

Template C4



Programme Specification

Title of Course: *BSc (Hons) Psychology with Counselling*

Date first produced	21/12/2023
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Date of implementation of current version	02/09/2024
Version number	7
Faculty	Faculty of Business and Social Sciences
School	School of Law, Social and Behavioural Sciences
Department	Department of Psychology
Delivery Institution	

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s): <i>Up to 10 pathways</i>	BSc (Hons) Psychology with Counselling
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	Certificate of Higher Education Psychology with Counselling Diploma of Higher Education Psychology with Counselling
Course Code <i>For each pathway and mode of delivery</i>	UPPSY3CSL20 UFPSY3CSL20
UCAS code <i>For each pathway</i>	C890

Award(s) and Title(s): <i>Up to 10 pathways</i>	BSc (Hons) Psychology with Counselling with Professional Placement
Intermediate Awards(s) and Title(s): <i>There are 4 Intermediate awards for each pathway</i>	Certificate of Higher Education Psychology with Counselling with Professional Placement Diploma of Higher Education Psychology with Counselling with Professional Placement
Course Code <i>For each pathway and mode of delivery</i>	
UCAS code <i>For each pathway</i>	

RQF Level for the Final Award:	
Awarding Institution:	Kingston University
Teaching Institution:	
Location:	Penrhyn Road
Language of Delivery:	English
Modes of Delivery:	Full-time Part-time With Professional Placement
Available as:	Full field
Minimum period of registration:	Full-time - 3 Part-time - 6 With Professional Placement - 4

Maximum period of registration:	Full-time - 6 Part-time - 12 With Professional Placement - 8
Entry Requirements:	<p>The minimum entry qualifications for the programme are:</p> <p>From A levels: 112-128 UCAS points</p> <p>Units: to include three A-levels or equivalent Subjects: A-level Psychology is not essential but must be passed (A*-C) if taken</p> <p>BTEC National: DDM</p> <p>Access Diploma: Access requirements; for; Mature Applicants (21yrs +) will need: Pass QAA approved Access Course with 60 credits, minimum 45 credits at Level 3 including 21 at merit + GCSE English Language grade C + GCSE Maths grade C (or comparable numeric score under the newly reformed GCSE grading).</p> <p>Plus: Plus GCSE: Maths and English Language 9-4</p> <p>Where a candidate's first language is not English, advanced English Language competence in the form of appropriate certificated learning (IELTS requirement of 6.5 overall with no element below 5.5) must be demonstrated as detailed in Kingston University's Admission Regulations.</p> <p>Students working with children, adolescents or protected populations in their final year Research Project (PS6000) must submit to a Disclosure and Barring Service (DBS) check. Without a check, students are not allowed to interview or test protected populations. Passing a DBS check, however, does not automatically allow students to work with children or other protected populations; the final decision is at the discretion of the programme leader.</p>
Programme Accredited by:	n/a
QAA Subject Benchmark Statements:	<p>All of the procedures associated with the field comply with the QAA Codes of Practice for Higher Education.</p> <p>The awards made to students who complete the field or are awarded intermediate qualifications comply fully with the National Qualifications Framework for Higher Education and the accreditation requirements of the British Psychological Society.</p>

	<p>Both the subject benchmarks and the British Psychological Society inform the modules within the field and the design of the programme structure.</p> <p>The ethical guidelines of the British Psychological Society have been incorporated into the design of the research modules and assessments within this programme.</p> <p>Subject Benchmark Statement - Counselling and Psychotherapy (including Master's) (qaa.ac.uk) Subject Benchmark Statement: Psychology (qaa.ac.uk)</p>
Approved Variants:	n/a
Is this Higher or Degree Apprenticeship course?	

For Higher or Degree Apprenticeship proposals only

Higher or Degree Apprenticeship standard:	n/a
Recruitment, Selection and Admission process:	n/a
End Point Assessment Organisation(s):	n/a

SECTION 2: THE COURSE

A. Aims of the Course

The aims of the programme are:

- To develop an understanding of the core areas of Psychology, as defined by the BPS, while also exposing students to a range of historical approaches, applications, and skills directly related psychology in general and Counselling/Psychotherapy specifically.
- To foster competence in the skills of psychological reasoning.
- To provide students with a sound knowledge base in the discipline of Counselling Psychology and Psychotherapy to enable students to critically evaluate theories and debates in this field.
- To enable students to design and execute empirical research and raise students' awareness of ethical issues and their appropriate resolution in psychological research.
- To provide students with generic and transferable skills in written and oral communication, independent learning, teamwork, information technology, and numeracy.
- To provide students with counselling and interpersonal skills useful in therapeutic and counselling settings.
- To offer students the foundation to continue to study for accredited postgraduate studies in psychology.

B. Intended Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the following areas. The programme outcomes are referenced to the QAA 2019 subject benchmarks for Psychology, the British Psychological Society (BPS) requirements for accreditation, which are derived from the QAA subject benchmark statement for Psychology (2019), and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2014), and relate to the typical student. The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes as detailed in the following tables.

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They must align to the levels set out in the ['Sector Recognised Standards in England'](#) (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A1	Demonstrate (a) knowledge and understanding of a range of psychological theories and approaches which cover key aspects/areas of psychology, and, (b) additional knowledge and understanding of a range of specialist approaches relating to counselling psychology which go beyond the standard key areas.	B1	Demonstrate (a) comprehensive knowledge of psychology with (b) areas of in-depth specialisation in counselling psychology.	C1	Write an appropriate review of relevant literature, and present and evaluate research findings to a higher level of proficiency.
A2	Appreciate the role of research in the development of psychological thought, applying psychology research competencies, and a wide range of research methodologies and statistics.	B2	Integrate ideas and findings across the multiple perspectives of psychology and in particular counselling psychology and recognise distinct psychological approaches to relevant issues.	C2	Carry out empirical studies involving a variety of methods of data collection (experiments, observation, psychometric tests, questionnaires, interviews) and analyse data using statistical methods.
A3	Demonstrate more extensive knowledge of the way in which counselling psychology and psychology as a whole, has an impact upon individuals and society	B3	Critically review evidence, including issues of reliability, validity and significance, and investigate contradictory information.	C3	Use a variety of psychological tools, including specialist software, laboratory equipment and psychometric instruments.
A4	Gain additional knowledge and understanding of the ethical considerations and their importance in research, psychological practice, counselling and psychotherapy.	B4	Analyse and transform new and/or abstract data and concepts towards a given purpose independently, and to design novel solutions.	C4	Demonstrate detailed knowledge on the use of a variety of general and specific library resources to source appropriate information.

A5	Demonstrate in-depth knowledge of counselling psychology, psychotherapy and common mental health problems.	B5	Develop and sustain an argument independently in written and oral formats.		
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In addition to the programme learning outcomes, the programme of study defined in this programme specification will allow students to develop the following range of Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

C. Outline Programme Structure

The BSc Psychology with Counselling is a three-year programme (4 years with Sandwich year). Throughout the course, students benefit from a well-rounded education that encompasses both psychology and counselling, allowing them to develop essential skills and knowledge in research, counselling, and mental health. The program's carefully curated modules cater to various interests, aspirations and future skills, preparing students for versatile career opportunities in mental health services, counselling, and further postgraduate studies.

During the **first year** (L4), students are introduced to the Foundations of Psychology and gain essential skills in Research Methods for quantitative and qualitative data analysis. They delve into Historical and Philosophical Concepts of Psychology, including conceptual issues in psychotherapy and Social Selves. The first year is shared with BSc Psychology students, allowing seamless transitions between the two courses at the end of the first year.

In the **second year** (L5), students build upon the foundational knowledge and hone more advanced theoretical and practical research skills. They explore BPS-required areas of psychology, such as cognitive, biological, developmental, and social psychology, as well as individual differences. In addition to these core modules, students in the BSc Psychology with Counselling course undertake a 30-credit module "Introduction to Counselling and Psychotherapy in Practice"; this module introduces major counselling and therapeutic approaches, professional ethics standards, and the impact of diversity and culture on counselling. This module offers students a chance to assess the impact of counselling and psychotherapy in promoting positive mental health.

In the **final year** (L6), students apply their well-honed research skills in a research project (30-credit) in psychology. Students are encouraged to research an area in counselling, mental health or psychopathology. Students will also engage in an intensive compulsory 30-credit module "Mental Health in Counselling and Psychotherapy". This module delves into counselling theory, advanced techniques, and the assessment and treatment of CMHPs. Alongside this, students participate in a core 30-credit compulsory module centred on developing transferable counselling and future skills. Led by experienced staff members, this practical module "Personal Development and Therapeutic Process" provides practical experiences to enhance their proficiency. With focus on future skills, the program also offers a range of specialized optional modules, which broaden students' understanding of clinically relevant psychology applications. These optional modules cover diverse topics, including Health and Wellbeing, Critical Social Psychology, Introduction to Forensic Psychology, Neuropsychology, and Neurorehabilitation.

Note: As per GR5 within the general regulations, the University aims to ensure that all option modules listed below are delivered. However, for various reasons, such as demand, the

availability of option modules may vary from year to year or between teaching blocks. The University will notify students by email as soon as these circumstances arise.

BSc (Hons) Psychology with Counselling

Level 4							
BSc (Hons) Psychology with Counselling							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Foundations of Psychology	PS4002	30	4	TY13		1	1
Historical and Philosophical Concepts in Psychology	PS4003	30	4	TY13		1	1
Psychology Research Methods 1	PS4001	30	4	TY13		1	1
Social Selves	SO4003	30	4	TY13		1	1
Optional Modules							

Progression to Level 5

This course permits progression from Level 4 to Level 5 with 90 credits at Level 4 or above. The BPS allows the trailing of modules except for PS4001.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education.

For information on Foundation degree modules, please refer to the Foundation Year in Social and Behavioural Sciences programme specification.

Level 5							
BSc (Hons) Psychology with Counselling							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Brain, Behaviour and Cognition	PS5003	30	5	TY13		2	2
Introduction to Counselling and Psychotherapy in Practice	PS5011	30	5	TY13		2	2
Psychology Research Methods 2	PS5001	30	5	TY13		2	2
Social and Developmental Psychology	PS5012	30	5	Year long		2	3

Optional Modules							
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Progression to Level 6

This course permits progression from Level 5 to Level 6 with 90 credits at Level 5 or above. The BPS allows the trailing of modules except for PS5001.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education.

Level 6							
BSc (Hons) Psychology with Counselling							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Mental Health in Counselling and Psychotherapy	PS6019	30	6	TY13		3	3
Personal Development and Therapeutic process	PS6018	30	6	TY13		3	3
Psychology Research Project	PS6000	30	6	TY13		3	3
Optional Modules							
Advanced Developmental Psychology	PS6002	30	6	TY13		3	3
Critical Social Psychology: Memory, Narrative and Representation	PS6004	30	6	TY13		3	3
Introduction to Forensic Psychology	PS6011	30	6	TY13		3	3
Neuropsychology and Neuro-rehabilitation	PS6003	30	6	TY13		3	3
The Psychology of Health and Well Being	PS6005	30	6	TY13		3	3

BSc (Hons) Psychology with Counselling with Professional Placement

Level 4							
BSc (Hons) Psychology with Counselling with Professional Placement							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Foundations of Psychology	PS4002	30	4	1		1	1
Historical and Philosophical	PS4003	30	4	1		1	1

Concepts in Psychology							
Psychology Research Methods 1	PS4001	30	4	1		1	1
Social Selves	SO4003	30	4	1		1	1
Optional Modules							

Progression to Level 5

This course permits progression from Level 4 to Level 5 with 90 credits at Level 4 or above. The BPS allows the trailing of modules except for PS4001.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Certificate of Higher Education.

Level 5							
BSc (Hons) Psychology with Counselling with Professional Placement							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Brain, Behaviour and Cognition	PS5003	30	5	1		1	1
Introduction to Counselling and Psychotherapy in Practice	PS5011	30	5	1		1	1
Psychology Research Methods 2	PS5001	30	5	1		1	1
Social, Individual and Developmental Psychology	PS5002	30	5	1		1	1
Optional Modules							

Progression to Level 6

This course permits progression from Level 5 to Level 6 with 90 credits at Level 5 or above. The BPS allows the trailing of modules except for PS5001.

Students exiting the programme at this point who have successfully completed 120 credits are eligible for the award of Diploma of Higher Education.

Level 6							
BSc (Hons) Psychology with Counselling with Professional Placement							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Mental Health in Counselling and Psychotherapy	PS6019	30	6	TY13		3	3
Personal Development and	PS6018	30	6	TY13		3	3

Therapeutic process							
Psychology Research Project	PS6000	30	6	TY13		3	3
Optional Modules							
Advanced Developmental Psychology	PS6002	30	6	TY13		3	3
Critical Social Psychology: Memory, Narrative and Representation	PS6004	30	6	TY13		3	3
Introduction to Forensic Psychology	PS6011	30	6	TY13		3	3
Neuropsychology and Neuro-rehabilitation	PS6003	30	6	TY13		3	3
The Psychology of Health and Well Being	PS6005	30	6	TY13		3	3

D. Principles of Teaching, Learning and Assessment

Interactive lectures, skills, and employability:

Interactive lectures lie at the heart of the modern teaching strategy, designed to encourage active learning. This will involve use of interactive technology, techniques to enable students to engage with discussions amongst themselves or with the lecturer, peer to peer teaching, problem solving and investigation of mental health and counselling-based case studies.

The aims of the interactive lecture will be to develop high levels of student engagement and effective learning via critical discussions and debates, and to provide feedback on formative preparations by the student. Interactive lectures will run throughout the entire degree. Interactive lectures aided by workshops will take place at L4 and L5. The workshop system exists to provide students with the opportunity for small group interaction in which the quality of the contact between student and the member of staff is enhanced to facilitate the learning outcomes.

The first-year experience provides a strong foundation for the study of psychology. An understanding of key psychological theory, concepts, perspectives and methods is delivered over an integrated set of modules using a variety of teaching methods including laboratory workshops, lectures, seminars and group tutorials. Strong emphasis is placed on study skills throughout the year in particular via the PS4002 Foundations of Psychology and PS4001 Psychology Research Methods 1, which have a specific embedded skills agenda (Navigate Workshop). PS4002 Foundations of Psychology includes Navigate workshops and assessment which will additionally extend, support and synthesise graduate attributes for psychology students alongside their other core L4 module (PS4001).

By integrating BSc Psychology and BSc Psychology with Counselling students, both cohorts have the chance to switch programmes in the second year; this depends on how they see themselves fit in either of the programmes. For those pursuing a BSc in Psychology and counselling it is important that they are self-aware of their own personal challenges and biases, and they will also understand the complexities and challenge in participating in more

specialised counselling modules. The first year will allow students to make a more informed decision about the course choice.

Support to L4 students is available through the Faculty of Business and Social Sciences Academic Skills Centre (FBSS ASC). The centre supports all students within the Faculty of Business and Social Sciences with structuring and editing traditional academic writing. The FBSS ASC cultivates critical thinking, awareness of presentation and organisational skills and is staffed by a team of selected and trained postgraduate and academic tutors.

At L5 there is a greater emphasis upon self-directed learning and critical understanding and students are expected to refine their skills in literature sourcing and referencing and develop their capacity to collect and analyse primary data. This is facilitated via laboratory workshops, on-line materials and tutorial support. Students move from a basic descriptive understanding of psychology to its analysis and application across a range of topic areas. Re-induction at the beginning of L5 will have a focus on opportunities to improve key academic and employability schemes. Module PS5002 (Social, Individual and Developmental Psychology) includes the Explore workshops and assessments which will enable students to demonstrate use of graduate attributes *beyond* Psychology and for the student to demonstrate critical evaluation of their own development.

As well as generating knowledge in social and biological psychology alongside research methods, at L5 student will start exploring counselling psychology and psychotherapy. The introductory module aims to further enhance students' ability to empathise with and understand others. This is a particularly analytical module that offers deep insight into understanding how our mental health and psychological distress operates. Students undertake Explore in one of their core modules, giving students opportunities to critically evaluate their own personal development and demonstrate the use of graduate attribute skills in realms beyond Psychology with Counselling.

At L6, supervision meetings will run alongside the PS6000 Research Project lectures. In these meetings, students will discuss issues pertaining to their final year and their project. Discussion topics include employability and psychology professionals in the real world, enhancing skills for the psychology market, fine tuning practical skills such as argument development, APA-style referencing, how to develop a thesis, issues in the ethical considerations of psychological research, and interpersonal and communication skills. PS6000 will include the Apply workshops where students will demonstrate the use of graduate attributes in complex challenges beyond the university and where students will be enabled to set goals and plans in relation to their development and future plans.

At L6 the emphasis is placed upon deepening students' critical understanding of psychology and the development of research proficiencies, especially on the role of various approaches to counselling and psychotherapy, their advantages and limitations using empirical research. Modules at this level cover both old and new areas of research with specific focus on future and practical skills in counselling.

At L6 are also asked to undertake two compulsory modules which offer advanced knowledge in mental health in counselling and psychotherapy; this offers students a chance to use problem solving and critical thinking to design therapeutic interventions. Along with this module, students will also undertake a module in personal development and therapeutic process, it stresses the role of self-awareness in a professional setting and offers a chance to develop interpersonal and practical skills; these transferable and future skills are desirable in many settings and could enhance employability for example, working within a group, receiving and giving feedback, building rapport, listening, focusing, paraphrasing, silence).

The strategies and the accompanying assessment procedures of individual modules are designed to achieve the general aims and objectives of the degree. These involve, among other things, students gaining a broad knowledge and sound understanding of the programme's topic areas, promoting their capacity to read, investigate and research and encouraging their skills in developing informed and well-supported arguments. In turn, the research modules are directed to promoting a range of practical skills, research competencies and numeracy.

The Research Project component of the course will involve a level of independent study on the part of the student, which will be supported by supervision by a member of the academic team. Students will engage in regular meetings with their supervisors, which will aim to provide structure and advice to the student when he/she is planning, carrying out, analysing and writing-up his/her Research Project. These tutorials will be tailored to meet the research needs of students at each point of their project.

At L6, the compulsory Research Project module runs across the entire year, small groups students will typically be assigned to supervisors, and together and as a group are encouraged to choose a dissertation project in the broad area of psychology and counselling psychology, mental health and psychopathology. A Supervisor will be allocated, and the project will be agreed between students and supervisor. Data collection will begin after approval of the project proposal by a procedure sanctioned by the Departmental Ethics Committee. The Research Project will be informed by the students' theoretical and research training throughout their careers in the Department and will continue to be enriched by on-going research training and the opportunity to pursue particular areas of interest in psychology in more detail.

Developing employable graduates while harnessing future skills is at the heart of this programme. Embedding employability initiatives within the curriculum, as well as designing assessment to mirror real-life practices achieve this. The students have the opportunity to engage in work-related projects, drawing on case studies and real-life scenarios, and modules are designed to develop the skills valued by employers, such as presentation, teamwork, problem solving, time and task management skills, statistical analysis of data, communication and the ability to critically evaluate. Students are also encouraged to reflect on their learning so they can articulate how the acquisition of such skills relates to practice and how they can be developed in the future. At Level 4 Future Skills are built into core module PS4002 Foundations of Psychology where students complete dedicated Navigate workshops. Students also produce a portfolio of academic and employability skills in Psychology and a group poster of a mini research project with analysis; both assessments allow students to demonstrate a personal plan for development and the use of graduate attributes (Future Skills) within the context of a Psychology Research Project. At L5 students develop skills to utilise graduate attributes beyond Psychology and reflect critically on personal development via Explore, embedded in a core Psychology module.

Role of personal Tutor:

Personal tutors play a significant role in guiding students. Students will be allocated a Personal Tutor as part of the University Personal Tutor Scheme at the start of L4 (introduced at induction). Personal tutors will provide appropriate academic advice and guidance to students *throughout their first and second years* by monitoring their progression from level to level, helping to identify individual needs and to develop abilities which will allow them to be self-reliant and self-reflective.

Personal tutors and tutees will meet fortnightly throughout Level 4 in timetabled sessions. At L4, the aims relate to supporting students to make the transition to HE learning comfortable, to develop good academic study skills and to enhance group interaction in order to develop cohort identity. At L5, the aims are to support students to become increasingly independent as learners, and to start to explore with students employability and opportunities, also during

timetabled sessions. Personal tutors play a key role in the development of Future Skills at L4, supervising the design and execution of a novel research project, where students have the opportunity to demonstrate future skills; personal tutors also guide students in completing the summative skills and employability portfolio.

The research project at L6 is a great chance for students to improve and enhance their independent learning and learn new skills. Students are supervised and tutored by expert academics. The role of this Research Project supervisor is manifold, but primarily to guide the student throughout a successful completion of their Research Project. The supervisor will also act as a tutor to support and guide the student at a personal level too. Students will be able to communicate their experiences challenges and learning and seek guidance. Learning about counselling psychology and psychotherapy could be challenging and evoke certain emotions, hence it is essential that those students are appropriately supported.

Diversity and Inclusion

All counselling modules adopt a humanistic approach stressing on empathy, acceptance, equality, and inclusion. Students in the “introduction to counselling and psychotherapy in practice” (L5) are introduced to topics of diversity, biases, equality, legal and professional frameworks. At L6, the two modules “mental health in counselling and psychotherapy” and “personal development and therapeutic process” advance students’ theoretical knowledge and practical experience in diversity. Students are introduced to advanced theories explaining diversity in counselling and how it limits students’ ability to empathise with and understand the feelings of others e.g., their emotions, experiences, values, reasoning, and behaviour. In small groups students engage in group work and learn skills that aim to improve empathy, acceptance and understanding personal limitations and challenges that may impact their relationships with others, especially in a therapeutic relationship. Special reference will be made to topics such as gender, sexual orientation, ethnicity, culture, and religion.”

Role of Virtual Environment:

In addition to face-to-face contact between students and teaching staff, a virtual learning environment (VLE) will provide students with access to a range of materials for each module. These materials will typically include the module guide, lecture slides and handouts, links to useful web-resources, and formative multiple-choice questions. Use of the collaborative tools offered by the VLE (e.g. discussion boards, blogs, wikis etc.) will be encouraged to facilitate team-working and interactive problem-solving skills, and to prepare for and follow up taught sessions. Online interaction with staff and other students will be expected for successful completion of certain modules. The VLE can be used from any networked PC in the University as well as from most PC’s connected to the Internet.

In addition, the Psychology with Counselling programme encourages immersion in Technology Enhanced Learning Environments including e-learning, Virtual Learning Environments, Hyper-text, CANVAS, Blogs, podcasts, CAVE Writing or Computer Generated Virtual Environments, wikis, threaded discussions, chat rooms, Twitter, RSS, Facebook, Padlet, clickers, etc. We have several examples of modules making use of blogs and virtual environments for students to actively participate in learning (e.g. discovering, constructing, taking ownership, rather than being passive recipients of knowledge). The Department promotes the development of digital literacy.

Independent Learning:

When not attending timetabled teaching sessions (lectures, seminars, workshops, labs, studios etc.), students will be expected to continue learning independently through self-study. Typically, this will involve reading journal articles and books, working on individual and group

projects, undertaking research in one of the University's libraries, preparing coursework assignments or revising for examinations or tests.

Independent learning is supported by a range of excellent facilities including the libraries and the University's virtual learning environment (Canvas). Students' self-managed learning time is carefully plotted across the three levels of the programme to ensure that students are supported to become increasingly independent, self-motivated and reflexive learners.

Each module makes use of the VLE, to provide a range of guided activities for students outside of classroom activities. These might include guided reading with discussion boards, structured research tasks and online quizzes to check understanding and practice skills. These are carefully designed in accordance with the specific requirements of the module and level of study. As a general principle guided activities are more closely structured at level 4 to support students in making the transition to HE learning.

In addition to these module specific activities, at each level students are provided with a co-curricular timetable of activities that draws across the provision within Student Engagement and Employability (SEE). These typically include but are not limited to: careers skills workshops targeted to level (e.g. CV writing workshops for level 4, interview skills and online test training at level 6); personal development planning through the Kingston Hub and academic skills development through the Writing and Oral Skills (WOS) workshops and structured developmental interactions with CASE.

Assessments:

A range of assessment approaches is employed across the array of modules. These varied approaches facilitate students with differing learning styles to achieve the learning outcomes. The assessment procedures are reviewed by the course team and also by the Faculty across disciplines. Reviews of the assessment strategy ensure that students are exposed to a range of assessment procedures, which encourage different forms of learning. The reviews ensure that assessment burdens are fair and equitable across modules and courses, in addition to ensuring that the strategy allows the course to meet the subject and professional benchmarks.

Examples of assessments employed in the Psychology with Counselling program include unseen exams, laboratory projects, poster presentations, laboratory and skills worksheets, portfolios, log books, group projects, essays, multiple choice tests, short answer tests, research proposals and a Research Project (as per Tables, above). All assessments are aligned with modules' learning outcomes

E. Support for Students and their Learning

In Psychology with Counselling, students are supported by:

- The Head of Department
- A level tutor for each level
- A module leader for each module
- A personal tutor to provide each student with tailored academic and personal support throughout the duration of the degree (as described above)
- A project supervisor
- Seminar tutors (when applicable, for relevant modules)
- Technical support to advise students on IT and the use of IT facilities and software appropriate to the degree (sometimes in collaboration with members of staff for specific use of equipment)

- A designated programme administrator
- An induction week at the beginning of L4, and tailored re-inductions at Ls 5 and 6
- Student Voice Committee
- The Student Union
- The Psychology Society, a student-led community, which was elected the best Student Society at Kingston University
- Canvas: a versatile online interactive intranet learning environment
- A designated Psychology information advisor/librarian and a specialised Psychology library
- Help Desk
- An employability coordinator at Departmental level
- Psychology facilities
- FBSS Academic Skills Centre (FBSS ASC)

The Department has a suite of purpose-built teaching and research laboratories. Laboratories are bookable online and accessible by swipe card. These are available outside of teaching periods for students to conduct practical work. The Faculty also operates several specialist computer rooms with technical support at the Penrhyn Road campus. Some of these facilities are open-access to students from the Faculty of Business and Social Sciences throughout the day, when not being used for classes.

Psychology facilities also include a large observation/test room with remote controlled digital cameras and microphones connected to a monitoring room. A monitor room can be used to monitor activity in the observation/test room but can also act as separate, generic research space; this facility will be of use to students observing non-verbal interactions in practice listening sessions. Additional resources available within psychology laboratories include EEG, tDSC, Biopac, Eyelink and Tobii Eyetrackers, Cantab for Cognitive Testing as well as a suite of specialist software for Psychological Testing.

Library: In collaboration with the course team, the Library provides information skills teaching tailored to meet the subject needs of the students. Students are given an initial introduction followed by a more detailed session on accessing e-resources. Students also have the opportunity to make individual appointments with their Psychology information advisor/librarian and are encouraged to seek advice by phone or email as well as in person.

Help Desk: The LRC Help Desks are staffed during opening hours to help with users' information enquiries on an individual basis. Students are encouraged to learn how to find information themselves so that they are able to carry out their own independent learning. Staff at the Help Desks also support basic IT enquiries e.g. password or printing problems. The introduction of self-service borrowing and return facilities at all sites means that staff at the desk can focus on more complex enquiries. In addition, Information Services work with Student Services to provide integrated student support within the LRCs.

FBSS ASC: The Faculty of Business and Social Sciences Academic Skills Centre (FBSS ASC) supports all students within the Faculty of Business and Social Sciences with structuring and editing traditional academic writing. The FBSS ASC develops critical thinking, awareness of presentation and organisational skills and is staffed by a team of selected and trained postgraduate and academic tutors.

Employability: The Careers and Employability Service work with the department to ensure that students are able to identify and develop employability skills. The Employability Coordinator she can also help to identify strengths, areas for development and potential career opportunities. Throughout the academic year the following activities typically take place: Workshops and seminars covering all aspects of the recruitment process, from CVs to

interviews; employer events - giving students a chance to network and gain a stronger understanding of the 'world of work'; and drop-in appointments for queries regarding career direction or any aspects of employability.

British Psychological Society: The department has a BPS link member who ensures that students are provided with up to date information about the BPS and BPS sponsored opportunities. In order to obtain Graduate Basis for Chartered Membership (GBC) status students will need to apply individually to the BPS after successful completion of their degree.

F. Ensuring and Enhancing the Quality of the Course

The University has several methods for evaluating and improving the quality and standards of its provision. These include:

- External examiners
- Annual Monitoring and Enhancement
- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP+)
- Student evaluation including Module Evaluation Questionnaires (MEQs), level surveys and the National Student Survey (NSS)
- Moderation policies
- Feedback from employers

G. Employability and work-based learning

Developing employable graduates and transferable and future skills are at the heart of the BSc in Psychology with Counselling. The overall aim is to provide develop students potential and increase their employability chances while providing them with interesting and informative education in psychology and counselling. This is achieved through embedding employability initiatives within the curriculum as well as the use of appropriately authentic assessment methods to mirror real-life practices so that students are exposed to opportunities that develop their skills on an ongoing basis.

At L5 and L6 students have the opportunity to engage in work-related projects that draw on case studies and real-life scenarios, and all levels are designed to develop skills valued by employers, such as presentations, teamwork, critical thinking, problem solving, time management, the use of statistical tools and communication skills. For example, in PS5002 students complete a "live brief" where community partners pose a Social Psychology problem and students present solutions (e.g. reducing stigma associated with food bank). In PS4003 students complete assessments on a sustainability challenge.

BSC in Psychology and Counselling students benefit from studying the importance of professional standards, health agencies and charities and their role in promoting positive mental health. The use of complex cases at L5 and L6 (e.g., patients with common mental health issues such as depression, patients posttraumatic stress disorder, obsessive compulsive disorder or addiction problems) will also offer students a chance to formulate and design therapy sessions suited to such individuals. Along with their practical skills gained through group work, this will help them with increase their skills which are likely to enhance their chances to work in mental health settings.

Students are encouraged to reflect on their learning, so they can also articulate how the acquisition of such skills relates to practice and how they can be developed in the future.

This degree focuses on promoting counselling skills and personal development, and that is maintained through L5 and L6. Although such skills are relevant in counselling settings, they are extremely useful in other settings too such as teaching and education, working with

charities and in the health sector. Most importantly these skills can also promote positive mental health among students themselves and better self-awareness and acceptance.

The services of a dedicated careers and employability team as well as personal tutor and course leader are offered to all students. During the first year, all students are guided to volunteering activities will enhance their CVs. In the final year seminars in the core module offer support to students in the preparation of CVs, applications and preparation for interviews and assessment centres.

The School offers employment-based activities e.g. where employers may be invited on campus to participate in specialist networking activities all of which may provide additional opportunities for students to hear about current and professional psychology issues from prominent guest speakers. The Faculty provides additional careers talks and recruitment fairs with graduate employability.

Students are encouraged to seek relevant summer work that will enable them to practise their subject specific skills and to develop their employability skills. Some students collect their data for their psychology Research Project in local mental health charities, schools, nurseries, refugee charities or special needs and clinical settings and staff have useful links with local hospitals and counselling services within Kingston Royal Borough. The department also provides a volunteering research assistant scheme where students can attain work experience with academic staff in the department.

To complement the development of employability skills within the curriculum, the University also formally recognises students who build up a portfolio of skills developed through non-academic activities such as volunteering, maintaining a personal development-planning journal and attending networking seminars, through the Kingston Award.

To date, graduate destination data has shown that our psychology students after graduation obtain employment in a wide variety of settings. They range from health and social occupations, such as care assistants and assistant psychologists, to commercial, professional and managerial jobs, such as events and media organiser, sales executive, and recruitment. Graduates have also entered clinical courses, teacher training, counselling courses and other postgraduate trainings. With the addition of this course students will also be well placed to access careers in a number of organisational settings (in the private or public sector) as well undertaking further training in order to become a counselling psychologist.

Psychology with counselling BSC graduates, subject to further studying and accreditation (e.g., accreditation from the British Association of Counselling, Psychotherapy, the Counselling and Psychotherapy Central Awarding Body, BPS, Health and Care Professions Council), may work as Mental Health Support Worker, Assistant Psychologist, Counsellor, in private practice or seek employment in a number of sectors or organisations across the UK such as: NHS (National Health Service); Schools and Educational Institutions; Crisis Helplines; Employee Assistance Programs (EAPs); Charities and Nonprofit Organizations; Prisons and Rehabilitation Centres; Social Services; Hospices and Palliative Care; Mental Health Clinics and Centres; Private or Non-profit Healthcare Providers/Hospitals.

Seeking further qualifications (e.g., MSc or Doctorate in Counselling Psychology, Diploma in Therapeutic Counselling) along with practical experience may further enhance employability.

Among many possibilities, accredited counselling psychologists or counsellors may work as Mental Health Counsellor, School Counsellor, Marriage and Family therapist, Community Counsellor or Private Practice Counsellor.

Work-based learning, including sandwich courses and higher or degree apprenticeships

Work placements are actively encouraged – although it is the responsibility of individual students to source and secure such placements. This allows students to reflect upon their own personal experience of working in an applied setting, to focus on aspects of this experience that they can clearly relate to theoretical concepts and to evaluate the relationship between theory and practice.

H. Other sources of information that you may wish to consult

n/a

I. Development of Course Learning Outcomes in Modules

This table maps where course learning outcomes are **summatively** assessed across the modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code	Level 4				Level 5				Level 6									
	PS4001	PS4002	PS4003	SO4003	PS5001	PS5003	PS5002	PS5011	PS5012	PS6003	PS6018	PS6019	PS6005	PS6002	PS6011	PS6000	PS6004	PS6004
Knowledge & Understanding	A1	S	S	S		S	S	S		S	S	S	S	S	S	S	S	S
	A2	S	S	S	S	S	S	S		S	S	S	S	S	S	S	S	S
	A3		S	S	S					S	S	S		S	S			S
	A4	S	S	S			S				S		S	S	S	S		
	A5		S	S	S	S	S			S				S			S	S
Intellectual Skills	B1	S	S	S		S	S	S		S	S	S	S	S	S	S	S	S
	B2		S	S	S	S		S		S	S	S	S	S	S	S	S	S
	B3		S	S	S	S	S			S	S	S	S	S	S	S	S	S
	B4	S								S								S
	B5	S	S	S	S	S		S	S		S	S	S	S	S	S	S	S
Practical Skills	C1	S	S	S						S						S		S
	C2	S					S			S								S
	C3	S					S			S					S			S
	C4	S	S	S	S	S	S	S		S	S	S	S	S	S	S	S	S

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.