

DEFINITIVE COURSE RECORD

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| Course Title | BSc (Hons) Psychology and Counselling (with Professional Placement) BSc (Hons) Psychology and Counselling (with Professional Placement and Study Abroad) BSc (Hons) Psychology and Counselling (with Study Abroad) |
| Awarding Bodies | University of Suffolk |
| Level of Award ¹ | FHEQ Level 6 |
| Professional, Statutory and Regulatory Bodies Recognition | British Psychological Society |
| Credit Structure ² | 480 Credits Level 4: 120 Credits Level 5: 120 Credits plus 120 sandwich year credits* Level 6: 120 Credits *For an award ‘with Professional Placement’, 120 placement credits are required For an award ‘with Professional Placement and Study Abroad’ 60 placement credits and 60 study abroad credits are required For an award ‘with Study Abroad’ 120 study abroad credits are required |
| Mode of Attendance | Full-time |
| Standard Length of Course ³ | 4 years full-time |
| Intended Award | BSc (Hons) Psychology and Counselling (with Professional Placement) BSc (Hons) Psychology and Counselling (with Professional Placement and Study Abroad) BSc (Hons) Psychology and Counselling (with Study Abroad) |
| Named Exit Awards | DipHE Psychology and Counselling CertHE Psychology and Counselling |

¹ For an explanation of the levels of higher education study, see the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies 2nd Edition \(2024\)](#)

² All academic credit awarded as a result of study at the University adheres to the [QAA Higher education credit framework for England \(2021\)](#)

³ Where the course is delivered both full-time and part-time, the standard length of course is provided for the full-time mode of attendance only. The length of the part-time course is variable and dependent upon the intensity of study. Further information about mode of study and maximum registration periods can be found in the [Framework and Regulations for Undergraduate Awards \(2023\)](#).

DEFINITIVE COURSE RECORD

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| Entry Requirements ⁴ | 112 UCAS tariff points (or above), BBC (A-Level), DMM (BTEC), Merit (T-level) or Access to HE Diploma with a minimum of 30 Level 3 credits at merit grade or above. Plus GCSE grade C/4 or above in English and Mathematics (or equivalent). |
| Delivering Institution | University of Suffolk |
| UCAS Code | |

This definitive record sets out the essential features and characteristics of the BSc (Hons) Psychology and Counselling course. The information provided is accurate for students entering level 4 in the 2025-26 academic year.⁵

Course Summary

The BSc (Hons) Psychology and Counselling programme offers students a joint degree in psychology. The course covers a range of psychological perspectives including biological, cognitive, developmental, and social. The course is underpinned by a thorough review of a range of research methods, both qualitative and quantitative, and exploration of the scientific method. Delivery of teaching will include face-to-face and online lectures, discussion and seminar groups and practical workshop sessions in dedicated laboratories. In the third year of study students will undertake their own independent research project under supervision. Graduates from the programme who achieve a minimum of a 2:2 overall will be eligible for the Graduate Basis for Chartered Membership of the British Psychological Society.

Course Aims

1. To produce a scientific understanding of the mind, brain, behaviour and experience, and how they interact with the complex environments in which they exist
2. To include knowledge and the acquisition of a range of research skills and methods for investigating experience and behaviour, culminating in an ability to conduct research independently
3. To develop an understanding of the role of empirical evidence in the creation and constraint of theory, and also in how theory guides the collection and interpretation of empirical data
4. To present multiple perspectives in a way that fosters critical evaluation and reflection
5. To develop knowledge, leading to an appreciation of theory and research findings, including relevant ethical and sociocultural issues
6. To lead to an understanding of real-life applications of theory to the full range of experience and behaviour and the application of psychological understanding to real-world questions.

Course Learning Outcomes

The following statements define what students graduating from the BSc (Hons) Psychology and Counselling course will have been judged to have demonstrated in order to achieve the

⁴ Details of standard entry requirements can be found in the [Admissions Policy \(2023\)](#) and further details about Disclosure and Barring Checks (DBS) can be found on the [University's DBS webpage](#).

⁵ The University reserves the right to make changes to course content, structure, teaching and assessment as outlined in the [Admissions Policy \(2023\)](#).

DEFINITIVE COURSE RECORD

award. These statements, known as learning outcomes, have been formally approved as aligned with the generic qualification descriptor for level 6 awards as set out by the UK Quality Assurance Agency (QAA)^{6,7}.

PSYCHOLOGY LEARNING OUTCOMES

| Learning outcome number | Learning outcome |
|--|--|
| Subject Knowledge and Understanding | |
| i | To understand the scientific underpinnings of psychology as a discipline, its historical origins, development and limitations |
| ii | To recognise the inherent variability and diversity of psychological functioning and its significance |
| iii | To demonstrate systematic knowledge and critical understanding of a range of influences on psychological functioning, how they are conceptualised and how they interrelate |
| iv | To demonstrate detailed knowledge of several specialised areas and/or applications, some of which are at the cutting edge of research in the discipline |
| v | To demonstrate a systematic knowledge of a range of research paradigms, research methods and measurement techniques, including statistics and probability, and be aware of their limitations. |
| Subject-Specific Skills | |
| i | To reason scientifically, understand the role of evidence and make critical judgements about arguments in psychology |
| ii | To adopt multiple perspectives and systematically analyse the relationships between them |
| iii | To detect meaningful patterns in behaviour and evaluate their significance |
| iv | To recognise the subjective and variable nature of individual experience |
| v | To pose, operationalise and critique research questions |
| vi | To demonstrate substantial competence in research skills through practical activities |
| vii | To reason analytically and demonstrate competence in a range of quantitative and qualitative methods |
| viii | To competently initiate, design, conduct and report on an empirically-based research project under appropriate supervision, and recognise its theoretical, practical and methodological implications and limitations |
| ix | To be aware of ethical principles and approval procedures and demonstrate these in relation to personal study, particularly with regard to the research project, and be aware of the ethical context of psychology as a discipline |
| Generic Skills | |
| i | To communicate effectively. Effective communication involves developing a cogent argument supported by relevant evidence and being sensitive to the needs and |

⁶ As set out in the [QAA Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies 2nd Edition \(2024\)](#)

⁷ and the [QAA Subject Benchmark for Psychology \(2023\)](#)

DEFINITIVE COURSE RECORD

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| | expectations of an audience. This is accomplished through specific demands to write both essays and scientific reports, and through experience in making oral presentations to groups |
| ii | To demonstrate numerical reasoning skills |
| iii | To be computer literate, displaying at the very least skill in the use of word processing, databases and analytic software packages |
| iv | To retrieve and organise information effectively. Psychology graduates are familiar with collecting and organising stored information found in library books and journal collections, and online, critically evaluating primary and secondary sources |
| v | To recognise what is required for effective teamwork and articulate their own strengths and weaknesses in this regard. The complexity of the factors that shape behaviour and social interaction will be familiar to psychology graduates and will make them more aware of the basis of successful and problematic interpersonal relationships |
| vi | To take responsibility for their own learning and skill development; this will include effective personal planning, self-reflection and project management skills, so they become more independent and pragmatic as learners |
| Sandwich/study abroad year | |
| i | Work effectively in a relevant organisation and demonstrate use of context relevant initiative, reflection, communication and decision-making skills. |

COUNSELLING LEARNING OUTCOMES

| Outcome Number | Counselling Learning outcome |
|------------------------------------|---|
| Knowledge and understanding | |
| 1 | Apply knowledge and understanding of a range of theoretical approaches in counselling and psychotherapy |
| 2 | Demonstrate an enhanced application of the fundamental principles of both the phenomenological and scientific method and the application in counselling. |
| 3 | Foster a critical understanding of the role and impact of individual differences in psychological functioning and human behaviour. |
| 4 | Critically appraise a range of psychological perspectives including biological, cognitive, developmental and social and their application to understanding human behaviour. |
| 5 | Critically apply knowledge and understanding of foundational counselling skills. |
| Intellectual skills | |
| 6 | Communicate philosophical and ethical issues in the application of counselling approaches. |
| 7 | Systematically evaluate and interpret the main approaches, theories, concepts and evidence drawn upon in counselling. |
| 8 | Critically evaluate how the meaningful patterns in behaviour and experience are detected from the perspectives of different therapeutic approaches. |
| 9 | Communicate an appreciation of the uncertainty, ambiguity and limits of knowledge. |
| 10 | Foster enhanced application of critical thinking skills and a notable ability to critically evaluate and interpret a range of information, theories and evidence. |

DEFINITIVE COURSE RECORD

| Practical skills | |
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| 11 | Manage own learning effectively. |
| 12 | Evidence an ability to identify and make effective use of academic and other scholarly literature. |
| 13 | Develop and demonstrate foundational skills in interpersonal communication generally and counselling specifically. |
| 14 | Consider some of the key aspects for practice in delivering a therapeutic offer. |
| 15 | To understand and apply ethical and safeguarding principles in counselling |
| Key Skills | |
| 16 | Communicate key issues and debates with well structured and coherent arguments. |
| 17 | Show development of a range of key transferable and employability skills. |
| 18 | Communicate ideas and clinical observation by verbal and written means. |
| 19 | Demonstrate a capacity for self awareness and self-reflection. |

Course Design

The design of this course has been guided by the following QAA Benchmarks / Professional Standards:

- QAA Subject Benchmark for Psychology (2023)
- British Psychological Society Standards for the accreditation of undergraduate, conversion and integrated Masters programmes in Psychology (2019)

Course Structure

The BSc (Hons) Psychology and Counselling comprises modules at levels 4, 5 and 6.

Module Specifications for each of these modules is included within the course handbook, available to students on-line at the beginning of each academic year.

| | Module | Credits | Module Type ⁸ |
|----------------|--|---------|--------------------------|
| Level 4 | | | |
| | Psychological Research Methods | 20 | M |
| | Foundations of Biological and Cognitive Psychology | 20 | M |
| | Foundations of Social and Developmental Psychology | 20 | M |
| | Introduction to Counselling Skills, Self-Awareness and Reflective Practice | 20 | M |
| | Introduction to Counselling Theory | 20 | M |
| | Personal and Clinical Perspectives in the Counselling Profession | 20 | M |
| Level 5 | | | |
| | Qualitative Research Methods | 20 | M |
| | Quantitative Data Analysis | 20 | M |

DEFINITIVE COURSE RECORD

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| | Biological and Cognitive Psychology | 20 | M |
| | Social and Development Psychology | 20 | M |
| | Humanistic Perspectives in Counselling | 20 | M |
| | Psychodynamic Perspectives in Counselling | 20 | M |
| Level 5 Sandwich Year with professional placement ONLY | | | |
| | Professional Practice (Sandwich Year) | 120 | M |
| Level 5 Sandwich Year with professional placement and study abroad | | | |
| | Professional Practice (Sandwich Year) | 60 | M |
| | Study Abroad Modules at host institution | 40 | M |
| | Study Abroad Reflective Account | 20 | M |
| Level 5 Sandwich Year with study abroad ONLY | | | |
| | Study Abroad Modules at host institution | 80 | M |
| | Study Abroad Reflective Account | 40 | M |
| Level 6 | | | |
| | Abnormal Psychology | 20 | M |
| | Individual Differences | 20 | M |
| | Level 6 Psychology Project | 40 | M |
| | Counselling Skills in a Professional Context | 20 | M |
| | Introduction to Cognitive Behaviour Therapy | 20 | M |

Awards

On successful completion of the course, students will be awarded a BSc (Hons) Psychology and Counselling (with Professional Placement), BSc (Hons) Psychology and Counselling (with Professional Placement and Study Abroad) or BSc (Hons) Psychology and Counselling (with Study Abroad) depending on sandwich route taken. Students who leave the course early may be eligible for a DipHE in Psychology and Counselling on successful completion of 240 credits or CertHE in Psychology and Counselling on successful completion of 120 credits.

Course Delivery

The course is delivered at Ipswich. Students studying full-time on the BSc (Hons) Psychology and Counselling are likely to have approximately 288 contact hours for level 4, 216 contact hours for level 5 and 105 contact hours for level 6 plus an additional 12 contact hours for tutorials associated with the dissertation across an academic year. The contact hours will be a mix of face-to-face or online lectures, seminars and practical workshops. Students will normally be expected to undertake 20 hours of independent study in an average week, but should be prepared for this to vary based on assignment deadlines and class exercises.

Course Assessment

A variety of assessments will be used on the course to enable students to experience and adapt to different assessment styles. The assessment methods used will be appropriate to assess each module's intended learning outcomes. Assessment on the course overall will be approximately 80% coursework (including essays, reports, presentations, group work,

DEFINITIVE COURSE RECORD

reflective learning journals and research projects) and 20% examinations (dependent on module choice).

Special Features

Graduates who have passed the empirical psychology project, all other mandatory/optional modules and gained a minimum of a 2:2 overall are eligible to apply for the Graduate Basis for Chartered Membership (GBC) of the British Psychological Society (BPS).

Course Team

The academic staff delivering this course are drawn from a team that includes teaching specialists and current practitioners. All staff are qualified in their subjects with their own specialist knowledge to contribute and are all registered with the appropriate professional body (i.e. BACP or BPS).

Course Costs

Students undertaking BSc (Hons) Psychology and Counselling will be charged tuition fees as detailed below:

| Student Group | Tuition Fees |
|---|---------------------------|
| Full-time UK | £9,250 per year |
| Part-time UK | Not applicable |
| Full-time International | £14,610 per year |
| Part-time EU/International | Not applicable |
| Full-time Sandwich Placement Year | £1,850 for placement year |
| Full-time Sandwich Placement Year International | £3,018 for placement year |

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Tuition Fee Policy.

Academic Framework and Regulations

This course is delivered according to the Framework and Regulations for Undergraduate Awards and other academic policies and procedures of the University and published on the [website](#).