Programme Specification
Undergraduate Programmes

<table>
<thead>
<tr>
<th>Awarding Body/Institution</th>
<th>University of London</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Institution</td>
<td>Goldsmiths, University of London</td>
</tr>
<tr>
<td>Name of Final Award and Programme Title</td>
<td>Graduate Certificate in Humanistic and Psychodynamic Counselling</td>
</tr>
<tr>
<td>Name of Interim Award(s)</td>
<td>N/A</td>
</tr>
<tr>
<td>Duration of Study/Period of Registration</td>
<td>1 year part-time</td>
</tr>
<tr>
<td>UCAS Code(s)</td>
<td>N/A</td>
</tr>
<tr>
<td>QAA Benchmark Group</td>
<td>Counselling and Psychotherapy</td>
</tr>
<tr>
<td>FHEQ Level of Award</td>
<td>Level 6</td>
</tr>
<tr>
<td>Programme Accredited by</td>
<td>Level 6</td>
</tr>
<tr>
<td>Date Programme Specification last updated/approved</td>
<td>May 2016</td>
</tr>
<tr>
<td>Primary Department/Institute</td>
<td>Social, Therapeutic and Community Studies</td>
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</tbody>
</table>

Departments which will also be involved in teaching part of the programme
Not Applicable

Programme overview
The programme combines a wide theoretical coverage of relevant theories, counselling skills training and ethics, facilitating students’ self reflection and personal growth. Teaching methods include lectures, seminars, discussion groups, experiential learning and role play exercises.

It is particularly suitable for those anticipating an application to the university’s MA in Counselling.

Programme entry requirements

Students must be able to demonstrate:

- an undergraduate degree or an equivalent qualification/relevant work experience
- a commitment to counselling as a profession
- an ability to sustain academic study
- the potential to develop those qualities essential to counselling, for example empathy and sense of self

English language requirements IELTS 6.0 (with a minimum of 6.0 in the written test and no individual test lower than 6.0)

Aims of the programme

The Department of Social, Therapeutic and Community Studies is a large, multidisciplinary department whose strengths lie in its teaching, community engagement and links with the local and professional communities it serves. There is a commitment to social justice and to working with the most challenging, disadvantaged and distressed members of our society and, through critically reflexive learning, teaching, practice and research, to empowering communities, students and service users alike.

Many of our undergraduate and postgraduate programmes attract part-time, mature students and students from social groups underrepresented in HE. STACS has a very successful record in Widening Participation, much of which has been developed through our Access Modules, Integrated Degrees and community education provision. However, STACS has now entered a major period of review and transition and is developing a new focus on health, social and community studies.

The values and ideals which form the basis of Community and Youth Work practice are reflected in the
programme structure, teaching methods, assessment processes and arrangements for ensuring quality. The programme aims to raise the competence level of newly qualified and experienced workers, ensuring that graduates can compete in a changing market and enhance their career prospects. The programme successfully recruits mature 'non traditional'/'nonstandard' entry students, including those living in the immediate locality.

These principles are informed by and consistent with those stated by the National Youth Agency and the Joint Negotiating Council for Community and Youth Work Workers, the National Occupational Standards for Youth Work, the Common Core Skills and knowledge for all those who work in children’s and young people’s services and the JNC Framework. All are concerned with Community and Youth Work and the provision of personal and social education in varied settings, including work with young people and their communities.

The overall programme aims are:

To facilitate the training of competent Community and Youth Work professionals who are able to operate successfully in everyday practice and in a variety of settings and organisations by providing training which draws on a wide range of intellectual resources, academic disciplines and teaching methods that address: professional needs; the personal learning aims of the student; and the broad needs of the Community and Youth Work field.

More specifically the aims of the programme are:

1. To deliver a programme that integrates and embeds the values, ethics and codes of practice which underpin Community and Youth Work practice;
2. To promote high levels of skill development, particularly in the areas of group and individual work with adults and young people from a wide range of social, cultural and economic backgrounds;
3. To promote academic and professional rigor by providing opportunities to explore and critically analyse a range of theoretical perspectives, drawing on political and social education appropriate to degree level;
4. To enable the development of knowledge and a range of transferable skills which will contribute to personal, intellectual and career development and can be applied in a wide range of professional occupations in the voluntary, statutory sector and inter- professional organisations;
5. To develop the academic and professional skills and knowledge required by a Community and Youth Worker, including the ability to: facilitate the personal, social and educational development of young people; promote equality and young people’s interests and welfare; work effectively with others, including colleagues and clients; develop organisational and management skills; deliver effective social education programmes; carry out evaluation and research tasks; manage resources, project development and maintain health and safety standards;
6. To develop skills in: IT, numeracy, interpersonal communication, and reflective practice;
7. To enhance understanding of equality and diversity issues and develop the ability to effectively promote equality and social justice using well-developed anti-discriminatory practice skills;
8. To promote professional values which are underpinned by appropriate knowledge, a commitment to empowering others, participatory democracy and collective action;
9. To develop knowledge of relevant legislation and policy and evaluate its impact on communities and young people;
10. To develop the skills necessary for the continued development of professional skills.

What you will be expected to achieve

Students who undertake the programme will:

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Taught by the following modules</th>
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</table>
| A1 | demonstrate knowledge of the differences between, and commonalities of, humanistic and psychodynamic conceptions of human growth and | Theory 1  
Theory 2 |
**How you will learn**

The programme is delivered by means of a variety of teaching methods, including lectures, seminars, discussion groups and role play exercises. There is a strong emphasis on student participation throughout the programme, and the teaching of study skills is incorporated into tutorial support.

**How you will be assessed**

Assessment is continual and is carried out by means of 2 essays of 2,500 words; a reflective journal and a practical skills assessment.

Students must pass all four pieces of work to be awarded the Certificate. 40% constitutes the pass mark.
# Marking Criteria

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
<th>Specific Marking Criteria</th>
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</table>
| 80-100%       | I: First (Exceptional) | Original use of relevant material  
Draws on a wide range of evidence  
Demonstrates ability to evaluate texts critically and advanced understanding of the therapeutic relationship. Well organised, coherent work  
Learning outcomes have been achieved to an outstanding level |
| 70-79%        | I: First (Excellent)    | Original use of relevant material  
Draws on a wide range of evidence  
Demonstrates ability to evaluate texts critically  
Well organised, coherent work  
Learning outcomes have been achieved to an excellent level |
| 60-69%        | iii: Upper Second (Very good) | Demonstrates understanding of texts  
Use of relevant material to answer questions  
Good essay format, with clear presentation  
Sound writing skills  
Learning outcomes have been achieved to a very good level |
| 50-59%        | iii: Lower Second (Good)   | Knowledge of relevant material  
Understands question and attempts to answer it  
Correct grammar and spelling, for the most part  
Reasonably clear expression  
Learning outcomes have been achieved to a good level |
| 40-49%        | III: Third (Pass)        | Addresses the question  
Reasonable level of knowledge and understanding demonstrated  
Coherent with some analysis  
Use of relevant material  
Learning outcomes have been achieved |
| 25-39%        | Fail               | Poor academic skills  
Shows little knowledge of material in question  
Poor writing  
General weaknesses in the organisation of material  
One or more learning outcomes have not been achieved |
| 10-24%        | Bad fail           | Very poor academic skills  
Shows very little to no knowledge of material in question  
Very poor writing  
Substantial generalised weaknesses in the organisation of material  
Majority of learning outcomes have not been achieved |
| 1-9%          | Very bad fail       | A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non valid attempt and module must be re-sat). |
| 0%            | Non submission or plagiarised | A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment |

# How the programme is structured

The programme attracts 60 credits (CATS) at Level 6. Each of the 4 assessments attracts 15 credits. The programme is delivered over a one-year period comprising 26 attendances at University from 1800 to 2100 hours.

Basic Counselling Skills: The module is designed to provide an intensive practice-based training in
counselling skills, building on the theoretical knowledge that is acquired in the Theories modules. Students will practice key skills used in counselling practice through structured exercises, and will develop core listening and other basic skills required for the counselling and therapies professions.

Theory 1: The module will cover the Humanistic tradition for counselling and psychotherapy, including Carl Rogers and Egan’s goal oriented approach. It will also cover existential and Gestalt philosophy and psychotherapy. Students will explore the historical context of the approaches, key theorists and theories within them and their practical implications for practice in the therapy room. Teaching will involve didactic knowledge, class discussion, case studies and experiential learning.

Theory 2: The module will cover the psychodynamic approach to counselling and psychotherapy, including Freud, Klein, Winnicott, Bowlby and other prominent psychoanalytic and psychodynamic theories. Students will explore concepts such as unconscious processes: transference and countertransference, projection and introjection, and defence mechanisms, with their practical implications for practice in the therapy room. Teaching will involve didactic knowledge, class discussion, case studies and experiential learning.

Reflective Practitioner: the module will cover core professional issues in relation to counselling and psychotherapy. This will include issues of diversity, gender and power in the counselling relationship, transcultural counselling, stigma, ethical professional frameworks, supervision, and self care. Students will be encouraged to critically reflect on these issues and to use their own experiences to further their learning experience. Teaching will involve seminars, class discussions and experiential learning.

Academic Year of Study 1

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Status</th>
<th>Term</th>
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<tbody>
<tr>
<td>Basic Counselling Skills</td>
<td>PS51001B</td>
<td>15</td>
<td>6</td>
<td>Core</td>
<td>1-3</td>
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<tr>
<td>Theory 1</td>
<td>PS51002B</td>
<td>15</td>
<td>6</td>
<td>Core</td>
<td>1</td>
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<tr>
<td>Theory 2</td>
<td>PS51003B</td>
<td>15</td>
<td>6</td>
<td>Core</td>
<td>2</td>
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<tr>
<td>Reflective Practitioner</td>
<td>PS51004B</td>
<td>15</td>
<td>6</td>
<td>Core</td>
<td>1-3</td>
</tr>
</tbody>
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Academic support

Students are supported by the allocation of a personal tutor and by taking part in group tutorials designed to enhance study skills.

Programme tutors are responsible for monitoring the performance and progress of their tutees, and for giving feedback on assessed work. The programme tutor also aids students in accessing additional support where necessary – for example, services offered by the Student Support Office, the Students’ Union, the English Language Centre and the Medical Centre.

Links with employers, placement opportunities and career prospects

You’ll develop critical, communication and interpersonal skills, and listening skills. Suitable careers for graduates of this programme include support and welfare work, residential social work, teaching, advocacy and mentoring.

The programme is such that the majority of students who undertake it are already employed in the welfare/care and educational fields. Many undertake the programme to augment their existing skills. However, a number of students each year elect to progress to the university’s MA in Counselling, for which, subject to interview, the programme provides access.
The requirements of a Goldsmiths degree

For further information, please refer to the Regulations for Certificates and Diplomas, which may be found here: http://www.gold.ac.uk/governance/studentregulations/

Programme-specific rules and facts

1. Students must pass all assessed work at 40% or above. Coursework assignments are spread throughout the year of study.
2. The Examination sub-Board meets in June following the official end of the programme.

How teaching quality will be monitored

Goldsmiths employs a number of methods to ensure and enhance the quality of learning and teaching on its programmes.

Programmes and modules must be formally approved against national standards and are monitored throughout the year in departmental staff / student forums and through the completion of module evaluation questionnaires. Every programme also has at least one External Examiner who produces an annual report which comments on the standards of awards and student achievement.

This output is considered with other relevant data in the process of Annual Programme Review, to which all programmes are subject, and which aims to identify both good practice and issues which require resolution.

Every six years all programmes within a department are also subject to a broader periodic review. This aims to ensure that they remain current, that the procedures to maintain the standards of the awards are working effectively and the quality of the learning opportunities and information provided to students and applicants is appropriate.

Detailed information on all of these procedures are published on the webpages of the Quality Office (http://www.gold.ac.uk/quality/).