

PROGRAMME SPECIFICATION: BSc Counselling Psychology

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| 1 Awarding institution/body | University of Worcester |
| 2 Teaching institution | University of Worcester |
| 3 Programme accredited by | British Psychological Society Graduate Basis for Chartered Membership (GBC) |
| 4 Final award | BSc (Hons) |
| 5 Programme title | Counselling Psychology |
| 6 Pathways available | Single |
| 7 Mode and/or site of delivery | Taught programme at the University of Worcester. |
| 8 Mode of attendance | Full-time, part-time |
| 9 UCAS Code | C800 |
| 10 Subject /Professional Benchmark statements | QAA Benchmark Statement, 2007; and British Psychological Society Qualifying Examination Syllabus, 2008. |
| 11 Date of Programme Specification preparation/revision | June 2008/ (updated Dec 2010) |
| 12 Educational aims of the programme | <p>The Educational Aims of the programme are based on the principles of the QAA Benchmark Statement, 2007. These are to:</p> <ol style="list-style-type: none"> 1. Facilitate the exploration of the complex interaction between mind, brain, behaviour and experience 2. Develop knowledge and present multiple perspectives in a manner that encourages their critical evaluation; 3. Develop a critical understanding of how theory and research findings can be applied to real life experience and behaviour, and future vocational and career goals; 4. Develop an understanding of how theory is created and constrained by empirical evidence, and the interdependence of this knowledge; 5. Facilitate the acquisition of knowledge and skills in a range of quantitative and qualitative research methods, skills and techniques, leading to the ability to conduct research independently; 6. Provide appropriate learning experiences to ensure the development of a range of transferable skills; 7. Implement the University of Worcester Learning, Teaching and Assessment Strategy by providing an academically rewarding, personally fulfilling student experience in order to meet the diverse needs of students, employers and society |
| 13 Intended learning outcomes and learning, teaching and assessment methods | <p>The Intended Learning Outcomes of the Programme are based on the following frameworks: QAA Benchmark Statement, 2007; The Framework for Higher Education Qualifications (FHEQ) FHEQ ; The University of Worcester Strategic Plan 2007-2012, the new Undergraduate Regulatory Framework (2007) Framework 2007 the Curriculum Design Policy (2007) Curriculum Design Policy, the Learning, Teaching and Assessment Strategy 2006/7-2008/9 Strategy document (previous strategy 2002-2005 Learning and teaching Strategy along with a range of other University-wide strategies and policies relating to Equal Opportunities University of Worcester - Equal Opportunities), and the development of an e-learning strategy E-Learning</p> <p>The Programme uses a set of 14 Intended Learning Outcomes shaped by the above</p> |

frameworks. The Outcomes most closely resemble the QAA Benchmark Statement, 2007. Also, based on guidance in the QAA Benchmark Statement 2007 for Psychology, the Outcomes show subject knowledge and understanding, subject specific skills, and generic skills combined because these skills are inter-related (2007). Finally, the Outcomes are commensurate with the remaining University of Worcester Frameworks listed. This has produced the 14 generic Intended Learning Outcomes shown below.

On successful completion of the course, students should be able to:

1. Understand the historical and scientific origins and limitations of psychology as a discipline;
2. Use scientific and evidence-based reasoning to critically evaluate psychological arguments and develop their own perspective on psychological debates by the systematic analysis of multiple perspectives, their interrelationships, and their ethical and contextual underpinnings;
3. Show knowledge and critical understanding of how core areas within the discipline have conceptualised factors that influence psychological behaviours, experience and functioning;
4. Identify and evaluate, meaningfully, significant patterns, variability and diversity in the full range of psychological behaviour, experience and functioning;
5. Problem solve by developing and evaluating research questions;
6. Demonstrate substantial and competent research skills through the appropriate and critical use of research paradigms, and a range of qualitative and quantitative research methods and measurement techniques; including: statistical reasoning; comprehension and use of numerical and other data, including presenting and analysing complex data sets by a variety of methods;
7. Show knowledge of some of the cutting edge research in specialised and/or applied areas of psychology;
8. Initiate, design, conduct with appropriate supervision, and report an ethical empirical research project on a topic within counselling psychology, and recognise its methodological and ethical limits;
9. Use effective and fluent written, oral and visual communication to convey ideas and research findings;
10. Learn independently through self-reflection, the evaluation of strengths and weaknesses, self-directed study, and self and task management to meet set objectives;
11. Demonstrate team working skills through awareness and sensitivity to the contextual and interpersonal features of group work.

Additional Learning Outcomes for the Counselling Psychology pathway:

1. Synthesise and apply a range of interpersonal skills to establish a helping relationship whilst demonstrating awareness and sensitivity to contextual and diversity issues;
2. Demonstrate an ability to reflect critically on one's own interpersonal skills through self-awareness and the awareness of others;

3. Review and evaluate the application of psychology to the practice of counselling.

The 14 Intended Learning Outcomes map onto the QAA Benchmark Statement, 2007, typical standards for these. A grid showing this mapping, along with how these Intended Learning Outcomes are placed across the modules in the course, can be found in the ANNEX.

The learning, teaching and assessment methods of the Course provide students with a wide range of learning and teaching experiences. For example, lectures, seminars, practical classes, computer workshops, CD ROM and Internet, tutorials, visiting speakers, and directed study. In addition, there is considerable support available for students. A Student Handbook is available and is updated annually. There are further subject guides most of which are also available on Blackboard (the virtual learning environment). A one week induction programme is provided for all new entrants and, in addition, a summer school is available for mature, direct entry and late entry clearing students. Furthermore, library induction and information skills packages are available throughout the course, although the focus is at Level 4 where it is included in some mandatory modules. Study skills are provided by the subject team and additional support can be provided and learning support services (Information and Library Services or ILS, IT, and Media and Print). All students have a personal tutor who guides completion of the Personal Development Profile (PDP) and offers support when requested by the student. In addition, all students are contacted by their personal tutor each semester offering dedicated tutorial support. There are also opportunities to take an IT module as part of the programme and arrangements can also be made to study abroad. The course has an emphasis on employability across the programme. For example, at Level 4 the PDP is used as a developmental (or formative), and as a formal (or summative) assessment; and students are actively encouraged to consider their future career and their employability skills within the course. For example, the Work Based Learning module at Level 5 gives students the opportunity to apply and develop their psychological knowledge and skills to aspects of any work they are engaged in. Also, the accreditation of the course with eligibility for GBC with the BPS is directly linked to student's future employability because it enables access to professional postgraduate training courses in Psychology.

Psychology uses the Undergraduate generic grade descriptors adapted to the subject and, where necessary, made specific to the assessments they are used to evaluate. The assessment criteria, along with a range of formative assessments are used widely in the programme at all points during semesters to provide students with timely feedback about their progress in preparation for summatively assessed work. Formative assessments are varied and reflect the variety of skills and summative assessments they are designed to relate to.

Students taking different pathways within the BSc Psychology course (e.g. major, joint, minor) are taught alongside the BSc Counselling Psychology students; and, part-time students are also taught within the same modules. Psychology makes full use of the University of Worcester timetable that runs from 9am-9pm. Consequently, it is possible for a student to study part-time and still have a similar learning experience and learning opportunities as full-time students.

Details of the formative and summative assessments, as well as the generic Psychology marking criteria by grade bands, can be found in the following grids in the ANNEX: a grid showing the formative assessments used across the Programme; a grid showing the summative assessments across the Programme; the generic grade descriptors used in Psychology; and the Learning Outcomes mapped to Assessments.

14 Assessment Strategy

The assessment strategies adopted in the course reflect the aims of the course and the descriptors for undergraduate level study and make a significant contribution to learning. The assessment strategies are designed to develop skills and knowledge in counselling psychology and provide evidence of the students' progress and achievement throughout the course and

prepare the students for a range of careers. Both formal (summative) and informal, developmental (formative) approaches are used. In order to develop the skills of higher education study, students experience a variety of assessment strategies. These include case studies, essays, presentations, assessment of their interpersonal communication skills, portfolios, research reports, and examinations. The opportunity for students to demonstrate independence in a sustained piece of work is provided in the completion of the Independent Study, which must have a Counselling Psychology emphasis.

Formative assessment is an important feature of the programme (see **13**). These informal developmental assessments are used across the course to provide students with regular feedback on how they are progressing in their learning in a module, and these are also used to enhance how student's progress within a module. Psychology uses a mixture of self-directed, e-learning, and in-class formative assessment activities, as summarised in the grid in the ANNEX. Overall, the programme has been designed to ensure that across each semester students get regular formative assessment opportunities that are both diagnostic – to help students self-assess their progress; and, aligned to the summative assessment – to ensure students learning experiences are enhanced as they work towards achieving the learning outcomes of a module measured in the formal summative assessments.

15 Programme structures and requirements

The Award Maps for Levels 4, 5 and 6 are in the ANNEX to this programme Specification. For interim awards, please refer to section 20 of this document.

16 QAA Academic Infrastructure

Section 13 of this Programme Specification explains how these frameworks have shaped the Aims and Intended Learning Outcomes of the programme. The curriculum of the Course follows the structure set out by the BPS Qualifying Examination Syllabus (or QE), 2008. This means that the Programme has a syllabus covering the core topic areas specified within the QE Syllabus (cognitive psychology, psychobiology, social psychology, developmental psychology, individual differences, historical and conceptual issues, research design and methods in psychology). This is introductory at Level 4, providing an overview, with mandatory modules on these topics repeated at Level 5 so that students learning, knowledge and skills can show progression; and, at Level 6 a range of optional more advanced modules in these core and more specialist applied topic areas in Psychology are available as optional modules to enable continued student progression. The Counselling Psychology dedicated modules follow an equally similar procedure with progression of knowledge and skills from Level 4 through to Level 6, with the addition of interpersonal skills development at Level 5.

17 Support for students

The learning, teaching and assessment methods of the Course provides students with a wide range of learning and teaching experiences. For example, lectures, seminars, practical classes, computer workshops, CD ROM and Internet, tutorials, visiting speakers, and directed study. In addition, there is considerable support available for students. A Student Handbook is available and is updated annually. There are further subject guides most of which are also available on Blackboard (the virtual learning environment). A one week induction programme is provided for all new entrants and, in addition, a summer school is available for mature, direct entry and late entry clearing students. Furthermore, library induction and information skills packages are available throughout the course, although the focus is at Level 4 where it is included in some mandatory modules. Study skills are provided by the subject team and additional support can be provided and learning support services (Information and Library Services or ILS, IT, and Media and Print). All students have a personal tutor who guides completion of the Personal Development Profile (PDP) and offers support when requested by the student. In addition, all

students are contacted by their personal tutor each semester offering dedicated tutorial support. There are also opportunities to take an IT module as part of the programme and arrangements can also be made to study abroad. The course has an emphasis on employability across the programme. For example, at Level 4 the PDP is used as a developmental or formative and as well as a formal or summative assessment, and students are actively encouraged to consider their future career and their employability skills within the course. For example, the Work Based Learning module at Level 5 gives students the opportunity to apply and develop their psychological knowledge and skills to aspects of any work they are engaged in. Also, the accreditation of the course with eligibility for GBC with the BPS is directly linked to student's future employability because it enables access to professional postgraduate training courses in Psychology.

The normal support offered to Undergraduate students, including attendance at the standard Induction Programme and the other support strategies outlined below it is intended to provide a supporting infrastructure appropriate for students. This will include measures to promote a distinctive course culture for students on this programme.

For example:

- A dedicated induction and ice breaking session
- Encouragement of exchange of personal information to promote self help groups and mutual study support
- Support meetings / seminars and to discuss a range of pastoral, career and study skills issues
- A dedicated Blackboard discussion facility

In common with other UW courses all students have a personal tutor who guides completion of the PDP and offers support when requested by the student. In addition, all students are contacted by their personal tutor each semester offering dedicated tutorial support.

The University has an Equal Opportunities Policy, together with equality schemes and action plans promoting equality in relation to race, disability, gender, age and sexual orientation. Progress in implementation is monitored by the Equality and Diversity Committee. The Disability Service within Student Services provides specialist academic and other support on a one to one basis, makes recommendations for reasonable adjustments to teaching and assessment based on individual need and works with disabled students to allow them to manage their own learning development

18 Admissions policy, criteria and procedures

Admissions Policy for the course

The University of Worcester seeks to admit students who have the capacity to benefit from study at higher education level, and Admissions Tutors seek to identify applicants who can demonstrate their potential to succeed at this level.

Entry requirements

The University's standard entry requirements apply: 4 GCSEs at Grade C or above plus a minimum of 2 and maximum of 3½ A Levels or equivalent Level 3 qualifications. The current UCAS Tariff requirements for entry to the course are published in the prospectus.

Details of acceptable level 3 qualifications, policy in relation to mature students or applicants

with few or no formal qualifications can be found in the prospectus or on the University webpages. Information on eligibility for accreditation of prior learning for the purposes of entry or advanced standing is also available from the University webpages or from the Registry Admissions Office (01905 855111).

Admissions procedures

Full-time applicants apply through UCAS (C800)

Part-time applicants apply directly to University of Worcester (UW)

Admissions/selection criteria

Places are offered to all students who fulfil the university entry requirements and who demonstrate that they have the potential to benefit from the study of psychology at degree level.

Induction

The Induction week for the Psychology degree students will introduce the students to the Psychological Sciences. There is also a Psychology Quiz and opportunity to learn about the Virtual Learning Environment (VLE) tools that are used here at University of Worcester, including Blackboard and PebblePad. Induction week is also an important week for educating the students on other resources such as Student Service, Library resources, use of computer facilities as well as the little things like how to register with a doctor / dentist and where all the shops are!

The Course Leader will be on hand all week to make sure the students first week at University of Worcester is fun, informative and sets them up nicely for the start of an exciting time in Higher Education.

Please contact the Registry Admissions Office for further information or guidance on 01905 855111.

19 Methods for evaluating and improving the quality and standards of teaching and learning

There are a number of methods used by the course team in order to monitor, evaluate and improve the quality and standards of teaching and learning:

- Annual review of the quality of the subject;
- External Examiners reports;
- Mid and end of module evaluations by students;
- Subject staff/student committee considers student and staff feedback on modules;
- Peer observation of teaching;
- A teacher accredited course (PG Certificate Learning and Teaching in Higher Education, accredited by HEA, and SEDA for new staff);
- Regular staff meetings have a standing item on sharing good practices, including teaching and learning;

- Institute of Health and Society, Learning and Teaching Group;

20 Regulation of assessment

Regulation of assessment

Requirements to pass modules

- Modules are assessed using a variety of assessment activities which are detailed in the module specifications.
- The minimum pass mark is D- for each module.
- Students are required to submit all items of assessment in order to pass a module, and in some modules, a pass mark in each item of assessment may be required.
- Some modules have attendance requirements (delete if this does not apply).
- Full details of the assessment requirements for a module, including the assessment criteria, are published in the module outline.

Submission of assessment items

- Students who submit course work late but within 5 days of the due date will have work marked, but the grade will be capped at D- unless an application for mitigating circumstances is accepted.
- Students who submit work later than 5 days but within 14 days of the due date will not have work marked unless they have submitted a valid claim of mitigating circumstances.
- Students who fail to submit an item of assessment lose their right to reassessment in that module, and will be required to retake the module.
- For full details of submission regulations see URF.

Retrieval of failure

- Students are entitled to resit failed assessment items for any module that is awarded a fail grade, unless the failure was due to non-attendance or non-submission.
- Reassessment items that are passed are graded at D-.
- If a student is unsuccessful in the reassessment, they have the right to retake the module (or, in some circumstances, take an alternative module).

Requirements for Progression

- Students at Level 4 may be permitted to progress to Level 5 when they have passed at least 90 credits at Level 4.
- Students at Level 5 may be permitted to progress to Level 6 when they have passed at least 90 credits at Level 5.
- A student who fails 90 credits or more due to non-submission will be required to withdraw from the University.
- Students who pass less than 90 credits but have submitted all items of assessment will be required to retake modules.

Requirements for Awards

| Award | Requirement |
|--------------|--|
| CertHE | Passed 120 credits at Level 4 or higher |
| DipHE | Passed a minimum of 240 credits with at least 105 credits at Level 5 or higher |
| Degree (non- | Passed a minimum of 300 credits with at least 105 credits |

| | |
|---------------------|--|
| honours) | at Level 5 or higher and a minimum of 60 credits at Level 6 |
| Degree with honours | Passed a minimum of 360 credits with at least 105 credits at Level 5 or higher and a minimum of 120 credits at Level 6 |

Classification

The honours classification will be determined by whichever of the following two methods results in the higher classification:

- classification determined on the profile of the best 3 module (45 credits) grades attained at Level 5 and the best 8 module (120 credits) at Level 6 or
- classification determined on the best 8 module (120 credits) grades attained at Level 6 only

Institute-level Assessment Boards review and confirm results for modules, and the Board of Examiners considers students' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

The BPS currently requires that, for students to achieve eligibility for GBC, their degree classification must be at least 2ii honours degree and that the Independent Study Component has been passed. Departmental Examination Boards review and confirm results for modules, and the Scheme Examination Board considers candidates' mark profiles to make decisions about progression, awards and degree classifications as appropriate.

The University requires Departments and/or course teams to have a formally stated policy for internal and external verification and moderation of marking which meets the requirements of the [University Assessment Policy](#)

In addition to using the University of Worcester Assessment Policy for the internal and external verification and moderation of marking, the course uses a robust procedure for the moderation and marking of student work. This system is especially important because of the diversity of assessments used (see Student Handbook).

21 Indicators of quality and standards

Psychology achieved re-accreditation for all pathways by the British Psychological Society in 2010 for a period of 5 years; and, had its resources re-approved by the BPS in 2008 as appropriate for a GBC accredited course. The BSc Counselling Psychology is accredited with eligibility for GBC with the British Psychological Society.

External Examiners in the past three years have consistently judged the course as meeting the academic standards of an accredited Psychology undergraduate degree course, and commended the learning opportunities and confirmed that the quality enhancement of the provision meets required standards. In particular, External Examiners have commended Psychology for providing a course that not only meets both internal and external criteria for a BPS GBC accredited provision, but that students on the course have a high quality learning experience that supports their achievement in a friendly context with supportive and accessible staff. These views have been confirmed by the National Student Survey which, in 2005/6 and 2006/7 saw Psychology at the University of Worcester rated as joint 1st amongst 12 Psychology Departments surveyed from West Midlands Universities in terms of the overall student experience and satisfaction.

In November 2005, the institution was audited by the Quality Assurance Agency. The audit

confirmed confidence in the University's management of the quality of its academic programmes and the standards of its awards. The QAA particularly commended the University's supportive ethos and range of departmental and central services provided to students and staff in support of its mission to deliver an excellent inclusive higher education.

22 Career Opportunities & Links with Employers

The course seeks to recruit a small cohort annually (between 20 and 30) with access to both full time and part-time students. The course will provide students with a core and generic understanding of psychology and counselling psychology; and will accommodate students' future careers in a number of ways. This course is designed to permit students to study key components of counselling psychology alongside mainstream psychology whilst still obtaining eligibility for Graduate Basis for Chartered membership (GBC) with the British Psychological Society (BPS). Although the degree prepares students for employment and further study in psychology (through acquisition of the first step in a career in psychology- a GBC degree), it should be noted that this is not a professional qualification in Counselling Psychology. However, whilst further rigorous postgraduate study would be necessary for students to become eligible to apply for Chartership with the British Psychological Society, this programme does provide students with the necessary foundations to pursue such training, including the GBC requirement.

The course is therefore designed to meet a number of different needs:

- To provide an opportunity for undergraduate students to study Counselling Psychology as a Single Honours pathway;
- To enable students to develop the graduate knowledge, skills and attitudes to critically evaluate the contested and multi-dimensional nature of psychology and counselling psychology;
- To prepare students for a number of diverse roles, for example, further training in counselling or clinical psychology, management, health education, human resource management and other careers in psychology-related fields.

This specific pathway has been designed with employability in mind. It has been introduced to better suit the needs of the market, and students, with a more focused attitude towards skills and employment opportunities in counselling psychology and related careers. Hence it is designed to cater for three types of student: those who are aiming for a career in a counselling-related discipline, in particular fields whereby communication skills are central, such as within the health and social care professions; those who are currently working within a counselling setting, indeed perhaps as a counsellor, who wish to gain additional understanding and knowledge of the theoretical underpinnings of their work; and those who are aiming for a career in Counselling Psychology. Hence the degree is designed for those with both an interest in the application of psychological theory to the practice of counselling and for those wishing to contribute their knowledge and skills to other general and/or specific settings. This programme hopes to attract those who wish to develop their career in counselling psychology whilst furthering their interest in other areas of psychology. Furthermore, it will benefit those who have an interest in psychology but wish to have a more directed career in counselling psychology.

In addition to the usual recruitment of school/college leavers with A levels and equivalent, recruits to this course may include individuals working in the health-care professions, including counsellors and psychotherapists who wish to gain further theoretical knowledge to assist and develop their practice. The Counselling Psychology course differs from the BSc(hons) Psychology degree by providing a specific vocational direction in counselling psychology, whilst still providing the GBC status to students who want to study postgraduate courses in other aspects of psychology (e.g. Clinical, Forensic, Educational, Occupational or Health Psychology). It will allow those GBC students membership of the BPS and therefore to engage with the psychological community of applied psychologists through the BPS and other professional

bodies (e.g. European Health Psychology Society). In terms of employability, these students will have 'added value' for any organization seeking graduates with interpersonal and communication skills because of their basic grounding in counselling and relationship formation as well as psychology. They would also be particularly suited to further professional training in counselling psychology. See Annex for 'What is Counselling Psychology?'

Students are encouraged to consider their potential career pathways at the earliest opportunity in their choice of modules. Psychology liaises with the University's Careers service to keep it informed of changes within professional areas of the discipline, and to communicate to potential employers the knowledge and skills acquired by students taking psychology. The Careers Service runs a series of workshops especially for Psychology Students. The Course prepares students for careers in the following areas:

- counselling psychology (after postgraduate professional training)
- those electing to take a course which confers GBC can apply for postgraduate psychology training required to become a professional (Chartered) psychologist (e.g. counselling, clinical, educational, occupational);
- health-related disciplines (e.g. Assistant Psychologist; mental health worker)
- research;
- other postgraduate study (e.g. PGCE);
- police force at graduate level;
- a range of caring professions (e.g. nursing, social work);
- general graduate careers

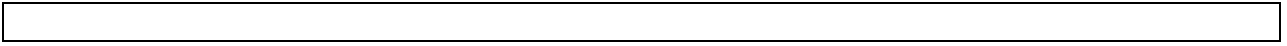
Both Psychology and Counselling Psychology at the University of Worcester has a strong emphasis on employability through the course (see 13), For example, the 'Interpersonal Communication Processes and Skills' module at Level 5 gives students the opportunity to apply their psychological knowledge to the development of relationship formation and interpersonal communication skills, which are beneficial competences in several areas of employment, particularly in health-related settings.

In addition, the postgraduate provision in Psychology at the University of Worcester now enables student's to progress with their studies whilst remaining at the University. For example, in addition to offering postgraduate studentships, and full and part-time research degree, students can study for a taught masters in Psychological Therapies (subject to validation), Issues in Applied Psychology, or the MSc in Occupational Psychology (BPS accreditation pending). Both courses have been designed to strengthen student's future employability and careers within Psychology, and the University offers its graduates preferential rates for fees on these courses.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module study guide and course handbook. The accuracy of the information contained in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Key sources of information about the Course can be found in:

- On the University of Worcester and Institute of Health, Social Care & Psychology websites <http://www.worc.ac.uk/courses/464.html>
- The University of Worcester Prospectus and marketing leaflets
- University of Worcester SOLE page
- Blackboard
- The Course Handbook



BSc Counselling Psychology Award map

Title: BSc Counselling Psychology

Year: 2009/10

Last Updated: July 2010

| LEVEL 4 | | | | | | | |
|-------------|---------------------------------|------------------|---------------------------------------|-----------|-----------|-----------|---|
| Module Code | Module Title | Credits (Number) | Status (Mandatory (M) or Optional(O)) | | | | Prerequisites (Code of Module required) |
| | | | Single Hons | Major n/a | Joint n/a | Minor n/a | |
| PSYC 1401 | Introduction to Psychology 1 | 15 | M | | | | NONE |
| PSYC 1402 | Introduction to Psychology 2 | 15 | M | | | | NONE |
| PSYC 1403 | Research Methods 1 | 15 | M | | | | NONE |
| PSYC 1404 | Research Methods 2 | 15 | M | | | | NONE |
| PSYC 1421 | Theories of Counselling | 15 | M | | | | NONE |
| PSYC 1405 | Studying Psychology | 15 | O | | | | NONE |
| PSYC 1406 | Psychology in the real world | 15 | O | | | | NONE |
| PSYC 1407 | Psychology and popular culture | 15 | O | | | | NONE |
| PSYC 1408 | Critical thinking in Psychology | 15 | O | | | | NONE |
| PSYC1 410 | Environmental Psychology | 15 | O | | | | NONE |

Single Honours Requirements at Level 4

Single Honours students must take the 5 mandatory modules listed above plus 1 Optional Module from within Psychology.

In addition: students are permitted to choose two (2) free choice modules at Level 4 from other open modules with the Undergraduate Modular Scheme (UMS) or two (2) further optional modules from Psychology as listed above.

Subject specific rules: Students are reminded that to achieve eligibility for GBC with the BPS they must take the Counselling Psychology Single Honours course

| LEVEL 5 | | | | | | | |
|-------------|--|------------------|---------------------------------------|-----------|-----------|-----------|---|
| Module Code | Module Title | Credits (Number) | Status (Mandatory (M) or Optional(O)) | | | | Prerequisites (Code of Module required) |
| | | | Single Hons | Major n/a | Joint n/a | Minor n/a | |
| PSYC 2521 | Relationship Formation | 15 | M | | | | PSYC1421 |
| PSYC 2522 | Interpersonal Communication Processes and Skills | 15 | M | | | | PSYC1421 |
| PSYC 2501 | Cognitive Psychology | 15 | M | | | | PSYC1401 OR 1402 AND 1403 OR 1404 |
| PSYC 2502 | Biopsychology | 15 | M | | | | PSYC1401 OR 1402 AND 1403 OR 1404 |
| PSYC 2503 | Research Methods 3 | 15 | M | | | | PSYC1404 |
| PSYC 2504 | Developmental psychology | 15 | M | | | | PSYC1401 OR 1402 AND 1403 OR 1404 |
| PSYC 2505 | Social Psychology | 15 | M | | | | PSYC1401 OR 1402 AND 1403 OR 1404 |
| PSYC 2506 | Individual differences | 15 | M | | | | PSYC1401 OR 1402 AND 1403 OR 1404 |

Single Honours Requirements at Level 5

Single Honours students must take the 8 Mandatory modules listed above

Subject specific rules: Students are reminded that to achieve eligibility for GBC with the BPS they must take the Counselling Psychology Single Honours course

| LEVEL 6 | | | | | | | |
|-------------------------|---|------------------|---------------------------------------|-----------|-----------|-----------|---|
| Module Code | Module Title | Credits (Number) | Status (Mandatory (M) or Optional(O)) | | | | Prerequisites (Code of Module required) |
| | | | Single Hons | Major n/a | Joint n/a | Minor n/a | |
| PSYO 3001 or PSYCO 3002 | Independent study (on a counselling psychology topic) | 30 | M | | | | PSYC1404 AND 2503 |
| PSYC 3621 | Ethical Issues in Counselling | 15 | M | | | | PSYC 2522 |
| PSYC 3622 | Professional Issues in Counselling | 15 | M | | | | PSYC 2522 |
| PSYC 3603 | Applied child development | 15 | O | | | | ANY LEVEL 5 PSYCHOLOGY MODULE |
| PSYC 3604 | Business Psychology | 15 | O | | | | ANY LEVEL 5 PSYCHOLOGY MODULE |
| PSYC 3605 | Clinical Psychology | 15 | O | | | | ANY LEVEL 5 PSYCHOLOGY MODULE |
| PSYC 3606 | Coaching Psychology | 15 | O | | | | ANY LEVEL 5 PSYCHOLOGY MODULE |
| PSYC 3608 | Educational Psychology | 15 | O | | | | ANY LEVEL 5 PSYCHOLOGY MODULE |
| PSYC 3609 | Forensic Psychology | 15 | O | | | | ANY LEVEL 5 PSYCHOLOGY MODULE |
| PSYC 3610 | Health Psychology | 15 | O | | | | ANY LEVEL 5 PSYCHOLOGY MODULE |
| PSYC 3611 | Key figures in Psychology | 15 | O | | | | ANY LEVEL 5 PSYCHOLOGY MODULE |
| PSYC 3612 | Minds, machines and consciousness | 15 | O | | | | ANY LEVEL 5 PSYCHOLOGY MODULE |
| PSYC 3613 | Positive Psychology | 15 | O | | | | ANY LEVEL 5 PSYCHOLOGY MODULE |
| PSYC 3614 | Psychology of emotion | 15 | O | | | | ANY LEVEL 5 PSYCHOLOGY MODULE |
| PSYC 3615 | Sociocultural perspectives | 15 | O | | | | ANY LEVEL 5 PSYCHOLOGY MODULE |
| PSYC 3616 | Sports Psychology | 15 | O | | | | ANY LEVEL 5 PSYCHOLOGY MODULE |
| PSYC 3620 | Social and Critical Psychology | 15 | O | | | | ANY LEVEL 5 PSYCHOLOGY MODULE |

Single Honours Requirements at Level 6

Single Honours students must take the 4 mandatory modules listed above (this includes the double credit independent study), **plus 4** optional modules from those listed (including those modules listed that are shared with another subject).

Subject specific rules: Students are reminded that to achieve eligibility for GBC with the BPS they must take the Counselling Psychology Single Honours course

Full details of the Undergraduate Modular Scheme Undergraduate Regulatory Framework for entry from 2007 can be found at:

<http://www2.worc.ac.uk/registry/pdf/UndergraduateRegulatoryFramework2007entry.pdf>