

## Course Information Form (CIF)

The CIF provides core information to students, staff teams and others on a particular course of study.

<b>Section 1 - General Course Information</b>	
<b>Course Title</b>	Psychology, Counselling and Therapies Psychology, Counselling and Therapies with Professional Practice Year
<b>Qualification</b>	BSc (Hons)
<b>Intermediate Qualification(s)</b>	
<b>Awarding Institution</b>	University of Bedfordshire
<b>Location of Delivery</b>	AA
<b>Mode(s) of Study and Duration</b>	Full-time over 3 years, 4 years with professional practice year Part-time pathway typically over 6 years Part-time delivery typically over 6 years
<b>Core teaching pattern</b>	1
<b>FHEQ Level</b>	Level 6
<b>Professional, Statutory or Regulatory Body (PSRB) accreditation or endorsement</b>	British Psychological Society (BPS)
<b>PSRB Renewal Date</b>	
<b>University of Bedfordshire Employability accreditation</b>	2014
<b>Route Code (SITS)</b>	BSPCT-S/ BSPTPAAF
<b>Subject Community</b>	Psychology
<b>UCAS Course Code</b>	CB89
<b>Relevant External Benchmarking</b>	Quality Assurance Agency for Higher Education (QAA) Quality Code Section A2: Subject benchmark statement (Psychology 2007). BPS Programme Standards

## Section 2 - Published Information

Material in this section will be used on the course web site to promote the course to potential students. The text should be written with this potential audience in mind.

### Course Structure

The Units which make up the course are:

Unit Code	Level	Credits	Unit Name	Core or option
<b>FULL TIME</b>				
<b>LEVEL 4</b>				
PSY001-1	4	30	Foundations to Psychology	Core
PSY002-1	4	30	Introduction to Psychological Research Methods and Data Analysis	Core
PSY020-1	4	30	Introduction to Counselling	Core
PSY004-1	4	30	Psychology in Every Day Life	Core
<b>LEVEL 5</b>				
PSY001-2	5	30	Social Processes and Lifespan Development	Core
PSY002-2	5	30	Biological and Cognitive Psychology	Core
PSY016-2	5	30	Methods of Research in Psychology	Core
PSY018-2	5	30	Counselling and Psychotherapy in context	Core
<b>PSY020-2</b>	<b>5</b>	<b>0</b>	<b>Professional Practice Year (Psychology)</b>	<b>Core for students on 'with professional Practice Year'</b>
<b>LEVEL 6</b>				
PSY026-3	6	45	Psychology Counselling and Therapies Honours Project	Core
PSY019-3	6	15	Culture and Individual Differences	Core
PSY013-3	6	30	Psychological Coaching and Therapies	Core
PSY001-3	6	15	Atypical Child and Adolescent Development: Theories and Applications	Core
PSY006-3	6	15	Psychology of Mental Health	Core
<b>PART TIME</b>				
<b>YEAR 1</b>				
PSY001-1	4	30	Foundations to Psychology	Core
PSY002-1	4	30	Introduction to Psychological Research Methods and Data Analysis	Core
<b>YEAR 2</b>				
PSY018-2	4	30	Introduction to Counselling	Core
PSY004-1	4	30	Psychology in Every Day Life	Core
<b>YEAR 3</b>				
PSY001-2	5	30	Social Processes and Lifespan Development	Core
PSY002-2	5	30	Biological and Cognitive Psychology	Core
<b>YEAR 4</b>				
PSY016-2	5	30	Methods of Research in Psychology	Core
PSY018-2	5	30	Counselling and Psychotherapy in context	Core
<b>YEAR 5</b>				
PSY019-3	6	15	Culture and Individual Differences	Core
PSY013-3	6	30	Psychological Coaching and Therapies	Core
PSY006-3	6	15	Psychology of Mental Health	Core
<b>YEAR 6</b>				
PSY026-3	6	45	Counselling Psychology Honours Project	Core
PSY001-3	6	15	Atypical Child and Adolescent Development: Theories and Applications	Core

### Why study this course

What makes this course contemporary and unique is its reflection on the changing nature of counselling and coaching psychology which has led to a fusion of knowledge and practice in those areas. Another unique strength is the opportunity it affords of a graduated acquisition of skills, developing from role play at level 4 and 5 to actual peer coaching practice at level 6, allowing students to become effective up to a pre-practitioner level putting you in a good position to begin professional training. Students opting to take the

Professional Practice Year will gain significant relevant experience that will allow you to significantly enhance your CV and demonstrate to potential future employers how you have applied your subject knowledge in the workplace.

### **Course Summary – Educational Aims**

The aim of the course is to deliver core psychological knowledge and practical skills as well as an understanding of the role of historical and contemporary psychological interventions. The course is taught by registered clinical psychologists practitioners and researchers and offers considerable insights into psychological practice in the NHS and career paths available. .

The specific aims of the course are:

- To enable you to apply psychological knowledge to everyday situations;
- To develop your ability to take different perspectives on psychological issues and problems, and evaluate them in a critical manner informed by historical and contemporary practice;
- To encourage an enterprise culture where you have the opportunity to collaborate and take part in activities that develop your autonomy through reflecting on your own performance.
- To provide an understanding of a range of issues, theories, empirical methods and ethical considerations in counselling and coaching psychology as well as psychology in general;
- To foster an understanding of both classic and contemporary theories of counselling and psychotherapy, such as psychodynamic, person centred and cognitive behavioural therapy.

### **Entry requirements**

Applicants must normally have GCSE maths at grade C or above or equivalent.

### **PSRB details**

The BSc (Honours) Psychology, Counselling and Therapies course is accredited by the British Psychological Society (BPS) as conferring eligibility for the Graduate Basis for Chartered Membership of the BPS (GBC), provided the minimum standard of a Second Class Honours is achieved. This is the first step towards becoming a Chartered Psychologist.

Students must pass the empirical project in order to be eligible for the Graduate Basis for Chartered Membership.

Students must recognise that training in specific fields of psychology such as counselling, coaching health, forensic or counselling psychology is acquired through postgraduate education and supervised practice, not through an undergraduate degree. On completion of this course students are not qualified to practise as a Counselling or Coaching Psychologist or Cognitive Behavioural Therapist without further training in those areas.

### **Graduate Impact Statements**

The course has been designed to develop graduates who are able to:

- Have an understanding of issues relating to client consent, skilled interpersonal relationships, limits to competence, avoidance of boundary violations, the necessity of self-care and the importance of evidence-based practice, etc.
- Are able to apply psychological knowledge and skills that can make a real difference to individuals, the workplace and to society, as well as a professional attitude to customers and clients
- Are able to solve complex problems both individually and as part of a team;
- Have a proactive attitude to work involving collaboration, persistence, innovative and creative thinking, and a degree of risk-taking where appropriate.

### **Higher Education Achievement Report - Additional Information**

You will have the opportunity to take act as a Research Assistant and to work as part of a team in several units. The course is designed to develop a “psychologically literate” graduate with a knowledge of individual differences, ethics, human reasoning, statistics and research methods. Psychological literacy helps graduates see how psychological knowledge can be applied to real world situations particularly in relation to self development and interpersonal communication.

### **Learning and Teaching**

There is a wide variety of teaching methods including lectures, discussion-based seminars, presentations by

class members, workshops, group-work including a degree of peer-coaching, tutorial and practical activities, problem solving, simulations, computer-based activities, problem based learning, and guided learning. The aims are to develop your resilience, autonomy, and team-working skills, and to enhance your knowledge of psychological issues, theories and practice. As this is a science-based course, you will have the opportunity to take part in experiments in the early stages and to run your own later on as part of both your learning and assessment. The culmination of the degree is a research project where you apply your psychological knowledge and skills to an aspect of well-being or self development related to counselling coaching or cognitive behavioural interventions, and in which you generate a research aim or hypothesis, test it, analyse the results and report on them and take part in the Psychology Undergraduate Research Conference.

The Virtual Learning Environment is used in a variety of ways including e-learning, collaboration and communication using blogs and wikis, and formative and summative assessments.

All staff are research active or engage in professional practice and those teaching in units on the course are themselves registered (HCPC) practitioner psychologists and incorporate their expertise into their teaching. You will also get the opportunity to work with staff on research projects.

### **Developing your employability**

- Our commitment to your employability starts in your induction to the department and university when you are introduced to a local employer and your faculty careers advisor.
- Employability skills (team working, communication, ability to learn and adapt, etc.) are embedded into all units offering the opportunity to develop a range of generic and specific skills and aptitudes related to counselling, coaching or cognitive behavioural psychology. These are also developed through volunteering opportunities, our Junior Research Institute and social activities.
- There are careers related activities including specialised subject related talks at all levels and student representatives work with staff to ensure that the career talks meet students' requirements.
- There are activities in collaboration with the careers department such as the entrepreneurship scheme and assessment centre events where interviewing skills are honed.
- Psychology related trips and visits are organised along with the Student Psychology Society developing their co-curricular experience.
- The course focuses on the applied nature of psychology and provides a taster of the various fields of postgraduate psychology and the world of work more generally.
- In preparation for work as a professional practitioner, the course helps develop an understanding of: the importance confidentiality; the need for effective self-management of workload and resources; and the ability to monitor and review the on-going effectiveness of planned activity and to modify it accordingly.
- Students can enhance their CV through the Student Research Assistant Scheme by acting as research assistants supporting staff research.
- The course provides BPS accreditation allowing entry to postgraduate Psychology courses in any Division of Psychology.

Students who register for the degree with professional practice year will additionally attend a series of workshops and activities related to securing a suitable placement and compulsory briefings at the end of year 2 to ensure that all legal requirements for health and safety, safeguarding etc. training have been met. This will be explained more fully in your professional practice handbook once you have registered with the Careers and Employability Service's Student Development and Awards Team in your first year. If you will be working with children and/or vulnerable people you will be required to have a DBS check and undertake Safeguarding and Prevent training.

### **Department (s)**

Psychology

### **Assessment**

Throughout your degree you will encounter a wide variety of assessment types which are collectively designed to suit the diversity of individual learning styles and preferences. Whilst you will be expected to sit some examinations, the overall assessment diet strongly favours different forms of coursework. You will receive helpful feedback on each assignment which will help you to develop your own academic and transferable skills, and inform the completion of your future assessments.

#### *Development of presentation skills:*

Presentation skills are introduced in Level 4 where there is a focus on the techniques of delivering a presentation as well as summarising material on a general topic area you have chosen. These skills are further developed in Level 5 where you present aspects of a group organised study. In Level 6 you get a chance to present your own work at the Undergraduate Psychology Conference at the end of your final year.

From an employer's perspective you should be competent at public speaking, oral communication and team-working by the completion of your degree.

#### *Development of report writing:*

The general structure of a report is introduced in Level 4 paying particular attention to the methods and analysis sections of a quantitative and qualitative report in preparation for several reports on studies at Level 5 so that by the end of that year you should be in a position to develop your own individual study based on the research expertise of staff in the Level 6 Honours Project.

#### Development of professional log book and reflective writing

You will be encouraged to develop your skills in reflective writing in a number of your units across your course. This is a valued skill used by practitioners to enhance their own practice. Specifically, you will be introduced to this writing and thinking style in Introduction to Counselling Psychology in the first year, and then by your third year you might be using these skills to reflect on your own practice in peer coaching.

#### Development of essay writing

Essays, literature reviews and critiques allow you to develop skills of analysis and critical thinking as well as writing for a particular audience and in a particular genre. They are used to assess your ability to construct an argument and your information literacy and referencing skills. There is an essay early on in the Foundations to Psychology unit and another on a different topic later on in the unit. You can therefore use the feedback on the first to improve on the second.

Besides these there is a range of other assessment types such as: computer-based assessments, portfolios, reflective journals, exams and much more. Support is provided through staff office hours as well as statistics drop-in sessions.

### **After Graduation**

Typical employment destinations within six months of graduation include as an Education Advisor, Financial Analyst, Housing and Welfare Officer, Primary and Nursery Education Teaching Professional, Psychologist, Special Needs Education Teaching Professional, Sports coach, Therapist, Vocational and Industrial trainer and also a Youth and Community worker. Our graduates also go on to a range of post-graduate taught and research degrees such as the MSc Coaching Psychology or MSc Health Psychology. Graduates could also act as a community wellbeing advisor.

### **Student Support during the course**

The Department of Psychology places strong emphasis on student support so that you are in a good position to achieve your maximum academic potential and to enjoy the University experience. We are very aware of the differing needs of our students and this is reflected in the range of support mechanisms that are available.

The induction programme provides a range of activities to introduce you to the Psychology Department. You will also be provided with a separate induction that will focus on the University Services that are available to you.

We aim to foster a sense of belonging to the University, Psychology Department and your own award programme in order to nurture your academic and professional identity. During induction you will hear about the units you will study and you will learn how to access your unit results using e-vision, learn about creating your personal e-portfolio and practise using the University's virtual learning environment.

You will normally meet your Personal Academic Tutor (PAT) during the induction period of your course. You will also be asked to have face-to-face meetings with your PAT during the course of the first term. You can also contact your PAT at any time if you have general queries or academic issues. The role of the PAT is to assist and coach you in your journey through your degree and to discuss the progress of your professional goals.

Alongside the PAT scheme there is a Peer Assisted Learning (PAL) scheme where students from the second and third years (Levels 5 and 6) act as a kind of mentor or "buddy" to students in the first year (Level 4). Their experience can often be invaluable as they have experience of dealing with the kinds of questions you may have.

We offer assessment drop-in sessions in level 4 for research methods and statistics drop-in sessions throughout all three years of the Honours course so that you can get extra individual help with statistics procedures and interpretation if you find you are having difficulties or misapprehensions.

As well as offering the opportunity to raise questions during small group tutorials, staff have published office hours and these are particularly useful if you have queries about a unit's content or assessment. These are fixed times each week and a face-to-face meeting is often preferable to strings of emails some of which are

easy for staff to miss. These sessions are also an excellent opportunity to obtain academic advice, get further feedback on assessments if you want more information about how to improve in that unit.

Academic support and advice is available from our Engagement and Mitigation teams who can give you independent and confidential advice if you are having difficulties, for example, if you are unwell during an assignment hand-in or exam period. When you have extenuating circumstances, perhaps an untimely illness then the service can provide you with extra time to complete your work or postpone an exam without penalty when the work is marked. You can contact: <http://www.beds.ac.uk/studentlife/student-support/academic/extenuating>

The Professional and Academic Development team (PAD) are able to help you through study skills workshops or with one-to-one sessions to help you improve the quality of your written assignments, organisations skills to help you manage your study programme, language skills and much more. PAD can be contacted via the PAD VLE site that you will be automatically enrolled on (<http://www.beds.ac.uk/studentlife/student-support/academic/studysupport>)

We also have a Disability Advice Team and the Counselling Service. The Disability Advice Team is available to discuss any issues you may have and can provide services such as dyslexia screening. The Learning Resources Centre (LRC) offers a range of services and specialist software and equipment. You can find out more on the LRC website: <http://www.beds.ac.uk/studentlife/student-support> The counselling service is available at Student Services and assists with personal, and financial difficulties.

The LRC provides valuable resources to enable you to develop essential, knowledge and understanding of the range of online databases available to you so that you are in a good position to expand your knowledge of Psychology and undertake your independent project. The Psychology Department works closely with our subject specific librarian and with our commitment to supporting students' employability skills we have embedded into the curriculum as series of lectures, tutorials and workshops to enhance your employment opportunities. In addition, our subject librarian is available for one to one support outside of the teaching programme.

The Careers and Recruitment Service helps students to reflect on their unique capabilities, interests and circumstance which can be expanded during your third year and to prepare you for successful employment or postgraduate study. This service offers one-to-one career coaching on job search, how to complete application forms, interviews techniques, and study and career planning. If you are interested in Community Volunteering then visit the Careers Service to help to build your personal confidence and participate in work experience. The Psychology Department works closely with the Careers Service and staff from the Careers and Recruitment Service deliver lectures and workshops which are embedded into the curriculum to encourage you to consider the Psychological aspects of your career choice and personal development as well as to help you to develop very practical employability skills. For more information on the services offered go to: <http://www.beds.ac.uk/studentlife/careers/services>.

### **Students with disabilities**

There are no particular issues of accessibility to the curriculum for disabled students. The combination of face-to-face and on-line resources enables a flexible approach that aims to be learner centred. Where individual support needs are recognized the course team works with others within the University to ensure that student needs are addressed.

There are procedures for students with dyslexia and some software that might help some students with dyslexia or mild visual problems. Students with hearing problems have been successful on Psychology courses in the past. The Department of Psychology has technical support and if your disability causes problems with the use of conventional computers then alternative arrangements can be discussed.

For further information please contact <http://www.beds.ac.uk/studentlife/support/disabilities>

### Assessment Map

Unit Code	C/O	Weeks																									
		6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
<b>LEVEL 4</b>																											
PSY001-1	C	Wk5 EX- CB				EX- PT							CW- Ess												Ex- CB		
PSY002-1	C												WR-I							WR-I	EX- PT						
PSY004-1	C					EX- PT							CW- Ess							EX- PT					CW- Port		
PSY020-1	C								CW- Port																	EX- CB	
<b>LEVEL 5</b>																											
PSY001-2	C									Ex- PT							CW- LR				CW- Port	EX- PT					
PSY002-2	C								WR-I											WR-I						EX- CB	
PSY018-2	C											CW- Ess					PR- Perf									EX	
PSY016-2	C									WR-I										WR-I						EX	
<b>LEVEL 6</b>																											
PSY026-3	C	WR-I																			CW- ePort			PJ- Proj	WR- Post		
PSY019-3	C							WR- Prob						EX													
PSY001-3	C					WR- Gr							EX														
PSY006-3	C																				CW- Ess					EX	
PSY013-3	C								CW- Port																	EX	

## Section 3 - Academic Information

This section will be used as part of the approval and review process and **peer academics** are the target audience.

### Course Learning Outcomes

#### *Learning Outcomes for BSc (Honours) Psychology Counselling and Therapies*

##### *Subject knowledge and understanding:*

- Understand the scientific underpinnings of psychology as a discipline by applying scientific principles to the examination of behaviour in general, and behaviours associated with health and well-being in particular
- Recognise and demonstrate competence in assessing the inherent variability and diversity of psychological functioning
- Have a good knowledge and critical understanding of a range of influences on psychological functioning, and how they are conceptualised in the field of counselling and coaching psychology
- Be familiar with counselling, cognitive behavioural therapy and coaching psychology, as well as the core areas of psychology, including aspects at the forefront of the discipline
- Have a detailed knowledge of a range of research paradigms, research methods and measurement techniques, including statistical and qualitative analysis.
- Have a critical understanding of both classic and contemporary theories of counselling and psychotherapy, such as psychodynamic, person centred and cognitive behavioural therapy
- Have critical knowledge and understanding of counselling and psychotherapeutic context-specific models and theories.
- Have a critical understanding of the evidence base and skills required that underpin psychological coaching interventions.

##### *Subject specific skills*

- Able to evaluate the strengths and limitations of various approaches to psychological counselling and apply the strengths to various counselling scenarios.
- Can reason scientifically and demonstrate empirically the relationship between theory and evidence
- The ability to adopt multiple perspectives in understanding behaviour
- Able to detect meaningful patterns in behaviour and experience
- Can pose and operationalise research questions, analyse data and situations without guidance using a range of research techniques.
- Can demonstrate competence, confidence, flexibility and critical analysis through in research skills and practical activities
- Can reason statistically and demonstrate competence in a range of statistical methods
- Able to initiate, design, conduct and report an empirically-based research project in an area of Cognitive Behaviour Therapy or counselling and coaching psychology with minimal guidance.
- Is aware of and can adhere to ethical principles and ethical approval procedures, and demonstrate these in relation to personal study, particularly with regard to the research project.

##### *Generic skills*

- communicate and critique ideas and research findings by written, oral and visual means
- interpret and use numerical, statistical and other forms of data
- be computer literate, for the purposes of furthering your own learning and in the analysis and presentation of ideas and research findings
- approach problem solving in a systematic way when faced with complex or unpredictable contexts
- be aware of contextual and interpersonal factors in groups and teams including personal responsibility and professional codes of conduct
- undertake self-directed study and project management in a supportive environment showing autonomy in planning and managing the learning process
- Take responsibility for own learning and recognise the need to assess your own skills and to harness them for future learning.
- In order to qualify for the award of BSc (Hons) Psychology (with Professional Practice year) students will need to meet all of the outcomes above and:

- Demonstrate knowledge and analytical understanding of professional practice by successfully completing an approved period of approved work place practice.
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### Course-specific regulations

None

### Teaching, Learning and Assessment

The teaching reflects the BPS core curriculum with an emphasis on wellbeing and self development. The units related specifically to counselling and coaching psychology concentrate on the teaching and assessing of relevant practical as well as academic skills such as peer coaching and producing and evaluating interventions to enhance psychological well-being.. The QAA and BPS curricula are covered and assessed mainly at level 5. Assessments based which require students to undertake primary empirical studies are a required aspect of a psychology degree and these are covered at all three levels leading to the Honours Project where the student engages in an empirical study with supervision from a member of the Psychology staff. The Introduction to Research Methods and Data Analysis unit introduces the student to the philosophy behind the scientific and interpretivist/constructivist approaches to research, the various methods used to examine human behaviour and an introduction to different types of qualitative analysis as well as statistical analysis and the software used to analyse data. Students will also be expected to participate in other students and staff research projects and to use their reflections on the experience to inform their own proposal for their final year project.

At Level 4 there is a predominance overall of scheduled and guided learning giving way to more independent study over Levels 5 and 6 as students become more autonomous and self-directed in their studies. At level 5 the development of autonomy is also supported by having students research an aspect of behaviour in a group in a form of problem-based learning.

The assessment types are varied to reflect both a progression in terms of developing skills that assess the learning outcomes and to cater for different thinking styles.

The portfolio in Social Processes has an emphasis on employability which feeds in turn into the e-portfolio that forms part of the assessments in the Psychology Counselling and Therapies Honours Project.

At Level 6 students will be in a position to engage in their own project studying an area of counselling, coaching or cognitive behavioural psychology supported by a supervisor with expertise in the topic. There is also a unit on Cultural and Individual Differences covering the final core BPS area of the curriculum. Alongside these there are two other core units: Atypical Child and Adolescent Development: Theories and Applications builds on knowledge of developmental theories acquired in units at level 4 and 5 which and provides significant linkages between early development, the challenges of atypical development and later difficulties. The unit has been especially designed for those with interests in the field of education and welfare and has direct relevance for those interested in pursuing a career in mental health. The Psychology of Mental Health unit also discusses aetiological models and therapeutic interventions in the major mental health problems in the light of traditional and recent empirical findings and so relates strongly to the main themes of the course.

Most of those specialist units offer a preparation for Masters courses in those areas and are taught by staff who have published in the area.

## **Additional Academic Information**

### **Peer-assisted learning (PAL)**

Peer Assisted Learning is managed within the core Psychology and Everyday Life unit. A member of staff is responsible for managing the process and sessions are timetabled in the psychology labs mainly.

### **Initial Assessment**

There is an initial assessment within the first six weeks. The purpose of this is:

- to build confidence about undertaking assessment tasks
- to provide developmental feedback at an early stage
- to enable the identification of any specialist or additional support that may be required
- to support monitoring processes, StAR boards etc.

This will take place in the Foundations to Psychology unit (PSY001-1).

### **Improving students' learning**

Students' reflection on their own performance starts in induction with an assessment of learning styles and then in the Foundations to Psychology where there is an initial assessment to allow students to see where they might improve. Furthermore, students are asked to create academic or professional goals at the start of research methods in level 4 and are then asked to reflect on their outcomes at the end of the unit. In many units there is the opportunity to learn from one assessment in order to improve in the following assessment. For example, Biological and Cognitive Psychology involves two experimental reports where feedback on the first can be used to improve performance on the second and forms a preparation for the Honours Project in Level 6. Portfolios are used in Social Processes and Lifespan Development (PSY001-2) and form an assessed part of the Honours Project. There is an on-line Study Guide that covers such skills as note taking, delivering presentations, structuring arguments in essays, the schematic structure of reports of empirical studies, and exam preparation

### **Academic Integrity**

PSY001-1 Foundations of Psychology includes an intensive skills development program which runs for the first three weeks. Students learn how to find information in hard copy and electronic form, from textbooks to journal articles. The unit covers citing and referencing and avoiding plagiarism and work based on these aspects of academic practice is submitted and is worth 5% of the assessment in the Unit.

The unit also has an early low stakes assignment Literature review of 500 -1000 words. We provide extensive feedback for this so students can begin to improve their writing style as soon as possible. Once they have received feedback we discuss this in class and they create an action plan which details how they will improve.

PSY002-1 Introduction to Psychological Research Methods and Data Covers research ethics and practice both in lectures and in discussions during the unit. Tutorial activities involve questioning ethics and ethical processes. Defining 'what counts as ethical behaviour' is discussed in terms of everyday life situations and the constantly evolving ethical guidelines for the BPS and this aspect brings to students attention the notion that plagiarism is an ethical issue and in contrast to the expectations of ethical practice as highlighted in the BPS Ethical Code of Conduct (2009).

PSY006-2 includes a session on report writing and a lecture by the librarian in which relevant issues related to academic writing are addressed. Also such issues are brought up on various other occasions including drop-in sessions. Student experimental work goes through an ethical assessment process.

Relationships and "boundaries" are discussed throughout the course and introduced at Level 4.

*The Counselling and Therapies Honours Project.* Includes introductory topics about conducting research including reporting previous research accurately – particularly emphasized for students conducting library based dissertations –acting with integrity, such as not making up data, and working within their level of competence.

### **HEAR implementation**

The portfolio in Social Processes has an emphasis on Employability which feeds in turn into the e-portfolio in the Honours Project.

Students are given the opportunity to engage in a number of ways in activities that are relevant to the HEAR. These include Peer Assisted Learning, the Undergraduate Research Assistant Scheme, the Junior Research Institute, the Student Psychology Society and the opportunity to act as Student Course and Portfolio Representatives. Students are required to produce a Personal Statement and CV backed up by a more detailed e-portfolio in the Honours Project.

***Internationalisation***

By its very nature, psychology covers human diversity and difference as well as using a nomothetic approach that emphasises the common biology and underlying social and cognitive processes common to all humans. The core unit Cultural and Individual Differences explicitly covers cultural influences on psychological functioning. The staff team come from different continents and students will be exposed to a variety of international perspectives. Aspects of internationalisation are also discussed in single lectures in other units, for example there is a lecture on Child Soldiers and Unaccompanied Asylum seeking children in the Social Processes and Lifespan Development and the UN convention on the rights of the child and how this impacts on children internationally is described in Atypical Child and Adolescent Development.

***Sustainability***

### Section 3 - Administrative Information

This section will be used as part of the approval and review process and peer academics are the target audience.

<b>Faculty</b>	<b>CATS</b>
<b>Portfolio</b>	<b>Undergraduate Psychology</b>
<b>Subject Community</b>	<b>Psychology</b>
<b>Department/School/Division</b>	<b>Psychology</b>
<b>Course Coordinator</b>	<b>Emma Short</b>
<b>Version Number</b>	1/14
<b>Approved by (cf Quality Handbook ch.2)</b>	<b>University Approval</b>
<b>Date of approval (dd/mm/yyyy)</b>	<b>March 2014</b>
<b>Implementation start-date of this version (plus any identified end-date)</b>	<b>September 2014</b>

Form completed by:

Name: Ian Robertson ... Date: .....14 Jan 2014

Authorisation on behalf of the Faculty Teaching Quality and Standards Committee (FTQSC)

Chair: ..... Date: .....

Course Updates		
Date (dd/mm/yyyy)	Nature of Update	FTQSC Minute Ref:
17/7/16	Update of sandwich year to professional practice and adjustment to employability section and CLO 8	