

## Programme Specification

1	<b>Awarding body</b>	University of London				
2	<b>Teaching Institution</b>	<b>Birkbeck College</b>				
3	<b>Programme Title(s)</b>	<b>Cert HE Psychodynamic Counselling</b>				
4	<b>Programme Code(s)</b>	UCHPSCSL_C				
5	<b>UCAS code</b>	N/A				
6	<b>Home Department</b>	Psychosocial Studies				
7	<b>Exit Award(s)</b>	N/A				
8	<b>Duration of Study (number of years)</b>	2				
9	<b>Mode of Study</b>	FT		PT	<b>x</b>	DL
10	<b>Level of Award (FHEQ)</b>	4				
11	<b>Other teaching depts or</b>	N/A				
12	<b>Professional, Statutory Regulatory Body(PSRB) details</b>	N/A				
13	<b><a href="#">QAA Benchmark Statement</a></b>	N/A				

14	<b>Programme Rationale &amp; Aims</b>
	<p>The rationale for the programme:</p> <ol style="list-style-type: none"> <li>1. to provide a progression route primarily for the two clinical Masters programmes in the department, but also to the newly developed B.A in Psychosocial Studies and Principles of Psychodynamic Counselling</li> <li>2. the programme also functions as a free-standing course teaching counselling and counselling skills for those interested in becoming counsellors without a full clinical training (e.g. to work as “befrienders” or offering counselling related work in a voluntary or public agency), or interested in learning counselling skills to apply to their existing work</li> </ol> <p>Programme aims:</p> <ol style="list-style-type: none"> <li>1. To teach the basic aspects of psychodynamic theory</li> <li>2. To teach the basic elements of counselling skills from a psychodynamic perspective</li> <li>3. To provide a coherent context for understanding and practicing psychodynamic counselling by introducing students to concepts and ideas from psychosocial studies and organizational dynamics</li> <li>4. To develop the personal qualities required for psychodynamic counselling, notably self-reflection and the capacity to learn by experience</li> </ol>

15	<b>Entry Criteria</b>
	<p>There are no formal entry criteria. In their application form applicants need to show an understanding of and interest in psychodynamic counselling. Relevant work experience is particularly important, especially for applicants without formal academic qualifications.</p>

	Applicants who can successfully demonstrate that their prior learning covers the main elements of the syllabus of Year one, may be considered by the departmental admissions tutors for direct entry to Year 2 of the programme under the college’s APL Policy.
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<b>16</b>	<b>Learning Outcomes</b>
	<p>By the end of the programme, students:</p> <ol style="list-style-type: none"> <li>1. will have an understanding of the basic elements of psychodynamic theory sufficient to enable them to link the theory to their counselling skills</li> <li>2. will have developed the capacity for listening with an “analytic attitude” (the capacity to listen in such a way as to understand the client’s experience, and in particular their unconscious communications)</li> <li>3. will have developed a beginning capacity to express their understanding of the client’s experience and their unconscious communications</li> <li>4. will have developed the capacity for self-reflection sufficient for understanding the client’s experience and unconscious communications</li> <li>5. will have an understanding of the basic elements of the professional, institutional and social context of counselling.</li> </ol>

<b>17</b>	<b>Learning, teaching and assessment methods</b>
	<p>Learning is through academic study of theoretical ideas and texts, experiential learning through exercises for developing self-knowledge, and learning of skills necessary for understanding the client’s experience and starting to develop ways of working therapeutically.</p> <p>Teaching is through a mix of more formal academic teaching (lectures and seminars), skills teaching (through focused skills based exercises), and experiential learning (through class exercises designed to foster self-knowledge and self-reflection).</p> <p>Assessment is by written essays, designed to test academic knowledge, and the development of counselling skills and self-knowledge (e.g. by describing the learning achieved in skills-based exercises, and through the use of examples recorded in a “learning journal”).</p>

<b>18</b>	<b>Programme Description</b>
	<p>The Higher Education Certificate in Psychodynamic Counselling is a two year, part time programme which teaches the basic theoretical ideas and practical listening skills needed to work in a counselling or therapeutic setting. The programme consists of four modules, which focus on the development of the capacity for self-reflection, on how the inner and outer worlds relate to each other, how psychodynamic theory informs practice, and how social and organizational dynamics and factors affect the professional context in which counselling takes place. The programme can be taken as a progression route onto the accredited clinical trainings (MSc in Psychodynamic Counselling and Psychotherapy, MSc in Psychodynamic Counselling and Psychotherapy with Children and Adolescents) for those with the appropriate academic and professional qualifications, or onto the B.A in Psychosocial Studies and Principles of</p>

	Psychodynamic Counselling within the Department of Psychosocial Studies. The programme can also be taken as a course of study in its own right, suitable for those wishing to employ psychodynamic skills in a counselling or therapeutic setting (e.g. in a public or voluntary agency), or to inform and enrich their existing work. There are no formal entry criteria, but relevant work and life experience would be considered important.
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19	<b>Programme Structure</b>			
<b>Part Time programme</b>				
<b>Year 1</b>				
Level	Module Code	Module Title	Credits	Status*
4	SSPA107S4	Listening, self-reflection and the counselling setting	30	compulsory
4	SSPA106S4	Inner and outer worlds: psychoanalytic and psychosocial understandings	30	compulsory
<b>Year 2</b>				
Level	Module Code	Module Title	Credits	Status*
4	SSPA108S4	Psychoanalytic theory and practice	30	compulsory
4	SSPA109S4	Psychodynamic counselling in a psychosocial framework	30	compulsory

**Status\***

*CORE* – Module must be taken and passed by student; *COMPULSORY* – Module must be taken, mark can be reviewed at sub-exam board; *OPTIONAL* – Student can choose to take this module

20	<b>Regulations</b>
	<ul style="list-style-type: none"> <li>• <b>Admissions</b> This programme adheres to the College Admissions Policy: <a href="http://www.bbk.ac.uk/registry/policies/documents/admissions-policy.pdf">http://www.bbk.ac.uk/registry/policies/documents/admissions-policy.pdf</a></li>   <li>Applicants who can successfully demonstrate that their prior learning covers the main elements of the syllabus of Year one, may be considered by the departmental admissions tutors for direct entry to Year 2 of the programme under the college's Accredited Prior Learning Policy (see below).</li>   <li>• <b>Credit Transfer</b> Accredited Prior Learning will be considered in line with the College Policy on Accredited Prior Learning <a href="http://www.bbk.ac.uk/registry/policies/documents/accreditation-prior-learning.pdf">http://www.bbk.ac.uk/registry/policies/documents/accreditation-prior-learning.pdf</a></li>   <li>• <b>Programme Regulations</b> This programme adheres to the College Common Awards Scheme <a href="http://www.bbk.ac.uk/registry/policies/regulations">http://www.bbk.ac.uk/registry/policies/regulations</a></li>   <li>• <b>Programme Specific Regulations (or not applicable)</b> N/A</li> </ul>

21	<b>Student Attendance Framework – in brief</b>	
	<p>The full version of the ‘Student Attendance Framework’ is available <a href="http://www.bbk.ac.uk/mybirkbeck/services/rules/Attendance-Framework.pdf">http://www.bbk.ac.uk/mybirkbeck/services/rules/Attendance-Framework.pdf</a> .</p> <p><b>Principle</b>          Consistent and regular student attendance in class (or equivalent) promotes and affords student success. Inconsistent and irregular attendance is less likely to result in student success and is consistent with lower marks and degree classifications being achieved and awarded.</p> <p><b>Attendance expectation</b>          Birkbeck, University of London expects you to consistently attend all timetabled sessions, including lectures, seminars, group and individual tutorials, learning support sessions, workshops, laboratories, field trips, inductions and demonstrations.</p> <p><b>E-Registers</b>          All Birkbeck students are issued with student cards. Students are expected to take them to classes and to assessment venues and to present them to a member of staff if requested. This is for the purpose of identifying Birkbeck students.</p>	
22	<b>Student Support and Guidance</b>	
	<p>All Birkbeck students have access to a range of student support services, details can be found on our website here: <a href="http://www.bbk.ac.uk/mybirkbeck/services/facilities">http://www.bbk.ac.uk/mybirkbeck/services/facilities</a></p>	
23	<b>Methods of Enhancing Quality and Standards</b>	
	<p>The College has rigorous procedures in place for the monitoring and enhancing its educational provision. This includes regular monitoring of programmes drawing on feedback from various sources including external examiner's reports, student feedback, student achievement and progression data. In addition, departments are reviewed every four to five years through the internal review process that includes external input.</p> <p>For more information please see the Academic Standards and Quality website <a href="http://www.bbk.ac.uk/registry/about-us/operations-and-quality">http://www.bbk.ac.uk/registry/about-us/operations-and-quality</a> .</p>	
24	<b>Programme Director</b>	Clea McEnergy-West
25	<b>Start Date (term/year)</b>	Autumn term 2018/19
26	<b>Date approved by TQEC</b>	4 Jan 2018 (by Chair's Action)
27	<b>Date approved by Academic Board</b>	Spring 2018
28	<b>Date(s) updated/amended</b>	6 July 2020 (for 2020/21)