



Diploma in Psychodynamic Counselling

Higher Education Faculty

Counselling Department

Definitive Document

May 2019

1. Programme Information

Award type (s)		Diploma of Higher Education	
Programme title (s)		Psychodynamic Counselling	
FHEQ Level		Level 5	
Award		Level	
Doctoral degrees (e.g., PhD/DPhil) (including new-route PhD), EdD, DBA, DClInPsy)		8	
Master's degrees (e.g., MPhil, MLitt, MRes, MA, MSc) Integrated master's degrees (eg, MEng, MChem, MPhys, MPharm) Postgraduate diplomas Postgraduate Certificate in Education (PGCE) Postgraduate certificates		7	
Bachelor's degrees with honours (e.g., BA/BSc Hons) Bachelor's degrees Professional Graduate Certificate in Education (PGCE) Graduate diplomas Graduate certificates		6	
Foundation Degrees (e.g., FdA, FdSc) Diplomas of Higher Education (DipHE) Higher National Diplomas (HND)		5✓	
Higher National Certificates (HNC) Certificate in Higher Education		4	
Degree Apprenticeship			
Higher Apprenticeship			
Programme code (s)		The programme code is allocated by the Programmes and Courses Office (PACO) at the point when a programme is authorised. The code can be obtained from PACO or by logging into Banner Web and checking on your Faculty's authorised listing.	
Mode (s) of study	Full-time ✓		
Date of APC authorisation		In order to be put forward for approval all programmes of study must first be authorised by the Academic Planning Committee (APC). Please provide the month and year that the programme(s) listed above were authorised.	

External Partner (if applicable)		
Nature of external approval	Franchise	Franchised programmes: where a partner delivers an existing (or modified version of a) programme of study that is already formally approved for delivery at the University itself (or at one of its other partners).
	Validation ✓	Validated programmes: where a new programme is designed by the partner themselves, in the standard University of Greenwich format. Course and programme progression records are fully recorded within University's MIS. These are not programmes taught at the University and are likely to be specialist awards particular to that partner.
	External Validation	External validation: approval by University of Greenwich of a partner's own programme of study, designed to reflect requirements of a UK HE award but tailored to local requirements, usually in overseas partners. Student records are maintained by the University. The academic regulations, policies and procedures of the University will be used. Any deviation from the University's regulations, policies and procedures must be approved by Academic Council.
Nature of award	Single Award ✓	Single Award: Whether the student is studying at a partner organisation or at the University, students receive a single University of Greenwich award on successful conclusion of their programme of study.
	Joint Award	Joint Award: Students are registered at one or more institutions and receive, on completion of the full programme of study, a single certificate bearing the logos of all the collaborating Institutions.
	Dual or Multiple Award	Dual or Multiple Award: Students are registered at one or more institutions and receive, on completing the programme of study, a certificate from the University and from each Institution with whom the Partnership is agreed for that programme.
	Apprenticeship	Indicate whether the award is "Degree" or "Higher"

2. Programme Specification

1. Awarding Institution	2. Teaching Institution	3. Faculty/Department	
University of Greenwich	North East Surrey College of Technology (NESCOL)	Faculty of Education and Health Psychology, Social Work and Counselling	
4. Final Award	5. Programme Title and approved endorsements:	6. Accredited by:	7. UCAS Code:
Diploma of Higher Education	Psychodynamic Counselling	British Association for Counselling and Psychotherapy	N/A
8. Maximum/ Minimum Period(s) of Registration			
F/T:			
Minimum – 2 years			
Maximum – 4 years			
9. Programme Code		10. Last Revision date for Programme Specification	
P13160		May 2019	
11. External Reference Points, e.g. subject benchmark statements and professional body requirements, Apprenticeship Standards			
<p>The benchmarking statements referenced in the development of this programme are;</p> <ul style="list-style-type: none"> • QAA Counselling and Psychotherapy Benchmark Statement January 2013: https://www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statement-counselling-psychotherapy.pdf?sfvrsn=fde2f781_10 • Characteristics Statements for Foundation Degree September 2015: https://www.qaa.ac.uk/docs/qaa/quality-code/foundation-degree-characteristics-15.pdf?sfvrsn=ea05f781_10 • BACP Ethical Framework for Counselling Professions July 2018: https://www.bacp.co.uk/media/3103/bacp-ethical-framework-for-the-counselling-professions-2018.pdf 			
12. Entry Requirements			
Level 3 in Counselling or its equivalent			
13. Educational Aims of the Programme and Potential Career Destinations of Graduates [Maximum 150 words]:			
<p>The aim of the Diploma in Psychodynamic Counselling is to enable students to practice competently as psychodynamic counsellors, within a variety of settings, by providing a theoretical framework and practical training in Psychodynamic Counselling within a learning environment that contributes to personal growth. The programme provides solid grounding in psychodynamic theory and students will be encouraged to develop critical analysis of the theory. It also gives students the opportunity to implement the theory taught and to develop the ability to work ethically. Personal therapy and the experiential group activities promote the development of self-awareness and the skill of reflecting that is crucial to the making of counsellors. As</p>			

a graduate of the programme student will acquire the necessary skills and theoretical knowledge to practise privately. Some students were able to find employment on the NHS, in schools and also in prisons.

14. Summary of Skills Development for Students within the Programme [Maximum 150 words]:

The Diploma in Psychodynamic Counselling will develop your capacity to take responsibility for your continuing personal professional development and for your own learning. You will develop the ability to think critically by comparing and contrasting various theoretical perspectives. You will also increase your capacity to implement the theory taught in a psychodynamic manner. This will be facilitated by engaging in role play activities followed by feedback. You will therefore develop the ability to receive and deliver constructive feedback. Simultaneously, you will be expected to extend your ability to operate in a reflective manner by evaluating your personal educational and emotional strength. You will build your confidence in oral, interpersonal and written communication skills as well as increasing your level of self-awareness. You will develop a high level of integrity and societal responsibility whilst gathering information regarding historical, cultural, ethical & professional aspects of Psychodynamic counselling and Psychoanalytic Theory.

15. The programme provides opportunities for students to achieve the following outcomes:

Knowledge and understanding of:

- The extensive classical, historical, current, cultural, ethical technical & professional aspects of Psychodynamic Counselling & Psychoanalytic theory. (Dip HE/Cert HE)
- The main theories and their differences to inform knowledge (Dip HE/Cert HE)
- Clinical concepts and their application (Dip HE/Cert HE)
- The social and economic aspects of Psychodynamic Counselling & Psychoanalytic theory. (Dip HE/Cert HE)
- The contextualisation of psychodynamic counselling. (Dip HE/Cert HE)

16. The programme provides opportunities for students to develop the following skills (reference in guidance to prompt consideration of the relevant Apprenticeship Standard):

Intellectual skills

- Identify the link between theory, counselling practice and client material. (Dip HE/Cert HE)
- Identify and evaluate the link between theory, counselling practice and client material. (Dip HE)
- Relate appropriate theories to aid analysis of client material. (Dip HE/Cert HE)
- Critically analyse theory with a view to making appropriate analyses of clients' material. (Dip HE)
- Examine unconscious processes & reflect on client material in order to identify underlying & hidden meanings in client work. (Dip HE/Cert HE)
- Recognise the importance of feelings. (Dip HE/Cert HE)
- Reflect on and show academic ability and personal growth and development. (Dip HE/Cert HE)
- Reflect on and show academic ability and personal growth and development to inform counselling practice and understand the limits of students' thinking/ability (Dip HE)

Subject practical skills

- Provide counselling appropriately to clients in an approved placement agency (Dip HE)
- Negotiate client contracts (Dip HE/Cert HE)
- Manage the counselling process
 1. Begin work with a client (Dip HE/Cert HE)
 2. Maintain the work and handle client crises. (Dip HE)
 3. End the counselling appropriately (Dip HE)
- Manage client crises in the counselling room (Dip HE)
- Write academic essays, statements & client reports in a professional manner (Dip HE/Cert HE)
- Produce and use effectively in supervision verbatim client session notes (Dip HE)

- Manage own academic development (Dip HE/Cert HE)
- Prepare for running a private practice (Dip HE)

Transferable/key skills

- Analyse complex ideas and feelings to develop deep understanding of client and own material (Dip HE/Cert HE)
- Extend analytic ability to all life's experiences (Dip HE/Cert HE)
- Contain thoughts and feelings (Dip HE/Cert HE)
- Be aware of personal limitations & their impact on self & others (Dip HE/Cert HE)
- Work independently and with others (Dip HE/Cert HE)
- Reflect upon group processes (Dip HE/Cert HE)
- Demonstrate understanding & empathy about all aspects of Equal Opportunities & difference (Dip HE/Cert HE)
- Realistically evaluate own ability, achievements and understanding & identify areas needing development (Dip HE/Cert HE)
- Use digital technology to communicate efficiently and enable personal research (Dip HE/Cert HE)

Graduate Attributes

1 Scholarship and Autonomy

On graduating, students should be able to:

1. Have an informed understanding of their discipline or professional practice, and the ability to question its principles, practices and boundaries
2. Think independently, analytically and creatively, and engage imaginatively with new areas of investigation
3. Appreciate disciplines and forms of professional practice beyond their own, and draw connections between them
4. Are intellectually curious, responsive to challenges, and demonstrate initiative and resilience

2 Creativity and enterprise

On graduating, students should be able to:

1. Recognise and create opportunities, and respond effectively to unfamiliar or unprecedented situations or problems
2. Generate new ideas and develop creative solutions or syntheses
3. Communicate clearly and effectively, in a range of forms, taking account of different audiences
4. Make use of familiar and emerging information & communication technologies
5. Take and shape the opportunities open to them on leaving university

3 Cross-cultural and International Awareness

Cross—cultural and International Awareness

On graduating, students should be able to:

1. Engage effectively in groups whose members are from diverse backgrounds
2. Appreciate the importance of behaving sustainably
3. Move fluently between different cultural, social and political contexts
4. Value the ability to communicate in more than one language

17. Teaching, Learning and Assessment Methods related to the programme learning outcomes and skills sets (in addition, for Higher and Degree Apprenticeships please indicate any sub-contractor that is expected to contribute to the delivery of the programme)

Essays, presentations, role plays, suitability of behaviour & contributions in all course activities (Dip HE/Cert HE) reflective writing. Self and supervisors' reports, Formative & summative assessments of clinical work by college-based and agency supervisors (Dip HE).

Assessment methods include self and supervisors reports or assessment and reflective writing, Assessment will be formative and summative. Assessment strategies include practice, essays, role play, self and peer assessments, reflective journal and oral presentations. (Dip HE/Cert HE)

18. Programme Structure: Levels, Courses ¹ and Credits		Awards and Credits
Level 4	<p>Compulsory Courses</p> <p>Year 1</p> <p>Term 1 PSYC 1076 Developmental Psychology 15 credits PSYC1077 The Theory and Practice of Counselling 15 credits</p> <p>Term 2 PSYC1078 Clinical Concepts 15 credits PSYC1079 Applied Clinical Concepts 15 credits</p> <p>Term 3 PSYC1081 Clinical Case Study 15 credits PSYC1083 Work-Based Counselling Work Group 15 credits</p> <p>Terms 2 & 3 PSYC1080 Theoretical Presentations 15 credits</p> <p>Terms 1, 2 & 3 PSYC1082 Work Based Counselling 15 credits</p>	Certificate of Higher Education (Cert. HE) 120 credits
Level 5	<p>Compulsory Courses</p> <p>Year 2</p> <p>Term 1 PSYC1084 The Development of Self 15 credits</p> <p>Term 2 PSYC1085 Psychopathology and its Causes 15 credits</p> <p>Term 3 PSYC1087 Preparation for Work 15 credits PSYC1089 Further Clinical College-Based Supervision 15 credits</p> <p>Terms 1, 2 & 3 PSYC1129 Final Client Study 15 credits PSYC1088 Further Clinical College-Based Supervision 15 credits PSYC1090 Work-Based Counselling Higher Level 15 credits PSYC1091 Further Work-Based Counselling Higher Level 15 credits</p>	Diploma of Higher Education (Dip. HE) 240 credits

¹ Please indicate clearly whether a course runs in Term 1, Term 2 or across the academic year

4. Partner Background and Details

a) Culture and Ethos

This Diploma in Psychodynamic Counselling is presented by Nescot for consideration by the University of Greenwich as part of a portfolio presented for validation services. Nescot seeks validation services as a new collaborative partner.

The College is of medium size and located in north Surrey. We are a directly funded mixed economy college which has a long history of providing higher education to the local, regional and national economies. Whilst many students are drawn from Surrey and neighbouring London boroughs some of our niche specialist programmes attract students from across the country. Work-based learning and CPD provision that leads to professional recognition is well established.

This Diploma in Psychodynamic Counselling offers a progression route for the established level 3 counselling programme. The aims of the Diploma in Psychodynamic Counselling programme are very much in accordance with Nescot Mission. Nescot's mission, values and aims are as follows:

Mission

'To inspire and enable learners to achieve their goals and to provide the skills and qualifications needed in the economy'.

Values

At Nescot our key values and beliefs are:

- We put learners' success at the heart of everything we do
- We have high expectations and aim for excellence
- We promote mutual respect and celebrate diversity
- We are committed to team work, sharing good practice and partnerships
- We promote a culture of openness and transparency
- We do not tolerate harassment or discrimination
- We support the development of the life and social skills of our learners: for example, by encouraging their involvement in community or charitable activities.

Aims by 2019/20

- Recognised as one of the best Further and Higher Education Colleges, locally and nationally
- Financially secure with sufficient reserves to continue to invest in learning
- Outstanding overall in the next inspection
- Achieving very high levels of learner success
- Regarded as a highly responsive partner organisation by employers and local stakeholders
- Excellent in its promotion of equality, diversity and inclusion

The range of programmes offered:

MSc Osteopathy

M.Ost. Osteopathic Medicine (GOsC Recognised Qualification)

B.Ost Osteopathic Medicine (GOsC Recognised Qualification)

BSc Hons Biomedical Science (IBMS Recognised Qualification)

BSc Hons Computing (Level 6 Progression)
BA Hons Education (Level 6 Progression)
Dip HE Psychodynamic Counselling (BACP Recognised)
FdSc Sports Therapy
PGCE/Cert Ed. Education and Training
FdA Supporting Teaching and Learning

HND Music Technology
HND Games Design
HND Computing

Nescot strategy for delivery of higher education programmes has recently been revised. We seek to enhance and widen our range of compact agreements to facilitate progression of students from local partner institutions and to enhance the range of programmes available. We also seek to widen participation for adults, especially those already in work by making available professionally recognised vocational programmes.

Nescot wishes to collaborate with the University of Greenwich to seek validation for our education and counselling provision. These are very well established programmes that are successful in recruiting students who have not had experience of higher education after leaving school. The University of Greenwich has significant provision in the areas under discussion and is widely recognised as a leader in the field. We are aware of another locally-based collaborative partner of the University and they have recommended that we seek to develop a relationship. The location of the University campus in Avery Hill is accessible and has the potential to provide good opportunities for engagement by college staff with the relevant departments.

b) Organisation and management, including arrangements for staff development

Nescot has effective strategic and operational oversight of its provision. Responsibility for the day-to-day management of the programme rests with the Programme Coordinator under the guidance and direction of the Head of Department. Nescot Programme Coordinators and teams work with Heads of Department to implement the quality assurance procedures which support the maintenance of academic standards and the quality of learning opportunities. Operational responsibility for the management of quality is devolved to Directors of Faculty. The Academic Registrar and Student Performance Manager is central to the administration of higher education the provision of support for the Directors of Faculty in their work with Heads of Department. The Deputy Principal has oversight of all matters related to higher education on behalf of the Senior Management Team. Clear information about the processes used to assure standards and quality is provided for staff in the College Quality Assurance Handbook.

The Higher Education College Management Group is the operational group with collective responsibility for the management of higher education across the College. The Group is also an effective means of supporting Directors of Faculty and Heads of Department in their work with programme teams to assure quality and academic standards. The Higher Education Practitioners Group, comprised of all those involved in delivery of HE programmes, is a forum for sharing best practice and discussion of higher education related matters.

A Board of Study is held each semester for each programme. Arranged by the programme coordinator these provide a forum for regular review and assessment of the quality of the programme. Each Board of Study includes a student representative whose role is to present

the views of their peers on the programme and feedback to their peers after the meeting.

Nescot Academic Board receives reports, monitors actions on matters referred by the awarding body and advises the Senior Management Team on higher education related matters.

The staff resources for this specific programme consist of a Head of Department, programme administrator, programme leader (0.6FTE) and two further members of teaching staff (0.4FTE and sessional). The programme has three College based counselling supervisors and one experiential group facilitator.

Staff development is readily available within the institution, support is available for staff to gain higher level qualifications and attend conferences. The 2012 QAA review report notes “there are wide-ranging and well embedded approaches to staff development and scholarly activity, including the annual higher education conference”.

5. Programme Rationale, Aims and Philosophy

a) Rationale and context for the development of the programme

Psychodynamic counselling is well-established at Nescot. This programme proposal is offered as part of a new partnership arrangement and does not represent an addition to the existing Nescot portfolio of provision.

The programme aims to equip students to practice competently as psychodynamic counsellors, within a variety of settings, by providing a theoretical framework and practical training in Psychodynamic Counselling within a learning environment that contributes to personal growth.

The team at Nescot are dedicated to taking students through rigorous professional training with the view to producing skilled competent practitioners, equipped with the knowledge and empathy to make a real difference to people seeking help. Last year the Nescot Clinic was created to offer a low cost counselling service to the community. The Clinic also supports the programme by providing more placement opportunities for the students in addition to those placement opportunities available in local counselling agencies that are approved by the programme leader.

i. Target market

This programme tends to attract people with various academic and/or employment backgrounds, ages and experiences. The programme provides a progression route for those with level 3 counselling qualifications. There has been a predominance of female applicants but more recently an increase of male applicants has been noticeable. The programme will attract those who appreciate that psychodynamic counselling is a unique approach in dealing with unconscious processes in contrast to other counselling approaches. The programme aims to produce psychodynamic counsellors that are able to deal with numerous emotional issues which are reflected in current economic, social and cultural contexts. The programme provides various opportunities for employment and progression to further qualifications.

ii. Consultation with employers and Career Options for Students

In development of the programme the team have ensured the programme offers opportunities for students to meet the requirements for British Association Counselling and Psychotherapy (BACP) and become eligible to progress to achieve accreditation with the Association. Feedback from employers through counselling agency visits and student placement supervisor reports is discussed regularly. Programme team meetings are used to review the place of the programme in the context of the changing employment market. As a result, recent developments include a new placement handbook and enhanced support to enable students to be better prepared for placement interviews. This has included the provision of mock interviews and support for CV preparation.

Successful graduates have been recruited to work as counsellors either in professional practice, schools and the NHS the students working in voluntary agencies. These graduates have quickly established themselves as part of the team and some are able to progress to more responsible roles such as clinical assessors and interviewers.

iii. Entry criteria and admissions process

To be eligible, students must have successfully achieved the following certificate or diploma level programmes;

- level 3 certificate in Counselling
- Other equivalent approved qualification

It is recommended that applicants should have some relevant experience such as working as a “befriender”. It would be advantageous to have some experience of personal therapy. Overseas students require a minimum IELTS score of 6.5 to show competence in all four assessed areas in ESOL.

Applicants must show evidence that they will be in personal therapy with an approved therapist before the start of the programme. Applicants must continue to be in therapy throughout the programme and be prepared to show evidence on request. The minimum requirement for course will a total of 35hrs per year which accommodates for breaks. This is assessed in the work-based assignments PSYC1082 and PSYC1092 either as pass or fail.

All applicants who meet the minimum admission requirements are invited for interview. Experiences and aspirations are discussed and qualifications verified. If appropriate, additional support needs are identified to enable suitable adjustments to be explored. If the interviewing tutor is satisfied that the candidate has met the entry criteria an enrolment will be made.

iv. Recruitment strategy and RP(E)L

The proposed programme will be promoted by the College Marketing Department. The main channels include the College website and HE prospectus. Where the need for RP(E)L arises guidance is adhered to and a portfolio of work or appropriate transcripts used to determine exemptions.

Nescot is also committed to follow the policy and procedure implemented in accordance with the University of Greenwich Academic Regulations for Taught Awards.

6. Curriculum Content, Design and Delivery

Rationale for the programme and its structure

The programme has been designed to ensure that the students develop their counselling skills and theoretical knowledge in accordance with a cognitive educational approach.

Year 1 overview

In the Year 1 of the programme students will acquire the basic counselling skills to work Psychodynamically once they move into practice. Students are required to adopt, for some, a new way of interacting, by working Psychodynamically and so moving on from what they were taught on the Level 3 programmes in Counselling. Level 3 programmes tend to prepare students to work in counselling in a more general way. However, the aim of this programme is to train students to become qualified psychodynamic counsellors.

This programme closely combines the practice of counselling in conjunction with learning psychodynamic theory and this is reflected in the aims and objectives of the programme. The psychodynamic approach is characterised by attending to the unconscious processes especially an awareness of the mother infant- relationship, as this may in turn be played out in the counsellor-client relationship.

The first term focuses on the early psychological development and the significance of the unconscious beginning with an introduction to Freud. This is further developed in year 2 with Psychopathology and its causes PSYC1085. The lectures provide an historical background and enables students to gain an understanding of how theoretical ideas have evolved. This course underpins the influence of psychoanalysis on the psychodynamic counselling approach.

The second term focuses on Clinical Concepts PSYC1078 with a brief history of the concepts and accompanying techniques that enable students to develop their skills in working with the unconscious. This course also introduces students to the setting of the therapeutic framework by paying attention to ethics and their meaning.

The remaining courses provide students with an opportunity to apply the theory in a range of settings.

The following account seeks to set out the rationale for each of the courses, illustrating the developmental progression within the programme including the acquisition of subject knowledge and skills as set out in the programme specification.

PSYC1076 Developmental Psychology

This course focuses on the unconscious, birth experience, early functioning processes and the role of mother. The purpose of this course is to provide students with a knowledge and understanding of key theories relating to the psychodynamic/psychoanalytic view of Developmental Psychology.

Students in psychodynamic counselling must be able to acquire a high level of self-awareness and become aware of the power of the unconscious. For this reason, it is a requirement of the programme that all students must be in therapy for the duration of the programme and sometimes for a longer period. This course is organised to create a strong theoretical basis for the students to build upon in accordance with the key principles that constitute the psychodynamic counselling approach.

The teaching and learning strategy includes an experiential group to develop student's understanding of group processes, unconscious and conscious processes and various ways of relating to others and to themselves. It also provides a support for the students and it is conducive to developing self-awareness.

The course provides opportunities for Role-play activities to give students an opportunity to integrate the theory. It also deepens their theoretical understanding as well as helping them to develop their counselling skills. Group work enables students to work from a client assessment, developing their theoretical knowledge and understanding of supervision and to work ethically.

PSYC1077 Theory and Practice of Counselling

The purpose of course PSYC1077 is to provide students with appropriate scenarios so that they can role play counselling in groups of three or in a 'goldfish bowl' before the class. The role plays help students understand the link between theory and practice and develop their counselling skills. They need to evidence how they can link the theoretical teaching to client material presented and demonstrate their growing ability to use counselling skills.

PSYC1078 Clinical Concepts

Course PSYC1078 is designed to promote the integration of theoretical expertise, enable students to practice their skills but also to demonstrate their ability to reflect upon their performance by making good use of feedback received. This course aims to raise self-awareness and represents a pivotal point in the learning experience of the students.

PSYC1079 Applied Clinical Concepts

This course is designed to provide a practical supervised environment for students to put into practice their knowledge and understanding of the dynamics that take place in the counselling. Students are required to link theory of psychic development and clinical concepts with practice. Students develop understanding their counselling sessions. Attention to students' self-awareness helps them to identify and evaluate how their own prejudices, blind spots and personal concerns may have impacted on their counselling performance. The importance of empathy is stressed and how it affects the development of rapport with their clients. Throughout the course an evaluation takes place to assess how effectively students work within professional boundaries using the BACP Ethics Framework for the Counselling Profession.

PSYC1080 Theoretical Presentation

This course provides students opportunities to demonstrate a good understanding of the concepts and theories they have learned in PSYC1076 and PSYC1078. They are required to deliver a 25-minute presentation to provide evidence that they can debate the subject effectively and respond to questions from the tutor and student cohort. The concepts and theories chosen must be based on the teaching they have received. Comparisons with other theorists and writers are encouraged to demonstrate a student's critical and analytical ability. The essay requires the student to reflect on their presentation and reflect on the feedback. The student must also evaluate how the presentation and feedback has progressed their understanding of their subject and how their work links to clinical applications. This learning strategy aims to consolidate the students' learning. It enables students to expand their knowledge and helps them to develop awareness of research methodology.

PSYC1081 Clinical Case Study

The purpose of this course is to provide students with appropriate scenarios so that they can role play in groups of three or in a "goldfish bowl" before the student body to show how they can link the theoretical teaching of some aspect of knowledge and understanding of developmental psychology to client material and psychodynamic thinking. The work group

activities are directly linked to this course. Students are required to work from a clinical assessment. Students are expected to show a developing ability to think Psychodynamically.

PSYC1082 Work-based Counselling

The purpose of this course is to provide students with the experience of counselling clients in an approved work-based counselling agency. They are provided with clients who have been assessed and considered suitable for the student by the agency Head of Counselling. Prior to starting counselling the client, the student presents the client assessment for discussion at the supervision session in order to prepare them for the work. This course consolidates the courses taught in year 1 by linking the knowledge and understanding of psychodynamic theory with clinical concepts. Students draw on their practice and personal development to assist them when counselling clients. Students counsel clients weekly and attend supervision according to the agencies' ethical framework and the standards of BACP. Students are expected to have won a work-based counselling agency contract before the end of the first year.

PSYC1083 Work-Based Counselling Work Group

The purpose of this course is to assess students' ethical knowledge. It gives them the opportunity to further familiarise themselves with the BACP Ethical Framework and enables them to review and self –assess their progress.

Year 2 Overview

The year 2 programme builds on the theoretical learning of year 1 by introducing the concept of the Self (PSYC1084). In year 1 the emphasis is development of the “Ego” developing from Freud towards more contemporary theorists such as H Kohut, A Schore and D Stern. Students are required to attend a residential block which is an integral part of PSYC1084, consisting of a series of lectures focusing on “Bereavement, Loss and endings”. The aim is to create an environment that is conducive to exploring these topics safely but intensively enough to prepare the students for clinical work.

PSYC1084 addresses how the “Self” develops and also explores the possible origins of some disorders of the Self. This leads appropriately to the next course called “Psychopathology and Its Causes” PSYC1085 where the emphasis is on the main psychopathologies that may be encountered in the counselling room. This course prepares students to implement their theoretical knowledge. “Theory and Practice of Counselling” PSYC1086 provides another opportunity for students to link theory to practice and to develop their skills and psychodynamic thinking. Supervision of counselling practice is an ethical and professional requirement. In addition to agency supervision, supervision is also provided at College (PSYC1082 and PSYC1090) and compliments counselling agency supervision with a more educational aspect.

The work based courses (PSYC1090 and PSYC1091) provide students with the experience of counselling clients within an appropriate and approved counselling agency. They also create an opportunity to monitor the students' personal and professional development. Finally, PSYC1088 has been created to prepare students to practice Psychodynamically and to support them once qualified. It addresses crucial issues such as “Equality & Diversity” and “Differences”

PSYC1084 The Development of Self

The purpose of this course is to enable students to build on the material covered in the Year 1 Developmental Psychology course (PSYC1076) by incorporating later theorists. It provides students with a view of the development of the psyche as expounded in “Self Psychology” by Heinz Kohut and others with strong links to Object Relations and Attachment theory. The course introduces material covered in the Psychopathology and its causes (PSYC1085).

PSYC1085 Psychopathology and its Causes

The purpose of this course is to provide students with knowledge and understanding of the key psychopathologies that develop in individuals and which clients routinely present in the counselling room. Students use their understanding of the unconscious processes that influence their clients. This course provides an important bridging link between theory and practice. The importance of the interrelationship between the impact of nature and nurture is explored with particular emphasis on the damage that can occur when care is not good enough.

PSCY1129 Final Client Study

Final Client Study. The purpose of this course is to provide students with appropriate and more complex role play scenarios. Role play activities provide the students with the opportunity to link the theoretical teaching on some aspect of self-psychology or manifestations of psychopathology to client material and psychodynamic thinking. Students are expected to show an increasing ability to think Psychodynamically and demonstrate this in their role plays and discussions.

PSYC1087 Preparation for Work.

This course has been developed to assist the students to prepare for work once they have qualified. This course specifically addresses “Diversity and Equality”, ethics and the law in the counselling context. The course also prepares students for the setting up and management of their practice as a business venture.

PSYC1088 Clinical College-Based Supervision

Supervision is obligatory for all students and all qualified, registered practicing counsellors and psychotherapists. BACP requires that students are supervised by a college based supervisor for at least the 2nd year of study and by the placement supervisor according to the BACP Ethical Guidelines. Supervision groups are normally of 4 students with each presenting bi-weekly i.e. 2 students present per week. The purpose of this course is to provide a monitoring, teaching and learning opportunity, overseeing the students’ counselling of clients. The college based supervisors guide the students as they develop the skills of linking theory to practice when working with a variety of clients.

PSYC1089 Further Clinical College-Based Supervision

The purpose of this course is to enable students to develop their ability to self-assess their work in supervision and to have the opportunity to explore their views with the College-based supervisor.

PSYC1090 Work-Based Counselling Higher Level

The purpose of this course is to provide students with the opportunity to practice skills competently in an appropriate and approved work-based counselling agency. They are provided with clients who have been assessed and considered suitable for the student by the

Head of Counselling. Prior to starting counselling the client, the student presents the client assessment for discussion at the work-based supervision session in order to prepare them for the work. This course extends the links between knowledge and understanding of the psychodynamic theory with clinical concepts to assist the student when counselling clients. Work-based supervision groups must work according to the agencies' standards and the BACP Ethical Framework.

PSYC1091 Further Work-Based Counselling Work Group

The aim of Work-Based counselling is to enable students to practice competently as psychodynamic counsellors, within a variety of settings leading to their eventual qualification. They need to show that they can effectively link theory and practice and report on this effectively to their supervisor.

b) QAA Benchmark Statements

A revised QAA Subject Benchmark statement was published in January 2013. The programme submitted for validation has been reviewed to reflect the new statement. In many cases the programme already demonstrated the characteristics identified as a result of continuous improvements between since validation and in preparation for BACP re-accreditation and the publishing of new professional standards.

The programme aims to ensure that students have a firm understanding of professional autonomy and accountability. (Section 6.3) The programme has been redesigned to ensure that all courses in each year include learning outcomes and assessment criteria relating to awareness of, and application of ethical principles. In particular, PSYC1083 Work-based Counselling Work Group and Clinical Concepts PSYC1078 specifically require students to engage with role play and simulated first session with a client. This enables students to consider issues relating to diversity, confidentiality and ethics before they encounter a client. In Year 2, the course Preparation for Work PSYC1090 more explicitly addresses aspects of legal, ethical, professional and organisational requirements relating to equal opportunities, diversity and anti-discrimination. The assessment strategy developed requires students to demonstrate a detailed knowledge of ethics.

The programme requires students to demonstrate explicitly their commitment to continuing professional development. A new course Work-based Counselling Higher Level PSYC1090 has been developed. This requires students to show evidence that CPD activities are undertaken regularly using prescribed formats for personal journal and development planning. The programme requires students to be in personal therapy throughout the programme and to reflect upon their needs for personal support as part of their participation in an experiential group.

The programme aims to provide opportunities for students to develop productive professional relationships. (Section 6.4) This is particularly important where students have key relationships with counselling professionals supervising in their work placements as well as in college-based supervision. The programme has been designed to include a college-based and work-based courses PSYC1090 Clinical College-based Supervision, PSYC1088 Further Clinical College-based Supervision, PSYC1090 Work-based Counselling Higher Level and PSYC1091 Further Work-based Counselling Higher Level. PSYC1089 requires a final recommendation on professional competence by the clinical work-based supervisor forming part of a portfolio. The report addresses key aspects of development and maintenance of professional relationships.

The programme enables students to build and maintain a framework for practice. (Section 6.5) Students have college-based and work-based courses designed to develop their knowledge and skills to support them in practice. In year 1 the teaching and learning strategies provide students with simulations as well as experience of working in therapeutic groups. In year 2, the experience gained in year 1 is extended as a result of clinical practice in the work-place. The concept of “contracting” with clients is introduced in year 1 as part of role play in PSYC1078 Clinical Concepts. Issues relating to power dynamics, including difference and diversity are explicitly addressed in PSYC1090 Preparation for Work.

The programme has been enhanced to include an awareness of psychopharmacological interventions commonly used in the treatment of mental health problems. A greater awareness of signs and symptoms associated with mental distress are also included in the course PSYC1085 Psychopathology and its Causes. Students are provided with appropriate guidance on when and how to refer for specialist guidance particular clients, for example young people.

The programme addresses in detail, throughout both levels, the therapeutic process with using simulations in year 1 and in clinical practice in year 2 (Section 6.6). PSYC1078 Clinical Concepts provides opportunities for issues related to the therapeutic process to be considered in role play and simulation. Courses providing opportunities for college-based and work-based clinical supervision in the work place or in college include PSYC1088 Further Clinical College-based Supervision and Work-based courses PSYC1088 Further Work-based Counselling Higher Level. Students are required to examine the importance of professional boundaries and strategies to deal with issues that may lead to therapeutic breakdown. PSYC1087 Clinical College-Based Supervision requires students to present detailed verbatim accounts of interventions, their implementation and management. PSYC1078 Clinical Concepts deals specifically with issues relating to endings and PC PSYC1084 Development of Self provides an “immersive” opportunity to consider loss and endings as part of a residential programme.

The new subject benchmarks place added emphasis on appropriate record keeping and associated data protection legislation. This is recognised in the enhanced course PSYC1090 Preparation for Work which includes information on issues relating to management of a practice.

The subject benchmark provided useful guidance on the development of agreements between the college, supervisors and students. This has informed the development of relevant contract documentation in the Work-based Handbook that is shared with students and work-place supervisors.

The organisational, professional and organisational context for therapy is mainly covered in the Level 6 stage of degree programmes. However, certain elements have been incorporated into the new programme, especially the importance of diversity in the therapeutic relationship, the role and function of counselling in society and familiarity with legal and ethical frameworks. Although the students are not required to undertake a research project, they are made aware of the processes of clinical audit and some have opportunities to become involved in activities in the work place.

c) Professional, Statutory and Regulatory Body requirements

BACP Ethical Framework for the Counselling Professions

A full mapping of the professional standards published by BACP has been appended. This demonstrates that the programme presented for validation meets the requirements for BACP accreditation. The accreditation process is currently under way with BACP. In order to meet the new standards, the programme was enhanced to cover new requirements relating to “contracting” with clients. This now appears earlier in the programme and forms part of Year 1 course PSYC1082

Students are required to have a greater awareness of research methodology. Year 2 courses PSYC1085 Psychopathology and its Causes now provide additional information about medication, neuroscience and underpinning research methods on efficacy. The students are required to demonstrate an ability to use appropriate research resources.

Revised BACP guidance on clinical practice hours has been reflected in the threshold requirements for work-based courses. The minimum numbers of practice hours have been reduced from 150 hours to 100 hours. Similar reductions have been made to the minimum number of hours required for two client studies in year 1 and 2. This has the potential to minimise the risk that students may need to defer studies or require extensions as a result of client hour shortfall through no fault of their own.

i. Greenwich Graduate Attributes and support for University policies and strategies

Nescot staff will work with the University to support University policies and strategies and in doing so will provide a learning experience which supports students in their development of Greenwich Graduate Attributes. These are understood to be as detailed in 11E above. The Greenwich Graduate Attributes are reflected in the programme rationale.

ii. Employer links and engagement with the programme

The programme team has close links with employers in counselling agencies. All programme staff are also practicing professionals and currently registered with the relevant professional body. The programme co-ordinator undertakes placement visits to discuss how placements are progressing for students and supervisors. The co-ordinator also takes the opportunity to review the training provided for students and the suitability of the content of the programme offered by the agency to equip students. The information gained from the employers has been valuable in ensuring that the programme team effectively support both students and the employers.

iii. Work-Based Learning Opportunities

The programme has strong links with employers. The team has developed placement opportunities with agencies in Surrey and south west London. Currently the programme has links with twelve approved counselling agencies details of which can be found in the work-based handbook. Work-based learning arrangements are supported through a number of agreements between NESOT, the agencies and students. The agreements set out the responsibilities of each party. Each agency agrees that they are able to meet the requirements of the programme and adheres to the standards set out within it. The students agree responsibility to confidentiality in accordance with the BACP’s Ethical Framework for Good Practice in Counselling and Psychotherapy and the Data Protection Act (1998) and GDPR (2018). These agreements are set out in the work-based handbook.

Work-based supervisors are required to provide at least biannually reports on the students’ progress and competence in line with the assessment criteria of the programme. The programme leader provides support to agencies through regular visits. The agencies are

provided with all the relevant programme material including the programme handbook, work-based handbook and relevant course guides. Students are supported on work placements through timetabled tutorials at the College designed to discuss academic progress and/ or any personal/professional issues.

The recommended progression route for students completing the programme is the BA (Hons) degree at Guildford College. Students have been successful in following this progression pathway with over 10 students enrolling on the programme since September 2015. The College is currently working on developing and validating its BA top with the Open University to enable students to progress to if they choose to.

At Nescot we welcome students from a wide range of backgrounds, with a wide range of skills, experience and abilities. We encourage you to let us know about your disability and/or support needs.

7. Teaching, Learning and Assessment

i. Overall aims of the Teaching, Learning and Assessment Strategy

The teaching and learning strategies to be adopted will be determined by the context of the subject and the needs of the students.

In addition to subject specific skills and knowledge the teaching and learning strategies of the programme are designed to promote;

- a flexible approach to the learning experience; this does not apply to attendance, time keeping and boundaries.
- an independent and investigative approach to learning
- the development of higher level and transferable skills
- an emphasis on enhancing employability skills such as presentation and communication
- a supportive environment in complementary to Nescot's strategy of widening participation and lifelong learning

A range of learning strategies is employed throughout the programme. Methods used include; formal teacher centred delivery including lectures, tutorials, seminars, practical, workshop, case studies, self-directed, group based discussion and interaction, individual research and study.

ii. Elements of Teaching, Learning and Assessment

Programme teaching methods

- Lectures
- Theoretical discussions
- Practical application sessions – counselling role plays.
- Weekly work-based supervision of counselling work.
- Academic and clinical essay writing involving additional reading and research
- Video role play observation of counselling
- Student presentations, both formal and adhoc to the student cohort
- Additional directed and non-directed theoretical reading
- Experiential discussions to further personal growth and awareness.
- Personal Therapy to further personal growth and awareness

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- Work-based teaching and learning with students providing counselling to real clients in established and authorised counselling agencies.
 - Every week students will be expected to read at least one paper in preparation for the coming teaching and group discussions. They will be expected to have read these papers and to contribute.
 - The programme team subscribes to student-centred, process-orientated learning. The student will be required to participate, through the use of seminars, workshops, experiential learning, role-plays, debates, discussions, supervision and their Journal. They will be helped to identify their own learning needs and encouraged to explore ways in which the programme outcomes can be most sensibly achieved. The notion of 'contract learning' facilitated by the Seminar Leaders is central to the programme and NESCOL.

Experiential Group

The Experiential Group is run by a leader who is wholly independent from the seminar leaders so that the topics and issues that students discuss with them in their group remain confidential, subject to the code of conduct operated by Nescot College and UK law. The purpose of the experiential group is to provide a safe place to facilitate Self exploration, to enhance understanding about group dynamics and to promote understanding of unconscious and conscious processes.

Residential Block

Students must attend the residential in the autumn term of their 2nd year

Programme Components

Personal Journal

- Students are required to keep a journal from the beginning of the programme. The journal is intended to be a private and confidential record for the students' own use.
- The Journal will allow students to reflect on the teaching day and the programme process, in a way that allows for honest evaluation of achievements, limitations, confusions, mistakes and difficulties. It should reflect feelings about the programme and client work. It should facilitate a review of personal learning and development.
- Students will be required to bring their Personal Journal to individual tutorials and show a page that they are happy for their tutor to read.

Client Presentations in Work Group in Year 1

- Students must present cases for discussion on rotation in the weekly work groups.
- Self, tutor and peer feedback will provide continuous assessment of students' progress in the understanding and practice of psychodynamic counselling, as well as their use of the supervisory process.
- Students must present from a written statement and submit this with supervision comments the week following your presentation.

Presentation of Weekly Papers

- Students must be prepared to present aspects of the weekly papers that they are asked to read to support the Theoretical and Applications sessions.
- Periodically students will be asked to make a formal presentation to the group about the reading.
- Guidance on how to read effectively will be provided.

Applications/Role Plays

- The development of students' clinical skills will be continually assessed in their first and second year.

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- They must be able to show that they are implementing the guidance given to them by their seminar leaders, college and agency supervisors.

Theoretical Seminars

- These seminars will provide the main vehicle for the presentation and exploration of psychodynamic theory and practice. Although a formal lecture approach will be adopted for part of the sessions, there will be ample scope for discussion and exploration of the concepts introduced.

Applications Workshops

- The purpose of these workshops is to explore and discuss psychodynamic clinical practice. They will provide an opportunity to learn, apply, practice and evaluate the skills and techniques of counselling.

Formal Student Presentations

- These take place in the summer term of the first year.

Work Groups

- In the first year, the Work Group (similar to supervision) will provide students with the opportunity to integrate their learning on the programme by presenting in rotation client material from their counselling work (or from a case study until they commence their counselling). Because the work groups adhere strictly to the BACP Ethical Framework regarding confidentiality the students' placement setting must agree that they can share their counselling work with clients for the purposes of the programme. **If this is not possible, the student must find another placement.**
- Students must present from typed notes, add comments from the supervision session and submit an amended report to their Work Group Leader the week following their presentation.

Supervision

- In the second year students will attend College based supervision each week with a college based-supervisor. His or her role is to facilitate clinical discussions about client material. The college-based supervisor does not hold the clinical responsibility of the clients.

Endings

- In the first year a fifteen-minute session is set aside at the end of the teaching day for Seminar Leaders and students to meet together to deal with any outstanding or pressing issues that have come up during the day.

Scheduled Individual Tutorials

- These will take the form of one-to-one sessions with personal tutors, and will take place once a term. Their principal function is to support learning and deal with any queries students may have. Students will discuss and show how they are working towards their Personal Development Plan.
- Students or a programme staff member may request a special tutorial if the need arises.
- Students will be responsible for signing a completed tutorial form and providing a copy to their tutor the week following their tutorial.

Group Tutorials

- These are timetabled before all assignments. Their main purpose is to explain the performance criteria for the next assignment and advise students how to meet them.

The Experiential Group

- The purpose of the experiential group is to provide a safe group setting to facilitate self- exploration, to enhance understanding about group dynamics and to promote understanding of unconscious and conscious processes.
- Bounded by strict confidentiality, seminar leaders/tutors will know nothing – indeed, are entitled to know nothing - of what is said by a student or others in the experiential group.
- **The only limit to this confidentiality is if the programme leader or a student considers that he/she must raise an issue with the team within the context of the BACP Ethical Framework for Counselling Professions, a serious breach of the college's code of conduct or breaking of UK law.**

Reading

- In addition to set reading of papers etc. for seminars, it is expected that students will read more than the basic requirement to develop your learning and illustrate their assignments.
- Students will be expected to read broadly to support their written work and presentations.

Assessment Types

- All written and/or practical work is assessed and where noted as shown in the student handbook, will be moderated by the external examiner.
- Students are observed in counselling role play exercises either by a small group (counsellor/client/observer) or large 'goldfish bowl' exercises (counsellor/client/ tutor & cohort) weekly. All role plays are reviewed and assessed by the tutor and cohort and learning points noted.
- 1st year students take part in Work Group (supervision by tutors) always followed by tutor and peer discussion and assessment.
- 2nd year students are supervised weekly by a Work-Based Supervisor (WBS) in their work-based counselling agency. Peer participation in this supervision is required and routine. Currently two formal formative assessments are undertaken by the WBS on each student on a programme proforma and sent to the programme leader.
- As an accreditation requirement (by BACP) 2nd year students undergo further summative supervision sessions run by professional college-based supervisor. 2 formal assessments; one formative the other summative are required. Students must receive a 'fitness to qualify' statement from their college-based supervisor in the summative assessment.
- Both the formative work-based agency and the summative college- based supervisors' reports are preceded by the submission by students of a self-assessment in the same format.
- Video and follow up assessment of counselling skills
- Additional skills training
- Formative and summative client studies
- Suitability to Practice including of behaviour & contributions in all programme activities.
- Tutor & peer group assessment of theoretical and clinical presentations
- Types of assessment used include essays, theory interpretation exercises, reports of practical exercises, contributions to seminars and discussions, case study discussions, work-based counselling discussions.
- Students are provided with a detailed assignment brief for all coursework assessments, which relate the assessment to learning outcomes and are provide with detailed grading

criteria. Examples of assignment briefs for work-based and college-based courses are shown in this student handbook

Essays

These are always prepared and written outside of timetabled classes. Timetabled group tutorials are provided before for all written assignments so that students can be briefed and seek clarification of the criteria. The titles of essays will be optional within the overall subject coverage of the course. Word limits are clearly stated as are other college standards of writing.

Case Studies

Case studies are key assessments of students' ability to link theory and practice to their client work. These case studies are assessed against defined criteria. The summative case study is assessed additionally by the college-based supervisor to ensure that it corresponds to the students' portrayal of the subject client in supervision.

Interpretation of Client Material

Students are required to interpret and discuss their own as well as their colleagues' client material gathered through counselling work. Their interpretations and interventions are expected to reflect psychodynamic theory and practice to a greater and more sophisticated degree as they progress through the programme as well as their developing self-awareness. Shortcomings are highlighted and training plans devised and implemented.

Reviews

The ability to review, read and understand published material is an essential skill for students who are introduced to this process via class lectures, discussions and exercises. Students are assessed through responses in lecture discussions, in supervision by supervisors and peers and routinely in all written assignments. Students must show a growing ability to write a critical review in theory essays and demonstrate developing self-awareness congruent with the ethical framework for the profession. This will be a mandatory requirement for the 2nd year essays.

Vi. Expected contact and Personal Study Hours

Total guided learning hours	2400 hours (over two years)
Total staff-student contact hours	375 hours 2 X 30 weeks 6hrs (residential 15 hours)
Total work-based learning hours	384 hours 100 minimum with client + 104 in personal therapy + 180 in supervision
Personal study	1641hrs

i. Development of Student Skills

Each course within this programme is designed to enable students to develop the required skills expected of a graduate described by the QAA benchmark statement for Counselling and Psychotherapy. Moreover, the programme reflects the QAA qualification descriptors for levels 4 and 5. The development of criticality, the knowledge of working ethically and the ability to implement theoretical knowledge in professional practice is a key aim of this programme.

ii. Assessment Feedback

The team provides timely feedback to aid each student in their academic development and study skills. Constructive feedback enables students to develop an awareness of their strengths, supports improvement. Assessment feedback is in line with the learning outcomes and emphasis is put on whether or not the criteria have been met and where and how improvement can be made. Comments are delivered in a sensitive manner focusing on both emotional and academic aspects of the work due to the nature of training. Students are made aware of the implications of not meeting all of the criteria. Feedback is normally delivered 3 weeks following submission date.

iii. Progression through the Programme

Assessments and Conditions for Awards

The overall strategy, for assessment within this professional preparation programmes, is to select methods of assessment based on their reliability and validity to reflect the learning outcomes of the programme, and their ability to support and promote a deep approach to learning. The assessment tasks focus on the goal of requiring evidence of critical thinking, logical argument, selection of relevant evidence, systematic problem solving and professional judgement and action.,

It is crucial that any strategy promotes the notion of progressive learning that at the end point of the programme produces a practitioner who is able to practice from a sound knowledge base. To be able to achieve this goal, the integration of theory and practice is paramount. In keeping with the BACP requirements, practice is recognised as a source of knowledge development and is valued through assessment.

The validity of the assessment strategy resides in its robustness and sufficiency in demonstrating that the aims and outcomes of the programme have been met. A variety of assessment methods are utilised, including essays, practice portfolio, case study/seminar presentations.

In determining the method of assessment for each course the course teams considered the type of knowledge that the student is gaining and the importance of relating this to the application of knowledge to practice.

PROGRAMME STRUCTURE/MODULE MAP

Summary of 1st Year DipHE Courses

Pre-requisites to commence the 1st year of the diploma:

Successful completion of the Nescot Aim Awards Level 3 Diploma Counselling Skills or the recruitment of students who have completed an appropriate Level 3 Counselling Skills Diploma or Certificate elsewhere, or using RPL and/or RP(E)L.

Course Code	Course Title	Level	Credit	
PSYC1076	Developmental Psychology.	L 4	15	
PSYC1077	The Theory and Practice of Counselling	L 4	15	
PSYC1078	Clinical Concepts	L4	15	
PSYC1079	Applied Clinical Concepts	L4	15	
PSYC1080	Theoretical Presentation	L4	15	
PSYC1081	Clinical Case Study	L4	15	
PSYC1082	Work-Based Counselling	L4	15	
PSYC1083	Work-Based Counselling Work Group	L4	15	
Totals			120	120

Certificate of Higher Education: For the award of a Certificate of Higher Education (Cert HE) students must have passed the equivalent of at least 120 credits at level 4.

Summary of 2nd Year DipHE Courses

Pre-requisites to commence the 2nd year of the diploma:

Successful completion of the year 1 of the Diploma of Higher Education in Psychodynamic Counselling. Please note that students are required to achieve 25 supervised clinical hours in order to progress to the 2nd year of the programme and 36 personal therapy hours.

Course Code	Course Title	Level	Credit
PSYC1084	Developmental of Self.	L5	15
PSYC1085	Psychopathology and its Causes	L 5	15
PSYC1086	Final Client Study	L 5	15
PSYC1087	Preparation for Work	L5	15
PSYC1088	Clinical College-Based Supervision	L 5	15
PSYC1089	Further Clinical College-Based Supervision	L 5	15
PSYC1090	Work-Based Counselling Higher Level	L 5	15
PSYC1091	Further Work-Based Counselling Higher Level	L 5	15

<u>Totals</u>	120	120
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Diploma of Higher Education: For the award of Diploma of Higher Education students must have passed the equivalent of at least 240 credits at level 4 and 5. They must have obtained 120 credits at level 4 and 120 credits at level 5.

ASSESSMENT WEIGHTINGS

1st Year DipHE Courses

Course Code	Course Title	Level	Assignment	Assignment	Assignment	Assignment	Credit
			1 %	2 %	3 %	4 %	
PSYC1076	Developmental Psychology	L 4	50	50	-	-	15
PSYC1077	The Theory and Practice of Counselling	L 4	P/F	P/F	P/F	-	15
PSYC1078	Clinical Concepts	L 4	50	50	-	-	15
PSYC1079	Applied Clinical Concepts	L4	P/F	-	-	-	15
PSYC1080	Theoretical Presentation	L 4	50	50	-	-	15
PSYC1081	Clinical Case Study	L4	100	-	-	-	15
PSYC1082	Work-Based Counselling	L4	P/F	P/F	P/F	P/F	15
PSYC1083	Work-Based Counselling Work Group	L 4	50	50	-	-	15
							120

ASSESSMENT WEIGHTINGS

2nd Year DipHE Courses

Course Code	Course Title	Level	Assignment	Assignment	Assignment	Assignment	Credit
			1	2	3	4	
			%	%	%	%	
PSYC1084	Developmental of Self.	L 5	100	-	-	-	15
PSYC1085	Psychopathology and its Causes	L 5	100	-		-	15
PSYC1129	Final Client Study	L 5	100	-	-	-	15
PSYC1087	Preparation for Work	L5	50	50	-	-	15
PSYC1088	Clinical College-Based Supervision	L5	P/F	P/F	-	-	15
PSYC1089	Further Clinical College-Based Supervision	L5	P/F	P/F	-	-	15
PSYC1090	Work-Based Counselling Higher Level	L 5	P/F	P/F	P/F	P/F	15
PSYC1091	Further Work-Based Counselling Higher Level	L5	P/F	P/F			15
							120

7. Teaching, Learning and Assessment Strategy

		HE Assessment schedule					HEAS1
Academic year1 2019/20		Programme title University of Greenwich DipHE Psychodynamic Counselling Year 1					
Week start date and term	Course title & assignment title	Course number/Credits/HE Level	Assessor(s)	Assessment type e.g. essay, practical, presentation	Date set	Submission date	
02/09/2019 Term 1	The Theory and Practice of Counselling	PSYC1077 15 L4	Sarah Watson Yesim Aslam /Lisa Reed	Reflective writing (1000 words) Role play participation and giving feedback	04.09.19	6.12.19	
14/09/19 Term 1	Developmental Psychology	PSYC1076 15 L4	Sarah Watson Yesim Aslam/ Lisa Reed	Reflective Essay (3000 words)	4.09.19	10.01.20	
10/01/20 Term 2	Clinical Concepts	PSYC1078 15 L4	Sarah Watson Yesim Aslam / Lisa Reed	Video skills counselling Essay (2500 words)	10.01.20	02/20 and 3 weeks after receipt of CD/Memory stick	

10/01/20 Term 2	Applied Clinical Concepts	PSYC1079 15 L4	Sarah Watson Yesim Aslam / Lisa Reed	Participation in role play (counsellor, observer/ client) Individual reflective account of (1500) words equivalent.	10.01.20	02/20 and 3 weeks after receipt of CD Start role-play 31.01.20 (for 4/ 6 weeks)
17/4/2020 Terms 2 and 3	Theoretical Presentation	PSYC1080 15 L4	Sarah Watson Yesim/ Aslam / Lisa Reed	Theoretical Presentation + Essay (2000 words)	6.03.20	04/20 and 3 weeks after presenting
17/4/2020 Term 3	Clinical Case Study	PSYC1081 15 L4	Sarah Watson Yesim Aslam / Lisa Reed	Essay (2000 word)	1.05.20	19/06/20
02/09/2020 Terms 1, 2 and 3	Work-Based Counselling	PSYC1082 15 L4	Sarah Watson Yesim Aslam / Lisa Reed	Portfolio, including CPD, PDP, logbook and personal journal	1.05.20	19.06.20
17/4/2020 Term 3	Work-Based Counselling Work Group	PSYC1083 15 L4	Sarah Watson Yesim Aslam / Lisa Reed	Self-assessment report (1500 words) and online test	2.05.14	19.06.20

HE Assessment schedule

Academic year 2 2020/21

Programme title University of Greenwich DipHE Psychodynamic Counselling Year 2

Week start date and term	Course title & assignment title	Course number/Credit/ Level	Assessor(s)	Assessment type e.g. essay, practical, presentation	Date set	Submission date
07.09.20 Terms 1, 2 and 3	Clinical College-Based Supervision	PSYCH1088 15 L5	Sarah Watson Yesim Aslam / Lisa Reed	Individual Client Presentation (2000 words equivalent) + Reflective account of (1000 words)	11.09.20	4.12.20
08.09.20 Term 1	The Development of Self	PSYCH1084 15 L5	Sarah Watson Yesim Aslam / Lisa Reed	Essay (3000 word)	18.09.20	08.01.21
27.11.20 Term 1 and 2	Psychopathology and its Causes	PSYCH1085 15 L5	Sarah Watson Lisa Reed	Essay (3000 word)	29.01.21	23.04.21
11.09.20 Terms 1, 2 and 3	Final Client Study	PSYCH1129 15 L5	Sarah Watson Yesim Aslam/ Lisa Reed	Essay (3000 word)	23.04.21	04. 06.21

02.04.21 Term 3	Preparation for Work	PSYC1087 1087 15 L5	Sarah Watson Yesim Aslam	Online Assessment Individual Presentation (1500 words equivalent)	23.04.21	30.04.21
02.04.21 Term 3	Further Clinical College-Based Supervision	PSCH1089 15 L5	Sarah Watson Yesim Aslam / Lisa Reed	Self-Assessment Report of (2000 words) Assessment Interviews (1000 words)	16.04.21	04.06.21
02.04.21 Terms 1, 2 and 3	Work-Based Counselling Higher Level	PSYC1090 15 L5	Sarah Watson Yesim Aslam / Lisa Reed	Portfolio incl. CPD, PDP Log book and Personal Journal (3000 words equivalent)	16.04.21	11.06.21
02.04.21 Terms 1 and 3	Further Work-Based Counselling Higher Level	PSYC1091 15 L5		Self-Assessment Report (2000 words equivalent) Agency Supervisors Report (1000 words equivalent)	9.04.14	13.06.21

8. Outline of Student Support and Learning Resources

“Week One “

During week one, students are welcome to Nescot and introduced to their programme of study. Students will begin to get to know the staff and fellow students who will work with them.

During the first week of the induction programme students will require to explore their fears and expectations as well as questioning their motivation for becoming counsellors. They will also be introduced to the key documentation outlining the structure of the programme such as programme handbooks. There will be teaching which will include sessions to introduce students to the available learning resources.

Students will also be introduced to the learning support available.

- a) Teaching accommodation
- b) Library facilities, book stock and opening times
- c) IT facilities and accessibility – include rights for Partner students
- d) Any specialist physical resources
- e) Personal tutoring and staff/employer availability

A personal tutor will be allocated to each student during their first week at Nescot.

Teaching Accommodation

Throughout the college there is purpose-built and comfortable teaching accommodation available with full internet access and interactive whiteboards. A wide range of software is also accessible to all.

All teaching rooms are equipped with an interactive white board. Computer rooms are available on request if or when necessary.

Library Facilities

The Learning and Resource Centre (LRC) provides a comprehensive collection of text books and other study aids including journals, newspapers and audio-visual materials. Many of these resources can be accessed remotely from the Nescot website and the virtual learning environment (VLE). There are a range of on-line databases suitable for educational research and all students are able to acquire an Athens password for access.

As part of Nescot’s commitment to these programmes, an extensive range of e-books, books and online subscriptions to education studies journals have been purchased. The curriculum team compile module reading lists drawn from reviewed books and journals as well as those recommended by the academic and subject librarian. This ensures students have access to a wide range of appropriate and current materials.

As part of the induction process, the subject librarian works with the ITE team to provide students with a tailored introduction to the LRC and its resources and services. The LRC, itself, is a bright and comfortable learning environment

with facility for group and silent study; an HE study zone; access to PCs, photocopying, DVDs, learner support; and guidance from LRC staff. It opens Monday to Friday throughout the year (excluding the Christmas break). A copy of the BACP's Ethical Framework for Good Practice in Counselling and Psychotherapy can also be found on Weblearn.

IT Facilities

Laptop access in the classroom supports teaching, learning and assignment completion. The LRC provides ready access to PCs and on-line resources as well as assistive technology and IT support staff. The IT support staff offer advice and guidance to develop students' IT skills in such areas as word-processing, internet searching, etc. All teaching sessions are roomed with access to a 'Smartboard' (interactive whiteboard) to allow for maximum modelling of good practice in the use of ILT for teaching and learning.

Nescot uses Weblearn (a VLE) to provide an environment for teaching and learning which can be accessed remotely, on or off campus and at any time. The programmes make effective use of the VLE to store student generated material; compile glossaries; post presentations, video clips, weblinks, handbooks, and course literature; and provides on-line asynchronous discussion opportunities via forums. Students particularly value the ever-growing library of e-books also stored on the VLE. Should students wish to, they can access library resources on-site at the university.

Specialist Physical Resources

N/A

Maximum New Entrant Number (collaborative programmes only)

The number of new entrants will be 16.

Personal Tutoring Students benefits from personal tutorials

Nescot is committed to providing tutorial support for all students. The aim of the tutorial is to support students to pass their programme, to provide an opportunity for comment on how things are going at College and assist students to progress to the next step in their education or career. Activities undertaken during the personal tutorial include; educational and pastoral support, facilitating students' identification of strengths and areas for improvement, referral and guidance to others as appropriate for matters outside the remit of the personal tutor. Students are entitled to a one-to-one tutorial each semester. For students who require more support appointments can be made to meet their personal tutor. Availability of the placement supervisor is once weekly during term time.

Personal development planning (PDP)

Personal Development Planning (PDP) supports students to review and reflect on their personal and educational development. The PDP is undertaken during individual tutorials and forms part of an accredited course. The process encourages structured reflection of achievement to date, clear identification of future goals and planning the steps along the way. By planning developing and reviewing personal and academic goals the PDP process assists students to:

- be clear about what their learning
- identify areas for development
- identify resources and support needed to develop specific skills
- increase effectiveness and confidence as a student and a graduate
- improve general transferable skills for study and career management
- bring together academic and non-academic experience and achievements (jobs, sport, leisure, volunteering, representative roles etc.)
- prepare CVs and applications

The process aims to enhance the general relevance and application of the skills, knowledge and achievements gained at during the programme. Personal Development Planning is an integral part of the Programme.

iv. Staff Availability

Head of Department:

Dr. Seidu Salifu 0208 394 3341

Programme Leader:

Sarah Watson 0208 394 3211

Experiential Group Facilitator:

Ms Sarah Lloyd-Jones 0208 394 3211

Programme Tutor Year 2:

Ms Yasim Aslam 0208 394 3211

College-based Supervisor:

Ms Jill Lopez 0208 394 3211

College based Supervisor:

Ms Jane Dudley 0208 394 3211

Programme Tutor Years 1 and 2:

Ms Lisa Reed: 0208 393211

v. Pastoral Support

All team members are very committed to create a supportive learning environment. They work closely with the students by building relationships based on trust and transparency. The team operates in a manner that is honest

and respectful of the students' needs and aspirations. Students are encouraged to use all the support that is available to them.

9. Operational management for the programme

1. Student Registration Arrangements

From September 2019, applicants will need to produce a satisfactory Disclosure and Barring Service (formerly CRB) declaration before being admitted to the programme. As specified by the University Regulations, applicants will be expected to provide satisfactory evidence of ability to successfully pursue the Diploma in Psychodynamic Counselling.

All suitable applicants will be interviewed. At interview, the admissions' tutor will evaluate the suitability of the applicant to embark on programme. Offer of a place is at the discretion of the admissions' tutor. Where appropriate, additional support needs will be discussed so that suitable adjustments can be explored. Successful applicants are then invited to enrol during the college's summer enrolment period and register online with the University of Greenwich during the induction period.

2. Setting Exams and Assessments and marking and moderation arrangements

No exams are set.

Assessments are distributed to students with clear submission and return dates at the commencement of every course. Submitted work is made through Turn-It-In via Weblearn, where it will be assessed, verified and returned to the student, with feedback, within a 3 working weeks' period or 15 working days as per College policy on assignment schedule 3.2. Assessment verification processes are robust and applied to enable judgements to be made about the quality of assessment feedback and vocational relevance. This enables teams to assure the consistency and fairness of assessment tools and outcomes. Staff are supported in their implementation of these processes through clear explanations in the college's HE Assessment Policy.

3. Work placement arrangements

The College has in its possession a bank of Counselling Agencies. The Programme Co-ordinator makes the list available for students to apply to in towards the end of the first term for a possible placement in the spring term usually by March 31st. Students have the responsibility to locate their own placement. Students undertake the appropriate individual assessment to determine their suitability to work with clients before their placement. The Agency then appoint an in house supervisor who work closely with the student trainee and write supervisor's report for the College as prescribed in the placement handbook.

4. Staff and roles (Programme Leader, Course Coordinators, Link Tutor etc.)

Responsibility for the day-to-day management of the programme rests with the programme co-ordinator under the guidance and direction of the Head of Department. Nescot Programme Coordinators and teams work with Heads of Department to implement the quality assurance procedures which support the maintenance of academic standards and the quality of learning opportunities.

Operational responsibility for the management of quality is devolved to Directors of Faculty. The Academic Registrar and Student Performance Manager supports the Directors of Faculty in their work with Heads of Department. The Deputy Principal has oversight of all matters related to higher education on behalf of the Senior Management Team. Clear information about the processes used to assure standards and quality is provided for staff in the College Quality Assurance Handbook.

Roles and responsibilities of the Programme Leader include;

- Day to day management including monitoring and reporting upon quality of programme delivery and the student experience
- Liaison with programme contributors including tutors and mentors
- Guiding and making appropriate referrals for student experiencing difficulties
- Coordinating the development of published information about the programme including coordinating student handbooks and contributing to marketing information

5. The role of the link tutor

The link tutor does not contribute to the planning, delivery or assessment within the programmes. His/her role is advisory and consultative and, therefore, visits the Counselling department to offer guidance and information, all of which aid the quality assurance and improvement of the programmes and ensure compliance with university regulations.

6. The role, terms of reference and composition of the programme committee/staff-student committee

Student Staff Consultative Committee (SSCC) meetings are held regularly each term for each programme. Arranged by the Programme Coordinator these provide a forum for regular review and assessment of the quality of the programme. Each SSCC includes two student representatives whose role is to present the views of their peers on the programme and feedback to their peers after the meeting. Staff use the student feedback to respond to arising problems; make required adjustments, where possible; and inform subsequent curriculum development.

7. Student feedback mechanisms

Student views are considered an important element of the monitoring and evaluation process of programmes and college life. Well established means for gathering student opinion include;

- Nescot surveys
- Nescot course and end of programme evaluations
- Induction survey
- On-programme survey
- National student survey
- Destination survey
- Board of Study
- Student Council

Nescot college-wide surveys occur twice each year, generally early in the academic year and again towards the middle of the academic year. Nescot course reviews are short questionnaires generally undertaken at the end of each course via the VLE. Course tutors use these to capture the views of learners and make adjustments to the delivery of future courses, if appropriate. Where appropriate and for specific matters, focus groups are also used to gather student opinion. Findings from college wide surveys are reported to the Director of HE and findings from each survey form part of the annual Programme Monitoring Review (PMR) action planning for each programme.

Nescot Student Council is an opportunity for nominated student representatives from each programme to meet formally as a group with senior college staff. This structured forum enables students to share ideas and inform decision-making. Students propose and debate developments on their programme and the wider college.

Reporting of this information to the awarding institution is in accordance with university requirements.

8. Annual Monitoring

Annual reporting is in accordance with university requirements in the form of a PMR that considers feedback from students, the EE (action plan); the teaching team; inspection outcomes; the link tutor and government initiatives. Action plans arising from the PMR are also feedback to college management and students. The PMR also informs the institutional annual report (AIR).

9. External Examining

External examining is carried out in accordance with the university's policies. The teaching team welcome EE feedback to facilitate the development of their programmes.

10. Managing RPL Claims

Nescot follows the regulations set by the University of Greenwich

11. Assessment Offences Regulations

The College regards academic misconduct very seriously. Academic misconduct can be considered to be any act whereby a student seeks to obtain an unfair advantage for themselves or another student. As such these are acts which undermine the integrity and validity of assessment. It is important that students are aware of the seriousness of academic misconduct and the procedures in place for any case of suspected academic misconduct. Subsequently, this is made clear at induction. Academic misconduct can be considered to include;

- Impersonation
- Misrepresentation
- Collusion
- Fabrication
- Communicating
- Unauthorised material/objects

-
- Plagiarism (intentional or otherwise)

Declaration of authorship is signed by students for each assessment and submission is uploaded to software which provides an originality report.

For any case of suspected academic misconduct there is a staged investigation procedure. The management of suspected academic misconduct is clearly described in the associated policy and procedures.

12. Complaints Procedure

Nescot sets high standards and is committed to achieving excellence in the delivery of education and training services. Therefore, feedback from students and members of the public is welcomed and encouraged because it is used to make improvements to services.

A guide to students who wish to lodge a complaint in relation to the programme or college activities can access the complaints procedure via the virtual learning environment or the College website.

13. Appeals Procedure

Procedures for appeal are in accordance with the Academic Appeal Regulations of the University. Student handbooks provide links to these regulations.

14. Marking and moderation arrangements

Assessment moderation and/or double marking processes are applied to assure the consistency and fairness of assessment tools and decisions. These processes are clearly described in the HE Assessment Moderation handbook.

15. Annual monitoring arrangements

Annual reporting to the awarding body will be in accordance with awarding body requirements (to be advised). Internal annual reporting is informed by phased annual programme review which prompts reflection on programme performance at key points in the academic year with reference to key performance indicators. The Academic Registrar and Student Performance Manager collates information including performance data, feedback from external examiners, student feedback and assists in preparing the structured annual review documentation for each programme. Annual programme reviews inform the College Annual Monitoring Report received by Academic Board

16. External Examining

External examination reports are managed using a rigorous procedure which ensures reflection at all levels in the College. The Academic Registrar and Student Performance Manager logs reports, collates matters raised and liaises with the programme teams to ensure reported matters are addressed. Directors of Faculty approve the action plan prepared by teams and regularly monitor progress with actions planned. Matters reported by external examiners are addressed in each annual programme review and a clear overview is provided in the College annual external examiner report summary

received by Academic Board. Progress against actions arising from external examiner reports are also explicitly addressed at each assessment board. Matters arising from external examiner reports are shared with students during Board of Studies or in class sessions. Opportunities for external examiners to comment are provided at the end of each Departmental Assessment Panel and Progression and Award Board, through the formal external examiner's report and during the external examiners' meetings. Each external examiner receives a copy of the approved action plan the programme team devises in response to their report.

10. Module Specifications

Host Faculty	Education and Health
Host Department	Psychology, Social Work & Counselling
Programme Code	P13160
Programme Title	Diploma of Higher Education in Psychodynamic Counselling
Module Code	PSYC1076
Module Title	Developmental Psychology
Module Leader	Isabelle Bell
Level	4
Credit	15
Pre-requisites	Level 3
Aims	
<p>This Module focuses on the unconscious, birth experience, early functioning processes and the role of mother. The purpose of this Module is to provide students with a knowledge and understanding of key theories relating to the psychodynamic/psychoanalytic view of Developmental Psychology. Students in psychodynamic counselling must be able to acquire a high level of self-awareness and become aware of the power of the unconscious. This Module is organised to create a strong theoretical basis for the students to build upon in accordance with the key principles that constitute the psychodynamic counselling approach.</p> <p>This module is in line with PSRB and cannot be compensated.</p>	
Learning Outcomes: on successful completion of this module a student will be able to:	
1	Recognise and build on their professional and personal experience to facilitate further development of self-understanding, theoretical knowledge and skills in counselling
2	Demonstrate awareness of how variations in the social and material context in which individuals' function can affect their lives
3	Demonstrate some understanding of professional ethical and legal issues in relation to counselling practice
4	Demonstrate knowledge and understanding of the theory of Psychoanalysis by Freud and its importance to Psychodynamic practice.

5	Demonstrate awareness of some of the major contributions of psychoanalytic theorists to psychodynamic counselling
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Indicative Content

1. Freudian thought, the unconscious & character formation.
2. Development in the womb and the birth experience.
3. Winnicott's developmental concept of mirroring.
4. Early psychological functioning - from a Winnicottian perspective.
5. Klein's paranoid-schizoid position .
6. Klein's depressive position.
7. Bowlby's attachment theory.
8. The Oedipus complex.
9. Neuroscience.
10. Resume of the term's work.

Learning and Teaching Activities

Lectures and self-study supported by structured learning materials

Assignment:

3000-word essay reflecting on how the student can connect the theory of the Module to their experience and development that have made them who they are today.

Details of Summative Assessment:

Method of assessment	Outcomes assessed	Grading Mode (e.g. pass/fail; %)	Weighting %	Pass Mark	Word Length (if applicable)	Outline Details	Last Item of Assessment
Essay	1,2,3,4 &5	%	100%	40%	3000 words	This Module focuses on the unconscious, birth experience, early functioning processes and the role of mother. Students are expected to show how they relate to the theory taught. Student must meet all criteria specified in	None

						order to get a pass.	
Must all elements of summative assessment be passed to pass the module? If YES, you will need to seek authority for a derogation from the Academic Regulations from Academic Council.							Y
Nature of FORMATIVE assessment supporting student learning							
Presentation of academic papers given prior to the seminars.							
Essential Reading							
Author	Date	Title	Publisher	ISBN			
Bateman, A., Brown, D. and Pedder, J.	2010	Introduction to psychotherapy: an outline of psychodynamic principles and practices.	Routledge				
Cassidy, J. and Shaver, P. R. (eds.)	2018	Handbook of attachment: theory, research, and clinical applications. 3 rd edn.	Guildford Press				
Bowlby, J.	2005	A secure base: clinical applications of attachment theory.	Routledge				
Gay, P.	1995	The Freud reader	Norton				
Gerhardt, S.	2015	Why love matters: how affection shapes a baby's brain. 2 nd edn.	Routledge				
Hinshelwood, R. D.	1994	Clinical Klein: from theory to practice	Basic Books				
Melanie Klein Trust	2019	http://www.melanie-klein-trust.org.uk/?location_id=1&language=en					
Symington, N.	1986	The analytical experience: lectures from the Tavistock	Free Association Books				
Winnicott, D. W.	1988	Human nature	Free Association Books				
Winnicott Foundation	2016	http://squiggle-foundation.org/resources/books-book-reviews/winnicotts-collected-works-2016-2/					
Other useful texts							
Cozolino, L.	2017	The neuroscience of psychotherapy: healing the social brain	Norton				
Davis, M. and Wallbridge, D.	1981	Boundary and space: an introduction to the work of D. W. Winnicott	Karnac				
Frosh, S.	2017	For and against psychoanalysis	Routledge				

Banner Data	
Module Status	
Is this a replacement for an existing module?	N
IF YES - module being replaced	
IF the module is a replacement for an existing module, please list the programme codes and the titles of the programmes affected by the replacement.	
If a replacement, will you want to transfer students to the new module?	N
Module Details	
Effective Start Date	September 2019
Term of Delivery*	A
Donor Teaching	No
Donor Department	No
Partner Organisation, where relevant	NESCOT
Linked Module, if any	No
External Examiner	Unknown

KIS Data		
Activity	Hours	Overall percentage of total
Scheduled teaching	60	40%
Guided Independent Study	90	60%
Placement / Year Abroad		0 %
Total	150	100%

Host Faculty	Education and Health
Host Department	Psychology, Social Work & Counselling
Programme Code	P13160
Programme Title	Diploma of Higher Education in Psychodynamic Counselling
Module Code	PSYC1077
Module Title	The Theory and Practice of Counselling
Module Leader	Isabelle Bell
Level	4
Credit	15
Pre-requisites	Level 3
<p>Aims To provide students with appropriate scenarios so that they can role play counselling in groups of three or in a 'goldfish bowl' before the class. The role plays help students understand the link between theory and practice and develop their counselling skills. They need to evidence how they can link the theoretical teaching to client material presented and demonstrate their growing ability to use counselling skills.</p> <p>This module is in line with PSRB and cannot be compensated.</p>	
<p>Learning Outcomes: on successful completion of this module a student will be able to:</p>	
1	Recognise and build on their professional and personal experience to facilitate further development of self-understanding, theoretical knowledge and skills in counselling
2	Reflect upon their own personal belief system and of relating to others.
3	Demonstrate awareness of how variations in the social and material context in which individuals function can affect their lives.
4	Identify ways in which their own experience has affected their view of the world and recognise their potential for change.
5	Demonstrate some understanding of professional ethical and legal issues in relation to counselling practice.
6	Identify ways to establish a counselling relationship and to work effectively within it.
7	Demonstrate awareness of some of the major contributions of psychoanalytic theorists to psychodynamic counselling.
8	Begin to integrate knowledge, skills and self-awareness in their counselling practice.
9	Demonstrate awareness of their limits of competence.
<p>Indicative Content</p>	
<p>Applications Role play on the theory of the day from PSYC 1076.</p>	
<p>Learning and Teaching Activities</p>	

Role-plays, taking the part of counsellor, client and observer in turn.

Assignment1: Role-play

Undertake a role play acting as counsellor to one of your peers.

Assignment 2: Role-play Reflection

Produce a reflective account (1000 word) of the psychodynamic concepts you have identified and understood, based on feedback given by your tutor and peers.

Details of Summative Assessment:

Method of assessment	Outcomes assessed	Grading Mode (e.g. pass/fail; %)	Weighting %	Pass Mark	Word Length (if applicable)	Outline Details	Last Item of Assessment
Role-play	1,6,7,9	Pass/fail	N/A	N/A	N/A	Role-play of 20 minutes duration using a script, feedback from peer observer and tutor.	
Role-play reflection	2,3,4,5,8	Pass/fail	N/A	N/A	1000	Reflective account of the psychodynamic concepts identified and understood, based on feedback given by your tutor and peers.	

Must all elements of summative assessment be passed to pass the module? If YES, you will need to seek authority for a derogation from the Academic Regulations from Academic Council

Y

Nature of FORMATIVE assessment supporting student learning

Practice role-plays, feedback from peers and tutor and class discussion.

Essential Reading

Author	Date	Title	Publisher	ISBN
Cassidy, J. and Shaver, P. R. (eds.)	2018	Handbook of attachment: theory, research, and clinical applications. 3 rd edn.	Guildford Press	
Bowlby, J.	2005	A secure base: clinical applications of attachment theory.	Routledge	
Gay, P.	1995	The Freud reader	Norton	
Gomez, L.	2005	The Freud wars: an introduction to the philosophy of psychoanalysis.	Routledge	
Hinshelwood, R. D.	1994	Clinical Klein: from theory to practice	Basic Books	

Melanie Klein Trust	2019	http://www.melanie-klein-trust.org.uk/?location_id=1&language=en		
Symington, N.	1986	The analytical experience: lectures from the Tavistock	Free Association Books	
Other useful texts				
Davis, M. and Wallbridge, D.	1981	Boundary and space: an introduction to the work of D. W. Winnicott	Karnac	
Frosh, S.	2017	For and against psychoanalysis	Routledge	

Banner Data	
Module Status	
Is this a replacement for an existing module?	N
IF YES - module being replaced	
IF the module is a replacement for an existing module, please list the programme codes and the titles of the programmes affected by the replacement.	
If a replacement, will you want to transfer students to the new module?	N
Module Details	
Effective Start Date	September 2019
Term of Delivery*	A
Donor Teaching	No
Donor Department	No
Partner Organisation, where relevant	N/A
Linked Module, if any	No
External Examiner	Unknown

KIS Data		
Activity	Hours	Overall percentage of total
Scheduled teaching	43	29%
Guided Independent Study	107	61%
Placement / Year Abroad		%
Total	150	100%

Host Faculty	Education and Health
Host Department	Psychology, Social Work & Counselling
Programme Code	P13160
Programme Title	Diploma of Higher Education in Psychodynamic Counselling
Module Code	PSYC1078
Module Title	Clinical Concepts
Module Leader	Isabelle Bell
Level	4
Credit	15
Pre-requisites	Level 3
<p>Aims</p> <p>To promote the integration of theoretical expertise, enable students to practice their skills but also to demonstrate their ability to reflect upon their performance by making good use of feedback received. This course aims to raise self-awareness and represents a pivotal point in the learning experience of the students.</p> <p>This module is in line with PSRB and cannot be compensated.</p>	
<p>Learning Outcomes: on successful completion of this module a student will be able to:</p>	
1	Demonstrate further developed therapeutic skills through on-going counselling practice.
2	Recognise and deal with the professional and personal impact of counselling activities on the counsellor, including being clear whose interests s/he is serving. (This may involve discussion of any conflict of interests).
3	Recognise and confront prejudice and discrimination at a personal, professional and societal level.
4	Recognise their growing understanding of the counselling process in order to promote therapeutic practice.
5	Recognise the responsibility to monitor the relationship with the client to ensure their best interests are served in accordance with the BACP's Ethical Framework for the Counselling Professions governing the role of counsellor.
6	Demonstrate the ability to apply psychodynamic theory to their own practice of counselling.
7	Demonstrate the influence of professional supervision on their practice.
8	Identify ways to establish a counselling relationship and work effectively within it.
<p>Indicative Content</p> <p>1 The working alliance 2 The therapeutic container 3 Transference 5 Countertransference 6 Jungian theory in relation to theory and practice 7 Video skills assessment</p>	

- 8 Our experience of resistances and defences
- 10 Projective identification
- 11 Preparation for and the uses of interpretation
- 12 Insight and working through

Learning and Teaching Activities

Lectures and self-study supported by structured learning materials.

Assignment 1 Videoed role-play

A 20 minute video skills of a first counselling assessment of each student's counselling ability when counselling a colleague 'client', observed and assessed by two tutors. 50%

Assignment 2 Reflective essay

2000 word essay reflecting on how the student considers they conducted their videoed counselling session, what might have been going on for the 'client' bearing in mind the details listed in the introduction above. Students must give a critical assessment of the feedback provided and how they feel about what their tutors and peers said and its impact on their counselling practice. 50%

Details of Summative Assessment:

Method of assessment	Outcomes assessed	Grading Mode (e.g. pass/fail; %)	Weighting %	Pass Mark	Word Length (if applicable)	Outline Details	Last Item of Assessment
Videoed role-play	6,7,8	%	50	50	20 mins	A 20 minute video skills of a first counselling assessment of each student's counselling ability when counselling a colleague 'client', observed and assessed by two tutors.	
Reflective essay	1-5	%	50	50	2000	Essay reflecting on how the student considers they conducted their videoed counselling session, what might have been going on for the 'client' bearing in mind the details listed in the introduction above. Students must give a critical	

						assessment of the feedback provided and how they feel about what their tutors and peers said and its impact on their counselling practice.	
Must all elements of summative assessment be passed to pass the module? If YES, you will need to seek authority for a derogation from the Academic Regulations from Academic Council							Y
Nature of FORMATIVE assessment supporting student learning							
Practice role-plays and class/group discussions.							
Essential Reading							
Author	Date	Title	Publisher	ISBN			
Casement, P.	1985	On learning from the patient	Tavistock				
Freud, S.		Remembering, repeating and working through, Vol XII	Standard Edition				
Jacobs, M.	2010	Psychodynamic counselling in action	Sage Publications				
Klein J	1990	Patients who are not ready for interpretations. British Journal of Psychotherapy, 7(1):38-49	BJP				
Lambert	1972	Transference/ countertransference: talion law and gratitude. The Journal of Analytical Psychology, 17(1), 31-50.	JAP				
McLoughlin, B.	1995	Developing psychodynamic counselling	Sage				
Ogden, T. H.	1992	Projective identification and psychotherapeutic technique	Karnac				
Parry & Birkett	1996	The working alliance. British Journal of Psychotherapy, 12(3): 291-298.	BJP				
Peters	1991	The therapist's expectation of the transference. J Anal Psychol. 36(1):77-92.	JAP				
Sandler, J. Dare, C. and Holder, A.	1992	The patient and the analyst: the basis of the psychoanalytic process	Routledge				

Spillius, E. B. (ed)	1988	Melanie Klein today	Routledge	
Strachey	1934	The nature of the therapeutic action of psycho-analysis. J Psychother Pract Res 8(1):66-82	IJPA	
Winnicott, D. W.	2007	The language of Winnicott: a dictionary of Winnicott's use of words	Karnac	
Other useful texts				
Symington, N.	1996	The making of a psychotherapist	Karnac	
Winnicott, D. W.	2002	Through paediatrics to psychoanalysis: collected papers	Karnac	
Banner Data				
Module Status				
Is this a replacement for an existing module?				N
IF YES - module being replaced				
IF the module is a replacement for an existing module, please list the programme codes and the titles of the programmes affected by the replacement.				
If a replacement, will you want to transfer students to the new module?				N
Module Details				
Effective Start Date	September 2019			
Term of Delivery*	B			
Donor Teaching	No			
Donor Department	No			
Partner Organisation, where relevant	NESCOT			
Linked Module, if any	No			
External Examiner	Unknown			
KIS Data				
Activity	Hours	Overall percentage of total		
Scheduled teaching	52	35%		
Guided Independent Study	98	65%		
Placement / Year Abroad		%		
Total	150	100%		

Course Details (including relevant Programme Code(s) and Title(s) to which the course belongs)

Host Faculty	Faculty of Health, Education & Community Studies
Host Department	Counselling
Programme Code	P13160
Programme Title	Diploma in Psychodynamic Counselling
Course Code	PSYC1079
Course Title	Applied Clinical Concepts
Course Leader	Sarah Watson
Level	Level 4
Credit	15
Pre-requisites	Level 3

Aims

This course is designed to provide a practical supervised environment for students to put into practice their knowledge and understanding of the dynamics that take place in the counselling. Students are required to link theory of psychic development and clinical concepts with practice. Students develop understanding their counselling sessions Attention to students' self-awareness helps them to identify and evaluate how their own prejudices, blind spots and personal concerns may have impacted on their counselling performance. The importance of empathy is stressed and how it affects the development of rapport with their clients. Throughout the course an evaluation takes place to assess how effectively students work within professional boundaries using the BACP's Ethical Framework for Good Practice in counselling and psychotherapy.

Learning Outcomes: on successful completion of this course a student will be able to:

1	Demonstrate further developed therapeutic skills through on-going counselling practice (using a range of role play scenarios).
2	Recognise and deal with the professional and personal impact of counselling activities on the counsellor, including being clear whose interests s/he is serving. (This may involve discussion of any conflict of interests within a range of role play situations..)
3	Recognise and confront prejudice and discrimination at a personal, professional and societal level (within the safety of a role play scenario).
4	Recognise their growing understanding of the counselling process in order to promote therapeutic practice (from participation in a range of role play scenarios).
5	Recognise the responsibility to monitor the relationship with the client to ensure their best interests are served in accordance with the Code of Ethics and Practice governing the role of counsellor from the differing perspectives of client, counsellor and observer.
6	Demonstrate the ability to apply psychodynamic theory to their own practice of counselling (as demonstrated by undertaking a range of roles in different scenarios).
7	Establish a counselling relationship and work effectively within it (within a range of role play scenarios).

Indicative Content**Indicative Content**

This course is Pass/Fail

Pass criteria

Attendance 90% +

Undertake role of Counsellor; Observer and Client on at least 1 occasion

Complete at least one feedback sheet per role play observed.

Indicative Content

Session	Anticipated Content
All Sessions 1-12	<p>The practical application of the following clinical concepts within range using role play scenarios designed by the participants:</p> <ul style="list-style-type: none"> The Working Alliance The Therapeutic Container Transference Transference (cont) Countertransference Countertransference (cont) Jungian Theory in relation to theory and practice Video Skills Assessment. Our experience of Resistances and Defences Projective Identification Preparation for and the uses of interpretation Insight and working through

Learning and Teaching Activities

Lectures
 self-study supported by structured learning materials
 Participation in delivering feedback
 Video skill assessment

Learning Time (1 credit = 10 hours)

Scheduled contact hours:	Lectures	18 hours	
	seminars	N/A	
	Note: include in scheduled time: project supervision, demonstrations, practical classes and workshops, supervised time in studio or workshop, scheduled lab work , fieldwork, external visits.	supervised practical sessions	10 hours
		Tutorials	
		formative assessment	
Guided independent study	other scheduled time		
	Independent coursework	72	
	Independent laboratory work	N/A	
Note: include in guided independent study preparation for scheduled sessions, follow up work, wider reading or practice, revision	other non-scheduled time	N/A	
Placements & year abroad	Work placements	N/A	
	Work based learning	N/A	
	Year abroad	N/A	

			Other placement			N/A	
Total hours ('Should be equal to credit x 10')						150	
Details of Summative Assessment:							
Method of assessment	Outcomes assessed	Grading Mode (e.g. pass/fail; %)	Weighting %	Pass Mark	Word Length (if applicable)	Outline Details	Last Item of Assessment
Delivering feedback and participation	1,2,3,4,5,6 and 7	Pass or Fail	Pass or Fail	Attendance 90% + Undertake role of Counsellor; Observer and Client on at least 1 occasion Complete at least one feedback sheet per role play observed.	N/A	Undertake role of Counsellor; Observer and Client on at least 1 occasion Complete at least one feedback sheet per role play observed.	
Must all elements of summative assessment be passed to pass the course? If YES , you will need to seek authority for a derogation from the Academic Regulations from Academic Council							YES
Nature of FORMATIVE assessment supporting student learning							
Essential Reading							
Author	Date	Title			Publisher	ISBN	
Joseph	1996	Melanie Klein Today			Routledge		
Peters	1991	"The Therapist Expectation of the Transference" from Society of analytical Psychology Journal					
Jacobs	1988	Psychodynamic in Action			Sage Publications		
Lambert	1972	Transference/Countertransference: Talion Law and Gratitude from the Journal of Analytical Psychology			The Journal of Analytical Psychology		
Winnicott	2002	Through Paediatrics to Psychoanalysis			Karnac		
Sandler, Dare & Holder	1993	The Patient and the Analyst			Karnac		
Casement	1992	On Learning from the Patient			Routledge		
Mc Loughlin	1995	Developing Psychodynamic Counselling			Sage		

Parry & Birkett	1996	The Working Alliance from BJP		
Ogden	1992	Projective Identification and Psychotherapeutic technique	Karnac	
Joseph	1996	Melanie Klein today	Routledge	
Klein J	1990	Patients who are not Ready for Interpretations from the BJP		
Strachey	1934	The nature of the Therapeutic Action of Psycho-Analysis from the Int J Psycho-Analysis	The International Journal of Psycho-Analysis	
Freud	1914	Remembering, Repeating and Working Through , VOL X11	Standards Edition	
Other useful texts				

Module Details		
Effective Start Date	September 2019	
Term of Delivery*	B	
Donor Teaching	No	
Donor Department	No	
Partner Organisation, where relevant	NESCOT	
Linked Module, if any	No	
External Examiner	Unknown	
KIS Data		
Activity	Hours	Overall percentage of total
Scheduled teaching	52	35%
Guided Independent Study	98	65%
Placement / Year Abroad		%
Total	150	100%

Host Faculty	Faculty of Health, Education & Community Studies
Host Department	Department of Counselling
Programme Code	P13160
Programme Title	Diploma of Higher Education in Psychodynamic Counselling
Module Code	PSYC1080
Module Title	Theoretical Presentation
Module Leader	Isabelle Bell
Level	4
Credit	15
Pre-requisites	Level 3
<p>Aims: To provide students opportunities to demonstrate a good understanding of the concepts and theories they have learned in PSYC 1076 and PSYC 1080. The concepts and theories chosen must be based on the teaching they have received. Comparisons with other theorists and writers are encouraged to demonstrate a student's critical and analytical ability.</p> <p>This module is in line with PSRB and cannot be compensated.</p>	
<p>Learning Outcomes: on successful completion of this module a student will be able to:</p>	
1	Demonstrate further developed therapeutic skills through on-going counselling practice.
2	Display evidence of knowledge and understanding of group and institutional dynamics in relation to their own personal and professional lives.
3	Recognise and confront prejudice and discrimination at a personal, professional and societal level.
4	Critically discuss the stages of human growth and development taking into account common problems associated with transition, change and trauma.
5	Recognise their growing understanding of the of counselling process in order to promote therapeutic practice.
6	Recognise the responsibility to monitor the relationship with the client to ensure their best interests are served in accordance with the BACP's Ethical Framework for the Counselling Professions, governing the role of counsellor.
7	Demonstrate the ability to apply psychodynamic theory to their own practice of counselling.
8	Identify some of the main characteristics of major neurotic and psychotic conditions.
9	Demonstrate the influence of professional supervision on their practice.
<p>Indicative Content</p>	
<ol style="list-style-type: none"> 1. Development in the womb and the birth experience 2. Early psychic functioning 3. The paranoid-schizoid and depressive positions 4. Defences and resistances 5. Projective identification 6. The Oedipus complex 7. The unconscious 	

8. Holding and mirroring (Winnicott)
9. The working alliance
10. The uses of Interpretation
11. Transference and countertransference
12. Working through
13. A comparison of Klein and Winnicott
14. Freud's Topographical and Structural models of the mind
15. Containment

Learning and Teaching Activities

Lectures and self-study supported by structured learning materials.

Theoretical presentation.

Assignment 1: Theoretical presentation.

Assignment 2: 2000 word essay (critique) requiring the student to reflect on their presentation and the feedback they received. The student must also evaluate how the presentation and feedback has progressed their understanding of their subject and how their work links to clinical applications. This aims to consolidate the students' learning, expand their knowledge and help them to develop awareness of research methodology.

Details of Summative Assessment:

Method of assessment	Outcomes assessed	Grading Mode (e.g. pass/fail; %)	Weighting %	Pass Mark	Word Length (if applicable)	Outline Details	Last Item of Assessment
Theoretical presentation	1,4,5,6,7,8	%	50	40	25 mins	Videod theoretical presentation of a chosen subject followed by a group discussion and feedback by tutor and formative peer student cohort.	
Essay	2,3,9	%	50	40	2000	Essay (critique) requiring the student to reflect on their presentation and the feedback they received. The student must also evaluate how the presentation and feedback has progressed their understanding of their subject and	

						how their work links to clinical applications. This aims to consolidate the students' learning, expand their knowledge and help them to develop awareness of research methodology	
Must all elements of summative assessment be passed to pass the module? If YES, you will need to seek authority for a derogation from the Academic Regulations from Academic Council							Y
Nature of FORMATIVE assessment supporting student learning							
Presentation of academic papers given prior to the seminars.							
Essential Reading							
Author	Date	Title	Publisher	ISBN			
Casement, P.	1985	On learning from the patient	Tavistock				
Freud, S.		Remembering, repeating and working through, Vol XII	Standard Edition				
Jacobs, M.	2010	Psychodynamic counselling in action	Sage Publications				
Spillius, E. B. (ed)	1988	Melanie Klein today	Routledge				
Klein J	1990	Patients who are not ready for interpretations. British Journal of Psychotherapy, 7(1):38-49	BJP				
Lambert	1972	Transference/ countertransference: talion law and gratitude. The Journal of Analytical Psychology, 17(1), 31-50.	JAP				
McLoughlin, B.	1995	Developing psychodynamic counselling	Sage				
Ogden, T. H.	1992	Projective identification and psychotherapeutic technique	Karnac				
Parry & Birkett	1996	The working alliance. British Journal of Psychotherapy, 12(3): 291-298.	BJP				

Peters	1991	The therapist's expectation of the transference. J Anal Psychol. 36(1):77-92.		
Sandler, J. Dare, C. and Holder, A.	1992	The nature of the therapeutic action of psycho-analysis. J Psychother Pract Res 8(1):66-82	Karnac	
Spillius, E. B. and O'Shaughnessy, E. (eds.)	2012	Projective Identification: the fate of a concept.	Routledge	
Strachey	1934	The language of Winnicott: a dictionary of Winnicott's use of words	Routledge	
Wilkinson, M.	2006	Coming into mind: the mind-brain relationship: a Jungian clinical perspective.	Routledge	
Other useful texts				
Winnicott, D. W.	2002	Through paediatrics to psychoanalysis : collected papers	Karnac	

Banner Data	
Module Status	
Is this a replacement for an existing module?	N
IF YES - module being replaced	
IF the module is a replacement for an existing module, please list the programme codes and the titles of the programmes affected by the replacement.	
If a replacement, will you want to transfer students to the new module?	N
Module Details	
Effective Start Date	September 2019
Term of Delivery*	G
Donor Teaching	No
Donor Department	No
Partner Organisation, where relevant	NESCOT
Linked Module, if any	No

External Examiner	Unknown
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KIS Data		
Activity	Hours	Overall percentage of total
Scheduled teaching	29	19%
Guided Independent Study	121	81%
Placement / Year Abroad		%
Total	150	100%

Host Faculty	Education and Health
Host Department	Psychology, Social Work & Counselling
Programme Code	P13160
Programme Title	Diploma of Higher Education in Psychodynamic Counselling
Module Code	PSYC1081
Module Title	Clinical Case Study
Module Leader	Isabelle Bell
Level	4
Credit	15
Pre-requisites	Level 3
<p>Aims: To provide students with appropriate scenarios so that they can role play in groups of three or in a “goldfish bowl” before the student body to show how they can link the theoretical teaching of some aspect of knowledge and understanding of developmental psychology to client material and psychodynamic thinking. Students are expected to show a developing ability to think psychodynamically.</p> <p>This module is in line with PSRB and cannot be compensated.</p>	
<p>Learning Outcomes: on successful completion of this module a student will be able to:</p>	
1	Demonstrate some understanding of professional ethical and legal issues in relation to counselling practice.
2	Reflect upon their own personal belief system and of relating to others and show awareness of their limits of competence.
3	Demonstrate further developed therapeutic skills through on-going counselling practice
4	Recognise and confront prejudice and discrimination at a personal, professional and societal level
5	Demonstrate awareness of some of the major contributions of psychoanalytic theorists to psychodynamic counselling
6	Begin to integrate knowledge, skills and self-awareness in their counselling practice.
7	Demonstrate the ability to apply psychodynamic theory to their own practice of counselling
8	Demonstrate the influence of professional supervision on their practice.
<p>Indicative Content</p>	
<ol style="list-style-type: none"> 1. Development in the womb and the birth experience 2. Early psychic functioning 3. The Paranoid-Schizoid and Depressive Positions 4. Defences and Resistances 5. Projective identification 6. The Oedipus Complex 7. The unconscious 8. Holding and mirroring (Winnicott) 	

9. The working alliance
10. The uses of Interpretation
11. Transference and countertransference
12. Working through
13. A comparison of Klein and Winnicott
14. Freud's Topographical and Structural models of the mind
15. Containment

In order to write this assignment students will need to work from a clinical assessment that they have not worked with previously. Students who are in a clinical counselling placement will be encouraged to use one of their clients, which will need to be approved by the tutor or programme co-ordinator prior to writing the assignment.

Learning and Teaching Activities

Group work and role-play

Assignment: Essay requiring the student to reflect on their client work with one client.

Details of Summative Assessment:

Method of assessment	Outcomes assessed	Grading Mode (e.g. pass/fail; %)	Weighting %	Pass Mark	Word Length (if applicable)	Outline Details	Last Item of Assessment
Case-study essay	1-8	%	100	40	2000	Essay requiring the student to reflect on their client work with one client.	

Must all elements of summative assessment be passed to pass the module? If YES, you will need to seek authority for a derogation from the Academic Regulations from Academic Council

Y

Nature of FORMATIVE assessment supporting student learning

Role-plays and class/group discussion.

Essential Reading

Author	Date	Title	Publisher	ISBN
Casement, P.	1985	On learning from the patient	Tavistock	
Cozolino, L.	2010	The Neuroscience of Psychotherapy : healing the social brain	Norton	
Freud, S.		Remembering, repeating and working through, Vol XII	Standard Edition	
Jacobs, M.	2010	Psychodynamic counselling in action	Sage Publications	
Spillius, E. B. (ed)	1988	Melanie Klein today	Routledge	

Klein J	1990	Patients who are not ready for interpretations. British Journal of Psychotherapy, 7(1):38-49	BJP	
Lambert	1972	Transference/ countertransference: talion law and gratitude. The Journal of Analytical Psychology, 17(1), 31-50.	JAP	
McLoughlin, B.	1995	Developing psychodynamic counselling	Sage	
Ogden, T. H.	1992	Projective identification and psychotherapeutic technique	Karnac	
Parry & Birkett	1996	The working alliance. British Journal of Psychotherapy, 12(3): 291-298.		
Peters, R.	1991	The therapist's expectation of the transference. J Anal Psychol. 36(1):77-92.		
Symington, N.	1996	The making of a psychotherapist	Karnac	
Sandler, J. Dare, C. and Holder, A.	1992	The nature of the therapeutic action of psycho-analysis. J Psychother Pract Res 8(1):66-82	Karnac	
Strachey	1934	The language of Winnicott: a dictionary of Winnicott's use of words		
Bowlby, J.	2005	A secure base: clinical applications of attachment theory.	Routledge	
Gay, P.	1995	The Freud reader	Norton	
Gerhardt, S.	2015	Why love matters: how affection shapes a baby's brain. 2 nd edn.	Routledge	
Hinshelwood, R. D.	1994	Clinical Klein: from theory to practice	Basic Books	
Melanie Klein Trust	2019	http://www.melanie-klein-trust.org.uk/?location_id=1&language=en		
Symington, N.	1986	The analytical experience: lectures from the Tavistock	Free Association Books	
Wilkinson, M.	2006	Coming into mind: the mind-brain relationship: a Jungian clinical perspective.	Routledge	

Winnicott, D. W.	1988	Human nature	Free Association Books	
Winnicott Foundation	2016	http://squiggle-foundation.org/resources/books-book-reviews/winnicotts-collected-works-2016-2/		
Other useful texts				
Cozolino, L.	2017	The neuroscience of psychotherapy: healing the social brain	Norton	
Davis, M. and Wallbridge, D.	1981	Boundary and space: an introduction to the work of D. W. Winnicott	Karnac	
Frosh, S.	2017	For and against psychoanalysis	Routledge	

Banner Data	
Module Status	
Is this a replacement for an existing module?	N
IF YES - module being replaced	
IF the module is a replacement for an existing module, please list the programme codes and the titles of the programmes affected by the replacement.	
If a replacement, will you want to transfer students to the new module?	N
Module Details	
Effective Start Date	September 2019
Term of Delivery*	G
Donor Teaching	No
Donor Department	No
Partner Organisation, where relevant	N/A
Linked Module, if any	No
External Examiner	Unknown

KIS Data		
Activity	Hours	Overall percentage of total
Scheduled teaching	38	25%
Guided Independent Study	162	75%
Placement / Year Abroad		%
Total	150	100%

Host Faculty	Education and Health
Host Department	Psychology, Social Work & Counselling
Programme Code	P13160
Programme Title	Diploma of Higher Education in Psychodynamic Counselling
Module Code	PSYC1081
Module Title	Clinical Case Study
Module Leader	Isabelle Bell
Level	4
Credit	15
Pre-requisites	Level 3
<p>Aims: To provide students with appropriate scenarios so that they can role play in groups of three or in a “goldfish bowl” before the student body to show how they can link the theoretical teaching of some aspect of knowledge and understanding of developmental psychology to client material and psychodynamic thinking. Students are expected to show a developing ability to think psychodynamically.</p> <p>This module is in line with PSRB and cannot be compensated.</p>	
<p>Learning Outcomes: on successful completion of this module a student will be able to:</p>	
1	Demonstrate some understanding of professional ethical and legal issues in relation to counselling practice.
2	Reflect upon their own personal belief system and of relating to others and show awareness of their limits of competence.
3	Demonstrate further developed therapeutic skills through on-going counselling practice
4	Recognise and confront prejudice and discrimination at a personal, professional and societal level
5	Demonstrate awareness of some of the major contributions of psychoanalytic theorists to psychodynamic counselling
6	Begin to integrate knowledge, skills and self-awareness in their counselling practice.
7	Demonstrate the ability to apply psychodynamic theory to their own practice of counselling
8	Demonstrate the influence of professional supervision on their practice.
<p>Indicative Content</p>	
<ol style="list-style-type: none"> 1. Development in the womb and the birth experience 2. Early psychic functioning 3. The Paranoid-Schizoid and Depressive Positions 4. Defences and Resistances 5. Projective identification 6. The Oedipus Complex 7. The unconscious 8. Holding and mirroring (Winnicott) 9. The working alliance 	

10. The uses of Interpretation
11. Transference and countertransference
12. Working through
13. A comparison of Klein and Winnicott
14. Freud's Topographical and Structural models of the mind
15. Containment

In order to write this assignment students will need to work from a clinical assessment that they have not worked with previously. Students who are in a clinical counselling placement will be encouraged to use one of their clients, which will need to be approved by the tutor or programme co-ordinator prior to writing the assignment.

Learning and Teaching Activities

Group work and role-play

Assignment: Essay requiring the student to reflect on their client work with one client.

Details of Summative Assessment:

Method of assessment	Outcomes assessed	Grading Mode (e.g. pass/fail; %)	Weighting %	Pass Mark	Word Length (if applicable)	Outline Details	Last Item of Assessment
Case-study essay	1-8	%	100	40	2000	Essay requiring the student to reflect on their client work with one client.	

Must all elements of summative assessment be passed to pass the module? If YES, you will need to seek authority for a derogation from the Academic Regulations from Academic Council

Y

Nature of FORMATIVE assessment supporting student learning

Role-plays and class/group discussion.

Essential Reading

Author	Date	Title	Publisher	ISBN
Casement, P.	1985	On learning from the patient	Tavistock	
Cozolino, L.	2010	The Neuroscience of Psychotherapy : healing the social brain	Norton	
Freud, S.		Remembering, repeating and working through, Vol XII	Standard Edition	
Jacobs, M.	2010	Psychodynamic counselling in action	Sage Publications	
Spillius, E. B. (ed)	1988	Melanie Klein today	Routledge	
Klein J	1990	Patients who are not ready for interpretations. British Journal of Psychotherapy, 7(1):38-49	BJP	

Lambert	1972	Transference/ countertransference: talion law and gratitude. The Journal of Analytical Psychology, 17(1), 31- 50.	JAP	
McLoughlin, B.	1995	Developing psychodynamic counselling	Sage	
Ogden, T. H.	1992	Projective identification and psychotherapeutic technique	Karnac	
Parry & Birkett	1996	The working alliance. British Journal of Psychotherapy, 12(3): 291-298.		
Peters, R.	1991	The therapist's expectation of the transference. J Anal Psychol. 36(1):77-92.		
Symington, N.	1996	The making of a psychotherapist	Karnac	
Sandler, J. Dare, C. and Holder, A.	1992	The nature of the therapeutic action of psycho-analysis. J Psychother Pract Res 8(1):66-82	Karnac	
Strachey	1934	The language of Winnicott: a dictionary of Winnicott's use of words		
Bowlby, J.	2005	A secure base: clinical applications of attachment theory.	Routledge	
Gay, P.	1995	The Freud reader	Norton	
Gerhardt, S.	2015	Why love matters: how affection shapes a baby's brain. 2 nd edn.	Routledge	
Hinshelwood, R. D.	1994	Clinical Klein: from theory to practice	Basic Books	
Melanie Klein Trust	2019	http://www.melanie-klein- trust.org.uk/?location_id=1&lang uage=en		
Symington, N.	1986	The analytical experience: lectures from the Tavistock	Free Association Books	
Wilkinson, M.	2006	Coming into mind: the mind- brain relationship: a Jungian clinical perspective.	Routledge	
Winnicott, D. W.	1988	Human nature	Free Association Books	
Winnicott Foundation	2016	http://squiggle- foundation.org/resources/books-		

		book-reviews/winnicotts-collected-works-2016-2/		
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Other useful texts

Cozolino, L.	2017	The neuroscience of psychotherapy: healing the social brain	Norton	
Davis, M. and Wallbridge, D.	1981	Boundary and space: an introduction to the work of D. W. Winnicott	Karnac	
Frosh, S.	2017	For and against psychoanalysis	Routledge	

Banner Data

Module Status

Is this a replacement for an existing module?		N
IF YES - module being replaced		
IF the module is a replacement for an existing module, please list the programme codes and the titles of the programmes affected by the replacement.		
If a replacement, will you want to transfer students to the new module?		N

Module Details

Effective Start Date	September 2019
Term of Delivery*	G
Donor Teaching	No
Donor Department	No
Partner Organisation, where relevant	N/A
Linked Module, if any	No
External Examiner	Unknown

KIS Data

Activity	Hours	Overall percentage of total
Scheduled teaching	38	25%
Guided Independent Study	162	75%
Placement / Year Abroad		%
Total	150	100%

Host Faculty	Education and Health
Host Department	Psychology, Social Work & Counselling
Programme Code	P13160
Programme Title	Diploma of Higher Education in Psychodynamic Counselling
Module Code	PSYC1082
Module Title	Work Based Counselling
Module Leader	Isabelle Bell
Level	4
Credit	15
Pre-requisites	Level 3

Aims To provide students with the experience of counselling clients in an approved work-based counselling agency. This course consolidates the courses taught in year 1 by linking the knowledge and understanding of psychodynamic theory with clinical concepts. Students draw on their practice and personal development to assist them when counselling clients.

This module is in line with PSRB and cannot be compensated.

Learning Outcomes: on successful completion of this module a student will be able to:

1	Recognise and build on their professional and personal experience to facilitate further development of self-understanding, theoretical knowledge and skills in counselling.
2	Reflect upon their own personal belief system and of relating to others.
3	Demonstrate awareness of how variations in the social and material context in which individuals function can affect their lives.
4	Identify ways in which their own experience has affected their view of the world and recognise their potential for change.
5	Demonstrate some understanding of professional ethical and legal issues in relation to counselling practice.
6	Identify ways to establish a counselling relationship and to work effectively within it.
7	Demonstrate knowledge and understanding of the theory of Psychoanalysis established by Freud and its importance to psychodynamic counselling practice.
8	Demonstrate awareness of some of the major contributions of psychoanalytic theorists to psychodynamic counselling.
9	Begin to integrate knowledge, skills and self-awareness in their counselling practice.
10	Demonstrate awareness of their limits of competence.

Indicative Content

This course consolidates content from all other year 1 courses. Students will be equipped for work based practice by gaining an understanding of supervisor- trainee relationships, interview preparation and professional requirements of agencies. Students will have to provide to the programme coordinator a complete portfolio reflecting their competent work in their work-based agency as described in the work-based learning handbook.

1. Looking for a placement
2. Mock Interviews
3. Supervision and the trainee in counselling
4. Psychodynamic Counselling in Action

Learning and Teaching Activities

Lectures
 Work Placement
 Practice of counselling (Log Book)
 Personal Therapy (Log Book)
 Reflective writing (Personal Journal)
 Attendance to approved CPD activities
 PDP (tutorials)
 Agency supervisors' reports
 Assignment 1: Log book (personal therapy and client sessions) and CPD.
 Assignment 2: PDP, journal and agency supervisor report.

Details of Summative Assessment:

Method of assessment	Outcomes assessed	Grading Mode (e.g. pass/fail; %)	Weighting %	Pass Mark	Word Length (if applicable)	Outline Details	Last Item of Assessment
Client log book and supervisor report	1-10	Pass/fail	N/A	N/A	N/A	Where the student is in placement, the Log Book entries for client sessions are all completed contemporaneously and signed as accurate. The supervisor is confirming that that work has met the requirement that the relationship has been underpinned by appropriate models of psychoanalysis to an expected standard by the supervisor. In order to pass this assessment the student must complete at least 20 clinical	

						<p>supervised hours evidenced by the log book. The portfolio must contain a satisfactory report using the agreed format on competency from the work-based supervisor. The report must confirm that the student is working effectively at the level expected given their experience and the duration of the placement. This includes confirmation that the student is presenting appropriately client material during fortnightly. They also confirm that confidentiality has been appropriately maintained.</p>	
<p>Personal therapy log book PDP and journal</p>	1-10	Pass/fail	N/A	N/A	N/A	<p>A Personal journal is being maintained. The student can provide during tutorials selected entries that demonstrate that they are reflecting upon their developing skills as a therapist monitored during individual tutorials. The samples provided demonstrate that they have</p>	

						<p>recognised and built upon their professional and personal experience to facilitate further development of self-understanding, theoretical knowledge and skills in counselling. They also demonstrate that they have reflected upon their own personal belief system and of relating to others. The journal must contain reflections upon the process (but not containing client details).</p> <p>Personal therapy: Students will be required to provide evidence of having met the criteria.</p> <p>CPD: The portfolio contains approved evidence of 3 hours CPD, previously agreed with the college tutor in the academic year. The tutor confirms that the CPD enable the student to better demonstrate awareness variations in the social and material context in which individuals</p>	
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						function can affect their lives. The CPD should also help the student to demonstrate some understanding of professional ethical and legal issues in relation to counselling practice and develop an awareness of their limits of competence.	
Must all elements of summative assessment be passed to pass the module? If YES, you will need to seek authority for a derogation from the Academic Regulations from Academic Council							Y
Nature of FORMATIVE assessment supporting student learning							
Ongoing monitoring of progress and tutorials with students to discuss this.							
Essential Reading							
Author	Date	Title			Publisher	ISBN	
Casement, P.	1985	On learning from the patient			Tavistock		
Jacobs, M.	2010	Psychodynamic counselling in action			Sage Publications		
McLoughlin, B.	1995	Developing psychodynamic counselling			Sage		
Moodley, R. and Palmer, S. (Eds)	2006	Race, culture and psychotherapy: critical perspectives in multicultural practice			Routledge		
Parry & Birkett	1996	The working alliance. British Journal of Psychotherapy, 12(3): 291-298.			BJP		
Piontelli, A.	1987	'Infant observation from before birth', The International Journal of Psychoanalysis, 68 (4), pp. 453-463.					

Banner Data	
Module Status	
Is this a replacement for an existing module?	N
IF YES - module being replaced	
IF the module is a replacement for an existing module, please list the programme codes and the titles of the programmes affected by the replacement.	
If a replacement, will you want to transfer students to the new module?	N
Module Details	
Effective Start Date	September 2019
Term of Delivery*	H
Donor Teaching	No
Donor Department	No
Partner Organisation, where relevant	N/A
Linked Module, if any	No
External Examiner	Unknown

KIS Data		
Activity	Hours	Overall percentage of total
Scheduled teaching	58	39%
Guided Independent Study	92	61%
Placement / Year Abroad		0%
Total	150	100%

Host Faculty	Faculty of Health, Education & Community Studies
Host Department	Department of Counselling
Programme Code	P13160
Programme Title	Diploma of Higher Education in Psychodynamic Counselling
Module Code	PSYC1083
Module Title	Counselling Work Group
Module Leader	Isabelle Bell
Level	4
Credit	15
Pre-requisites	Level 3
<p>Aims: To assess students' ethical knowledge. It gives them the opportunity to further familiarise themselves with the BACP's Ethical Framework for the Counselling Professions and enables them to review and self-assess their progress.</p> <p>This module is in line with PSRB and cannot be compensated.</p>	
<p>Learning Outcomes: on successful completion of this module a student will be able to:</p>	
1	Recognise and build on their professional and personal experience to facilitate further development of self-understanding, theoretical knowledge and skills in counselling.
2	Reflect upon their own personal belief system and of relating to others.
3	Demonstrate awareness of how variations in the social and material context in which individuals function can affect their lives.
4	Identify ways in which their own experience has affected their view of the world and recognise their potential for change.
5	Demonstrate some understanding of professional ethical and legal issues in relation to counselling practice.
6	Identify ways to establish a counselling relationship and to work effectively within it.
7	Demonstrate knowledge and understanding of the theory of psychoanalysis established by Freud and its importance to psychodynamic counselling practice.
8	Demonstrate awareness of some of the major contributions of psychoanalytic theorists to psychodynamic counselling.
9	Begin to integrate knowledge, skills and self-awareness in their counselling practice.
10	Demonstrate awareness of their limits of competence.
<p>Indicative Content</p>	
<p>1. Ethical Issues in counselling. 2. Record keeping and confidentiality. 3. Gender issues in counselling. 4. Legal issues in counselling.</p>	
<p>Learning and Teaching Activities</p>	

Lectures, self-study supported by structured learning materials.

Assignment 1: Online test.

Assignment 2: Self-assessment report.

Details of Summative Assessment:

Method of assessment	Outcomes assessed	Grading Mode (e.g. pass/fail; %)	Weighting %	Pass Mark	Word Length (if applicable)	Outline Details	Last Item of Assessment
Online Test	5,10	%	50	40	1.5 hours	The online test should also help the student to demonstrate some understanding of professional ethical and legal issues in relation to counselling practice and develop an awareness of their limits of competence. This is a one hour 25 multiple choice questions. Results are immediate and students have three attempts to get the pass mark.	
Self-assessment report	1,2,3,4, 6,7,8,9	%	50	40	1500	Self-assessment report includes a series of questions aimed to reflect on self-development, the use of theory and of group work. Students are encouraged to evaluate their progress.	
Must all elements of summative assessment be passed to pass the module? If YES, you will need to seek authority for a derogation from the Academic Regulations from Academic Council							Y
Nature of FORMATIVE assessment supporting student learning							
Class discussions and tutorials.							

Essential Reading				
Author	Date	Title	Publisher	ISBN
BACP	2018	Ethical framework for the counselling professions	BACP	
Bond, T. and Mitchels, B.	2008	Confidentiality and record keeping in counseling and psychotherapy	SAGE	
Bond, T.	2009	Standards and ethics for counselling in action	SAGE	
Maguire, M.	2004	Men, women, passion and power: gender issues in psychotherapy	Brunner-Routledge	
Mitchels, B. and Bond, T	2011	Legal issues across counseling and psychotherapy settings: a guide to practice	SAGE	
Wheeler, S. (ed)	2006	Difference and diversity in Counseling: contemporary psychodynamic perspectives	Palgrave MacMillian	
Yalom, I. D.	1985	The theory and practice of group psychotherapy	Basic Books	

Banner Data	
Module Status	
Is this a replacement for an existing module?	N
IF YES - module being replaced	
IF the module is a replacement for an existing module, please list the programme codes and the titles of the programmes affected by the replacement.	
If a replacement, will you want to transfer students to the new module?	N
Module Details	
Effective Start Date	September 2019
Term of Delivery*	C
Donor Teaching	No
Donor Department	No
Partner Organisation, where relevant	NESCOT

Linked Module, if any	No
External Examiner	Unknown

KIS Data		
Activity	Hours	Overall percentage of total
Scheduled teaching	28	19%
Guided Independent Study	122	81%
Placement / Year Abroad		0%
Total	150	100%

Course Details (including relevant Programme Code(s) and Title(s) to which the course belongs)

Host Faculty	Faculty of Health, Education & Community Studies
Host Department	Counselling
Programme Code	P13160
Programme Title	Diploma in Psychodynamic Counselling
Course Code	PSYC1084
Course Title	The Development of Self
Course Leader	Sarah Watson
Level	Level 5
Credit	15
Pre-requisites	Level 4

Aims

The purpose of this course is to enable students to build on the material covered in the Year 1 Developmental Psychology course (PSYC1076) by incorporating later theorists. It provides students with a view of the development of the psyche as expounded in “Self Psychology” by Heinz Kohut and others with strong links to Object Relations and Attachment theory. The course introduces material covered in the Psychopathology (PSYC1085).

Learning Outcomes: on successful completion of this course a student will be able to:

1	Critically analyse the complex inter-relationships between individuals and their founding environment
2	Critically reflect on their personal and professional development throughout the life of the course
3	Demonstrate knowledge of psychodynamic theory in relation to counselling practice
4	Critically explore the effective use of regular supervision throughout counselling practice in the context of personal and professional development
5	Discuss analytically the relationship between variations in human growth and development and the origin of psychopathology

Indicative Content

Session	Content
1	The Self – Mollon
2	True/False self of Winnicott & the Persona of Jung
3	Self Psychology (1) – Kohut
4	Self Psychology (2) – Kohut
4	Attunement-Stern
5	Attachment Revisited- Bowlby
6	Individual Tutorials
7	Disorders of the Self – Kohut
8	Residential - Loss and Endings
9	Residential - Loss and Endings
10	Residential - Loss and Endings

This course will be assessed by one item of coursework

Assignment

3000-word essay focusing on the importance of The Development of the Self and what Psychopathologies are likely to develop where there is a deficit of care. The essay must be illustrated

with examples of client material.

Suggested Topics:

- Some aspect of self-psychology for example:

Development of the self
 Disorders of the self
 Key views on the development of the self. The impact of loss and bereavement on the self with links to:

- Freud's Structural and/or Topographical models of the mind
- Attachment theory
- Resistances and defences
- Narcissism
- Anxiety
- Shame
- Envy
- True and False Self and or the Persona.
- Depression

Learning and Teaching Activities

Lectures
 Essay
 Self-study supported by structured learning materials

Learning Time (1 credit = 10 hours)

Scheduled contact hours: Note: include in scheduled time: project supervision, demonstrations, practical classes and workshops, supervised time in studio or workshop, scheduled lab work , fieldwork, external visits.	lectures	21
	seminars	
	supervised practical sessions	
	tutorials	
	formative assessment	
	other scheduled time	
Guided independent study Note: include in guided independent study preparation for scheduled sessions, follow up work, wider reading or practice, revision	Independent coursework	129
	Independent laboratory work	
	other non-scheduled time	
Placements & year abroad	Work placements	
	Work based learning	
	Year abroad	
	Other placement	
Total hours ('Should be equal to credit x 10')		150
Details of Summative Assessment:		

Method of assessment	Outcomes assessed	Grading Mode (e.g. pass/fail; %)	Weighting %	Pass Mark	Word Length (if applicable)	Outline Details	Last Item of Assessment
Essay	1,2,3,4,5, 6,7 and 8	%	100%	40%	3000 words	3000-word essay focusing on the importance of The Development of the Self and what Psychopathologies are likely to develop where there is a deficit of care. The essay must be illustrated with examples of client material.	
Must all elements of summative assessment be passed to pass the course? If YES , you will need to seek authority for a derogation from the Academic Regulations from Academic Council							YES
Nature of FORMATIVE assessment supporting student learning							
Class discussions and tutorials							
Essential Reading							
Author	Date	Title			Publisher	ISBN	
Bowlby	1998	Attachment and loss. Vol.3: Loss			Pimlico.		
Freud	1917	Mourning and Melancholia, Standard Edition 14,			Hogarth		
Jacoby	1996	Shame and The Origins of Self Esteem			Brunner-Routledge		
Klein, J	1987	Our need for others : and its roots in infancy			Routledge.		
Mollon	1993	The fragile self : the structure of narcissistic disturbance			Whurr		
Schore	2003	Affect Regulation and the Repair of The Self.			Norton		
Stern	1984	The interpersonal world of the infant : a view from psychoanalysis and developmental psychology			Karnac.		
Winnicott	1990	The maturational processes and the facilitating environment : studies in the theory of emotional development			Karnac.		

Baker. H and Baker.		Heinz Kohut's Self Psychology – An Overview, <i>American Journal of Psychiatry</i> , 144:1	Baker. H and Baker.	
Holmes	1990	Attachment theory - a secure theoretical base for counselling? <i>Psychodynamic Counselling</i> , 1 (1), pp. 65-78.	Holmes	
Other useful texts				

Banner Data	
Module Status	
Is this a replacement for an existing module?	N
IF YES - module being replaced	
IF the module is a replacement for an existing module, please list the programme codes and the titles of the programmes affected by the replacement.	
If a replacement, will you want to transfer students to the new module?	N
Module Details	
Effective Start Date	September 2019
Term of Delivery*	A
Donor Teaching	No
Donor Department	No

Partner Organisation, where relevant	NESCOT
Linked Module, if any	No
External Examiner	Unknown

KIS Data		
Activity	Hours	Overall percentage of total
Scheduled teaching	28	19%
Guided Independent Study	122	81%
Placement / Year Abroad		0%
Total	150	100%

Course Details (including relevant Programme Code(s) and Title(s) to which the course belongs)

Faculty of Health, Education & Community Studies

Counselling

P13160

Diploma in Psychodynamic Counselling

PSYC1085

Psychopathology and its Causes

Sarah Watson

Level 5

15

Level 4

Aims

The purpose of this course is to provide students with knowledge and understanding of the key psychopathologies that develop in individuals and which clients routinely present in the counselling room. Students use their understanding of the unconscious processes that influence their clients. This course provides an important bridging link between theory and practice. The importance of the interrelationship between the impact of nature and nurture is explored with particular emphasis on the damage that can occur when care is not good enough.

Learning Outcomes: on successful completion of this course a student will be able to:

Demonstrate knowledge of psychodynamic theory in relation to counselling practice

Critically explore the effective use of regular supervision throughout counselling practice in the context of personal and professional development

Demonstrate the ability to utilise self-awareness in reflecting upon strengths and weaknesses in his/her practice, and develop ways to improve his/her practice

Discuss analytically the relationship between variations in human growth and development and the origin of psychopathology

Describe and evaluate the process of counselling with particular clients using theoretical concepts e.g. transference and countertransference where appropriate

Demonstrate professional commitment to the continual development of standards of counselling practice grounded in legal, ethical and equal opportunity issues

Demonstrate awareness of the medication used in the treatment of psychological states, side effects and the impact on the therapeutic process.

Demonstrate evidence of the ability to use appropriate research resources.

Indicative Content**Indicative****Scheme of Work**

Session	Content
1	Anxiety – Aspects of Neuroscience
2	Depression - Aspects of Neuroscience
3	Shame
4	Envy
5	Narcissism
6	The Oedipus Complex Revisited
7	Psychosomatic Disorder
8	Suicide & Self Harm
10	Eating disorders

11	Borderline States
12	Defences Revisited
13	Aggression, Destructiveness and its Relation to Creativity
14	Drugs and Alcohol Misuse – Visiting Tutor

This course will be assessed by one item of coursework and in activities that take place in the course PSYC1085

Assignment

3000 word Summative Applied Theoretical essay about a key psychopathology that Students have identified with **one** client which must be illustrated by this client's material.

Learning and Teaching Activities

Lectures
 Essay
 Self-study supported by structured learning materials
 Work placement

Learning Time (1 credit = 10 hours)

Scheduled contact hours: Note: include in scheduled time: project supervision, demonstrations, practical classes and workshops, supervised time in studio or workshop, scheduled lab work , fieldwork, external visits.	lectures	30
	seminars	
	supervised practical sessions	
	tutorials	
	formative assessment	
	other scheduled time	
Guided independent study Note: include in guided independent study preparation for scheduled sessions, follow up work, wider reading or practice, revision	Independent coursework	120
	Independent laboratory work	
	other non-scheduled time	
Placements & year abroad	Work placements	
	Work based learning	
	Year abroad	
	Other placement	
Total hours ('Should be equal to credit x 10')		150

Details of Summative Assessment:

Outcomes assessed	Grading Mode (e.g. pass/fail; %)	Weighting %	Pass Mark	Word Length (if applicable)	Outline Details
1,2,3,4,5, 6,7 and 8	100%	100%	40%	3000 words	Students will produce and essay covering all the learning outcomes in column two

Must all elements of summative assessment be passed to pass the course? If YES , you will need to seek authority for a derogation from the Academic Regulations from Academic Council YES

Nature of FORMATIVE assessment supporting student learning

Class discussions and tutorial

Other useful texts

Author	Date	Title	Publisher	ISBN
Britton. R. et al	1989	The Oedipus Complex today : clinical implications	Karnac	
Gerhardt	2004	Why love matters : how affection shapes a baby's brain	Routledge	
Hinshelwood	1996	A dictionary of Kleinian thought	Free Association	
Jacobs	2017	Psychodynamic counselling in action	SAGE.	
Jacoby	1996	Shame and the origins of self esteem	Brunner-Routledge	
Klein	1997	Envy and gratitude : and other works	Vintage.	
Malan	2004	Individual psychotherapy and the science of psychodynamics.		
Masterson	2010	The search for the real self : unmasking the personality disorders of our age	The Free Press.	Masterson
McDougall	1989	Theatres of the body : a psychoanalytic approach to psychosomatic illness	Free Association	McDougal I
Mollon	1993	The fragile self : the structure of narcissistic disturbance.	Whurr	Mollon
O'Connor	2005	My Oedipus complex and other stories	Penguin	O'Connor
Ogden	2003	The psychology of eating : from healthy to disordered behavior.	Blackwell	Ogden
Rycroft	1968	Anxiety and neurosis	Penguin	Rycroft
Segal	1988	Introduction to the work of Melanie Klein	Karnac	Segal
Stark	2002	<i>Working with resistance</i>	Aronson.	Stark
Symington	1993	<i>Narcissism : a new theory</i>	Karnac	Symington

Module Details	
Effective Start Date	September 2019
Term of Delivery*	B
Donor Teaching	No
Donor Department	No
Partner Organisation, where relevant	NESCOT
Linked Module, if any	No
External Examiner	Unknown

KIS Data		
Activity	Hours	Overall percentage of total
Scheduled teaching	28	19%
Guided Independent Study	122	81%
Placement / Year Abroad		0%
Total	150	100%

Host Faculty	Faculty of Health, Education & Community Studies
Host Department	Department of Counselling
Programme Code	P13160
Programme Title	Diploma of Higher Education in Psychodynamic Counselling
Module Code	PSYC1129
Module Title	Final Client Study
Module Leader	Isabelle Bell
Level	5
Credit	15
Pre-requisites	Level 4

Aims: To provide students with appropriate and more complex role play scenarios. Role play activities provide the students with the opportunity to link the theoretical teaching on some aspect of self-psychology or manifestations of psychopathology to client material and psychodynamic thinking. Students are expected to show an increasing ability to think psychodynamically and demonstrate this in their role plays and discussions.

This module is in line with PSRB and cannot be compensated.

Learning Outcomes: on successful completion of this module a student will be able to:

1	Demonstrate some understanding of professional ethical and legal issues in relation to counselling practice.
2	Demonstrate further developed therapeutic skills through on-going counselling practice
3	Recognise and confront prejudice and discrimination at a personal, professional and societal level
4	Demonstrate awareness of some of the major contributions of psychoanalytic theorists to psychodynamic counselling
5	Begin to integrate knowledge, skills and self-awareness in their counselling practice.
6	Demonstrate awareness of how variations in the social and material context in which individuals function can affect their view of the world and recognise their potential for change
7	Recognise the responsibility to monitor the relationship with the client to ensure their best interests are served in accordance with the Ethical Framework governing the role of counsellor
8	Demonstrate the ability to apply psychodynamic theory to their own practice of counselling.
9	Demonstrate the influence of professional supervision on their practice.
10	Reflect upon their own personal belief system and of relating to others and show awareness of their limits of competence.
11	Recognise their growing understanding of the counselling process in order to promote therapeutic practice.

Indicative Content

The complex role play scenarios to demonstrate to psychodynamic thinking can include content on:

Anxiety Depression Shame and Self -Esteem
 Envy Narcissism
 Psychosomatic Disorder
 Suicide and Self Harm
 Eating Disorders Borderline States
 Addiction

Learning and Teaching Activities

Lectures Essay Log Book CPD
 PDP
 Personal Journal
 College-based supervisor
 Work-based (Agency) supervisor
 Assignment:
 Final Client Study

A Portfolio (formative) must be submitted before handing in this assignment. The portfolio contains elements that are required to meet a stated standard.

Details of Summative Assessment:

Method of assessment	Outcomes assessed	Grading Mode (e.g. pass/fail; %)	Weighting %	Pass Mark	Word Length (if applicable)	Outline Details	Last Item of Assessment
Essay	1-11	%	100	40	3000	<p>Final Client Study (summative) illustrating the client, showing how the counselling work has progressed and how the students' ability has developed over time. 3000 words.</p> <p>The client for the Final Client Study must have attended for a minimum of 20 sessions. You need to demonstrate how your understanding of theory and practice has developed since completing your First client study. The Final client study must be read by the college supervisor.</p>	

Must all elements of summative assessment be passed to pass the module? If YES, you will need to seek authority for a derogation from the Academic Regulations from Academic Council				Y
Nature of FORMATIVE assessment supporting student learning				
Portfolio containing evidence of working with clients at an agency.				
Essential Reading				
Author	Date	Title	Publisher	ISBN
Casement, P.	1985	On learning from the patient	Tavistock	
Cassidy, J. and Shaver, P. R. (eds.)	2018	Handbook of attachment: theory, research, and clinical applications. 3 rd edn.	Guildford Press	
Cozolino, L.	2017	The neuroscience of psychotherapy: healing the social brain	Norton	
Davis, M. and Wallbridge, D.	1981	Boundary and space: an introduction to the work of D. W. Winnicott	Karnac	
Freud, S.		Remembering, repeating and working through, Vol XII	Standard Edition	
Hinshelwood, R. D.	1994	Clinical Klein: from theory to practice	Basic Books	
Jacobs, M.	2010	Psychodynamic counselling in action	Sage Publications	
McLoughlin, B.	1995	Developing psychodynamic counselling	Sage	
Ogden, T. H.	1992	Projective identification and psychotherapeutic technique	Karnac	
Parry & Birkett	1996	The working alliance. British Journal of Psychotherapy, 12(3): 291-298.	BJP	
Peters	1991	The therapist's expectation of the transference. J Anal Psychol. 36(1):77-92.	JAP	
Sandler, J. Dare, C. and Holder, A.	1992	The patient and the analyst: the basis of the psychoanalytic process	Routledge	
Spillius, E. B. (ed)	1988	Melanie Klein today	Routledge	
Strachey	1934	The nature of the therapeutic action of psycho-analysis. J Psychother Pract Res 8(1):66-82	IJPA	

Malan, D. H.	2004	Individual psychotherapy and the science of psychodynamics.	Arnold	
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Banner Data	
Module Status	
Is this a replacement for an existing module?	Y
IF YES - module being replaced	PSY1086
IF the module is a replacement for an existing module, please list the programme codes and the titles of the programmes affected by the replacement.	Due to change in module title
If a replacement, will you want to transfer students to the new module?	N
Module Details	
Effective Start Date	September 2019
Term of Delivery*	H
Donor Teaching	No
Donor Department	No
Partner Organisation, where relevant	N/A
Linked Module, if any	No
External Examiner	Unknown

KIS Data		
Activity	Hours	Overall percentage of total
Scheduled teaching	41	27%
Guided Independent Study	109	73%
Placement / Year Abroad		%
Total	150	100%

Host Faculty	Education and Health
Host Department	Psychology, Social Work & Counselling
Programme Code	P13160
Programme Title	Diploma of Higher Education in Psychodynamic Counselling
Module Code	PSYC1087
Module Title	Preparation for Work
Module Leader	Isabelle Bell
Level	5
Credit	15
Pre-requisites	Level 4
<p>Aims: To assist the students to prepare for work once they have qualified. This course specifically addresses “Diversity and Equality”, ethics and the law in the counselling context. The course also prepares students for the setting up and management of their practice as a business venture.</p> <p>This module is in line with PSRB and cannot be compensated.</p>	
<p>Learning Outcomes: on successful completion of this module a student will be able to:</p>	
1	Awareness of the nature of prejudice and oppression.
2	Demonstrate the ability to consider appropriate referrals with the support of supervision.
3	With the support of supervision carry out assessments in order to identify the most appropriate form of therapeutic intervention for particular clients.
4	Demonstrate awareness of diversity and the rights and responsibilities of all clients, regardless of their gender, culture, class, ability, sexuality, religion and belief.
5	Reflect upon self-awareness, maturity and stability.
6	Evaluate the professional and personal impact of counselling activities on the counsellor, including being clear whose interests are being served.
7	Demonstrate ability to make use of and reflect upon life experience.
8	Demonstrate professional commitment to the continual development of standards of counselling practice grounded in legal, ethical and equal opportunity issues.
9	Ability to cope with intellectual and academic requirements. Capacity to cope with varying emotional demands.
10	Work with difference and diversity as it impacts on the therapeutic relationship or the process of therapy. Be aware of the potential power imbalance in the therapeutic relationship.
11	Training in assessment procedures consistent with the rationale and philosophy of the course. This must include the important elements of a risk assessment strategy informed by evidence based practice and relevant research.
<p>Indicative Content</p>	
<p>1. Legal and Ethical issues in Counselling</p> <p>2. Private Practice & Employment</p>	

3. Equality & Diversity
4. Difference – gender
5. Difference – sexuality
6. Difference – race and ethnicity
7. Difference – older clients
8. Assessment of Clients in Counselling
9. Time limited Counselling

Learning and Teaching Activities

Lectures and self-study supported by structured learning materials.

Assignment Part A: Online test.

Assignment Part B: Individual presentation.

Details of Summative Assessment:

Method of assessment	Outcomes assessed	Grading Mode (e.g. pass/fail; %)	Weighting %	Pass Mark	Word Length (if applicable)	Outline Details	Last Item of Assessment
Online test	1,4,8,10	%	50	100	N/A	The student must show a good understanding of the BACP's Ethical Framework for the Counselling Professions and the law, with examples of how it impacts work in the counselling room.	
Presentation	2,3,5,6,7,9,11	%	50	40	N/A	Individual presentation on an aspect of difference and diversity.	

Must all elements of summative assessment be passed to pass the module? If YES, you will need to seek authority for a derogation from the Academic Regulations from Academic Council

Y

Nature of FORMATIVE assessment supporting student learning

Lectures and class discussion.

Essential Reading

Author	Date	Title	Publisher	ISBN
Jacobs, M.	2010	Psychodynamic counselling in action	Sage Publications	

Sandler, J. Dare, C. and Holder, A.	1992	The patient and the analyst: the basis of the psychoanalytic process	Routledge	
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Banner Data	
Module Status	
Is this a replacement for an existing module?	N
IF YES - module being replaced	
IF the module is a replacement for an existing module, please list the programme codes and the titles of the programmes affected by the replacement.	
If a replacement, will you want to transfer students to the new module?	N
Module Details	
Effective Start Date	September 2019
Term of Delivery*	C
Donor Teaching	No
Donor Department	No
Partner Organisation, where relevant	NESCOT
Linked Module, if any	No
External Examiner	Unknown

KIS Data		
Activity	Hours	Overall percentage of total
Scheduled teaching	20	13%
Guided Independent Study	130	87%
Placement / Year Abroad		%
Total	150	100%

Host Faculty	Education and Health
Host Department	Psychology, Social Work & Counselling
Programme Code	P13160
Programme Title	Diploma of Higher Education in Psychodynamic Counselling
Module Code	PSYC1088
Module Title	Clinical College-Based Supervision
Module Leader	Isabelle Bell
Level	5
Credit	15
Pre-requisites	Level 4

Aims: Supervision is obligatory for all students and all qualified, registered practicing counsellors and psychotherapists. BACP requires that students are supervised by a college based supervisor for at least the 2nd year of study and by the placement supervisor according to the BACP's Ethical Framework for the Counselling Professions. The purpose of this course is to provide a monitoring, teaching and learning opportunity, overseeing the students' counselling of clients. The college based supervisors guide the students as they develop the skills of linking theory to practice when working with a variety of clients.

This module is in line with PSRB and cannot be compensated.

Learning Outcomes: on successful completion of this module a student will be able to:

1	Recognise and build on their professional and personal experience to facilitate further development of self-understanding, theoretical knowledge and skills in counselling.
2	Reflect upon how their own values, beliefs, attitudes and behaviours may impact on the therapeutic process.
3	Identify ways in which their own experience has affected their view of the world and recognise their potential for change Comment upon what impact the client's background may have on their current behaviour/presenting problem.
4	Reflect upon your ability to manage a workload
5	Demonstrate some understanding of professional ethical and legal issues in relation to counselling practice
6	Identify ways to establish a counselling relationship and to work effectively within it
7	Discuss a hypothesis founded on psychodynamic formulation of central themes emerging from initial consultation and determine appropriate therapeutic intervention with the support of supervision.
8	Demonstrate awareness of some of the major contributions of psychoanalytic theorists to psychodynamic counselling
9	Begin to integrate knowledge, skills and self-awareness in their counselling practice and develop critical thinking between theory and practice.
10	Demonstrate some understanding about group dynamics.
11	Demonstrate awareness of their limits of competence.

Indicative Content							
College Based Supervision.							
Learning and Teaching Activities							
Lectures. Self-study supported by structured learning materials . Work placement (practice hours). Supervision – weekly verbal presentation of clients to supervisor.							
Details of Summative Assessment:							
Method of assessment	Outcomes assessed	Grading Mode (e.g. pass/fail; %)	Weighting %	Pass Mark	Word Length (if applicable)	Outline Details	Last Item of Assessment
Weekly supervision	1-11	Pass/fail	N/A	N/A	N/A	Verbal presentation of clinical material (verbatim)	None
Must all elements of summative assessment be passed to pass the module? If YES, you will need to seek authority for a derogation from the Academic Regulations from Academic Council							Y
Nature of FORMATIVE assessment supporting student learning							
Ongoing feedback from supervisor and colleagues.							
Essential Reading							
Author	Date	Title			Publisher	ISBN	
Casement, P.	1985	On learning from the patient			Tavistock		

Banner Data	
Module Status	
Is this a replacement for an existing module?	N
IF YES - module being replaced	
IF the module is a replacement for an existing module, please list the programme codes and the titles of the programmes affected by the replacement.	
If a replacement, will you want to transfer students to the new module?	N
Module Details	
Effective Start Date	September 2019

Term of Delivery*	H
Donor Teaching	No
Donor Department	No
Partner Organisation, where relevant	N/A
Linked Module, if any	No
External Examiner	Unknown

KIS Data		
Activity	Hours	Overall percentage of total
Scheduled teaching	59	39%
Guided Independent Study	91	61%
Placement / Year Abroad		%
Total	150	100%

Host Faculty	Faculty of Health, Education & Community Studies
Host Department	Department of Counselling
Programme Code	P13160
Programme Title	Diploma of Higher Education in Psychodynamic Counselling
Module Code	PSYC1089
Module Title	Further Clinical College-Based Supervision
Module Leader	Jill Lopez, Lisa Reed, Jane Dudley
Level	5
Credit	15
Pre-requisites	Level 4
<p>Aims: To enable students to develop their ability to self-assess their work in supervision and to have the opportunity to explore their views with the college-based supervisor.</p> <p>This module is in line with PSRB and cannot be compensated.</p>	
<p>Learning Outcomes: on successful completion of this module a student will be able to:</p>	
1	Recognise and build on their professional and personal experience to facilitate further development of self-understanding, theoretical knowledge and skills in counselling.
2	Reflect upon how their own values, beliefs, attitudes and behaviours may impact on the therapeutic process. Show awareness of the nature of prejudice and oppression.
3	Identify ways in which their own experience has affected their view of the world and recognise their potential for change.
4	Reflect upon your ability to manage a workload.
5	Demonstrate some understanding of professional ethical and legal issues in relation to counselling practice.
6	Identify ways to establish a counselling relationship and to work effectively within it.
7	Demonstrate knowledge and understanding of the theory of Psychoanalysis established by Freud and its importance to psychodynamic counselling practice.
8	Demonstrate awareness of some of the major contributions of psychoanalytic theorists to psychodynamic counselling.
9	Begin to integrate knowledge, skills and awareness in their counselling practice and develop critical thinking between theory and practice.
10	Demonstrate some understanding about group dynamics.
11	Demonstrate awareness of their limits of competence.
<p>Indicative Content</p>	
Supervision	
<p>Learning and Teaching Activities</p>	
College supervision.	

Self-study supported by structured learning materials.
 Assignment Part A: Self-assessment.
 Assignment Part B: Interview with college based supervisor.

Details of Summative Assessment:

Method of assessment	Outcomes assessed	Grading Mode (e.g. pass/fail; %)	Weighting %	Pass Mark	Word Length (if applicable)	Outline Details	Last Item of Assessment
Part A: Self-assessment	1-11	Pass/fail	N/A	N/A		Self-assessment presented on a course proforma and a second summative self-assessment.	
Part B: Interview with supervisor	1-11	Pass/fail	N/A	N/A		One to one interview with college-based supervisor to discuss self-assessment and college-based supervisor report.	

Must all elements of summative assessment be passed to pass the module? If YES, you will need to seek authority for a derogation from the Academic Regulations from Academic Council Y

Nature of FORMATIVE assessment supporting student learning

Tutorials and ongoing feedback from supervisor.

Essential Reading

Author	Date	Title	Publisher	ISBN
Casement, P.	1985	On learning from the patient	Tavistock	
Jacobs, M.	2010	Psychodynamic counselling in action	Sage Publications	

Banner Data

Module Status

Is this a replacement for an existing module? N

IF YES - module being replaced

IF the module is a replacement for an existing module, please list the programme codes and the titles of the programmes affected by the replacement.

If a replacement, will you want to transfer students to the new module?	N
Module Details	
Effective Start Date	September 2019
Term of Delivery*	H
Donor Teaching	No
Donor Department	No
Partner Organisation, where relevant	NESCOT
Linked Module, if any	No
External Examiner	Unknown

KIS Data		
Activity	Hours	Overall percentage of total
Scheduled teaching	20	13%
Guided Independent Study	130	87%
Placement / Year Abroad		%
Total	150	100%

Course Details (including relevant Programme Code(s) and Title(s) to which the course belongs)	
Host Faculty	Faculty of Health, Education & Community Studies
Host Department	Counselling
Programme Code	P13160
Programme Title	Diploma in Psychodynamic Counselling
Course Code	PSYC1090
Course Title	Work Based Counselling Higher Level
Course Leader	Sarah Watson
Level	5
Credit	15
Pre-requisites	Level 4
Aims	
<p>The purpose of this course is to provide students with the opportunity to practice skills competently in an appropriate and approved work-based counselling agency. They are provided with clients who have been assessed and considered suitable for the student by the Head of Counselling (Appendix 5.3 WB HBK p16). Prior to starting counselling the client, the student presents the client assessment for discussion at the work-based supervision session in order to prepare them for the work. This course extends the links between knowledge and understanding of the psychodynamic theory with clinical concepts to assist the student when counselling clients. Work-based supervision groups must work according to the agencies' standards and the BACP's Ethical Framework for Good Practice in Counselling and psychotherapy.</p>	
Learning Outcomes: on successful completion of this course a student will be able to:	
1	Recognise and build on their professional and personal experience to facilitate further development of self-understanding, theoretical knowledge and skills in counselling
2	Reflect upon their own personal belief system and of relating to others
3	Demonstrate awareness of how variations in the social and material context in which individuals function can affect their lives
4	Identify ways in which their own experience has affected their view of the world and recognise their potential for change
5	Demonstrate some understanding of professional ethical and legal issues in relation to counselling practice
6	Identify ways to establish a counselling relationship and to work effectively within it
7	Demonstrate knowledge and understanding of the theory of Psychoanalysis established by Freud and its importance to psychodynamic counselling practice
8	Demonstrate awareness of some of the major contributions of psychoanalytic theorists to psychodynamic counselling
9	Begin to integrate knowledge, skills and self-awareness in their counselling practice
10	Demonstrate awareness of their limits of competence.
Indicative Content	
Learning and Teaching Activities	
Lectures Self-study supported by structured learning materials (Personal Journal) Work Placement (Log Book) Work Placement (CPD) Individual tutorial (PDP)	

Indicative content							
Work-Based Counselling Supervision							
44 Sessions per annum	client per	Content			Formative Assessment		
Normally Weekly for 1 hour per client		Counselling clients			Bi-weekly presentations in supervision		
College-Based Supervision							
44 Sessions per annum		Content			Assessment		
Normally Weekly for 1 ½ hours		Student presentations of client material			Portfolio (and Viva)		
All elements of the portfolio must be provided and meet the standard set out for Pass in the assessment criteria for the course overall to be achieved.							
Details of Summative Assessment:							
Method of assessment	Outcomes assessed	Grading Mode (e.g. pass/fail; %)	Weighting %	Pass Mark	Word Length (if applicable)	Outline Details	Last Item of Assessment
Portfolio	1,2,3,4,5,6,7,9 and 10	Pass/ Fail	100%	Pass	3000 words (equivalent)	Self-study supported by structured learning materials (Personal Journal) Work Placement (Log Book) Work Placement (CPD) Individual tutorial (PDP)	
Must all elements of summative assessment be passed to pass the course? If YES , you will need to seek authority for a derogation from the Academic Regulations from Academic Council							Yes
Nature of FORMATIVE assessment supporting student learning							
Essential Reading							
Author	Date	Title			Publisher	ISBN	
Casement	1985	On learning from the patient.			Routledge.		

Jacobs	2010	Psychodynamic counselling in action	SAGE	
Jacobs	2006	The presenting Past : the core of psychodynamic counselling and therapy.	Open University Press	
Malan	2004	Individual psychotherapy and the science of psychodynamics.	Arnold.	
Sandler, J. et al	1992	The patient and the analyst : the basis of the psychoanalytic process	Karnac	
Symington	2002	The making of a psychotherapist	Karnac	

Host Faculty	Education and Health
Host Department	Psychology, Social Work & Counselling
Programme Code	P13160
Programme Title	Diploma of Higher Education in Psychodynamic Counselling
Module Code	PSYC1091
Module Title	Further Work Based Counselling Higher Level
Module Leader	Isabelle Bell
Level	5
Credit	15
Pre-requisites	Level 4
<p>Aims: To enable students to practice competently as psychodynamic counsellors, within a variety of settings leading to their eventual qualification. They need to show that they can effectively link theory and practice and report on this effectively to their supervisor.</p> <p>This module is in line with PSRB and cannot be compensated.</p>	
<p>Learning Outcomes: on successful completion of this module a student will be able to:</p>	
1	Recognise and build on their professional and personal experience to facilitate further development of self-understanding, theoretical knowledge and skills in counselling
2	Reflect upon their own personal belief system and of relating to others
3	Demonstrate awareness of how variations in the social and material context in which individual's function can affect their lives
4	Identify ways in which their own experience has affected their view of the world and recognise their potential for change
5	Demonstrate some understanding of professional ethical and legal issues in relation to counselling practice
6	Identify ways to establish a counselling relationship and to work effectively within it
7	Demonstrate knowledge and understanding of the theory of Psychoanalysis established by Freud and its importance to psychodynamic counselling practice
8	Demonstrate awareness of some of the major contributions of psychoanalytic theorists to psychodynamic counselling
9	Begin to integrate knowledge, skills and self-awareness in their counselling practice
10	Demonstrate awareness of their limits of competence.
<p>Indicative Content</p> <p>This course is designed to increase student's understanding of the significance of supervision from a psychodynamic perspective and to develop the student's ability to reflect on their practice of counselling. Students are required to attend agency supervision for 1.5 hours per week over the academic year.</p>	
<p>Learning and Teaching Activities</p> <p>Work placement (agency practice hours and supervision). Self-study supported by structured learning materials. Assessment part A: self-assessment report.</p>	

Assessment part B: work-based agency supervisor's report.

Details of Summative Assessment:

Method of assessment	Outcomes assessed	Grading Mode (e.g. pass/fail; %)	Weighting %	Pass Mark	Word Length (if applicable)	Outline Details	Last Item of Assessment
Part A: self-assessment	1-10	Pass/fail	N/A	N/A		Self-assessment presented on a course proforma.	
Part B: work-based supervisor's report	1-10	Pass/fail	N/A	N/A		One to one interview with work-based supervisor to discuss self-assessment and college based supervisor report.	

Must all elements of summative assessment be passed to pass the module? If YES, you will need to seek authority for a derogation from the Academic Regulations from Academic Council

Y

Nature of FORMATIVE assessment supporting student learning

Tutorials and ongoing feedback from supervisor.

Essential Reading

Author	Date	Title	Publisher	ISBN
Casement, P.	1985	On learning from the patient	Tavistock	

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Module Status

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IF the module is a replacement for an existing module, please list the programme codes and the titles of the programmes affected by the replacement.

If a replacement, will you want to transfer students to the new module?

N

Module Details

Effective Start Date

September 2019

Term of Delivery*

H

Donor Teaching	No
Donor Department	No
Partner Organisation, where relevant	NESCOT
Linked Module, if any	No
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