

Course record information

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| Name and level of final award: | BSc Honours Psychology and Counselling BSc Honours Psychology and Counselling with Professional Placement The BSc Honours Psychology and Counselling and BSc Honours Psychology and Counselling with Professional Placement are a BSc degree that are Bologna FQ-EHEA first cycle degree or diploma compatible |
| Name and level of intermediate awards: | Diploma of Higher Education in Psychology and Counselling Certificate of Higher Education in Psychology |
| Awarding body/institution: | University of Westminster |
| Teaching Institution: | University of Westminster |
| Status of awarding body/institution: | Recognised Body |
| Location of delivery: | Central London |
| Language of delivery and assessment: | English |
| Mode, length of study and normal starting month: | Three years full time, with option to take an additional work placement year. |
| QAA subject benchmarking group(s) : | Psychology |
| Professional statutory or regulatory body: | This programme is accredited by the British Psychological Society as conferring eligibility for the Graduate Basis for Chartered Membership, provided the minimum standard of a Lower Second Class Honours is achieved, and the empirical project has been passed. This is the first step towards becoming a Chartered Psychologist. |
| Date of course validation/review: | April 2017 |
| Date of programme specification approval: | 2017, updated May 2018 to include Professional Placement. |
| Valid for cohorts: | 2018/19 for L4; 2019/20 for L4 & 5; 2020/21 for L5&6 |
| Course Leader | Sanjay Joban |
| UCAS code and URL: | C802 http://www.westminster.ac.uk/courses/undergraduate |

What are the minimum entry requirements for the course?

There are standard minimum [entry requirements](#) for all postgraduate courses. Students are advised to check the standard requirements for the most up-to-date information posted on

[westminster.ac.uk/courses/postgraduate/how-to-apply](http://www.westminster.ac.uk/courses/postgraduate/how-to-apply)

For most courses a decision will be made on the basis of your application form alone. However, for some courses the selection process may include an interview to demonstrate your strengths in addition to any formal entry requirements.

More information can be found here: westminster.ac.uk/courses/postgraduate/how-to-apply

Direct entry into the programme is possible via the assessment of Recognition of Prior Learning following British Psychological Society guidelines for transfer from one accredited undergraduate programme to another. Entry via the Assessment of Recognition of Prior Experiential Learning is not possible for this course.

Aims of the course

The BSc honours Psychology and Counselling has been designed to provide you with a broad contemporary education in Psychology and Counselling within a vibrant global learning environment situated in the heart of London. What you study has been designed to meet the requirements for the Graduate Basis for Chartered Membership (GBC) of the British Psychological Society. This aspect prepares our graduates for postgraduate training on the path to becoming a Chartered Psychologist.

The exciting combination of psychology and counselling is designed in such a way that in the first year (level 4), you will receive a firm grounding in all the core areas of psychological knowledge. Then, at levels 5 and 6, you will start taking specialist modules that apply this psychological knowledge to areas of counselling and psychotherapy. Thus, in addition to Psychology, you will study counselling and psychotherapeutic theories and approaches, along with practical skills, for example active listening, clarification and effective questioning skills. The BSc honours Psychology and Counselling has also been designed to offer you the opportunity to follow your own interests through an attractive range of option modules. A distinctive feature of the option modules we offer is that the majority are focussed on professional practice. This provides you not only with a chance to specialise, but also with a better understanding of potential career paths available to you as a graduate psychologist.

Importantly, we do not assume that all our graduates will wish to become a Chartered Psychologist. For this reason, BSc honours Psychology and Counselling has also been designed to help you to think creatively and critically, developing the problem-solving skills that enable you to apply psychology and counselling to address a wide range of personal, professional and societal needs.

Please note: This degree does not qualify or entitle you to work as a practising counselling psychologist or psychotherapist. Rather, it provides a robust grounding to go on to train at a more advanced level, for example in the doctorate in counselling psychology accredited by the BPS.

The degree is designed to equip you with the graduate attributes that are highly sought by employers. Psychology and Counselling graduates from the University of Westminster will have a rich blend of attributes: they will be numerate and effective communicators, enterprising in outlook, and engaged global citizens equipped to help shape a better future for all.

A unique identity

Although you will be interacting with students on other psychology degree programmes, especially in your first year and when you take various option modules at levels 5 and 6, you will also experience your unique identity as a Psychology and Counselling student throughout your studies. For example, you will be part of a personal tutorial group and reflective group that consists of other students on the same course as you. There will be trips organised specifically for Psychology and Counselling students, such as a visit to the Freud Museum, the Wellcome Trust, and the Bethlem Museum. There will also be movie nights organised for students on this course that broadly reflect the themes of psychology and counselling.

What will you be expected to achieve?

Learning outcomes are statements on what successful students have achieved as the result of learning. In line with the University of Westminster's Teaching and Learning Strategy, the BSc Psychology and Counselling course will address the following strategic priorities: These are threshold statements of achievement; learning outcomes broadly fall into three categories:

- The overall **knowledge and understanding** you will gain from your course (KU).
- **Professional and personal practice learning outcomes** are specific skills that you will be expected to have gained on successful completion of the course (PPP)
- **Key transferable skills** that you will be expected to have gained on successful completion of the course. (KTS)

Level 4 learning outcomes

Upon completion of level 4 you will be able to demonstrate:

L4.1 Knowledge and Understanding of key concepts and theories across the breadth of five core areas of the discipline: biological, cognitive, developmental and social psychology and individual differences (KU)

L4.2 Knowledge and Understanding of basic research methodologies, their strengths and weaknesses, and ethical issues relating to research (KU)

L4.3 Demonstrate ability to conduct data analysis using basic analytic techniques, and to report the results using conventions of the discipline, with support, grounded by participation in empirical studies (PPP)

L4.4 Ability to work collaboratively on clearly defined tasks (KTS)

L4.5 Demonstrate ability to communicate ideas clearly and fluently orally, visually, and in writing (KTS)

L4.6 Knowledge and Understanding of conceptual and historical issues relating to five core areas of the discipline: individual differences, biological, cognitive, developmental and social psychology (KU)

L4.7 Demonstrate ability to use evidence-based reasoning to evaluate a claim (PPP)

L4.8 Demonstrate ability to gather information on a given topic, with guidance, using a range of resources, and to use this information with appropriate regard to the quality of the source, and to principles of information usage including plagiarism and copyright issues (KTS)

L4.9 Demonstrate ability to use statistical analysis software, and to use productivity tools for writing and for presenting information visually (KTS)

Level 5 learning outcomes

Upon completion of level 5 you will be able to:

L5.1 Analyse and evaluate knowledge about selected topics drawn from each of the core areas of psychology and counselling theory and practice (KU)

L5.2 Discuss the potential contribution of psychology, counselling and psychotherapeutic approaches to contemporary issues, such as diversity, social justice, and personal and professional ethics (KU).

L5.3 Apply a range of perspectives to psychology and counselling-related issues and problems, and to create connections to aspects of everyday experience (PPP)

L5.4 Demonstrate knowledge and understanding of the conceptual and theoretical basis of qualitative, and multi-factorial quantitative research methodologies (KU)

L5.5 Devise, conduct and report the results of empirical research studies, using a variety of specialist psychological tools, under supervision (PPP)

L5.6 Select and conduct appropriate data analytic techniques, and draw inferences warranted by these analyses (PPP)

L5.7 Think and behave ethically, respecting codes of ethical conduct, in the planning and execution of psychological research (PPP)

L5.8 Demonstrate knowledge and understanding of reflective practice and ability to engage in experiential learning (KTS)

L5.9 Communicate ideas clearly and fluently orally, visually and in writing in a range of formats (KTS)

Level 6 learning outcomes

Upon completion of level 6 you will be able to:

L6.1 Apply psychological theory and evidence to domains of professional practice (KU)

L6.2 Appraise several types of psychological practice that are potential routes of professional development available to graduate psychologists (KU)

L6.3 Consolidate and extend a body of knowledge through independent primary research, under supervision (KU)

L6.4 Plan and carry out an independent empirical research project, under supervision (PPP)

L6.5 Generate and critically explore research questions (PPP)

L6.6 Identify and mitigate ethical issues relating to an independent research project (PPP)

L6.7 Frame and develop lines of enquiry (KTS)

L6.8 Communicate ideas clearly and fluently to diverse audiences (KTS)

L6.9 Critically evaluate a range of psychotherapeutic theories and practice and holistic approaches (KU)

How will you learn?

The course has been designed to enable you to develop deep and expansive knowledge about psychology and counselling, along with the tools with which to apply this knowledge to real-life. Your first year of study (*level 4*) provides a broad foundation to the discipline of psychology, and supports your transition into higher education by facilitating the development of the subject specific and key transferable skills that will be important during your degree and beyond. Your second year (*level 5*) will enable you to consolidate and focus your understanding of psychology, counselling and psychotherapy. In your final year (*level 6*), the focus is on applying this knowledge to complex issues and problems that include the sorts of issues dealt with in professional practice.

You will be taught in a wide variety of settings. *Lectures* are used to impart core knowledge, introduce theoretical concepts, and to delineate the syllabus being studied. *Seminars* will enrich your learning in smaller groups through discussion, or through participation in other activities. *Practical classes* allow you to experience research first hand, working collaboratively to collect and interpret data. Participation in the reflective practice and listening skills module will enable you to develop your reflective and listening skills. Technology is used to enhance learning: You will make extensive use of *Blackboard*, our virtual learning environment. Your experience will be further enriched by opportunities for research participation, counselling skills practice and work-based learning.

An important feature of how you will learn on BSc honours Psychology and Counselling is through a focus on active, and often collaborative, learning through project work. This includes carrying out research practicals, allowing you to engage first hand with research practice and the knowledge base of our discipline. It also includes other kinds of enquiry-based learning, in which you learn through tackling realistic problems similar to those faced by practicing counselling psychologists.

Learning and Teaching Strategy

Your learning on the course is guided by the following elements:

EMPLOYABILITY-FOCUSED CURRICULUM

The BSc Psychology and Counselling degree is a distinctive course that we hope you will find both challenging and inspiring. The curriculum is designed to develop the capabilities

that will enable you to become (following further training) a highly employable and effective practitioner in a constantly evolving professional world.

LEARNING COMMUNITIES

As a student on the BSc Psychology and Counselling course we hope that your experience is one of belonging to a learning community where you have an active role in the development of your knowledge and understanding. A learning community is one where your study takes place in a social and practice-based context. We provide an environment for community-based learning in several ways, including participation in course committee meetings where you have the opportunity to continue to develop the course through communication and collaboration with both staff and your fellow students. We are also keen to expand the learning environment beyond the walls of the University. This includes harnessing other resources and media for the purposes of learning, e.g. visits to other institutions, museums, the cinema and the theatre, as well as encouraging students to gain relevant work experience through taking options such as the work experience module.

RESEARCH, INQUIRY AND PRACTICE

Learning informed through research and inquiry is an important focus of the course. This is reflected in modules such as the Research in Psychology Project, and the opportunity to prepare literature and critical reviews as part of the assessment process. This approach to learning and an emphasis on working both ethically and professionally is augmented further by our engagement with professional bodies such as the British Psychological Society and the British Association for Counselling and Psychotherapy.

INCLUSIVITY AND FLEXIBILITY

The BSc Psychology and Counselling course offers an inclusive curriculum that takes into account the requirements and expectations of the diverse learning backgrounds of the students who study at Westminster. Issues of diversity, difference and inclusivity are embedded in the course modules, where we consider closely, for example, working as a counsellor in a multi-cultural community.

TEACHING AND LEARNING

The principal course team is comprised of psychologists, psychotherapists and counsellors with many years' teaching experience in higher education. We are therefore able to provide an excellent in teaching that is grounded in our expertise at both an academic and practice-based level.

TECHNOLOGY AND INFRASTRUCTURE

The Department of Psychology provides excellent technical facilities for students to enhance and advance their learning experience. This ranges from state-of-the-art psychophysiological tools such as EEG, eye-tracking and electrodermal activity measurement equipment, to the Faculty of Science and Technology's 'Polyclinic', that will provide an excellent environment for students to engage in active learning exercises.

How will you be assessed?

You will be assessed using a range of methods that have been carefully selected to provide a reliable and valid measure of the knowledge that you have acquired and the skills that you

have developed. We use a blend of coursework assignments and end of year examinations. Various coursework tasks have been designed to assess the diverse range of skills and knowledge acquired on BSc honours Psychology and Counselling. These encompass traditional academic assessments, such as essays, research reports, and presentations as well as assignments designed to resemble real-world tasks that you might encounter in your professional life, such as a reflective log based on active listening skills. Some modules assess learning outcomes from another module (called 'synoptic assessment'). This allows you to demonstrate that you understand the bigger picture, by drawing connections between what you have learned on different modules.

We strive to ensure that you are assessed fairly. Clear assessment criteria (indicating the minimum threshold required to pass the module) are set out in module documents that are explicitly linked to what we set out to teach you - the module Learning Outcomes. This means that you will know in advance what is required to do well. The feedback you receive on coursework assignments relates back to these assessment criteria, so that you understand how the mark awarded was determined.

Every module incorporates formative assessments that provide you with useful feedback on how you are doing. Formative assessments do not count towards your overall grade. What they do, however, is to allow you to prepare for the assessments that do count towards your overall module grade. As such, formative assessments are an important and integrated aspect of the teaching and learning methods we employ. They help you to diagnose areas for improvement, and identify areas of strength to be nurtured and developed further.

Employment and further study opportunities

University of Westminster graduates will be able to demonstrate the following five Graduate Attributes:

- Critical and creative thinkers
- Literate and effective communicator
- Entrepreneurial
- Global in outlook and engaged in communities
- Social, ethically and environmentally aware

University of Westminster courses capitalise on the benefits that London as a global city and as a major creative, intellectual and technology hub has to offer for the learning environment and experience of our students.

The BSc (honours) Psychology and Counselling degree aims to create graduates who embody these graduate attributes. In the following list, course learning outcomes that develop these attributes are identified. Our graduates will be distinctive in being:

- **critical thinkers** - employing evidence-based reasoning, possessing deep and expansive knowledge of core domains of psychology, and applying multiple perspectives to psychological and counselling issues (L4.1, L4.2, L4.6, L4.7, L5.1, L5.3, L5.4, L6.1, L6.3);
- **creative thinkers** - making connections within and beyond the discipline, recognising distinctive contribution of psychology to real-world issues, and constructing knowledge by framing and developing lines of enquiry (L5.2, L5.3, L5.8, L6.4, L6.7, L6.9);

- **enterprising in outlook** - tackling problems resiliently and confidently both independently and in groups, reflecting and learning from own performance, with an appreciation of the routes of professional development to psychological practice (L4.4, L6.2);
- **numerate, and effective communicators** - reasoning about data, presenting research findings effectively, and able to explain ideas clearly and fluently orally, in writing, and through the creation of artefacts such as posters or campaign materials (L4.3, L4.5, L5.5, L5.6, L5.9, L6.8);
- **global in outlook, and community engaged** – respecting diversity, promoting equality, and showing awareness of cross-cultural variance in psychological constructs (L6.9);
- **socially, environmentally and ethically aware** –practicing psychology in accordance with ethical codes, behaving with integrity, and aware of the potential application of psychology to the promotion of social justice and environmentally sustainable behaviour (L5.2, L5.7, L 5.8, L6.6);
- the possessor of a qualification **recognised by the British Psychological Society** that confers the Graduate Basis for Chartered Membership, the first step to becoming a Chartered Psychologist (all Learning Outcomes).

Course structure

This section shows the core and option modules available as part of the course and their credit value. Full-time Undergraduate students study 120 credits per year. Course structures can be subject to change each academic year following feedback from a variety of sources.

| Credit Level 4 | | | | |
|---|--|----------|-----------|------|
| Module code | Module title | Status | UK credit | ECTS |
| 4PSYC001W | Social Psychology | Core | 20 | 10 |
| 4PSYC002W | Cognitive Psychology | Core | 20 | 10 |
| 4PSYC003W | Biological Psychology | Core | 20 | 10 |
| 4PSYC005W | Introduction to Psychological Research Methods | Core | 20 | 10 |
| 4PSYC004W | Developmental Psychology | Core | 20 | 10 |
| 5PSYC003W | Individual Differences | Core | 20 | 10 |
| Award of Certificate of Higher Education available | | | | |
| Credit Level 5 | | | | |
| Module code | Module title | Status | UK credit | ECTS |
| 5PSYC001W | Data Analysis for Psychology | Core | 20 | 10 |
| 5PSYC015W | Reflective practice and listening skills in counselling psychology | Core | 20 | 10 |
| 5PSYC016W | Humanistic approaches | Core | 20 | 10 |
| 5PSYC017W | Psychodynamic approaches and CBT | Core | 20 | 10 |
| 5PSYC005W | Volunteering and Employability in a Psychological Setting (Option) | Option | 20 | 10 |
| 5PSYC018W | Complementary Approaches to Therapy | Option | 20 | 10 |
| | [Westminster Elective] | Elective | 20 | 10 |

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| Award of Diploma of Higher Education or Foundation Degree available | | | | |
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| Optional Sandwich Year Credit Level 5 leading to BSc Psychology and Counselling with Professional Placement | | | | |
| 5PSYC013W | Psychology Placement Year | Option | 20 | 10 |
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| Credit Level 6 | | | | |
| Module code | Module title | Status | UK credit | ECTS |
| 6PSYC001W | Project in Psychology (Core) | Core | 40 | 20 |
| 6PSYC014W | Professional Issues in a Critical Context (Core) | Core | 20 | 10 |
| 6PSYC015W | Mindfulness in psychotherapeutic practice (Core) | Core | 20 | 10 |
| 6PSYC016W | Sex and relationships in psychotherapeutic practice (Option) | Option | 20 | 10 |
| 6PSYC004W | Cognitive Disorders (Option) | Option | 20 | 10 |
| 6PSYC006W | Health Psychology (Option) | Option | 20 | 10 |
| 6PSYC007W | Forensic Psychology (Option) | Option | 20 | 10 |
| 6PSYC008W | Clinical Psychology (Option) | Option | 20 | 10 |
| | [Westminster Elective] | Elective | 20 | 10 |
| Award BSc Hons Psychology and Counselling available | | | | |

Please note: Not all option modules will necessarily be offered in any one year.

Professional Body Accreditation or other external references

This programme is accredited by the British Psychological Society as conferring eligibility for the Graduate Basis for Chartered Membership, provided the minimum standard of a Lower Second Class Honours is achieved, and the empirical project has been passed. This is the first step towards becoming a Chartered Psychologist.

Academic

regulations

The BSc (Honours) Psychology and Counselling and its intermediate awards operate in accordance with the University's Academic Regulations. The current Handbook of Academic Regulations is available at westminster.ac.uk/academic-regulations

Course Management

Course Leader: Dr Sanjay Joban, responsible for day to day running and overall management of the course and development of the curriculum.

Admissions Tutor: Dr Sanjay Joban.

Head of Department: Professor Damien Ridge holds overall responsibility for the course, and for the courses run by the Department of Psychology within the Faculty of Science and Technology.

Dean of Faculty: Dr Mark Baldwin holds overall responsibility for the course and for other courses run by the Faculty of Science and Technology.

Academic Support

Upon arrival, an induction programme will introduce you to the staff responsible for the course, the campus on which you will be studying, the Library and IT facilities, additional support available and to your Faculty Registry Office. You will be provided with the Course Handbook, which provides detailed information about the course. Each course has a course leader or Director of Studies. All students enrolled on a full-time course and part time students registered for more than 60 credits a year have a personal tutor, who provides advice and guidance on academic matters. The University uses a Virtual Learning Environment called Blackboard where students access their course materials, and can communicate and collaborate with staff and other students.

Learning Support

The Academic Learning Development Centre supports students in developing the skills required for higher education. As well as online resources in Blackboard, students have the opportunity to attend Study Skills workshops and one to one appointments.

Learning support includes four libraries, each holding a collection of resources related to the subjects taught at that site. Students¹ can search the entire library collection online through the Library Search service to find and reserve printed books, and access electronic resources (databases, e-journals, e-books). Students can choose to study in the libraries, which have areas for silent and group study, desktop computers, laptops for loan, photocopying and printing services. They can also choose from several computer rooms at each campus where desktop computers are available with the general and specialist software that supports the courses taught at their Faculty. Students can also securely connect their own laptops and mobile devices to the University wireless network.

Support Services

The University of Westminster Student Affairs department provide advice and guidance on accommodation, financial and legal matters, personal counselling, health and disability issues, careers, specialist advice for international students and the chaplaincy providing multi-faith guidance. The University of Westminster Students' Union also provides a range of facilities to support students during their time at the University.

¹ Students enrolled at Collaborative partners may have differing access due to licence agreements.

Managing risks due to unforeseen adverse consequences of reflective practice activities

This course not only provides grounding in the conceptual understanding of counselling and psychotherapy, it also provides an opportunity for your own experiential learning and self-growth throughout. This is likely to happen through a variety of contexts such as the theory lectures, practical skills activities, reflective practice sessions, reflective log, diary work, and other activities.

All of these elements have the potential to bring to the surface insights about ourselves that we may find concerning or troubling. As you learn on the course, you may come across issues of a sensitive nature about yourself, about your personality, about your life-experiences. There may be elements that you are worried or anxious or concerned about. In such cases, there are a range of resources that students are encouraged to make use of:

- Contact your personal tutor/module leader/course leader as soon as you experience any issues that you are concerned about
- Alternatively/additionally, you can contact the university Counselling service for free and confidential advice and counselling. The website address is: <https://www.westminster.ac.uk/study/current-students/support-and-facilities/counselling>
- You can contact various helplines and other external agencies for support. Examples include:
 - The Samaritans
 - Gamcare
 - Gay and Lesbian: London Friend
 - London Nightline
 - Muslim Youth Helpline
- Details of these and numerous other resources can be accessed through the university counselling website: <https://www.westminster.ac.uk/study/current-students/support-and-facilities/counselling>

How do we ensure the quality of our courses and continuous improvement?

The course was initially approved by a University Validation Panel in 2017. The panel included internal peers from the University, academic(s) from another university and a representative from industry. This helps to ensure the comparability of the course to those offered in other universities and the relevance to employers.

The course is also monitored each year by the Faculty to ensure it is running effectively and that issues which might affect the student experience have been appropriately addressed. Staff will consider evidence about the course, including the outcomes from Course Committees, evidence of student progression and achievement and the reports from external examiners, to evaluate the effectiveness of the course. Each Faculty puts in to place an action

plan. This may for example include making changes on the way the module is taught, assessed or even how the course is structured in order to improve the course, in such cases an approval process is in place.

A Course review takes place periodically to ensure that the curriculum is up-to-date and that the skills gained on the course continue to be relevant to employers. Students meet with review panels to provide feedback on their experiences. Student feedback from previous years e.g. from Course Committees is also part of the evidence used to assess how the course has been running.

How do we act on student feedback?

Student feedback is important to the University and student views are taken seriously. Student feedback is gathered in a variety of ways.

- Through Course Committees students have the opportunity to express their voice in the running of their course. Student representatives are elected to Committee to expressly represent the views of their peer. The University and the Students' Union work together to provide a full induction to the role of the student representatives.
- Each Faculty also has its own Faculty Student Forum with student representatives; this enables wider discussions across the Faculty. Student representatives are also represented on key Faculty and university committees.
- All students are invited to complete a questionnaire before the end of each module. The feedback from this will inform the module leader on the effectiveness of the module and highlight areas that could be enhanced.

The University also has an annual Student Experience Survey which seeks the opinions of students about their course and University experience. Final year Undergraduate students will be asked to complete the National Student Survey which helps to inform the national university league tables.

Please note: This programme specification provides a concise summary of the main features of the course and the learning outcomes that a student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided. This specification should be read in conjunction with the Course Handbook provided to students and Module Handbooks, which provide more detailed information on the specific learning outcomes, content, teaching, learning and assessment methods for each module.