




**North East Surrey College of Technology (NESCOT)**

**Diploma of Higher Education (DipHE)**

**PSYCHODYNAMIC COUNSELLING**

## Programme specification

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| <b>1. Awarding Institution</b><br> UNIVERSITY<br>of<br>GREENWICH   | <b>2. Teaching Institution</b><br>NESCOLT | <b>3. School/Department</b> | <b>4. UCAS Code:</b>  |
| <b>5. Final Award</b>   | <b>6. Programme Title</b>                 |                             | <b>7. Accredited by:</b>                                    |
| Diploma Higher Education  | Psychodynamic Counselling                 |                             | British Association for<br>Counselling and<br>Psychotherapy |
| <b>8. Quality Assurance Agency (QAA) Benchmarking Group(s)</b><br><br><i>Benchmarking statements for the subject you are studying define what a student is expected to learn from studying that subject. They are defined by academic staff in the field and provided to students and universities by the Quality Assurance Agency (QAA). Benchmarking statements are explained and described on the Agency's website at: <a href="http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp">http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp</a></i><br><br>The benchmarking statements referenced in the development of this programme are; <ul style="list-style-type: none"> <li>• QAA Counselling and Psychotherapy Benchmark Statement January 2013</li> <li>• Foundation Degree Qualification Benchmarks May 2010</li> </ul>   |   |                             |   |
| <b>9. Entry Requirements</b>  |   |                             |   |
| Level 3 in Counselling  |   |                             |   |
| <b>10. Educational Aims of the Programme and Potential Career Destinations of Graduates [Maximum 150 words]:</b>  |   |                             |   |
| <p>The aim of the Diploma in Psychodynamic Counselling is to enable you 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 you 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 a graduate of the programme you 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.</p> |   |                             |   |

**11. 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.

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| <p><b>11. The programme provides opportunities for you to achieve the following outcomes:</b></p> <p><i>These are related to the benchmarking statements for the subject you are studying, described under 8 above.</i></p>   | <p><b>The following teaching, learning and assessment methods are used to enable you to achieve and demonstrate these outcomes:</b></p>  |
| <p><b>A. Knowledge and understanding of:</b> →</p>  | <p><b>A. Teaching and learning methods:</b></p>  |
| <ul style="list-style-type: none"> <li>• The extensive classical, historical, current, cultural, ethical technical &amp; professional aspects of Psychodynamic Counselling &amp; Psychoanalytic theory. (Dip HE/Cert HE)</li> <li>• The main theories and their differences to inform knowledge (Dip HE/Cert HE)</li> <li>• Clinical concepts and their application (Dip HE/Cert HE)</li> <li>• The social and economic aspects of Psychodynamic Counselling &amp; Psychoanalytic theory. (Dip HE/Cert HE)</li> <li>• The contextualisation of psychodynamic counselling. (Dip HE/Cert HE)</li> </ul> | <p>Students will be engaged in illustrated lectures supported by cases studies. They will be encouraged to conduct their own research regarding the historical, cultural, ethical and professional aspect of the psychodynamic theory. They will also engage in group debate or individual presentation.</p> <p><b>A. Assessment methods:</b></p> <p>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)</p> |

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| <b>B. Intellectual skills:</b>  | <b>B. Teaching and learning methods:</b>   |
| <ul style="list-style-type: none"> <li>• Identify the link between theory, counselling practice and client material. (Dip HE/Cert HE)</li> <li>• Identify and evaluate the link between theory, counselling practice and client material. (Dip HE)</li> <li>• Relate appropriate theories to aid analysis of client material. (Dip HE/Cert HE)</li> <li>• Critically analyse theory with a view to making appropriate analyses of clients' material. (Dip HE)</li> <li>• Examine unconscious processes &amp; reflect on client material in order to identify underlying &amp; hidden meanings in client work. (Dip HE/Cert HE)</li> <li>• Recognise the importance of feelings. (Dip HE/Cert HE)</li> <li>• Reflect on and show academic ability and personal growth and development. (Dip HE/Cert HE)</li> <li>• 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)</li> </ul> | <p>Students will be invited to engage in clinical discussion following theoretical seminars and sometimes will be asked to do an individual or group presentation. Whilst undertaking group activity they will put into practice their psychodynamic thinking. Students will attend college based supervision which is designed to promote psychodynamic thinking and ethical knowledge and conduct. In their counselling placement, they will be able to use their theoretical knowledge to support their practice.</p> |
|   | <b>B. Assessment methods:</b>  |
|   | <p>Assessment methods include self and supervisors reports or assessment and reflective writing</p>  |

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| <b>C. Subject practical skills:</b>   | <b>C. Teaching and learning methods:</b>   |
| <ul style="list-style-type: none"> <li>• Provide counselling appropriately to clients in an approved placement agency (Dip HE)</li> <li>• Negotiate client contracts (Dip HE/Cert HE)</li> <li>• Manage the counselling process             <ol style="list-style-type: none"> <li>1. Begin work with a client (Dip HE/Cert HE)</li> <li>2. Maintain the work and handle client crises. (Dip HE)</li> <li>3. End the counselling appropriately (Dip HE)</li> </ol> </li> <li>• Manage client crises in the counselling room (Dip HE)</li> <li>• Write academic essays, statements &amp; client reports in a professional manner (Dip HE/Cert HE)</li> <li>• Produce and use effectively in supervision verbatim client session notes (Dip HE)</li> <li>• Manage own academic development (Dip HE/Cert HE)</li> <li>• Prepare for running a private practice (Dip HE)</li> </ul> | <ul style="list-style-type: none"> <li>• Group activity, termly group tutorials in prep. for essays (Dip HE/Cert HE)</li> <li>• Additional essay training by Tutors &amp; LRC (Dip HE/Cert HE)</li> <li>• making effective use of clinical supervision to inform their own work and improve their practice (Dip HE)</li> </ul><br><b>C. Assessment methods:</b> <p>Formative &amp; summative assessments of clinical work by college-based and agency supervisors (Dip HE)</p> |

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| <b>D. Transferable/key skills:</b>   | <b>D. Teaching and learning methods:</b>  |
| <ul style="list-style-type: none"> <li>• Analyse complex ideas and feelings to develop deep understanding of client and own material (Dip HE/Cert HE)</li> <li>• Extend analytic ability to all life's experiences (Dip HE/Cert HE)</li> <li>• Contain thoughts and feelings (Dip HE/Cert HE)</li> <li>• Be aware of personal limitations &amp; their impact on self &amp; others (Dip HE/Cert HE)</li> <li>• Work independently and with others (Dip HE/Cert HE)</li> <li>• Reflect upon group processes (Dip HE/Cert HE)</li> <li>• Demonstrate understanding &amp; empathy about all aspects of Equal Opportunities &amp; difference (Dip HE/Cert HE)</li> <li>• Realistically evaluate own ability, achievements and understanding &amp; identify areas needing development (Dip HE/Cert HE)</li> <li>• Use digital technology to communicate efficiently and enable personal research (Dip HE/Cert HE)</li> </ul> | <p>Group work, assessed course work, presentation of work in supervision and its use it to inform future work and personal development (Dip HE/Cert HE)</p> <b>D. Assessment methods:</b><br>Essays, presentations, role plays, suitability of behaviour & contributions in all course activities (Dip HE/Cert HE) reflective writing |

| <b>E. Graduate Attributes:</b> →  | <b>E. Teaching and learning methods:</b>   |
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| <p><b>1 Scholarship and Autonomy</b></p> <p>On graduating, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Have an informed understanding of their discipline or professional practice, and the ability to question its principles, practices and boundaries</li> <li>2. Think independently, analytically and creatively, and engage imaginatively with new areas of investigation</li> <li>3. Appreciate disciplines and forms of professional practice beyond their own, and draw connections between them</li> <li>4. Are intellectually curious, responsive to challenges, and demonstrate initiative and resilience</li> </ol> <p><b>2 Creativity and enterprise</b></p> <p>On graduating, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Recognise and create opportunities, and respond effectively to unfamiliar or unprecedented situations or problems</li> <li>2. Generate new ideas and develop creative solutions or syntheses</li> <li>3. Communicate clearly and effectively, in a range of forms, taking account of different audiences</li> <li>4. Make use of familiar and emerging information &amp; communication technologies</li> <li>5. Seize and shape the opportunities open to them on leaving university</li> </ol> <p><b>3 Cross-cultural and International Awareness</b></p> <p>Cross—cultural and International Awareness</p> <p>On graduating, students should be able to:</p> <ol style="list-style-type: none"> <li>1. Engage effectively in groups whose members are from diverse backgrounds</li> <li>2. Appreciate the importance of behaving sustainably</li> <li>3. Move fluently between different cultural, social and political contexts</li> <li>4. Value the ability to communicate in more than one language</li> </ol> | <p>Students will attend lectures and seminars and will engage in group work and experiential group. These learning methods aid to focus on the development of self or “autonomy” by respecting differences and the need to self-actualise or to reach one’s potential.</p> <p>The skill of reflecting is paramount to counselling and tends to promote students’ creativity. Reflecting writing forms an integral part the teaching and learning methods used on the programme.</p> <p>In order to secure a counselling placement, students are given special training combining lectures and role play simulating an interview situation. Students are challenged when told to adopt a business mind and to conduct some market research to enable them to find a suitable placement. They are also encouraged to develop an entrepreneurial attitude in order to open their own private practice.</p> <p>Therapy and experiential group promote the exploration of interpersonal relationships and the management of conflicts. Great emphasis is also put on the need to respect differences. Students need to demonstrate that they strive to adhere to the BACP’s Ethical Framework for Good Practice in counselling and Psychotherapy, which stipulates the need to acknowledge diversity relating to gender, age, ethnicity, culture, ability, religion, spirituality and sexuality (2009).</p> |
|   | <p><b>E. Assessment methods:</b></p> <p><b>Essays, presentations, self and supervisors reports</b></p>   |



| 12. Programme Structure: Levels, Courses and Credits  |  | Awards, Credits and Progression of Learning Outcomes |
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| <p><b>Level 4</b></p> <p><b>Year 1</b></p> <p><b>Term 1</b></p> <p><b>Core courses</b></p> <p>PC1.1 Developmental Psychology<br/> PC1.2 The Theory and Practice of Counselling<br/> WB1.7 Work-Based Counselling</p> <p><b>Term 2</b></p> <p><b>Core courses</b></p> <p>Clinical Concepts<br/> PC1.4 Applied Clinical Concepts<br/> PC1.5 Theoretical Presentations<br/> WB1.7 Work Based Counselling</p> <p><b>Term 3</b></p> <p><b>Core courses</b></p> <p>PC1.3<br/> PC1.6 Clinical Case Study<br/> WB1.8 Counselling Work Group</p> | <p><b>Certificate of Higher Education in Psychodynamic Counselling</b></p> <p>120 credits at level 4</p>                         |  |
| <p><b>Level 5</b></p> <p><b>Year 2</b></p> <p><b>Term 1</b></p> <p><b>Core courses</b></p> <p>PC2.1 The Development of Self<br/> PC2.2 Psychopathology and its Causes<br/> PC2.3 Theory and Practice of Counselling<br/> PC2.5 Clinical College-Based Supervision<br/> PC2.6 Further Clinical College-Based Supervision<br/> WB2.7 Work-Based Counselling Higher Level<br/> WB2.8 Further Work-Based Counselling Higher Level</p>   | <p><b>Diploma of Higher Education in Psychodynamic Counselling</b></p> <p>120 credits at level 4<br/> 120 credits at level 5</p> |  |

| Term 2   | Term 3  |
|--|---|
| <b>Core courses</b>                              | <b>Core courses</b>                               |
| PC2.2 Psychopathology and its Causes             | →   |
| PC2.3 Theory and Practice of Counselling         | →   |
| PC2.5 Clinical College-Based Supervision         | →   |
| PC2.6 Further Clinical College-Based Supervision | →   |
| WB2.7 Work-Based Counselling Higher Level        | PC2.4 Preparation for work                        |
|  | WB2.8 Further Work-Based Counselling Higher Level |

