

KEY PROGRAMME INFORMATION

Originating institution(s) Bournemouth University	Faculty responsible for the programme Faculty of Science and Technology
Final award(s), title(s) and credits BSc (Hons) Psychology with Counselling – 120 (60 ECTS) Level 4 / 120 (60 ECTS) Level 5 / 120 (60 ECTS) Level 6 credits	
Intermediate award(s), title(s) and credits Diploma in Higher Education Psychology – 120 (60 ECTS) Level 4 / 120 (60 ECTS) Level 5 credits Certificate in Higher Education Psychology – 120 (60 ECTS) Level 4 credits	
UCAS Programme Code(s) (where applicable and if known) C8B9	HECoS (Higher Education Classification of Subjects) Code and balanced or major/minor load 100495 (65%) 100495 (35%)
External reference points QAA National Framework for Higher Education Qualifications (2008) QAA Psychology Subject Benchmark Statement (2016) QAA Future of Undergraduate Psychology in the UK (2011) The UK Quality Code for Higher Education; Part A: Setting and maintaining academic standards; Chapter A1: UK and European reference points for academic standards (October 2013) Higher Education Academy: Psychology Resources ESRC International Benchmarking Review of UK Psychology (2010) British Psychological Society Accreditation Handbook (2010) British Psychological Society Code of Ethics and Conduct (2017) BACP Ethical Framework	
Professional, Statutory and Regulatory Body (PSRB) links None	
Places of delivery Bournemouth University	
Mode(s) of delivery Full time/Full time sandwich	Language of delivery English
Typical duration Programme duration: 3 years full time/4 years full time sandwich Level 4: 1 year Level 5: 1 year Optional sandwich placement: 1 year Level 6: 1 year	
Date of first intake September 2019	Expected start dates September
Maximum student numbers Not applicable	Placements Optional in Year 3 - Minimum of 30 working weeks (Sandwich Programme) or Optional– a four week placement (Full time Programme) - between Year 2 and Year 3
Partner(s) Not applicable	Partnership model Not applicable
Date of this Programme Specification November 2020	
Version number V1.6-0921	

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Approval, review or modification reference numbers

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PROGRAMME STRUCTURE

Programme Award and Title: BSc (Hons) Psychology with Counselling								
Year 1/Level 4								
Students are required to complete all 6 core units								
Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS Subject Code
			Exam 1	Cwk 1	Cwk 2			
Experimental Methods and Statistical Analysis	Core	20		50	50	30	v1.1	100497
Qualitative Research Methods	Core	20		50	50	30	v1.0	100497
Biological and Cognitive Psychology	Core	20	50	50		30	V5.1	100497
Social Psychology and Individual Differences	Core	20	50	50		30	V5.1	100497
Developmental and Counselling Psychology	Core	20	50	50		30	V1.1	100497
Skills for Therapy Practice	Core	20		100		30	V2.2	100495
Progression requirements: Requires 120 credits at Level 4								
Exit qualification: Cert HE Psychology (requires 120 credits at Level 4)								

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Year 2/Level 5 Students are required to complete all 6 core units								
Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expected contact hours per unit	Unit version no.	HECoS Subject Code
			Exam 1	Cwk 1	Cwk 2			
Statistics and Research Methods	Core	20		50	50	30	V1.0	100497
Research Methods and Analysis	Core	20		50	50	30	V1.0	100497
Developmental and Applied Counselling Psychology	Core	20	50	50		30	V1.1	100497
Personality, Intelligence and Social Psychology	Core	20	50	50		30	V5.1	100497
Biological Psychology	Core	20	50	50		30	V1.1	100497
Cognition and Language	Core	20	50	50		30	V5.1	100497
Progression requirements: Requires 120 credits at Level 5 Exit qualification: Dip HE PSYCHOLOGY (requires 120 credits at Level 4 and 120 credits at Level 5)								
Year 3/Level P - Optional placement year in industry/business The optional sandwich placement year is taken between Levels 5 and 6. Progression requirements: Satisfactory completion of a minimum 30-week placement in industry/business. Students who do not choose to undertake the optional sandwich placement may progress directly from Level 5 to Level 6.								

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Year 3/4/Level 6								
Students are required to complete three core units and choose two optional units								
Unit Name	Core/ Option	No of credits	Assessment Element Weightings			Expecte d contact hours per unit	Unit version no.	HECoS Subject Code
			Exam 1	Cwk 1	Cwk 2			
Psychology Project	Core	40		90	10	39	V5.1	100497
Applied Clinical Psychology	Core	20	50	50		30	V5.1	100497
Counselling Psychology	Core	20	50	50		30	V1.1	100495
Forensic Psychology	Option	20	50	50		30	V5.1	100497
Memory and Decision Making	Option	20	50	50		30	V5.1	100497
Mind, Brain and Evolution	Option	20	50	50		30	V5.1	100497
Eye Tracking and Cognition	Option	20		50	50	30	V5.1	100497
Mind Over Matter in Medicine	Option	20	50	50		30	V1.0	100497
Face Recognition and its Disorders	Option	20	50	50		30	V5.1	100497
Health Psychology	Option	20	50	50		30	V5.1	100497
Educational Psychology and Special Educational Needs	Option	20	50	50		30	V5.1	100497
Cultural Psychology	Option	20	50	50		30	V1.2	100497
Current Trends in Cognitive and Clinical Neuroscience	Option	20	50	50		30	V1.1	100497
Psychology of Social Media and Videogames	Option	20	50	50		30	V1.1	100497
Cybersecurity and Cyberwarfare	Option	20	50	50		30	V1.0	100497
Psychology of Sexualities	Option	20	50	50		30	v1.1	100497
Emotions, Mental Health and Affective Neuroscience	Option	20	50	50		30	v1.1	100497
Neuroimaging	Option	20	50	50		30	v1.1	100497

Exit qualification: BSc (Hons) PSYCHOLOGY WITH COUNSELLING

Sandwich UG award: Requires 120 credits at Level 4, 120 credits at Level 5, 120 credits at Level 6 and successful completion of a placement year.

Full-time UG award: Requires 120 credits at Level 4, 120 credits at Level 5 and 120 credits at Level 6.

AIMS OF THE DOCUMENT

The aims of this document are to:

- define the structure of the programme;
- specify the programme award titles;
- identify programme and level learning outcomes;
- articulate the regulations governing the awards defined within the document.

AIMS OF THE PROGRAMME

This programme aims to develop individuals with a high level of understanding and insight into empirical and theoretical issues into graduates who can:

- demonstrate a critical understanding of Psychology as an empirical science;
- develop a well-founded knowledge and critical understanding of the mind and behaviour through learning about all areas of Psychology;
- acquire a range of research skills and methods to investigate behaviour, culminating in an ability to conduct research independently;
- acquire a range of communication and interaction skills, so they are able to conduct themselves professionally
- apply their knowledge effectively in a variety of contexts.

It has been developed with regard to a number of points of reference, particularly QAA Psychology Subject Benchmark Statement (2016), the British Psychological Society Accreditation Handbook (2017) and Code of Ethics & Conduct (2018) and the British Association for Counselling Psychologists Ethical Framework (2016). The programme encompasses all areas of psychology and counselling identified by these bodies. It provides a sound theoretical underpinning and practical experience in both psychology and counselling, plus empirical methods to enable students to begin a career in professional psychology. Additionally, the counselling element will 1) enhance communication skills and professionalism and 2) enable students to have a real understanding of the profession of Counselling Psychology and how it can be used in other careers working with people. For example, the degree will provide a basis for postgraduate studies for professional or academic careers, primarily in Counselling Psychology, but also in other applied areas (e.g. clinical, educational, occupational, forensic and health psychology). It will also equip students for a range of other careers including counselling, social work, teaching, management consultancy, advertising, health promotion and personnel work.

Psychology at Bournemouth University aims to bring together research, education and professional practice by:

- a) informing and educating students about Psychology and Counselling;
- b) developing their understanding of research in the fields of Psychology and Counselling;
- c) developing their communication skills and professionalism;
- d) enabling them to apply this knowledge in a range of practical and professional contexts.

The BSc (Hons) Psychology with Counselling will apply for accreditation as conferring eligibility for the Graduate Basis for Chartered Membership (GBC) of the British Psychological Society. It is important to note that GBC can only be awarded if the student obtains a pass for the dissertation and a Lower Second Class (2:2) classification or above.

ALIGNMENT WITH THE UNIVERSITY'S STRATEGIC PLAN

The BSc Psychology with Counselling programme is informed by and aligned with Bournemouth University's 2018-2025 strategic plan and the fusion of excellent teaching, world-class research and practice that is at the heart of the institution's visions and values. The staff (both academics and practitioners) delivering the programme are actively engaged in research and professional practice, permitting opportunities for co-creation and co-production of knowledge between staff and students. Additionally, teaching excellence is ensured by the sharing of good teaching practice across the programme (via staff handbooks that guide teaching and feedback protocols). Moreover, external

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practitioners contribute to the programme to both provide information on what Counselling psychologists do and teach counselling skills (as well as having chartered psychologists with counselling skills on the programme teaching team).

Consistent with the principles of Fusion, students further engage in a range of innovative coursework activities, a pedagogical approach well aligned with the CEL's current delivery focus, offering students the opportunity to learn by engaging in a series of tasks that have a theoretical/practical focus (e.g., writing practical research reports). This range of assessment is designed to equip students with the full range of skills necessary to succeed in the field. Moreover, the programme fuses research, education and professional practice by: (a) informing and educating students about Psychology; (b) developing their understanding of psychological research; (c) developing their communication skills and professionalism; and (d) enabling them to apply this knowledge in a range of practical and professional contexts.

The Psychology Department, which all students on this programme will be part of, also supports global activities for students, with students having the opportunity to study abroad, in line with the University's Global Engagement Plan.

All Psychology with Counselling students also have the option of undertaking a placement year after completing Level 5 of the programme. For this particular programme, the placement is required to have content relevant to counselling. This industrial placement is assessed on a pass/fail basis and involves the completion of a minimum of 30 working weeks (at a minimum of 30 hours per week), the completion of placement logbook, and the submission of a placement assignment. Students are supported by a dedicated Psychology Placement Team and have access to a Placement Co-ordinator, Careers Advisor, Placement Tutor and Placement PAL (Peer Assisted Learning) Leaders as well as a Placement Development Advisor when they are out on Placement in their third year.

Further information on the BU 2012-18 strategic plan and the University's Fusion agenda can be found at: <https://www1.bournemouth.ac.uk/about/vision-values>

LEARNING HOURS AND ASSESSMENT

Bournemouth University taught programmes are composed of units of study, which are assigned a credit value indicating the amount of learning undertaken. The minimum credit value of a unit is normally 20 credits, above which credit values normally increase at 20-point intervals. 20 credits is the equivalent of 200 study hours required of the student, including lectures, seminars, assessment and independent study. 20 University credits are equivalent to 10 European Credit Transfer System (ECTS) credits.

The assessment workload for a unit should consider the total time devoted to study, including the assessment workload (i.e. formative and summative assessment) and the taught elements and independent study workload (i.e. lectures, seminars, preparatory work, practical activities, reading, critical reflection).

Assessment per 20 credit unit should normally consist of 3,000 words or equivalent. Dissertations and Level 6 and 7 Final Projects are distinct from other assessment types. The word count for these assignments is 5,000 words per 20 credits, recognising that undertaking an in-depth piece of original research as the capstone to a degree is pedagogically sound.

STAFF DELIVERING THE PROGRAMME

Students will usually be taught by a combination of senior academic staff with others who have relevant expertise including – where appropriate according to the content of the unit – academic staff, qualified professional practitioners, demonstrators/technicians and research students.

INTENDED LEARNING OUTCOMES – AND HOW THE PROGRAMME ENABLES STUDENTS TO ACHIEVE AND DEMONSTRATE THE INTENDED LEARNING OUTCOMES

PROGRAMME AND LEVEL 6 INTENDED PROGRAMME OUTCOMES

<p>A: Subject knowledge and understanding This programme/level/ provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:</p>
<p>A1 Have a sound understanding of the scientific nature of psychology as a discipline and the ability to critically evaluate the scientific credibility of reported research;</p> <p>A2 Have a sound understanding of experimental design principles and be able to design research projects independently;</p> <p>A3 Have an understanding of variability and diversity of psychological functioning and be able to critically evaluate how this is measured psychometrically;</p> <p>A4 Develop research-led knowledge of a range of specialized areas in psychology, with a focus on Counselling Psychology;</p> <p>A5 Demonstrate knowledge of a range of research paradigms, methods and measurement techniques and use these appropriately in independent research;</p> <p>A6 Demonstrate knowledge of a range of statistical techniques including appropriate choice and use of statistical analyses;</p> <p>A7 Understand the professional context of psychology and develop an understanding of their possible role in professional psychology; with a focus on Counselling psychology, including an awareness of core policy and legislation in Counselling psychology;</p> <p>A8 Understand implications of findings in professional practice in psychology, with a focus on Counselling psychology.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (A1-A4; A7; A8); • Seminars (A1-A4; A7; A8); • Tutorials (A2, A5, A6); • Directed reading (A1, A3; A4); • Use of the VLE (A4, A5); • Independent research (for dissertation) (A2; A5; A6). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Examinations (A1-A8); • Coursework assignments (A1-A8); • Dissertation (A2; A3; A4-A6).
<p>B: Intellectual skills This programme/level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level outcomes:</p>
<p>B1 Apply the skills needed for academic study and enquiry effectively;</p> <p>B2 Critically evaluate research from a variety of sources;</p> <p>B3 Evaluate and synthesise information from a number of sources in order to gain a coherent understanding of theory and practice;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (B1 - B4); • Seminars (B1 – B4); • Tutorials (B4); • Directed reading (B1 – B4); • Use of the VLE (B2 – B4);

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<p>B4 Critically evaluate psychological evidence and its role in experimental design.</p>	<ul style="list-style-type: none"> • Independent research (for dissertation) (B1 – B4). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Examinations (B1- B4); • Coursework assignments (B1 – B4); • Dissertation (B1 – B4).
<p>C: Practical skills</p> <p>This programme/level/ provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:</p>
<p>C1 Demonstrate competence in research skills by conducting an independent research project;</p> <p>C2 Be aware of ethical principles and demonstrate this in relation to personal study and when conducting independent research;</p> <p>C3 Initiate, design, conduct and report an empirically-based research project under appropriate supervision;</p> <p>C4 Reason statistically and demonstrate competence in choosing and applying a range of statistical methods independently;</p> <p>C5 Reason scientifically and demonstrate a critical understanding of the relationship between theory and evidence;</p> <p>C6 Critically evaluate the appropriateness of methods for different areas of professional practice in psychology, with a focus on Counselling Psychology, and demonstrate in-depth awareness of key professional standards.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (C1 - C3; C5; C6) ; • Seminars (C1 - C3, C5; C6; C7); • Tutorials (C1, C3, C4); • Directed reading (C2; C5; C6); • Use of the VLE (C2; C5; C6); • Independent research for dissertation (C1 – C7). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Examinations (C2, C4 – C6); • Coursework assignments (C1 – C7); • Dissertation (C1, C2, C5, C7).
<p>D: Transferable skills</p> <p>This programme/level/stage provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the programme/level learning outcomes:</p>
<p>D1 Communicate ideas and research findings effectively while demonstrating sensitivity to the target audience;</p> <p>D2 Apply problem-solving skills in a variety of theoretical and practical situations;</p> <p>D3 Evaluate academic performance and take responsibility for personal learning development;</p> <p>D4 Manage time, prioritize workloads and recognize and manage emotions and stress;</p> <p>D5 Demonstrate the ability to present, evaluate and interpret quantitative and qualitative research;</p> <p>D6 Demonstrate knowledge, and understanding of, effective and professional team working combined with a basic</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (D1 – D6; D8); • Seminars (D1- D5; D6 – D9); • Tutorials (D1, D5, D6, D8, D9); • Use of the VLE (D1 - D5); • Directed reading (D1 - D5). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Coursework assignments (D1 – D9); • Examinations (D1 – D6);

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<p>awareness of sensitivity to the needs of others, including the ability to reflect in detail on the effect of values, attitudes, equality and diversity on communication with others;</p> <p>D7 Be able to use computers independently for statistical analysis, word processing and presentations;</p> <p>D8 Begin to understand career opportunities and challenges ahead and plan work experience to enhance acquired psychological skills and students' own strengths and weaknesses;</p> <p>D9 Knowledge of and ability to apply the key components of good, effective person-centred communication.</p>	<ul style="list-style-type: none"> • Dissertation (D1- D5; D7).
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LEVEL 5 INTENDED LEVEL OUTCOMES

<p>A: Knowledge and understanding</p> <p>This level provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>A1 An understanding of the scientific underpinnings of psychology as a discipline;</p> <p>A2 A fuller understanding of experimental design principles;</p> <p>A3 An understanding of variability and diversity of psychological functioning and how diversity can be measured psychometrically;</p> <p>A4 Knowledge of core areas in psychology (including biological, cognitive, developmental, individual differences and social psychology); and practice in Counselling psychology;</p> <p>A5 Knowledge of a range of research paradigms and methods, encompassing both quantitative and qualitative approaches;</p> <p>A6 Knowledge of a range of statistical techniques and an ability to use these appropriately;</p> <p>A7 Knowledge and understanding of the professional context of psychology; with a focus on Counselling psychology;</p> <p>A8 An awareness of the methodologies appropriate for professional practice in psychology; with a focus on Counselling psychology.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (A1 - A8); • Seminars (A1 – A8); • Tutorials (A2, A5, A6); • Practical Workshops (A2, A5, A6); • Directed reading (A1, A3); • Use of the VLE (A4, A5, A7). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Examinations (A1 – A8); • Coursework assignments (A1 – A8).
<p>B: Intellectual skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>

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<p>B1 Apply the skills needed for academic study and enquiry;</p> <p>B2 Analyse and evaluate research from a variety of sources;</p> <p>B3 Evaluate information from a number of sources in order to gain a coherent understanding of theory and practice;</p> <p>B4 Understand psychological evidence and its role in experimental design.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (B1 - B4); • Seminars (B1 – B4); • Tutorials (B1, B4); • Practical Workshops (B1, B4); • Directed reading (B1 – B4); • Use of the VLE (B1 – B4). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Examinations (B1 – B4); • Coursework assignments (B1 – B4).
<p>C: Practical skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>C1 Demonstrate competence in research skills through practical activities;</p> <p>C2 Be aware of ethical principles and be able to demonstrate this in relation to personal study and conducting empirical studies;</p> <p>C3 Initiate, design, conduct and report empirically-based research under appropriate supervision;</p> <p>C4 Reason statistically and demonstrate competence in choosing and applying a range of statistical methods;</p> <p>C5 Reason scientifically and demonstrate the relationship between theory and evidence;</p> <p>C6 Evaluate the appropriateness of methods for professional practice in Counselling psychology and be aware of professional standards.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (C1 – C6); • Seminars (C1 – C7); • Tutorials (C1 – C4); • Practical Workshops (C1 – C4, C7); • Directed reading (C1 – C6); • Use of the VLE (C1 – C6). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Examinations (C1 – C6); • Coursework assignments (C1 – C7).
<p>D: Transferable skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>D1 Communicate ideas and research findings effectively;</p> <p>D2 Apply problem-solving skills in a variety of theoretical and practical situations;</p> <p>D3 Evaluate academic performance and take responsibility for personal learning development;</p> <p>D4 Manage time, prioritise workloads and recognise and manage emotions and stress;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (D1 – D8); • Seminars (D1- D9); • Tutorials (D4, D6, D8, D9); • Practical Workshops (D1, D5, D7, D9); • Use of the VLE (D3, D4, D7. D8); • Directed reading (D1- D8).

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<p>D5 Demonstrate the ability to present, evaluate and interpret quantitative and qualitative research;</p> <p>D6 Demonstrate a knowledge, and understanding of, effective team working while being aware of the needs of others, including identifying the effect of values, attitudes, equality and diversity on communication with others;</p> <p>D7 Be able to use computers for statistical analysis, word processing and presentations;</p> <p>D8 Begin to understand career opportunities and challenges ahead and plan work experience to enhance acquired psychological skills and students' own strengths and weaknesses;</p> <p>D9 An awareness of and ability to apply the key components of good, effective person-centred communication.</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Examinations (D1 – D8); • Coursework assignments (D1 – D9).
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LEVEL 4/Cert HE INTENDED LEVEL OUTCOMES

<p>A: Knowledge and understanding</p> <p>This level provides opportunities for students to develop and demonstrate knowledge and understanding of:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>A1 An appreciation of the conceptual, historical and scientific underpinnings of psychology as a discipline;</p> <p>A2 A basic understanding of the principles of experimental design;</p> <p>A3 An appreciation of the inherent variability and diversity of psychological functioning;</p> <p>A4 A basic knowledge of core areas in psychology (including biological, cognitive, developmental, individual differences and social psychology) and practice in Counselling psychology;</p> <p>A5 The ability to identify a range of research paradigms, research methods and an understanding of both quantitative and qualitative approaches;</p> <p>A6 Knowledge of simple parametric and nonparametric statistical analysis techniques and some knowledge of how they are applied appropriately;</p> <p>A7 A basic understanding of the professional context of psychology and core policy and legislation in Counselling psychology;</p> <p>A8 An awareness of the methodologies appropriate for different areas of professional practice in psychology, with a focus on Counselling psychology.</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (A1 - A8); • Seminars (A1 – A4); • Tutorials (A2, A4, A6 – A8); • Practical Workshops (A2, A5, A6, A8); • Directed reading (A1 – A8); • Use of the VLE (A4, A5, A7, A8). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Examinations (A1 - A8); • Coursework assignments (A1 - A8).

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<p>B: Intellectual skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>B1 Apply the basic skills needed for academic study and enquiry;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p>
<p>B2 Analyse research from identified sources;</p>	<p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Lectures (B1 – B3); • Seminars (B1 – B3); • Tutorials (B1, B3); • Practical Workshops (B1 – B3); • Directed reading (B1 – B3); • Use of the VLE (B1 – B3).
<p>B3 A basic understanding of psychological evidence and its role in experimental design.</p>	
<p>C: Practical skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>C1 Demonstrate basic competence in research skills through practical activities;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p>
<p>C2 Be aware of ethical principles and their application in relation to personal study and conducting empirical studies;</p>	<ul style="list-style-type: none"> • Lectures (C2, C4 – C6); • Seminars (C1 – C4, C7); • Tutorials (C1 – C4, C6, C7); • Practical Workshops (C1 – C4, C7); • Directed reading (C4 – C6); • Use of the VLE (C2, C4 – C6). <p>Assessment strategies and methods (referring to numbered Intended Learning Outcomes):</p> <ul style="list-style-type: none"> • Examinations (C1 – C6); • Coursework assignments (C1 – C7).
<p>C3 Design, conduct and report an empirically-based research project under appropriate supervision;</p>	
<p>C4 Reason statistically and demonstrate competence in choosing and applying a limited range of statistical methods;</p>	
<p>C5 Reason scientifically and appreciate the relationship between theory and evidence;</p>	
<p>C6 Become aware of the appropriateness of methods for professional practice in counselling psychology, and key professional standards.</p>	
<p>C6 Become aware of the appropriateness of methods for professional practice in counselling psychology, and key professional standards.</p>	
<p>D: Transferable skills</p> <p>This level provides opportunities for students to:</p>	<p>The following learning and teaching and assessment strategies and methods enable students to achieve and to demonstrate the level learning outcomes:</p>
<p>D1 Communicate ideas and research findings by written, oral and visual means;</p>	<p>Learning and teaching strategies and methods (referring to numbered Intended Learning Outcomes):</p>
<p>D2 Begin to apply problem-solving skills in a variety of theoretical and practical situations;</p>	<ul style="list-style-type: none"> • Lectures (D1, D2, D4, D5); • Seminars (D1, D2, D4 – D7); • Tutorials (D1, D4, D6, D7);

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D3 Evaluate academic performance and take responsibility for personal learning development;	<ul style="list-style-type: none">• Practical Workshops (D1, D2, D5, D6, D7);• Directed reading (D1, D2, D6);• Use of the VLE (D3, D4, D6).
D4 Manage time, prioritise workloads and begin to recognise and manage emotions and stress;	
D5 Demonstrate a basic ability to present, evaluate and interpret quantitative and qualitative research;	Assessment strategies and methods (referring to numbered Intended Learning Outcomes):
D6 An appreciation of effective and professional team working combined with a basic awareness of sensitivity to the needs of others, including beginning to identify the effect of values, attitudes, equality and diversity on communication with others;	<ul style="list-style-type: none">• Examinations (D1 – D5);• Coursework assignments (D1 – D6; D7).
D7 An awareness of the key components of good, effective person-centred communication.	

ADMISSION REGULATIONS

The regulations for this programme are the University's Standard Undergraduate/Postgraduate/Graduate Diploma/Graduate Certificate Admission Regulations.

<https://intranetsp.bournemouth.ac.uk/pandptest/3a-undergraduate-admissions-regulations.pdf>

PROGRESSION ROUTES

Not applicable

ASSESSMENT REGULATIONS

The regulations for this programme are the University's Standard Assessment Regulations.

<https://intranetsp.bournemouth.ac.uk/pandptest/6a-standard-assessment-regulations-undergraduate.pdf>

WORK BASED LEARNING (WBL) AND PLACEMENT ELEMENTS

The programme includes an optional one-year work placement which occurs during the third-year of the programme and lasts for a minimum of 30 working weeks. The aim of this optional sandwich placement year is to give students experience of working within an appropriate professional environment, contributing to their potential employability in line with the Bournemouth University employability strategy. The programme also includes an optional 4-week, short-term placement that occurs between the end of the second-year and the start of the third-year. This optional short-term placement scheme aims to give students experience of working within an appropriate professional environment, contributing to their potential employability in line with the Bournemouth University employability strategy. On both placement schemes, students will utilise the skills and knowledge gained during the first two years of the programme in an appropriate work-based environment as they gain practical experience and apply a professional approach in the workplace.

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Programme Skills Matrix

Units		Programme Intended Learning Outcomes																											
		A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	B 1	B 2	B 3	B 4	C 1	C 2	C 3	C 4	C 5	C 6	C 7	D 1	D 2	D 3	D 4	D 5	D 6	D 7	D 8	D 9
L E V E L 6	Applied Clinical Psychology	X		X	X	X		X	X	X	X	X			X			X	X		X	X	X	X			X	X	
	Counselling Psychology	X		X	X	X		X	X	X	X	X			X			X	X		X	X	X	X		X	X	X	X
	Psychology of Social Media and Videogames	X		X	X			X	X	X	X	X			X			X	X	X	X	X	X	X	X	X	X	X	X
	Cybersecurity and Cyberwarfare	X		X	X			X	X	X	X	X			X			X	X	X	X	X	X	X	X	X	X	X	X
	Educational Psychology and Special Educational Needs	X		X	X	X		X	X	X	X	X			X			X	X		X	X	X	X	X	X	X	X	X
	Neuroimaging	X	X		X	X			X	X	X				X	X		X		X		X	X	X	X	X	X	X	
	Memory and Decision Making	X	X		X	X			X	X	X				X	X		X				X	X	X	X			X	
	Health Psychology	X		X	X			X	X	X	X	X			X			X	X		X	X	X	X	X	X	X	X	X
	Face Recognition and its Disorders	X	X		X	X			X	X	X				X	X		X				X	X	X	X			X	
	Mind, Brain and Evolution	X	X		X	X			X	X	X				X	X		X				X	X	X	X			X	
	Mind Over Matter in Medicine	X	X		X	X			X	X	X				X	X		X				X	X	X	X	X			
	Forensic Psychology	X	X	X	X	X		X	X	X	X	X			X			X	X		X	X	X	X	X	X	X	X	X
	Current Trends in Cognitive and Clinical Neuroscience	X	X		X	X			X	X	X				X	X		X				X	X	X	X			X	
	Cultural Psychology	X		X	X				X	X	X				X	X		X				X	X	X	X	X		X	
Psychology Project	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
Psychology of Sexualities	X		X	X				X	X	X	X			X			X	X		X	X	X	X	X	X	X	X	X	
Emotions, Mental Health and Affective Neuroscience	X		X	X	X			X	X	X	X			X			X	X		X	X	X	X	X	X	X	X	X	
L E V E L 5	Personality, Intelligence and Social Psychology	X		X	X	X			X	X	X			X			X				X	X	X	X		X	X		
	Biological Psychology	X			X	X			X	X	X				X			X				X	X	X	X			X	
	Statistics and Research Methods	X	X	X	X	X	X		X	X		X	X	X	X	X	X	X				X	X	X	X	X	X	X	
	Cognition and Language	X			X	X			X	X	X				X			X				X	X	X	X			X	
	Developmental and Applied Counselling Psychology	X		X	X	X		X	X	X	X			X	X			X	X		X	X	X	X		X	X	X	
Research Methods and Analysis	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X				X	X	X	X	X	X	X	X	
L E V E L 4	Experimental Methods and Statistical Analysis	X	X	X	X	X	X		X	X				X	X	X	X	X			X	X	X	X	X	X			
	Skills for Therapy Practice			X					X	X					X				X			X	X	X	X		X		
	Developmental and Counselling Psychology	X		X	X			X	X	X	X				X			X	X		X	X	X	X			X	X	
	Quantitative and Qualitative Research Methods	X	X	X	X	X	X		X	X				X	X	X	X	X				X	X	X	X	X	X		
Biological and Cognitive Psychology	X			X	X			X	X	X				X			X				X	X	X	X					

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Social Psychology and Individual Differences	X		X	X	X				X	X	X			X			X	X	X	X		X			
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Programme Specification - Section 2

<p>A – Subject Knowledge and Understanding This programme provides opportunities for students to develop and demonstrate knowledge and understanding of:</p> <ol style="list-style-type: none"> 1 Have a sound understanding of the scientific nature of psychology as a discipline and the ability to critically evaluate the scientific credibility of reported research. 2 Have a sound understanding of experimental design principles and be able to design research projects independently. 3 Have an understanding of variability and diversity of psychological functioning and be able to critically evaluate how this is measured psychometrically. 4 Develop research-led knowledge of a range of specialized areas in psychology and practice in Counselling psychology. 5 Demonstrate knowledge of a range of research paradigms, methods and measurement techniques and use these appropriately in independent research. 6 Demonstrate knowledge of a range of statistical techniques including appropriate choice and use of statistical analyses. 7 Understand the professional context of psychology and develop an understanding of their possible role in professional psychology, with a focus on Counselling Psychology, including an awareness of core policy and legislation in Counselling Psychology. 8 Understand implications of findings in different areas of professional practice in psychology, with a focus on Counselling psychology. 	<p>C – Subject-specific/Practical Skills This programme provides opportunities for students to:</p> <ol style="list-style-type: none"> 1 Demonstrate competence in research skills by conducting an independent research project. 2 Be aware of ethical principles and demonstrate this in relation to personal study and when conducting independent research. 3 Initiate, design, conduct and report an empirically-based research project under appropriate supervision. 4 Reason statistically and demonstrate competence in choosing and applying a range of statistical methods independently. 5 Reason scientifically and demonstrate a critical understanding of the relationship between theory and evidence. 6 Critically evaluate the appropriateness of methods for different areas of professional practice in psychology, with a focus on Counselling psychology, and demonstrate a detailed awareness of key professional standards. 7 Demonstrate an understanding and application of online communication and interaction skills.
<p>B – Intellectual Skills This programme provides opportunities for students to:</p> <ol style="list-style-type: none"> 1 Apply the skills needed for academic study and enquiry effectively. 2 Critically evaluate research from a variety of sources. 3 Evaluate and synthesise information from a number of sources in order to gain a coherent understanding of theory and practice. 4 Critically evaluate psychological evidence and use this knowledge in experimental design. 	<p>D – Transferable Skills This programme provides opportunities for students to:</p> <ol style="list-style-type: none"> 1 Communicate ideas and research findings effectively while demonstrating sensitivity to the target audience. 2 Apply problem-solving skills in a variety of theoretical and practical situations. 3 Evaluate academic performance and take responsibility for personal learning development. 4 Manage time, prioritise workloads and recognize and manage emotions and stress. 5 Demonstrate the ability to present, evaluate and interpret quantitative and qualitative research.

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	<p>6 Have a knowledge, and understanding of, effective team working combined with being sensitive to the needs of others, including the ability to reflect in detail on the effects of values, attitudes, equality and diversity on communication with others.</p> <p>7 Be able to use computers independently for statistical analysis, word processing and presentations.</p> <p>8 Understand career opportunities and challenges ahead and tailor career planning to their understanding of their own acquired skills, strengths and weaknesses.</p> <p>9 Knowledge of and ability to apply the key components of good, effective person-centred communication.</p>
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