Counselling, Coaching and Mentoring. As such the assessment strategies used at this level tend to focus on developing your breadth of understanding to provide you with a sound basis for progression to level 5. At levels 5 and 6 there is a greater use of assessment methods designed to enable you to demonstrate skills of critical analysis and depth of understanding, alongside activities to assess your professional practical skills. Therefore, assessment methods include; essays, research reports and practical projects, poster presentations, written exams, case-studies, reflective journals, critical reviews, directed reading and discussion groups.

Progression and graduation requirements

The University's [general regulations for undergraduate awards](#) apply to this programme.

Any modules that must be passed for progression or award are indicated in the Programme Structure section.

Internal and external reference points

This programme specification was formulated with reference to:

- [University Mission Statement](#) [see page two]
- [Strategic Plan 2015-20](#) [see page four]
- [QAA subject benchmark statement](#)
- [Framework for Higher Education Qualifications](#)
- [Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in psychology](#)

Further information

Further information on the programme of study may be obtained from:

- Admissions entry profile (Admissions)
- Programme validation document (Registry – Academic Quality Support)
- Regulations (Registry – Academic Quality Support)
- Student programme handbook (school)
- Module handbooks (school)

Date written / revised: 2016, July 2017