BSc (Hons) Psychology with Counselling with Foundation Year
Programme Handbook

The British
Psychological Society
Accredited

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V3

Introduction to the Programme

Welcome to the BSc (Hons) Psychology with Counselling with Foundation Year degree programme!

We are so pleased that you have chosen to study the fascinating world of psychology with us. We hope that you find the course intellectually stimulating, informative and enjoyable. You are a valuable member of our learning community and we are looking forward to hearing your thoughts and ideas across each of our modules.

The BSc (Hons) Psychology with Counselling with Foundation Year degree programme is made up of the core modules listed at the end of this document. An outline of the content and assessment methods of each of the modules can be found in the Module Definition Form section of iLearn. Each 20-credit module is equivalent to approximately 200 hours of self-guided learning. You will also be supported through each module by academic staff who will bring key topics to life through interactive lessons, discussions and activities.

The BSc (Hons) Psychology with Counselling with Foundation Year degree programme will introduce you to the core areas of psychology and will help to build your confidence, knowledge and skill in both understanding and using research.

We look forward to working with you on your learning journey and supporting you to achieve your academic and professional goals.

Dr Lucy Atkinson
Director of the Institute of Foundation Studies

Dr Nigel Wilson
Programme Lead (Undergraduate Psychology)

Introduction to the School

Arden University's BSc (Hons) Psychology with Counselling with Foundation Year programme sits within the Institute of Foundation Studies for the Foundation Year and within the School of Psychology for levels 4 – 6.

The Institute of Foundation Studies is led by Dr Lucy Atkinson.

The School is headed **by Dr Gail Steptoe-Warren**. Gail is a Chartered Member of the British Psychological Society, a Full Member of the Division of Occupational Psychology, and a registered occupational psychologist with the Health and Care Professions Council. Gail has worked within the HEI sector for over 16 years, having achieved Senior Fellow status of the HEA, as well as worked in a consultancy capacity within the public, private, voluntary, and charitable sectors.

Supporting Gail is the Deputy Head of School **Dr Sophie Ward**. Sophie is a Chartered Psychologist and has been working in Higher Education for over 8 years, both in professional services and academia. Sophie is also a qualified test user (ability and personality) and mental health first aider, who continues to work with public sector organisations such as the Fire and Rescue Service and National Health Service. Sophie's main area of interest is Occupational Psychology, with her most recent research exploring the sources of and reactions to work frustration, testing multiple models using mixed methodology.

The School of Psychology also benefits from a team of multi-disciplinary lecturers who bring a wealth of academic and practitioner experience with them. You will meet our amazing team across your learning journey.

Welcome to the Institute of Foundation Studies and the School of Psychology!

BPS Accreditation

The British Psychological Society

The British Psychological Society (BPS) is the representative body for psychology and psychologists in the UK. They are responsible for the development, promotion and application of psychology for the public good. Arden University's BSc (Hons) Psychology with Counselling with Foundation Year programme is accredited by the BPS. Students who successfully complete the programme, with a minimum pass grade of 40% on the Counselling Research Project, and graduate with a lower 2nd class honours degree or higher will be eligible for the Graduate Basis for Chartered Membership (GBC) of the British Psychological Society - the basic requirement to train as a professional psychologist.

What does the student need to do?

Once you have enrolled onto level 4 of the BSc (Hons) Psychology with Counselling with Foundation Year programme and completed the induction, Arden University will register your membership with the BPS, and cover the cost of membership whilst you are actively studying. This will provide you with a wide range of resources that may help you during your studies. BPS membership is a mark of quality that prospective students and employers understand and value. It keeps open the widest range of training, development and employment opportunities for graduates.

Personal Tutoring Scheme and the BPS

As part of the BPS accreditation you will be provided with a personal academic tutor throughout the degree programme. The personal academic tutor will play a vital role in supporting your learning throughout your time at Arden. The Academic Personal Tutor will be the first point of contact on academic matters for students and will help to guide you through your academic journey, providing you with individual and group academic support and guidance and acting as a gateway to wider university support staff.

Further details can be found on the BPS website http://www.bps.org.uk/

1. Programme Code	
2. Programme Title	BSc (Hons) Psychology with Counselling with Foundation Year
3. Target Award Title	BSc (Hons) Psychology with Counselling with Foundation Year
4. Exit Award Title(s)	Foundation Certificate (120 credits) Certificate of Higher Education in Psychology with Foundation Year (240 credits) Diploma of Higher Education in Psychology with Counselling with Foundation year (360 credits) BSc Psychology with Counselling with Foundation year (420 credits) BSc (Hons) Psychology with Counselling with Foundation year (480 credits)
5. Subject area	Psychology
6. School	Psychology
7. Programme Team Leader(s)	Foundation Year: Dr Lucy Atkinson Psychology: Dr Nigel Wilson
8. Programme Type	Specialist

9. Delivery Model	DL F/T		BL F/T	X	Apprenticeship	
	DL P/T	X	BL P/T	X	Other	

Where delivery model identified as 'Other' please provide details	N/A
10. Location of delivery	Online and Birmingham London Ealing, Holborn and Tower Hill Manchester
11. Proposed Start date	January 2022 (DL), September 2022 (BL)
12. Reference points	QAA Subject Benchmark Statements – Psychology – November 2019 On graduating with an honours degree in psychology, students are able to: **Subject-specific skills** 4.4 i. apply multiple perspectives to psychological issues, recognising that psychology involves a range of research methods, theories, evidence and applications ii. integrate ideas and findings across the multiple perspectives in psychology and recognise distinctive psychological approaches to relevant issues iii. identify and evaluate patterns in behaviour, psychological functioning and experience iv. generate and explore hypotheses and research questions drawing on

relevant theory and research

v. carry out empirical studies involving a variety of methods of data collection, including experiments, observation, questionnaires, interviews and focus groups

vi. analyse, present and evaluate quantitative and qualitative data and evaluate research findings

viii. employ evidence-based reasoning and examine practical, theoretical and ethical issues associated with the range of methodologies

viii. use a variety of psychological tools, including specialist software laboratory equipment and psychometric instruments

ix. apply psychological knowledge ethically and safely to real-world problems

x. critically evaluate psychological theory and research

xi. carry out and extensive piece of empirical research that requires them individually to demonstrate a range of research skills, including planning, considering and resolving ethical issues, analysis and dissemination of findings.

Generic skills
4.5

i. communicate effectively. Effective communication involves developing a cogent argument supported by relevant evidence and being sensitive to the needs and expectations of an audience. This is accomplished through specific demands to write both essays and scientific reports, and through experience in making oral presentations to groups

ii. demonstrate numerical reasoning skills

iii. be computer literature, displaying at the very least skill in the use of word processing databases and analytic software packages.

iv. retrieve and organise information effectively. Psychology graduates are familiar with collecting and organising stored information found in library books and journal collections, and online, critically evaluating primary and secondary sources

v. recognise what is required from effective teamwork and articulate their own strengths and weaknesses in this regard. The complexity of the factors that shape behaviour and social interaction will be familiar to psychology graduates and will make them more aware of successful and problematic interpersonal relationships

vi. take responsibility for their own learning and skill development; this will include effective personal planning, self-reflection and project management skills, so they become more independent and pragmatic as learners.

Subject knowledge and understanding
6.3

understand the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations

recognise the inherent variability and diversity of psychological functioning and its significance

demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised across the core areas as outlined in paragraphs 4.4 and 4.5 and how they interrelate

demonstrate detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the discipline

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

Subject-specific skills
6.4
i. reason scientifically, understand the role of evidence and make critical judgements about arguments in psychology
ii. adopt multiple perspectives and systematically analyse the relationships between them
iii. detect meaningful patterns in behaviour and evaluate their significance
iv. recognise the subjective and variable nature of individual experience
v. pose, operationalise and critique research questions
vi. demonstrate substantial competence in research skills through practical activities
vii. reason analytically and demonstrate competence in a range of quantitative and qualitative methods
viii. 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
ix. 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.

Generic skills
6.5
i. communicate ideas and research findings by written, oral and visual means
ii. interpret and use numerical, textual and other forms of data
iii. be computer literate, for the purposes of furthering their own learning and in the analysis and presentation of ideas and research findings
iv. solve problems by clarifying questions, considering alternative solutions and evaluating outcomes
v. be sensitive to, and take account of, contextual and interpersonal factors in groups and teams
xi. undertake self-directed study and project management, in order to meet desired objectives
vii. take charge of their own learning, and reflect and evaluate personal

	strengths and weaknesses for the purpose of future learning.
13. Professional, Statutory & Regulatory Bodies (PSRB)	**British Psychological Society (BPS)**

14. Programme aims

The BSc (Hons) Psychology with Counselling with Foundation Year aims encompasses foundation entry and degree level study.

At level 3 it will:
- enable learners to confidently identify and use relevant understanding, methods and skills to complete tasks and address problems.
- equip learners with basic numeracy, academic and research skills in preparation for future undergraduate study.
- enable learners to take responsibility for initiating and completing tasks and procedures as well as exercising autonomy and judgement within limited parameters.
- enable learners to reflect awareness of different perspectives or approaches when collaborating with others within an area of study or work.
- enable learners to develop a basic understanding across a range of social science disciplines.

At levels 4-6 it will:

- produce a scientific understanding of mind, brain, behaviour and experience and of the complex interactions between these;
- present multiple perspectives on the discipline in a way that fosters critical evaluation in psychology and counselling
- lead to an understanding of real-life applications of psychological theory to the full range of experience and behaviour;
- develop an understanding of a variety of different counselling perspectives and their implications for practice
- develop 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;
- provide a range of research skills and methods for investigating experience and behaviour, culminating in an opportunity to conduct research independently;
- develop knowledge leading to an ability to appreciate and critically evaluate theory, research findings, and applications; and
- foster positive attitudes to learning through innovative, effective and clearly aligned teaching, learning and assessment methods; by maintaining a curriculum that is up-to-date, and by providing a positive and encouraging environment for learning.

15. Programme Entry Requirements

- At least 3 GCSEs OR 45 credits at Level 2 or equivalent – if qualifications are older than 3 years a professional CV must also be provided.

- Applicants may be considered based on a minimum of 12 months of professional work experience evidenced with a CV and reference if they do not meet the qualification requirements.
- IELTS 6.0 (no less than 5.5 in any element); or TOEFL iBT 80; or equivalent for students whose medium of prior learning was not English. We also offer an internal English test for applicants.
- Candidates are required to submit a personal statement (of between 350-500 words) or attend an interview demonstrating an ability to study for the programme, that addresses their motivation for undertaking the programme, why they have chosen this particular course and any long-term goals or career aspirations.

16. Graduate Attributes

GA1. **Discipline Expertise: Knowledge and understanding of chosen field**
Students will possess a range of skills to operate within this sector, have a keen awareness of current developments in working practice and be well positioned to respond to change.

GA2. **Effective Communication**
Students will communicate effectively both verbally and in writing, using a range of media widely used in relevant professional context. They will be IT, digitally and information literate.

GA3. **Responsible Global Citizenship**
Students will understand global issues and their place in a globalised economy, ethical decision-making and accountability. They will adopt self-awareness, openness and sensitivity to diversity in culture.

GA4. **Professional Skills**
Students will perform effectively within the professional environment. They will work within a team, demonstrating interpersonal skills such as effective listening, negotiating, persuading and presentation. They will be flexible and adaptable to changes within the professional environment.

GA5. **Reflective Practitioner**
Students will undertake critical analysis and reach reasoned and evidenced decisions. They will contribute problem-solving skills to find innovative solutions.

GA6. **Lifelong Learning**
Students will manage employability, utilising the skills of personal development and planning in different contexts to contribute to society and the workplace.

Mapping of Module to Graduate Attribute

Module	Graduate Attribute
Foundation Year modules	Across the Foundation Year programme, the attributes of Discipline Expertise (awareness of current developments in working practice), Professional Skills and Effective Communication are developed.
Introduction to studying psychology	Discipline Expertise
Introduction to Research Methods	Discipline Expertise
Social Psychology	Effective Communication Responsible Global Citizenship
Biological Psychology	Effective Communication
Developmental Psychology	Effective Communication
Cognitive Psychology	Effective Communication
Quantitative Research Methods	Discipline Expertise

Personality and Intelligence	Effective Communication
Qualitative Research Methods	Effective Communication
Positive Psychology	Reflective Practitioner
Introduction to Counselling Psychology	Responsible Global Citizenship Lifelong learning
Health and Psychological Well-being	Discipline Expertise Effective Communication
Core Counselling Skills	Reflective Practitioner
Counselling Psychology, Mental Health and Illness	Responsible global citizenship
Psychological Assessment and Formulation	Discipline Expertise
Managing the Therapeutic Process	Professional Skills Lifelong Learning
Counselling Research Project	Discipline Expertise

17. Learning, teaching and assessment methods and strategies

Learning and teaching methods and strategies are delivered through a blended and integrated learning and teaching pedagogy that includes independent learning and working with others. That is:

Online learning

Independent

- Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources and activities accessed through our Virtual Learning Environment
- Guided group / project-based work
- Research tasks
- Discussion forums where students discuss and critically engage with themes emerging from the online materials they engage with, following the posing of questions or propositions, case studies or similar by either lecturer or students themselves
- Podcasts/online tutorials e.g. on SPSS and Gorilla

Working Together

- Live online webinars facilitated by VOIP's where theory and practice are integrated.
- Live chats
- Virtual drop in office-hours
- Coffee mornings

Blended learning

For blended learning delivery lectures and seminars will be delivered that include group discussion, topic related activities, role-plays, case study analysis and reflective practice which is supported by student meetings and academic tutor support. This is supported with online activities outlined above.

Based upon the profile of our typical student body, our strategy enables students to engage with a variety of learning tools that best meet their personal circumstances.

There is a requirement for written work at all levels including reports, essays, practical tasks, developed plans, portfolios of work, poster presentations as well as oral work such as group discussions, presentations etc., and our assessment policy informs how feedback is supplied by lecturers at the formative and summative assessment stage.

18. Intended programme learning outcomes and the means by which they are achieved and demonstrated		
Learning outcomes	**The means by which these outcomes are achieved**	**The means by which these outcomes are assessed**
With due regard to the QAA Recognition Scheme for Access to HE: The Access to Higher Education Diploma specification 2018, the intended programme learning outcomes for students at **Level 3** are to: **FY1 Use factual, procedural and theoretical understanding to complete tasks**	Acquisition of knowledge and understanding at all levels is achieved through a blended and integrated learning and teaching pedagogy that includes both asynchronous and synchronous activity. That is: **Asynchronous** • Independent and directed student study, supported throughout by comprehensive online multi-media teaching materials and resources accesses through our VLE • Guided group / project-based work • Discussion forums where students discuss and critically engage with themes emerging from the materials they engage with, following the posing of questions or propositions, case studies or similar by either lecturer or students themselves • Podcasts and narrated PowerPoints **Synchronous** • Online tutorials facilitated by VOIP's where theory and practice are integrated. Based upon the profile of our typical student body, our strategy enables students to engage with a variety of learning tools that best meet their learning styles, overall objectives, and personal circumstances. Independent study is the cornerstone of the learner experience, supported by peer engagement and engagement with the lecturer. All modules incorporate core knowledge appropriate to the module area. There is a requirement for written work demonstrating understanding at all levels including reports, essays, practical tasks, developed plans, timed examinations, etc., and our formative assessment policy informs how feedback is supplied by lecturers at the formative and summative	Outcomes are assessed in each foundation year module through a coursework portfolio of individual tasks.

	assessment phase.	
FY2 Apply knowledge and understanding to basic, non-complex situations to solve problems.	Using the strategies above, intellectual skills are developed throughout the programme. Intellectual development is further encouraged via formative assessment tasks including set briefs, in-module activities, self-initiated briefs, and discussion with lecturers and peers (in online forums/debates). Section 19 shows how skills will be developed and assessed in specific modules. As a student progresses through the course, the tasks they can undertake become more complex as they move from simple understanding through integration and evaluation of concepts. The student's thinking skills will be evident in a summative assessment process which requires and rewards learners for the demonstration of research skills, creative thinking and problem solving, analysis, judgement and self-reflection in the development of solutions. Modules such as Values, Ethics & Working Collaboratively, Crime and Law in Context and Psychology of Everyday Life, demonstrate the application of knowledge to real world problems. Throughout, the learner is encouraged to develop intellectual skills by undertaking further independent study and research in order to consider a range of perspectives.	
FY3 Demonstrate a range of core academic skills to support study at undergraduate level. **FY4 Identify, access and evaluate a range of information sources for currency, scope and credibility.**	The module Developing Academic Skills is designed to equip students with the underlying study skills necessary for study at Higher Education. Students will shape and develop effective time management skills, note taking skills and techniques and be expected to demonstrate the ability to evaluate key and credible sources of information and extract pertinent extracts. This is complemented by the development of core numeracy and data management skills in Using Numeracy, Data and IT.	
FY5 Use effective written communication skills in a variety of tasks which are suitable for a specified audience.	Transferable skills are developed throughout the programme. The skills of communication, critical use and acknowledgement of source material especially the internet, and self-management are integral to coursework at all levels. Independent study becomes an increasingly important skill as students' progress, culminating in the writing of the Dissertation for the full degree. Written communication skills are formally tested within assignments. The	

	nature of enquiry will in addition require that students develop an ability to communicate their ideas and receive responses.	
The intended programme learning outcomes for **levels 4 – 6** are to enable students to:		
LO1 Understand the scientific underpinnings of psychology and counselling as a discipline, its historical and contemporary developments and limitations as well as socio-cultural differences.	Within each module a historical and contemporary view will be outlined. Each of the modules will adopt a global approach, outlining socio-cultural differences in both research undertaken and behaviour and attitudes across cultures.	Coursework
LO2 Reason scientifically, consider multiple perspectives consider ethical issues and make critical judgments about arguments in psychology and counselling	At level 4 students study introduction to studying psychology that will set the foundation for developing student academic skills including literature reviewing and analysis; this will allow an understanding that is fed through and developed throughout the programme of study. Ethical considerations are considered throughout each module.	Coursework
LO3 Demonstrate knowledge and critical thinking in the core domains of psychology; biological, cognitive, developmental, individual differences, social, conceptual and historical developments and research methods.	The core domains of psychology are introduced in introduction to studying psychology and are studied in more detail at level 4 and level 5 where all criteria for BPS accreditation criteria is met. Whilst more specific counselling psychology modules are covered at level 5 and 6, reference and analysis of the core areas are embedded within each of these modules.	Coursework
LO4 Detect meaningful patterns in behaviour, recognise the subjective nature of individual experience and critically evaluate their significance.	Patterns in behaviour are evaluated by evaluating theories and research within each module. Evaluation will be developed throughout level 4 with the adoption of a more critical analysis as students' progress through each module and develop their academic evaluative skills.	Coursework
LO5 Demonstrate a systematic knowledge of a range of research paradigms, research methods, including both quantitative and qualitative data analysis and be aware of their strengths and limitations.	Research paradigms and research methods are discussed in terms of academic research studies within each module as well as assessed within introduction to research methods, quantitative research methods, qualitative research methods and the dissertation project.	Coursework
LO6 Initiate, design, conduct and report on empirically based research under appropriate supervision (posing, operationalising and critically evaluating research questions), and recognise ethical, theoretical practical and methodological strengths and limitations in conducting psychological and counselling research	Students will begin to understand the design and ethical issues involved in conducting research in the introduction to research methods module. This will be further enhanced throughout the programme with assessments in the design of research in Quantitative Research Methods Qualitative Research Methods Research Project	Coursework

LO7 Communicate psychological findings in written, visual and oral form using numerical, textual and other forms of data.	Students are required to contribute to group discussions, online forums and complete activities where they develop their communication skills. Students also develop communication skills in their assessments through writing (reports, essays, portfolios, posters) as well as oral presentations (voice over presentations).	Coursework
LO8 Develop academic skills (e.g. literature reviewing, reflection, academic writing, critical analysis) as well as graduate attributes (discipline expertise, effective communication, responsible global citizenship, professional skills, reflective practitioner, lifelong learning).	Academic skills are embedded within both the learning and assessment on each module. Scaffolded formative feedback is provided throughout the programme of study with full formative feedback on assessments at level 4 and then partial in level 5 and 6. This helps students become more independent learners. Within each module a graduate attribute is included as a learning outcome with all attributes being covered more than once throughout the programme. Within counselling modules students will develop listening skills, as well as case analysis skills, understanding of psychometric assessment and treatment for counselling assessment and intervention,	Coursework

19. Summary of modules and mapped programme learning outcomes

Level	Module title	Module type Compulsory (C) or Optional (O)	Identified pinned modules	FY1	FY2	FY3	FY4	FY5
3	BUS3003 Academic Skills Practice	C		X		X	X	X
3	COM3006 Introduction to Numeracy, Data & IT	C				X		
3	BUS3004 Ethics, Working Collaboratively & Values	C		X	X			X
3	COM3005 Introducing Research Skills	C		X		X	X	X
3	LAW3005 Crime & Law in Context	C		X	X		X	X
3	PSY3003 Psychology of Everyday Life	C		X	X		X	X

Level	Module title	Module type Compulsory (C) or Optional (O)	Identified pinned modules	LO 1	LO 2	LO 3	LO 4	LO 5	LO 6	LO 7	LO 8	GA1	GA2	GA3	GA4	GA5	GA6
4	PSY4007 Introduction to Studying Psychology	(C)	P	X	X	X				X	X	X					
4	PSY4008 Introduction to Research Methods	(C)	P	X	X	X	X	X	X	X	X	X					
4	PSY4009 Social Psychology	(C)		X	X	X	X			X	X		X	X			
4	PSY4010 Biological Psychology	(C)		X	X	X	X			X	X		X				
4	PSY4011 Developmental Psychology	(C)		X	X	X	X			X	X		X				
4	PSY4012 Cognitive Psychology	(C)		X	X	X				X	X		X				
5	PSY5007 Quantitative Research Methods	(C)	P	X	X	X	X	X	X	X	X	X					
5	PSY5008 Personality and Intelligence	(C)	P	X	X	X	X	X	X	X	X		X				
5	PSY5009 Qualitative Research Methods	(C)		X	X	X	X	X	X	X	X		X				
5	PSY5010	(C)		X	X	X	X	X	X	X	X					X	

Level	Module	(C)	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Positive Psychology															
5	PSY5017 Introduction to Counselling Psychology	(C)		X	X	X	X			X	X				X		X
5	PSY5018 Core Counselling Skills	(C)		X	X	X	X			X	X					X	
6	PSY6013 Health and Psychological wellbeing	(C)		X	X	X	X			X	X		X	X			
6	PSY6016 Counselling Research Project	(C)		X	X	X	X	X	X	X	X		X				
6	PSY6014 Psychological Assessment and Formulation	(C)		X	X	X				X	X		X				
6	PSY6007 Counselling Psychology, Mental Health and Illness	(C)		X	X	X				X	X				X		
6	PSY6015 Managing the Therapeutic Process	(C)		X	X	X				X	X		X				