

Programme Specification

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| Programme Title and Name of Award | BSc (Hons) Psychology with Counselling and Psychotherapy (with integrated foundation year) | | |
| Academic Level | 6 | Total Credits | 480 |
| Professional Qualifications / Accreditation | Accredited by the British Psychological Society (BPS), eligibility to apply for Graduate Basis for Chartership (GBC) with the BPS provided a minimum of a lower second class (2.2) honours degree is attained | | |
| Date of Professional Body Accreditation | 7 th July 2020 | Accreditation Period | Open ended approval (next partnership visit 2024/2025) |
| UCAS Code | C800 | | |
| HECoS Code | 100495 (B940) Counselling Psychology | | |
| Criteria for Admission to the Programme | <p>The University's standard criteria for admissions apply. Please refer to the Applicant Information pages of the University website for more information. For APL, please refer to the University website.</p> <p>Detailed criteria for admission to this programme can be found on the programme webpage: https://www.cumbria.ac.uk/study/courses/undergraduate/psychology-with-counselling-and-psychotherapy-with-integrated-foundation-year/</p> | | |
| Teaching Institution | University of Cumbria | | |
| Owning Institute | Health | | |
| Programme delivered in conjunction with | Not applicable | | |
| Principal Mode of Delivery | Blended learning | | |
| Pattern of Delivery | Full Time and Part Time routes available | | |
| | Total weeks of study: | 24 weeks | |
| | Delivery pattern: | 2x 12 week semesters | |

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| | Standard semester dates: | Yes |
| Delivery Site(s) | Fusehill Street, Carlisle HM Prison Haverigg, Cumbria (selected modules only) | |
| Programme Length | Full Time: 3 years standard, 7 years maximum Part Time: 5 years standard, 7 years maximum | |
| Exit Awards | <p>You may be awarded one of the following Exit Awards if you fail to achieve the requirements of the full programme:-</p> <p>Foundation Certificate Education Social Science (120 credits)</p> <p>Certificate of Higher Education Psychology and Counselling and Psychotherapy (240 credits)</p> <p>Diploma of Higher Education Psychology and Counselling Psychotherapy (360 credits)</p> <p>BSc Psychology and Counselling Psychotherapy (420 credits)</p> | |
| Period of Approval | 1 st August 2022 | |
| <p>This programme has been approved (validated) by the University of Cumbria as suitable for a range of delivery modes, delivery patterns, and delivery sites. This level of potential flexibility does not reflect a commitment on behalf of the University to offer the programme by all modes/patterns and at all locations in every academic cycle. The details of the programme offered for a particular intake year will be as detailed on the programme webpage: https://www.cumbria.ac.uk/study/courses/undergraduate/psychology-with-counselling-and-psychotherapy-with-integrated-foundation-year/</p> | | |

Cumbria Graduate Attributes

Throughout your studies, you will be provided with the skills and knowledge relevant to the global workplace. All successful graduates of the University of Cumbria will be:

- Enquiring and open to change
- Self-reliant, adaptable and flexible
- Confident in your discipline as it develops and changes over time
- Capable of working across disciplines and working well with others
- Confident in your digital capabilities
- Able to manage your own professional and personal development
- A global citizen, socially responsible and aware of the potential contribution of your work to the cultural and economic wellbeing of the community and its impact on the environment
- A leader of people and of places
- Ambitious and proud

Programme Features

The integrated foundation year (Year 0) provides the opportunity for you to settle into University life and gain the confidence and skills to succeed in your chosen degree through participating in a supportive academic, personal and professional development programme. One of the key features of the foundation year entry route is its wide applicability to a range of potential careers and/or opportunities for further study. The foundation year modules will serve to provide you with an excellent grounding for work with people of any age across a range of educational, health or research related settings. This foundation year offers opportunities for shared learning with students planning for careers in allied fields, consequently the activities and assessments have been designed to include varying levels of choice when it comes to the focus of the work you undertake, for example: in a number of modules you will have an opportunity to identify a population or contemporary issue of your choice as the focus of your research

Students following this route will take modules in Families, Communities and the Criminal Justice System, Professional Practice in the Community and Contemporary Issues and the Media along with students from other programmes and departments. You will be investigating key contemporary issues relating to your subject area through the lens of the media and analysing the role and influence the media has on societies appreciation of these issues. Through investigating the work of community groups you will gain an appreciation of the roles within and requirements of organisations as well as developing key employability skills such as reflective practice in a work context. There is an opportunity within this module to further enhance key skills though undertaking volunteering with a community group of your choice linked to your degree area. You will also take a subject specific module on Mental Health and Wellbeing along with two further university-wide modules that prepare students for study in Higher Education. The foundation year offers a good introduction to understanding a range of social and community settings in society and contemporary issues. Students will develop problem solving skills, knowledge and a grounding in essential academic skills and nurturing career aspirations.

Throughout the integrated foundation year you will have the opportunity to develop your professional skills by developing key soft skills such as communication, team working, self-management and organisation. During the generic university wide modules, you will make links with the careers team to discuss your skill development and to help you reflect on how these link to your employability and graduateness. This will be accompanied by working on your digital skills profile, ensuring you have access to the universities MOOC's and 'Linked in Learning' to help build upon your current level of IT literacy.

Psychology is a vibrant and fast-moving area of study which spans all areas of human behaviour and experience offering a host of research opportunities. Defined as the study of mind and human behaviour it is easy to see why the range of topics psychologists explore is vast, from understanding how our brain processes information to exploring the impact of social media on children's experience.

Our Psychology with Counselling and Psychotherapy programme has been designed with innovation, flexibility and employability in mind. The innovative curriculum has been encouraged by our professional body's recent guidance around curriculum development "*The Society encourages programmes to deliver core content across modules within an integrated curriculum that offers a pedagogical development of students' knowledge and understanding*" (British Psychological Society, 2014). In response, our programme is underpinned by the principles of a spiral curriculum, where those elements deemed to form the foundations of good practice are embedded throughout the programme, revisited, challenged and explored from a variety of perspectives across a range of contexts. Five key themes spiral within the curriculum: i) The contextualised bio-psychosocial nature of human development and experience; ii) ethical decision making and professional values; iii) gathering and analysing evidence using robust, population relevant and ethical research techniques; iv) the pivotal role of academic, professional and graduate skills and v) experiential problem-based

learning.

As a joint honours, this degree will give an equally strong education in the theory, research and practice of **counselling and psychotherapy**. The degree has a person-centered focus, but other modalities and approaches are explored throughout (e.g., psychodynamic, cognitive-behavioural, coaching and mentoring). We adhere to British Association for Counselling and Psychotherapy (BACP) guidelines regarding key areas of knowledge, and these are represented across the various (core) modules. This is, inevitably, a challenging programme, personally and academically. It is designed to allow you to develop both theoretical and practice-based knowledge to prepare you for a career in counselling practice. Research informed teaching is a core element of this programme, and students will learn how to interpret, critique and develop research skills; this will include how to use these in applied and therapeutic settings. Half of the curriculum on this degree will have a focus on helping students develop the knowledge, understanding, skills, and experience required to work in the professions of counselling and psychotherapy within a variety of contexts, organisations and workplaces.

As a joint honours programme, this degree leaves you with all the skills, competencies and knowledge required to pursue a career in both professional psychology, and in counselling and psychotherapy. Students will have two opportunities to gain work experience as part of their degree that will allow them to apply their knowledge and understanding to a therapeutic and practice based setting (e.g., in charities, mental health settings, GP surgeries). These opportunities are in Level 5 and 6 to allow students to explore a range of career opportunities and settings. A minimum of 100 practice based hours with clients are required to meet the programme expectations.

A degree in psychology with counselling and psychotherapy will provide you with a broad range of competencies that are transferable and possess currency in the workplace. The skill set comprises the overlapping categories of academic, practical and professional skills (e.g., counselling and coaching skills, active listening skills, relationship and therapeutic skills, research techniques, qualitative, quantitative and mixed methods; data handling and analysis skills, communication skills, essay, case analysis, laboratory report, conference papers, independent project design and management; IT, numeracy, data handling, working with others, conference presentations).

On graduation the emergent skill set may be used to support an application for postgraduate study with the intent to pursue a career as a researcher in psychology, counselling and psychotherapy, or it may be used in a variety of ways for a career in an alternate field (e.g., occupations within legal, social and welfare settings, business, HR, marketing or financial contexts; or childcare, health and education professions, to identify but a few of the possibilities).

In recognition of the breadth of interests our applicants come to our programme with, we offer opportunities to explore areas of your choice through the dissertation module. This model ensures that the expectations of our internal and external stakeholders (e.g. university regulations, your future employers and our professional body) are met. The programme is structured as follows:

In year one (**Level 4**) you are required to complete 120 credits in the form of three Psychology modules each worth 20 credits and three counselling and psychotherapy modules that are also 20 credits each. All modules are semester long and compulsory.

In year two (**Level 5**) you are required to complete 120 credits in the form of three Psychology modules and three counselling and psychotherapy modules each worth 20 credits. All modules are semester long and compulsory except for the work experience module which is year-long. In the final year (year three) **Level 6** you are required to take 4 compulsory modules (four single 20 credit modules and one double 40 credit module) The double module is the dissertation module which is your opportunity to design, execute and report on a counselling/psychotherapeutic question that particularly interests you.

In addition to the flexibility achieved through the project choices, the programme is offered on both a full and part time basis.

Professional Body

The programme is accredited by the [British Psychological Society \(BPS\)](#). The British Psychological Society is our Professional Body and their role broadly speaking is to "*develop, promote and apply psychology for the public good. Enhance the efficiency and usefulness of psychologists by setting high standards of professional education and knowledge. Cover all areas of psychological research and practice.*" We encourage students to consider student membership of the BPS, there are a number of benefits to joining the society, details of which can be found on their [webpages](#) and in our laboratories and intranet pages.

It is important to note that your eligibility to Graduate Basis for Chartership (GBC), which is the first step on your path to becoming a professional psychologist is not an automatic outcome of your degree. There are a number of conditions that you need to meet for eligibility:

To qualify for eligibility for Graduate Basis for Chartership (GBC) with the British Psychological Society (BPS) students must*:

1. pass all of the accreditation modules at Levels 5 and 6 including the dissertation module and;
2. graduate with a minimum of a lower second class (2.2) honours degree.

(* Failure to meet conditions 1. and 2. will prevent you from achieving an accredited degree)

Those students who successfully pass all modules on the programme (360 credits) and accrue the required 100 hours of supervised practice with clients and pass the associated assessments **will be** eligible to apply to the [BACP for individual membership](#). This course is not accredited by the BACP.

Students on this programme will need to 1. Become a student member of the BACP 2. Get student insurance for their supervised practice 3. Undertake a minimum of 10 hours personal person-centred counselling and 4. Pay for regular supervision (These elements are explained in detail in your supervised practice and programme handbooks). These are additional costs – see notes later in document for approximate costs.

Client work (supervised practice)

Once you have completed a readiness for practice assessment you will be able to begin seeing clients in a supervised practice setting ('placement'). To complete this element of the course you will need to undertake 100 hours of 1:1 client work, whilst meeting with your own independent supervisor once a month for 1.5 hours as a minimum. Although we do provide information about how to set up a placement, and give some contact details, we are unable to organise placements for students and you will need to take responsibility early on for organising this yourself. Students who are most successful in securing a placement put a lot of work and initiative into exploring possibilities and making contacts at an early stage of the course. In previous years our students have had placements in colleges and universities, voluntary sector organisations and within drug/alcohol rehabilitation.

Personal counselling

A requirement of this course is that you will have 10 hours of personal counselling/therapy with a counsellor from our approved list of counsellors. This is seen as an important aspect of your own development.

Ethos

The programme team is experienced in developing people as therapists and we have a broad range of practice and academic interests including: couple counselling, mental health, bereavement counselling, research into the teaching and learning process, supervision, working in schools, primary and secondary care.

The programme team is committed to the Person-Centered Approach and to integrating its philosophy throughout the course within the context of a University setting. We aim to create personal, academic and professional opportunities that will enable you to develop and deepen your learning and experience

in this approach. Experience has shown us that this will provide particular challenges for you to face. We work as a learning community in which individuals take responsibility for their own learning and have opportunities to learn with and from others. Much of the learning is experiential and involves learning from participation in the life and process of the group, and through reflection and personal development time, with tutor support.

Programme Learning Outcomes

By the end of this Programme learners will be able to:

1. Provide a supportive and responsive learning environment that will enable students with different experiences to develop a flexible and transferable skill set
2. Engage students with a variety of learning experiences that build on skills and knowledge at each of the three levels of the course to facilitate the development of a critical understanding of the nature of psychology, and counselling and psychotherapy;
3. Develop scientific thinking to produce competence in methodological and analytical decision making;
4. Provide opportunities to learn about a range of career pathways;
5. Ensure that students reflect and act on ethical guidelines as laid down by the British Psychological Society (BPS) and the University of Cumbria;
6. Provide a programme that meets subject benchmark thresholds for First Qualifications in Psychology, and Counselling and Psychotherapy;
7. Engage students in decolonised contemporary debates in psychology with an emphasis on developing analytical skills that enable robust evidenced based theoretical challenge;
8. Engage students to develop a critical understanding of a range of theoretical frameworks relevant to counselling and psychotherapy and a systematic, coherent and critical understanding of issues at the forefront of the discipline.
9. Enable students to demonstrate competence in a range of core counselling skills (competencies), including relationship building, communication, and interventions, reflective practice, and monitoring and evaluation.
10. Prepare students for Level 7 (postgraduate) study in psychology or an allied field; or for employment

Level Descriptors

Level Descriptors describe in general terms the expected outcomes you will achieve at each level of study as you progress through your programmes. They describe the relative demand, complexity, depth of learning and learner autonomy associated with a particular level of learning and achievement. The University's Level Descriptors are aligned to the national [Framework for Higher Education Qualifications](#) (FHEQ) and are a key mechanism for ensuring the academic standards of the University's provision.

At Level 3: (Usually Year 0 undergraduate), you will be able to:

- Recognise the breadth of the field of study and apply the skills of manipulation of knowledge to make informed judgements within routine contexts and with guidance.

- Begin to work beyond defined contexts
- Apply established approaches to solving well defined problems, showing emerging recognition of the complexity of associated issues and communicate outcomes effectively in an appropriate format

Within a defined context and under guidance, evaluate personal and workplace experience and manage information and data from a range of sources appropriate to the field of study.

At Level 4: (Usually Year 1 undergraduate), you will be able to demonstrate that you have the ability:

- To apply a systematic approach to the acquisition of knowledge, underpinning concepts and principles and deploy a range of subject specific, cognitive and transferable skills.
- Evaluate the appropriateness of different approaches to solving well defined problems and communicate outcomes in a structured and clear manner.
- Identify and discuss the relationship between personal and work place experience and findings from books and journals and other data drawn from the field of study.

At Level 5: (Usually Year 2 undergraduate), you will be able to demonstrate that you have the ability:

- To apply and evaluate key concepts and theories within and outside the context in which they were first studied.
- Select appropriately from and deploy a range of subject-specific, cognitive and transferable skills and problem solving strategies to problems in the field of study and in the generation of ideas effectively communicate information and arguments in a variety of forms.
- Accept responsibility for determining and achieving personal outcomes.
- Reflect on personal and work place experience in the light of recent scholarship and current statutory regulations.

At Level 6: (Usually Year 3 undergraduate), you will be able to demonstrate that you have the ability:

- To critically review, consolidate and extend a systematic and coherent body of knowledge.
- Critically evaluate concepts and evidence from a range of resources.
- Transfer and apply subject-specific, cognitive and transferable skills and problem solving strategies to a range of situations and to solve complex problems.
- Communicate solutions, arguments and ideas clearly and in a variety of forms.
- Exercise considerable judgement in a range of situations.
- Accept accountability for determining and achieving personal and group outcomes.
- Reflect critically and analytically on personal and work place experience in the light of recent scholarship and current statutory regulations.

Programme Outcomes – Knowledge and Understanding

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (FdCert) you will be able to demonstrate:

K1. The ability to apply and explain of the theories, models, concepts and principles of human behaviour, organisations and communities that underpin the context of Psychology.

K2. Knowledge of the theories, concepts and contexts of mental health and wellbeing across the

lifespan.

After 240 credits of study (CertHE) you will be able to demonstrate:

K1 A knowledge and understanding of a range of influences on psychological development, functioning and behaviour and how these are theorised across the core domains of biological psychology, cognitive psychology, developmental psychology, individual differences, social psychology and conceptual and historical issues in psychology;

K2 A knowledge and understanding of a range of approaches to psychological research and the rudiments of designing, collecting and analyzing different types of data.

K3 A knowledge of factors that influence research, policy and practice within psychology and therapeutic settings.

K4 Theoretical concepts of Person Centred and other approaches, including ways of comparing and contrasting theory and practice.

K5 Personal, professional and ethical issues that impact on therapeutic practice including skills in reflexivity

After 360 credits of study (DipHE) you will be able to demonstrate:

K6 A detailed knowledge and critical understanding of a range of influences on psychological development, functioning and behaviour and how these are theorised and applied across the core domains of biological psychology, cognitive psychology, developmental psychology, individual differences, social psychology and conceptual and historical issues in psychology;

K7 A detailed knowledge and critical understanding of a range of approaches to psychological and counselling/psychotherapeutic research and competence in the design, collection and analysis of different types of data.

K8 A detailed knowledge of factors that influence research, policy and practice within psychology settings

K9 Personal, professional and ethical issues that impact on therapeutic practice including in depth skills in reflexivity

After 420 credits of study (BSc) you will be able to demonstrate:

K10 A detailed and expert knowledge of a range of specialist areas and applications in psychology, counselling, and psychotherapy knowledge that is situated at the leading edge of the discipline; and

K11 A specialist knowledge and a critical understanding of a range of approaches to psychological and therapeutic research and competence in the design, collection, analysis and application of different types of data.

K12 A critical and specialist knowledge of factors that influence research, policy and practice within psychology and therapeutic settings.

K12 Advanced understanding of personal, professional and ethical issues that impact on therapeutic practice including in depth skills in reflexivity

After 480 credits of study (BSc Hons) you will be able to demonstrate:

K10-12 and;

K13 A detailed knowledge and specialist understanding of an area of psychology/counselling and psychotherapy that forms the basis of your empirical dissertation.

Programme Outcomes – Skills and other Attributes (including Employability Skills)

The programme provides opportunities for you to develop and demonstrate the following:

After 120 credits of study (FdCert) you will be able to demonstrate:

- S1** Academic, personal and professional skills needed to succeed in higher education
- S2** Effective problem solving skills for working with people across a range of contexts
- S3** Specific skills, techniques and competencies needed to work across a range of stakeholders and contexts

After 240 credits of study (CertHE) you will be able to:

- S1** Identify, explain and apply different perspectives on psychological and therapeutic issues and appreciate that psychology involves a range of theories and applications;
- S2** Assimilate ideas and evidence from the different perspectives in psychology, identifying distinctive psychological approaches to relevant issues;
- S3** Conduct and participate in empirical studies involving a variety of methods of data collection;
- S4** Develop hypotheses and research questions and analyse data using appropriate analytic techniques;
- S5** Present and evaluate research findings;
- S6** Examine practical, theoretical and ethical issues associated with the use of different methods and approaches in psychology; and
- S7** Use, with supervision, a variety of psychological tools, including specialist software, equipment and psychometric measurement tools.
- S8** Demonstrate some competence in a range of academic skills (e.g. communication, IT, literacy, numeracy) and practice based skills (e.g., listening, developing relationships)
- S9** Understanding of a range of issues related to counselling and psychotherapy.

After 360 credits of study (DipHE) you will be able to:

- S10** Apply and evaluate psychological theory, evidence and research methods.
- S11** Generate and test hypotheses and/or research questions;
- S12** Design, conduct and participate in empirical studies involving a range of data collection methods;
- S13** Analyse data using quantitative and qualitative techniques;
- S14** Present and evaluate research findings in line with American Psychological Association (APA), standards;
- S15** Critically discuss practical, theoretical and ethical issues associated with the use of different methods and approaches in psychology; and
- S16** Use a variety of psychological tools, including specialist software, equipment and psychometric measurement tools.
- S17** Demonstrate increasing competence in a range of academic and professional skills (e.g. communication, IT, literacy, numeracy, reflection, active listening, negotiation skills).
- S18** Demonstrate professional skills and competencies including developing and maintaining a therapeutic relationship, engaging in reflective practice, and commitment to professional development

After 420 credits of study (BSc) you will be able to:

- S19** Critically discuss psychological and theory, evidence and research methods.
- S20** Present and critically evaluate research findings in line with APA standards using a range of

presentation media;

S21 Critically discuss a range of practical, theoretical and ethical issues associated with the use of different methods and approaches in psychology; and

S22 Competently use a variety of psychological tools, including specialist software, equipment and psychometric measurement tools.

S23 Demonstrate increasing sophistication in academic, professional and graduate skills (e.g. communication, IT, literacy, numeracy, reflection, active listening, negotiation skills, decision making, problem solving and critical thinking).

S24 Make ethical decisions regarding their clients based on the BACP Ethical Framework.

After 480 credits of study (BSc Hons) you will be able to:

S1-24 and,

S25 Design and conduct an extensive piece of independent empirical research using appropriate psychological methods and techniques. Present and critically evaluate the findings from the research adopting evidence-based reasoning to examine pertinent practical, theoretical and ethical issues (including and awareness of BPS and BACP ethics).

External and Internal Reference Points

The following Subject Benchmark Statements and other external and internal reference points have been used to inform the Programme Outcomes:

HEA report: The Future of Undergraduate Psychology in the United Kingdom

<https://www.heacademy.ac.uk/resource/future-undergraduate-psychology-united-kingdom>

British Psychological Society Handbook for undergraduate and conversion programmes (2012) – presents new accreditation standards

HEA Psychology Student Employability Guide (2011)

<https://www.heacademy.ac.uk/resources/detail/subjects/psychology/Employability-guide-0>

QAA Framework for Higher Education Qualifications

<http://www.qaa.ac.uk/en/Publications/Documents/The-framework-for-higher-education-qualifications-in-England-Wales-and-Northern-Ireland.pdf>

CBI (2009) Future Fit Report Graduate employability.

http://www.cbi.org.uk/media/1121435/cbi_uuk_future_fit.pdf

UK Quality Code for Higher Education. Subject Benchmark Statements for Psychology (2016).

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Psychology-16.pdf>

QAA Subject Benchmark Statement - Counselling and Psychotherapy

www.qaa.ac.uk/en/Publications/Documents/Subject-benchmark-statement-counselling-psychotherapy.pdf

BACP: [http://www.bacp.co.uk/accreditation/ACCREDITATION%20\(FOR%20TRAINING%20COURSES\)/index.php](http://www.bacp.co.uk/accreditation/ACCREDITATION%20(FOR%20TRAINING%20COURSES)/index.php)

[UoC Strategic Plan](#)

[UoC Learning, Teaching and Assessment Strategy](#)

UoC Institutional Business Plans

- [UoC Academic Regulations and Academic Procedures and Processes](#)

Graduate Prospects

Students graduating with GBC will be prepared for further study towards a career as professional psychologist (e.g. Clinical, Educational, Forensic, Counselling, Health, Occupational, and Sport).

All graduates undertaking this programme will find it valuable in future careers within a range of sectors. Within each of these sectors there are employers who provide statutory services, voluntary and charitable services and private services. These sectors can include education, social care, health and well-being, working with young people, the criminal justice system and many more. This provides you with a wide range of job opportunities where you will find the content and skills developed on this programme will be useful. Our recent graduates from our pathways tell us that they enjoy working in a number of professions including working with children and young people, working within mental health settings, engaging in further research training (e.g., doctoral study), research assistant work, project managers and working within the criminal justice system (e.g., probation, victim support and prison services). Within this programme, we offer a range of teaching and assessment activities that allow you to develop a wide range of skills and subject content.

Students who successfully complete this programme will be eligible to apply for BACP membership. Successful completion includes accruing 100 hours of working with clients and successfully meeting the associated competencies. Individual membership of the BACP is for practising counsellors and psychotherapists who have successfully completed a counselling or psychotherapy practitioner training course that meets the BACP criteria. Graduates from this programme which is **NOT** BACP accredited, will need to undertake the [BACP certificate of proficiency test](#). To find out more about membership please visit the [BACP membership pages](#).

Some graduates who undertake a professional counselling training programme go on to work as counsellors/therapists in private practice, the NHS, schools and other organisations in the private, public and voluntary sectors. Others gain employment in associated fields, for example youth work, community organisations, pastoral care. Our experience has been that people embark on a programme such as this for a range of reasons which may be for personal development, professional development or a mixture of both. Whatever your own goals, you will leave the programme with valuable interpersonal skills which are in demand by a range of employers, and better equipped to follow your chosen career path.

Graduates from this pathway will also be in a good position to go on to compete further study at MA/MSc level (Level 7) or beyond through a research based PhD or a Professional Doctorate (e.g., Counselling Psychology).

Learning, Teaching and Assessment Strategies employed to enable the Programme Outcomes to be Achieved and Demonstrated

As a student at the University of Cumbria, you are part of an inclusive learning community that recognises diversity. You will have opportunities to learn by interacting with others in a collegiate, facilitative and dynamic learning environment. Teaching, assessment and student support will allow equal and equitable opportunities for you to optimise your potential and develop autonomy.

We seek to create a stimulating and innovative community of learning, whether encountered on campus or at a distance, on work experience or in the workplace. Facilitated by our expert practitioner staff, you will experience a learning environment that is well equipped, flexible, and stimulating.

Integrated foundation year

We want to motivate you in your foundation year studies through a variety of teaching and learning

approaches that support different learners' needs and help to integrate you into university life. Transferable skills are central to learning opportunities and assessment. Students are encouraged to reflect on their skills development in learning and personal contexts so they develop their ability to make appropriate choices and decisions. Challenging and authentic tasks will be used to stretch your capabilities in real world learning and assessment resulting in a deeper approach to learning. The mode of assessment introduces you to the type of assessments you will encounter as you progress through your degree. You will undertake a range of assessments including written assignments, reports and essays, oral presentations and poster presentations, portfolios and set exercises such as producing a dvd news report. There is a strong emphasis on formative assessment in all modules to assist with the learning process.

The foundation year modules utilise a full range of UoC digital resources and learning technology where suitable; for example, through the University's virtual learning environment (Blackboard). Vocational practice opportunities form an essential part of the programme and encourages you to make meaningful links between the underpinning theoretical concepts within the subject area.

During the integrated foundation year you will be taught with students on a range of programmes within the Department of Health Psychology and Social Science and students from other departments, you will be working in groups and teams to achieve solutions to set problems, researching case studies and delivering events. Each module is led by a module leader which is the lead tutor with over-arching responsibility for that module. However, one of the strengths of this programme is our team-taught approach to delivery, you will be taught on a module by more than one tutor. This ensures you are taught topics by subject specialists, experience the different delivery styles you will encounter as you progress through your programme and on modules that you share with other programmes ensures you will meet staff from your degree programme. In some modules such as Professional Practice in the Community guest speakers from local industry and organisations will give talks on their role and practice within the wider community bridging the link between social theory and practice explored during the module.

Learning and Teaching

In line with UoC Learning, Teaching and Assessment Strategy 2017-22, our learning and teaching methods:

- Promote the development of inclusive practice and address a range of learner types through a wide range of teaching and learning activities.
- Use learning technology to promote student learning and achievement.
- Provide active learning and social learning opportunities through a range of extracurricular activities offered within the department.
- Embed principles of internationalisation and draw on global perspectives across the range of disciplines covered across these pathways.
- Embed principles of employability skills development in all modules on the BSc.
- Utilise research informed teaching in a department that includes a range of subject specialists and research active staff.
- Foster aspiration and career readiness through work-based, experiential and inter-professional learning.
- Foster interdisciplinary learning across all our core modules.
- Are relevant to the needs of the workplace, emphasising problem-solving and the interaction of theory and practice.
- Use research-informed teaching, drawing on industry-based knowledge and expertise.

This programme has been designed to be flexible, utilising a full range of UoC digital resources and

supported communication through learning technology as appropriate. Use will be made of UoC learning technology such as Blackboard Collaborate, Microsoft Teams and Pebblepad and the availability of resources suitable for mobile learning (such as downloadable video's podcasts and associated transcripts, discussion boards, wiki's and blogs). Learning will be based on academic study. Students are actively facilitated to use, apply and integrate their developing knowledge within their employment contexts. In adopting a reflective approach we endorse an enquiring, evaluative style to academic study. Learning and assessment are considered to be interrelated. Everything that the student undertakes – and the products of that learning – are embedded through active participation and formative opportunities for dialogue and feedback throughout. Modules include formative activity 'specifically intended to generate feedback on performance to improve and accelerate learning' (Nichol & McFarlane-Dick, 2006). Summative assessment is authentic, in that assessment clearly aligns to programme and module level learning outcomes, encourages and enables progressive development through feedback, and is of relevance to either further academic progression or their current and future employment needs. Intellectual, subject specific and key transferable skills are central to learning opportunities and assessment. Students are encouraged to critically reflect on their skill development in their learning and where relevant employment contexts in order to develop their ability to make sound professional judgments.

The BSc follows a series of key principles of teaching and learning and it is important to note that all modules consider formative assessment to be of considerable benefit. The formative work is developmental in nature and prepares students for the summative assessment work. Blended learning is a feature of all modules, by this we refer to the use of face to face lectures, seminars and workshops online activities. The online activities supplement and support the face to face work that we do. Regardless of whether the face to face work is intensively delivered over days or a weekly commitment, the online activities will serve to prepare, supplement and add value to the learning experience.

Promoting learning Partnerships

The design of the curriculum and the modes of delivery and assessment coupled with our extra curricula programme seek to reflect the ethos of learning partnerships within a learning community context. What this means in real terms is that we seek to involve students in activities that promote engagement with a range of challenges and opportunities that extend beyond the classroom. We achieve this by organising guest speakers, liaising with our professional body, staff- student research participation projects, evening seminars, psychology film clubs, student-staff conferences, critical reading groups, engagement with stakeholders, and through the continued development and nurturance of community links where volunteering and other opportunities arise for our students.

Synchronous to this, the programme has been designed to maximise **participation, flexibility** and **inclusion** and to this end you will be engaged with the University intranet and website from the point of application. In recognition of the need to "*meet the needs of diverse learners and enabling them to succeed in a higher education environment*" the course uses a range of Blackboard and pebble pad tools to allow you and your tutors to collaborate remotely. If you do not have internet access at home you can access materials onsite or from any public internet provider. We have psychology focused twitter and facebook feeds/groups and an active psychology society.

Blended learning

The delivery mode we adopt is referred to as blended learning and in our experience this adds significant value to the teaching and learning process. Blended learning refers to the combination of face to face and online learning. It empowers you to collaborate remotely, share materials and discuss your work with your peers and tutors. For example, wiki tools are a particularly effective way of helping you add materials to module sites, share good practice and experiences. They encourage discussion and debate over the resources that you and others have identified. Blended learning equally provides lecturers with opportunities to review your progress, to add tasks, for example, non-credit bearing tests for revision purposes, podcasts, videos and other materials between lectures, keeping

sites up to date and interactive. Through blending the learning we are able to respond to the range of learning needs and preferences expressed by our student groups. Blended learning also refers to the inclusion of tasks and opportunities that add value by offering exceptional opportunities for learning. The range and nature of the opportunities vary across modules but there is an emphasis and commitment across the academic team to identify and provide these opportunities where we are able.

Employability (academic, professional and graduate skills)

There is a particular emphasis in the course on employability using volunteering in appropriate placements as a vehicle for employability skill development. The two work experience modules are a formal opportunity to explore and evidence this skill development and to gain counselling experience in a practice setting. To provide you with the opportunities to compete effectively at the next stage of your career, the team actively promote volunteering and have made a variety of links in the local community to support you to take up these opportunities. This philosophy is in keeping with the University Strategy ("*Providing learning opportunities that enhance employability, build capability for employment and contribute to the regeneration of Cumbria and the region*").

Internationalisation of the curriculum

In keeping with our context, UK based laws, policies and regulations do dominate some parts of the curriculum however it is important to acknowledge the internationalisation and decolonisation of our curriculum. Throughout the programme we reflect and make comparisons across and within cultures and geographical locations drawing on theory, research, policy and practice from across the globe. Whilst this is explicitly evidenced in some of our modules e.g. the modules: critical psychology, Brain, development and cognition and social and community psychology. Internationalisation and decolonisation is a central feature of our module design as would be expected on a course that teaches and assesses critical thinking and reflection on human behaviour and experience.

The delivery and assessment of teaching and learning

The teaching and learning strategy is developmental and cumulative and as such includes formative (opportunities to practice new skills) and summative assignments (assessments that contribute to your progression through the programme). These assessments are structured to promote self-efficacy, confidence and enhance performance.

The delivery of the programme is varied and increasingly innovative. Student participation is considered synonymous with success and attendance is closely monitored. We have an expectation that attendance will be 100% and a failure to attend will be followed up by personal tutors. Non-attendance is a breach of the [Student Code of Conduct](#) (B1) and will be monitored and followed up using adjudication processes should the need arise.

The key aim for all assessments in the programme is to enable you to demonstrate that you have achieved the intended learning outcomes of the programme and each contributory module. The assessment strategy also seeks to:

- facilitate your learning experience through a varied range of assessment methods
- develop assessment skills that foster independent and reflective learning
- encourage engagement in group activities and private study
- foster a range of generic and key skills

All assessments occur during or upon completion of modules, and will include a range of both summative and formative tasks (see below). Marks are awarded for assessments within each module and aggregated to identify a module mark. These module marks remain provisional until confirmed by the appropriate Assessment Board. The programme is designed on a 'credit accumulation and transfer' basis, where transfer from one level to the next is conditional on accumulating the required credit for each level (normally 6 modules x 20 credits = 120 credits/level).

Methods of assessment

The assessment throughout the programme will include a blend of typical assessment activities such as written assignments, unseen in-class tests, presentations and reports, alongside innovative and employability focused tasks such as case study analysis, problem based activities and reflective logs. These methods are chosen to encourage knowledge development, practitioner skills, and a range of transferable and professional capabilities such as communication and presentation skills, problem-solving, team work, numeracy and IT skills. At level 4 several modules involve the portfolio assessment mode which enables you to develop and evidence a range of skills critical to your success at levels 5 and 6. Portfolios are designed with flexibility in mind and may require you to include evidence from a wide variety of activities including: essay plans; essays; report sections from a range of laboratory based activities; critical writing exercises, oral or poster presentations.

Forms of assessment

In each module, you have the opportunity to engage in summative and formative assessments.

Summative assessment refers to work submitted for module and programme credit, and is used to assess whether you have achieved the relevant learning outcomes in a module. Summative assessment is captured in the overall mark awarded for each module. **Formative** assessments occur in each of the modules to scaffold future summative assessments.

Indicative Range of Assessment Methods: The breadth of assessment methods acknowledges that graduate and employability skills are many and varied and so you need opportunities to develop, practice and be assessed on as full a range of skills as possible. The traditional methods (e.g., essay) are supplemented by ecologically valid methods (portfolio, case analysis, intervention design and evaluation, multi-agency style meeting planning and execution) for the workplace. Some examples of the assessment styles used on the programme are tabulated below:-

- Academic essay
- Case analysis
- Literature review
- Research reports (qualitative, quantitative and mixed methods)
- Reflective Accounts (debates, meetings, research techniques)
- Portfolio of analyses (qualitative and quantitative exercises)
- Academic Poster and conference style presentation
- Web page design/ podcast production
- Dissertation
- Problem based learning activities
- Intervention design and evaluation
- Psychometric report
- Psychometric practical skills assessment
- Oral Presentation conference style
- Online assessment
- Academic debates
- Research proposal
- Objective tests
- Counselling skills competency tests

- Counselling skills developmental and reflective logs
- Personal development reflective logs
- Supervision and placement reports
- Peer and client counselling: critical reflections of practice

Student Support

We provide responsive learner support that promotes student success. Our approach to learner support is designed to support achievement and progression, champion inclusivity and accessibility, prepare you for opportunities beyond study, and promote independence and resilience, enabling you to achieve your potential.

As a student of the University of Cumbria, you will be taught by academics and expert practitioners who facilitate learning through structured inquiry. You will be provided with access to high quality academic resources through physical and digital libraries and will be supported to develop skills that enable you to become a critical, reflective, discerning and independent learner and researcher.

Initial and ongoing induction

An undergraduate induction is timetabled for the week before the programme delivery starts. The Induction week includes a series of bespoke sessions on information literacy (appropriate for undergraduate students), library induction, study skills and time management sessions.

Personal Development Portfolio all students have the opportunity to complete a PDP this is a facilitated process and is embedded within the course and available through Pebblepad.

General/specialist teaching accommodation and equipment available to students.

There are a range of specialist rooms that may be booked by students including an observation laboratory, a psychometric testing laboratory and computer suites all equipped with specialist data analysis software. Whilst different sites possess different facilities, students may access any UoC site and/or where travel is not feasible alternative equipment may be identified eg. the observation suite is based at Fusehill Street but a portable alternative is available.

Tutorials

Within the programme there are opportunities for individual and group tutorials embedded. However, you are encouraged to book appointments if and when you feel in need of some support.

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including tutorials and other support as outlined in the Personal Tutor Policy.

Personal Tutoring

You will also be allocated a Personal Tutor. Your Personal Tutor will be proactively involved in the delivery of your programme and will have contact with you throughout your time at the University. They will support your learning and development, including through tutorials, Progress Reviews and other support as outlined in the Personal Tutoring Policy. On arrival at the university to commence the course one of the first things we do is allocate you a personal tutor. Your personal tutor is an academic member of staff from the psychology team and normally this person will work with you over the three years of the programme and for those who progress to postgraduate / doctoral research with us potentially considerably longer. The personal tutor role is to support you across the provision, help you manage some of the challenges that academic study often brings, serves as a point of contact for you irrespective of the modules you are studying and will signpost you to additional support services if

required and/or opportunities that may be of interest to you. Tutorials may take place online, via the telephone or face to face.

Personal Development, supervision, and peer mentoring

In addition to the traditional model of student support here at UoC, the psychology with counselling and psychotherapy programme has a number of bespoke elements. Working with clients in a therapeutic context necessitates considerable preparation. This preparation is embedded throughout your modules and timetabled appropriately. The preparation involves weekly personal development groups, weekly practice review groups with your university supervisor* and an ongoing commitment to what is often called a checking in and checking out process. This involves starting each counselling focused day with a review of how students are feeling and ending the day in the same way. These elements of the programme are crucial for personal and skill development, and therefore they are built into your modules and mandatory. In addition to supervision of your skill and personal development, you will engage in self-assessment and peer mentoring, these are considered informant aspects of your training to work in a therapeutic field. Self-evaluation and peer evaluation and support are designed to encourage your development as critical reflective practitioners.

* Your university supervisor is not in place of the external supervision that you need as part of your programme.

Library Services and Academic Skills

Module leaders will collaborate with Library Services to ensure that your online reading and resource lists are current and items are available via the library discovery tool OneSearch. In order to maximise access, availability and usefulness, ebooks and electronic journal titles will, in most cases, be prioritised. You can access a wide range of electronic and print content using [OneSearch](#) and you can find out more about key texts, databases and journals for your subject by accessing the library's [subject resources webpages](#). Where appropriate, module reading and resource lists will be made available to you electronically on Blackboard using the University's [online reading and resource list system](#).

Each campus library has a dedicated webpage. Check out local information about opening hours, reserving books, using self-service kiosks, printing and photocopying, booking study spaces and more. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/>

An [Ask a Librarian](#) service runs from 17:00 - 09:00 weekdays and round the clock on weekends and holidays. This means you can get professional help using about library services, finding information, referencing and searching, even when the library is closed. <https://my.cumbria.ac.uk/Student-Life/Learning/Libraries/Ask/>

The [Skills@Cumbria](#) service can help support your academic, library and digital skills and success throughout your programme. It includes a suite of [online self-help resources](#) accessible 24/7 via the University's website and Blackboard site. Additional skills support for students is offered via:

- [Workshops](#)
- Email: skills@cumbria.ac.uk
- [Appointments](#)
- [Webinars](#)
- [Learn Well at Cumbria](#)
- [Study from Home Webpage](#)
- [Digital Capabilities](#) and [LinkedIn Learning Pathways](#)

Headstart: Head Start is a self-learning pre-entry module that is completed online and at your own pace. The module gives new undergraduate students an opportunity to prepare for their transition into

university and to start to develop the academic skills that will help them become successful students.

All UG students are given the opportunity to register and complete Head Start prior to entry on their main programme of study. If you haven't been able to complete Head Start before starting your course, you can access the module via Blackboard by selecting the Skills@Cumbria tab and then the Head Start tile. Learning at university, academic writing and referencing are the key topics introduced in the module and previous students have told us how useful they have found the online resources and activities.

IT and Technical Support

Technology is an invaluable asset when it comes to studying, so it's important you know how to make the most out of the excellent [IT facilities](#) we have available. Our aim is to ensure you can access university electronic resources from anywhere or any device, whether on or off campus. The [Student Hub](#) is your one-stop gateway to all University systems, Outlook email, and OneDrive.

Whether you consider yourself a computer expert or you're not confident about your IT skills, we're always around to ensure you get the level of support you need. We have a wealth of information and support available on the [IT Services website](#) and have a dedicated IT Service Desk where you can talk to someone by phone or log your question online from anywhere, at any time.

Student Support Services

[Accommodation](#): Information for all our residential students and advice for those looking to rent private accommodation. You can follow the team via Instagram: [UoC Accommodation](#)

[Careers and Employability](#): The Careers and Employability team is here to help you with all things career-related. Through the career hub [My Career Enriched](#), you can:

- find graduate jobs, part-time work, work experience, industry placements and paid internships;
- book one-to-one careers advice appointments with one of the team;
- book onto careers fairs and employability events where you can meet employers;
- attend practical workshops on CVs, applications, interviews, success in your chosen sector; options with your degree, job search skills and more;
- send in your CV or application form for tailored feedback;
- complete mini online courses in Pathways to improve your employability skills.

Career Ahead+ is the University of Cumbria's Employability Award. Completing Career Ahead+ will help you recognise and develop your skills, providing a greater opportunity for you to get the job you want when you graduate. The award is based on what employers look for in an ideal candidate, in relation to skills, knowledge and experience. You will be supported with career direction, gaining experience, and providing all the skills needed to complete the perfect application and be successful in that all important job interview. Contact careerahead@cumbria.ac.uk or visit www.cumbria.ac.uk/careerahead for more information.

[Chaplaincy](#): Our chaplaincy provides a safe place, a listening ear and personal support to all students and staff, regardless of beliefs.

[Disability and Specific Learning Needs](#): The University is committed to ensuring you are able to participate effectively in your chosen programme of study and all areas of University life. The University defines disability broadly, including:

- mobility impairments
- sensory impairments
- medical conditions
- autism (ASD)

- specific learning difficulties (SpLD's such as Dyslexia or Dyspraxia)
- mental health conditions.

Health and wellbeing: Our team forms part of Student Services. Your physical, emotional and psychological well-being are key aspects of living and learning well. The Health and Wellbeing page links to various sources of support, including how to self-refer to the mental health and wellbeing service for appointments. We've highlighted a couple of specifics to get started:

- Register for [Together All](#) an anonymous and stigma free environment where you map your own path to well-being with peer support.
- Sign up to our health and well-being blog: [Live Well at Cumbria](#).

UoC Active: Staying physically fit and well makes a huge difference to psychological wellbeing and to our abilities to study. Check out Sport facilities at UoC Active.

International Student Support: Finding your way in a new country or culture can be challenging. International Student Support welcomes you and will be in touch throughout your stay. We encourage you to contact us if you have any questions or need support: intss@cumbria.ac.uk

Money Advice: The Money Advice Service are here to help you plan your finances and manage your money whilst studying. We also provide information to help you to manage your money more effectively. Our Advisers are based across the University and are here to help with money issues. We run workshops as well as offering one-to-one advice via telephone on taking control of your finances and gaining financial skills which can last for life.

Further support and guidance, including EDI and Safeguarding: We are an inclusive community, committed to supporting and learning from each other, find out more about [Equality, Diversity and Inclusion \(EDI\)](#). Depending on the nature of your course, you may well already know about or be learning about safeguarding in a professional context and to find out about the University of Cumbria's safeguarding policy and procedures visit: [Safeguarding](#).

Student Voice

As a student at the University of Cumbria you automatically become a member of the Students' Union. The Students' Union represents the views and interests of students within the University.

The Students' Union is led by a group of Student Representatives who are elected by students in annual elections. They also support approximately 400 Student Academic Reps within each cohort across the entire University. The Students' Union represent the views of their cohort and work with academic staff to continuously develop and improve the experience for all University of Cumbria students. You can find out more about who represents you at www.ucsu.me.

You can email at any time on studentvoice@cumbria.ac.uk.

University Cumbria Students' Union (UCSU) Student Support

UCSU offers a free, independent and confidential advice service to all students. They can help with things like academic appeals, extenuating circumstances or if you're considering a formal complaint. UCSU are also on hand to represent you in any formal meetings, for example in malpractice panels or fitness to practice meetings. Appointments are telephone based and can be booked at www.ucsu.me/support.

| Programme Curriculum Map | | | | | |
|---------------------------------|--------------------|---|----------------|---|------------------------------------|
| Academic Level | Module Code | Module Title | Credits | Module Status* | Programme Outcomes achieved |
| 3 | UNIF3003 | Essential University Skills 1 | 20 | Compulsory | K1, K2, S1 |
| 3 | UNIF3004 | Essential University Skills 2 | 20 | Compulsory | K1, K2, S1 |
| 3 | UNIF3010 | Contemporary Issues and the Media | 20 | Compulsory | K1, K2, S2 |
| 3 | UNIF3013 | Families, Communities and the Criminal Justice System | 20 | Compulsory | K1, S2 |
| 3 | UNIF3014 | Professional Practice in the Community | 20 | Compulsory | K1, S1, S3 |
| 3 | UNIF3012 | Mental Health and Wellbeing | 20 | Compulsory | K2, S2 |
| 4 | HLLP4000 | Psychology in Action | 20 | Core Students must pass this module to qualify for eligibility for GBC | K1-3; S1-2, S6-8 |
| 4 | HLLP4001 | Introduction to Psychological Research Methods | 20 | Core Students must pass this module to qualify for eligibility for GBC | K2-3; S3-5, S7-8 |
| 4 | HLLP4002 | Introduction to Data Analysis | 20 | Core Students must pass this module to qualify for eligibility | K2-3; S3-5, S7-8 |

| Programme Curriculum Map | | | | | |
|---------------------------------|--------------------|--|----------------|---|------------------------------------|
| Academic Level | Module Code | Module Title | Credits | Module Status* | Programme Outcomes achieved |
| | | | | for GBC | |
| 4 | HLLP4204 | Academic and Professional Skills for counselling and psychotherapy | 20 | Core | K3-5; S1-2, S6-8 |
| 4 | HLLC4003 | Counselling Theory and Skills: Preparation for Practice | 20 | Core | K3-5; S8-9 |
| 4 | HLLC4004 | Foundational Counselling Skills | 20 | Core | K3-5; S1, S8-9 |
| 5 | HLLP5000 | Research Methods and Statistics | 20 | Core Students must pass this module to qualify for eligibility for GBC | K6-8; S10-13, S16 |
| 5 | HLLP5001 | Development, Brain and Cognition | 20 | Core Students must pass this module to qualify for eligibility for GBC | K6-8; S9, S14-17 |
| 5 | HLLC5002 | Understanding Therapeutic Diversity | 20 | Core | K7-9; S10, S17-18 |
| 5 | HLLC5003 | Work Experience | 20 | Core | K8-9; S16-S18 |
| 5 | HLLC5001 | Intermediate Counselling Skills | 20 | Core | K7-9; S16-18 |
| 5 | HLLP5010 | Social and Community Psychology | 20 | Core Students must pass | K6-8; S9, S4-15, S17 |

| Programme Curriculum Map | | | | | |
|---------------------------------|--------------------|--|----------------|---|------------------------------------|
| Academic Level | Module Code | Module Title | Credits | Module Status* | Programme Outcomes achieved |
| | | | | this module to qualify for eligibility for GBC | |
| 6 | HLLP6013 | Critical Psychology | 20 | Core Students must pass this module to qualify for eligibility for GBC | K9-11; S19-23, |
| 6 | HLLP6014 | Individual Differences: Abilities, Personalities and measuring differences | 20 | Core Students must pass this module to qualify for eligibility for GBC | K9-11; S19-23 |
| 6 | HLLP6015 | Dissertation | 40 | Core Students must pass this module to qualify for eligibility for GBC | K10-14; S19-24 |
| 6 | HLLC6001 | Advanced Counselling Theory and Skills | 20 | Core | K10-11; S23-24 |
| 6 | HLLC6002 | Work Experience: Supervised practice II | 20 | Core | K11-13; S23-24 |
| Notes | | | | | |

| Programme Curriculum Map | | | | | |
|---|-------------|--------------|---------|----------------|-----------------------------|
| Academic Level | Module Code | Module Title | Credits | Module Status* | Programme Outcomes achieved |
| <p>Notes: Module pass mark: 40% (Undergraduate)</p> <p>Please see the Academic Regulations http://www.cumbria.ac.uk/Public/AQS/Documents/AcademicRegulations/AcRegs.pdf Section G for guidance on progression and the carrying of fails.</p> <p>Where a student has not succeeded in their programme, they will not be permitted to re-register on the same programme</p> <p>Core modules are a requirement of the accreditation awarded by the British Psychological Society (BPS) and therefore cannot be condoned.</p> <p>Work experiences modules will be assessed as per module assessment and by review with course team, mentor/supervisor and work experience provider.</p> <p>The programme includes a range of costs additional to the programme fee, these include</p> <ol style="list-style-type: none"> 1. Become a student member of the BACP (in 2021, this was £82 per year) 2. Get student insurance for their supervised practice (around £60 depending on provider) 3. Undertake a minimum of 10 hours personal person-centred counselling (£30-60 per hour so approximately £300-600) 4. Pay for regular supervision (These elements are explained in detail in your supervised practice and programme handbooks; £30-60 per hour) | | | | | |

| * Key to Module Statuses | |
|--------------------------|---|
| Core Modules | Must be taken and must be successfully passed. |
| Compulsory Modules | Must be taken although it may possible to condone/compensate as a marginal fail (within the limits set out in the Academic Regulations and provided that all core or pass/fail elements of module assessment have been passed). |

Core Modules for GBC

| Module Code | Title | Year of Delivery | Credit Value |
|--------------------|--|-------------------------|---------------------|
| HLLP4000 | Psychology in Action | One | 20 |
| HLLP4001 | Introduction to Psychological Research Methods | One | 20 |
| HLLP4002 | Introduction to Data Analysis | One | 20 |
| HLLP5010 | Social and Community Psychology | Two | 20 |
| HLLP5000 | Research Methods and Statistics | Two | 20 |
| HLLP5001 | Development, Brain and Cognition | Two | 20 |
| HLLP6013 | Critical Psychology | Three | 20 |
| HLLP6014 | Individual Differences: Abilities, Personalities and measuring differences | Three | 20 |
| HLLP6015 | Dissertation | Three | 40 |

| Programme Delivery Structure - Full Time (FT) | | | | | |
|--|---|-------------------------|------------------|--|--|
| Module Code | Module Title | Delivery Pattern | | Method(s) of Assessment | Indicative week number of Summative Assessment Deadline |
| | | Sept – Dec | Jan – May | | |
| UNIF3003 | Essential University Skills 1 | Sept - Dec | | Written assignment (50%) Presentation (50%) | Mid Semester 1 End Semester 1 |
| UNIF3004 | Essential University Skills 2 | Jan - May | | Written assignment (50%) Presentation (50%) | Mid Semester 2 End Semester 2 |
| UNIF3013 | Families, Communities and the Criminal Justice System | Jan - May | | Portfolio (100%) | End Semester 2 |
| UNIF3014 | Professional Practice in the Community | Jan - May | | Portfolio (100%) | Mid-End Semester 2 |
| UNIF3010 | Contemporary Issues and the Media | Sept - Dec | | Written Assignment (40%) Set Exercise (DVD News Report) (60%) | Mid Semester 1 End Semester 1 |
| UNIF3012 | Mental Health and Wellbeing | Sept - Dec | | Written Assignment (50%) Presentation (50%) | Mid Semester 1 End Semester 1 |
| Students exiting at this point with 120 credits would receive a FdCert Social Science | | | | | |
| HLLP4000 | Psychology in Action | Sept - Dec | | Formative: literature review table Summative: Project work 100% | End of semester Week 12 of Module |

| | | | | |
|---|--|------------|--|----------------------------------|
| HLLP4001 | Introduction to Psychological Research Methods | Sept - Dec | Formative: literature review Summative: Report 90% Set Exercise 10% | End semester Assessment Weeks |
| HLLP4002 | Introduction to Data Analysis | Jan - May | Formative: Analysis workbook Summative: Report 100% | Assessment Weeks |
| HLLP4204 | Academic and Professional Skills for counselling and psychotherapy | Sept - Dec | Formative: Reflective Listening triads Summative: Portfolio 100% | Assessment Weeks |
| HLLC4003 | Counselling Theory and Skills: Preparation for Practice | Jan - May | Formative: Peer review and personal reflection on triad work Summative: Written Assignment 70% Oral presentation 30% | Assessment Weeks |
| HLLC4004 | Foundational Counselling Skills | Jan - May | Formative: Peer review and personal reflection on triad work Summative: Practical Skills Assessment Pass/Fail Written Assignment 100% | Assessment Weeks |
| Students exiting with 240 credits would receive a CertHE Psychology with Counselling and Psychotherapy | | | | |
| HLLP5000 | Research Methods and Statistics | Autumn | Formative: Data analysis exercise workbook Summative: Report 90% | Assessment Weeks |

| | | | | |
|--|-------------------------------------|------------|---|----------------------------------|
| | | | Set Exercise 10% | |
| HLLP5001 | Development, Brain and Cognition | Sept - Dec | Formative: Present plans for summative work Summative: Report 60% Oral Assessment/Presentation 40% | Week 7 and Week 12 of the Module |
| HLLC5001 | Intermediate Counselling Skills | Sept-Jan | Formative: Skills Practice Summative: Practical Skills Assessment (Pass/Fail) Oral presentation (100%) | Assessment Weeks |
| HLLP5010 | Social and Community Psychology | Jan - May | Formative: Ethics proposal Summative: Report 50% Written assignment 50% | Week 7 and Assessment Weeks |
| HLLC5003 | Work Experience | YEAR | Formative: Skills Audit Summative: Reflective Diary (100%) and Placement hours (Pass/Fail) | Assessment Weeks |
| HLLC5002 | Understanding Therapeutic Diversity | Jan-May | Formative: Assessment plans Summative: Written assignment(30%) and Oral presentation (70%) | Week 12 & Assessment Weeks |
| Students exiting with 360 credits would receive a DipHE Psychology with Counselling and Psychotherapy | | | | |
| HLLP6013 | Critical Psychology | Sept - Dec | Formative: Micro teaching session | Week 12 and Assessment Weeks |

| | | | | |
|----------|--|-----------|--|---|
| | | | Summative: Oral assessment/Presentation 50% Written assignment 50% | |
| HLLP6014 | Individual Differences: Abilities, Personalities and measuring differences | Jan - May | Formative: Workbook activity Summative: Practical Skills Assessment 60% Report 40% | Week 9 and Assessment Weeks |
| HLLP6015 | Dissertation | Year-long | Formative: Research ethics proposal Summative: Oral assessment /presentation 30% Dissertation 70% | Early Autumn semester Early Spring semester Early Spring semester |
| HLLC6001 | Advanced Counselling Theory and Skills | Sept-Dec | Formative: Skills practice Summative: Practical Skills Assessment (Pass/Fail) written assignment 100%) | Week 11 |
| HLLC6002 | Work Experience: Supervised practice II | Year-long | Formative: Personal development reflective log Summative: 50% Written Assignment 50% Written Assignment | Week 11 |

Students exiting with 420 credits would receive a BSc Psychology with Counselling and Psychotherapy

Students exiting at this point with 480 credits would receive a BSc (Hons) Psychology with Counselling and Psychotherapy

Programme Delivery Structure – Part Time (PT)

***Note: Level 3 (Year 0) can only be studied on a full-time basis**

| Module Code | Module Title | Delivery Pattern | Method(s) of Assessment | Indicative week number of Assessment Deadline |
|---------------|--|---------------------------------------|---|--|
| | | Sept – Dec Jan – May June - Aug | | |
| Year 1 | | | | |
| HLLP4000 | Psychology in Action | Sept - Dec | Formative: literature review table Summative: Project work 100% | Early semester End semester |
| HLLP4001 | Introduction to Psychological Research Methods | Sept - Dec | Formative: literature review Summative: Report 90% Set Exercise 10% | Early semester Mid semester End semester |
| HLLP4002 | Introduction to Data Analysis | Jan - May | Formative: Analysis workbook Summative: Report 100% | Throughout semester End semester |
| Year 2 | | | | |
| HLLP4204 | Professional and Academic Skills for counselling and psychotherapy | Sept - Dec | Formative: Reflective Listening triads Summative: Portfolio 100% | Mid semester End semester |

| | | | | |
|---|---|------------|---|---|
| HLLC4003 | Counselling Theory and Skills: Preparation for Practice | Jan - May | Formative: Peer review and personal reflection on triad work Summative: Written Assignment 70% Oral presentation 30% | Assessment Weeks |
| HLLC4004 | Foundational Counselling Skills | Jan - May | Formative: Peer review and personal reflection on triad work Summative: Practical Skills Assessment Pass/Fail Written Assignment 100% | Assessment Weeks |
| Students exiting with 120 credits would receive a CertHE Psychology with Counselling and Psychotherapy | | | | |
| Year 3 | | | | |
| HLLP5000 | Research Methods and Statistics | Sept - Dec | Formative: Data analysis exercise workbook Summative: Report 90% Set Exercise 10% | Throughout semester Mid semester End semester |
| HLLP5001 | Development, Brain and Cognition | Sept - Dec | Formative: Present plans for summative work Summative: Report 60% Oral assessment/Presentation 40% | Early semester Mid semester End semester |
| HLLC5001 | Intermediate Counselling Skills | Sept-Dec | Formative: Peer review and personal reflection on triad | Assessment Weeks |

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|--|--|------------|--|--------------------------------|
| | | | work Summative: Practical Skills Assessment (Pass/Fail) Oral presentation (100%) | |
| Year 4 | | | | |
| HLLP5010 | Social and Community Psychology | Jan - May | Formative: Ethics proposal Summative: Report 50% Written assignment 50% | Week 7 and Assessment Weeks |
| HLLC5003 | Work Experience | YEAR | Formative: Skills Audit Summative: Reflective Diary (100%) and Placement hours (Pass/Fail) | Assessment Weeks |
| HLLC5002 | Understanding Therapeutic Diversity | Jan-May | Formative: Assessment plans Summative: Written assignment (30%) and Oral presentation (70%) | Week 12 & Assessment Weeks |
| Students exiting with 240 credits would receive a DipHE Psychology with Counselling and Psychotherapy | | | | |
| Year 5 | | | | |
| HLLP6014 | Individual Differences: Abilities, Personalities and measuring differences | Jan - May | Formative: Workbook activity Summative: Practical Skills Assessment 60% Report 40% | Week 9 and Assessment Weeks |
| HLLP6013 | Critical Psychology | Sept - Dec | Formative: Micro teaching session | Early semester Mid semester |

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| | | | Summative: Oral assessment/Presentation 50% Written assignment 50% | End semester |
| HLLC6001 | Advanced Counselling Theory and Skills | Sept-Dec | Formative: Skills practice Summative: Practical Skills Assessment (Pass/Fail) written assignment (100%) | Week 11 |
| Year 6 | | | | |
| HLLC6002 | Work Experience: Supervised practice II | Year-long | Formative: Personal development reflective log Summative: 50% Written Assignment 50% Written Assignment | Week 11 |
| Students exiting with 300 credits would receive a BSc Psychology with Counselling and Psychotherapy | | | | |
| HLLP6015 | Dissertation | Year-Long | Formative: Research ethics proposal Summative: Oral assessment/presentation 30% Dissertation 70% | Early Autumn semester Early Spring semester Early Spring semester |
| Students exiting with 360 credits would receive a BSc (Hons) Psychology with Counselling and Psychotherapy | | | | |

Exceptions to Academic Regulations

This programme operates in accordance with the University's Academic Regulations and Academic Procedures and Processes and with the requirements of the British Psychological Society (BPS)

Methods for Evaluating and Improving the Quality and Standards of Learning

Mechanisms used for the Review and Evaluation of the Curriculum and Learning, Teaching and Assessment Methods

- Module Evaluation
- Programme Validation and Periodic Review
- Annual Monitoring
- Peer Review
- External Examiner reports
- Student Success and Quality Assurance Committee
- British Psychological Society review cycle
- Staff-Student Forum Meetings (SSFs)
- Student Voice Year Group Forums
- Module Assessment Boards
- University Assessment Board
- Student Success and Quality Assurance Committee

Mechanisms used for gaining and responding to feedback on the quality of teaching and the learning experience – gained from: Students, graduates, employers, placement and work-based learning providers, other stakeholders, etc.

- Staff Student forum
- Module Evaluation Forms
- Programme Evaluation: National Student Survey, UK Engagement Survey
- Module/Programme/Personal tutorials
- Meetings with External Examiners
- Student Voice Year Group Forums
- Online Forums (Blackboard etc)
- Personal Tutor meetings with feedback to Module and Programme Leads
- Informal discussion with students
- Career pathways and post graduate opportunities are wide and varied and so we garner feedback at all possible opportunities on our student skill sets, their currency in the workplace and their preparedness for progression, this data is collected via a number of routes:
- Stakeholder engagement via e-communications with postgraduate providers and potential employers from a small range of settings.
- We have ongoing relationships with voluntary work experience providers, on-going relationships with current

employers and extensive professional networks, feedback from these sources on developments in the field, performance of our students and their employability skill sets and the readiness of employers and other institutions to accept our graduates all informed the redesign of the programme. E.g. a number of our graduates have secured research positions and their grasp of methodology, report writing and data analysis has received high praise consequently whilst we have reconfigured these modules to meet a changing landscape within the broader field of methodology we have not reduced the intensity of delivery or prominence within the provision. Similarly from the NSS and external organisations we have learned that whilst our students possess well developed skill sets they are not always confident in their own abilities, in response we have introduced skills based reflective challenges throughout the programme but commencing at level 4 to help students appraise their competence more accurately/effectively.

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| Date of Programme Specification Production: | May 2021 |
| Date Programme Specification was last updated: | November 2023 |
| For further information about this programme, refer to the programme page on the University website https://www.cumbria.ac.uk/study/courses/undergraduate/psychology-with-counselling-and-psychotherapy-with-integrated-foundation-year/ | |

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| The following information has implications for potential international applicants who require a Tier 4 visa to study in the UK | |
| Is the placement requirement more than 50% of the programme? | No |
| If yes, what % of the programme is the placement requirement? | |
| If yes, is the amount of placement a statutory requirement to meet Professional, Statutory or Regulatory Body (PSRB) or Department of Education requirements? | |