Programme overview

This programme is for those who wish to qualify and pursue a career as a professional counsellor.

The programme offers a full-time mode of study extending over a minimum of two years and a part-time mode of study extending over a minimum of three years.

It's designed to enable the student to develop as a reflective counselling practitioner with a critical understanding and awareness of the influence of socio-cultural context and power relations.

The curriculum focuses on psychodynamic, psychoanalytic and relational psychoanalytic perspectives.

Through engagement in a range of learning contexts, including lectures, group seminars, therapeutic skills practice workshops, creative workshops, experiential group work, counselling placements, personal therapy, tutorials, independent study and dissertation supervision, students are supported in developing links between personal, clinical and theoretical knowledge.

Although the training is not an ‘accredited’ course of the British Association for Counselling and Psychotherapy (BACP), many students on the programme have chosen to complete the requirements stipulated by the BACP to become individually accredited clinical practitioners.

Programme entry requirements

Criteria for Admission to the Programme

To enter the programme, applicants will:

1. Hold a foundation / certificate level award in counselling (commensurate with Goldsmiths’ Certificate in Humanistic and Psychodynamic Counselling).
2. Hold an honors degree or an equivalent level professional qualification (e.g. social work, nursing, psychiatric nursing, teaching). For applicants who do not hold such awards, Special Entry may be considered at the discretion of the Admissions Tutor.
3. Be required to demonstrate interpersonal and personal capacities to provide a ‘therapeutic’ relationship.
(assessed through application and interview). These capacities include sensitivity, reliability, robustness, willingness to learn from feedback, integrity, psychological self-awareness.
4. Demonstrate the ability to work independently at postgraduate level.
5. Be required to provide a Criminal Records Bureau check
6. be required to have a minimum score of 6.5 in IELTS (including 6.5 in the written element) or equivalent’ where they did not complete their previous University award in the medium of English

Aims of the programme

The aims of the programme are informed by the College’s commitment to widening participation, by the ethos of the Department of Social, Therapeutic and Community Studies (STACS) and by the increasing emphasis in the counselling field on research and evidence based practice.

This programme offers a full-time mode of study extending over a minimum of two years and a part-time mode of study extending over a minimum of three years for those who wish to qualify and pursue a career as a professional counsellor. It is designed to enable the student to develop as a reflective counselling practitioner with a critical understanding and awareness of the influence of socio-cultural context and power relations. The programme framework will enable students to develop and integrate theoretical knowledge, counselling skills and competencies, personal and inter-personal awareness, supervised clinical experience, and a therapeutic attitude which is sensitive to the dynamics of cultural context. The programme curriculum focuses on psychodynamic, psychoanalytic and relational psychoanalytic perspectives.

Programme Aims for MA Counselling:

- Promote knowledge and critical appraisal of key clinical concepts of the psychodynamic counselling approach
- Promote knowledge of psychodynamic concepts which explain human experience and development and relate this to personal experience
- Develop understanding of social and cultural forces and their forms of representation; and critically evaluate how these influence human development and counselling relationship
- Develop understanding of the ways in which psychological distress may manifest in counselling context
- Promote the student’s self-awareness and capacity for reflexivity through reflexive practice and counselling competencies workshops, experiential group and personal counselling.
- To produce reflective, competent, informed, ethical counselling practitioners who are able to work in a range of contexts
- To promote advanced knowledge of, and critical engagement with existing research in the counselling / psychotherapy field
- To promote knowledge of research methodologies and practices, and their application to the appraisal of clinical practices
- To promote advanced knowledge and understanding of reflexive counselling practice, with particular emphasis on subjectivity, ethics and social responsibility
- To promote understanding of the debates in the philosophy of science and social sciences, about claims to forms of ‘knowledge’ and ‘evidence’ in relation to counselling/psychotherapy
- To provide a programme of study that supports graduates eligibility to apply through the individual route for professional accreditation with the British Association of Counselling (BACP), on completion of the relevant number of supervised clinical hours. Accreditation is at the discretion of BACP, not Goldsmiths.

- Promote the student’s self-awareness through reflexive practice workshops, case management, experiential group and personal counselling.
- Develop students’ clinical practice and experience through the undertaking of 100 hours on clinical placement.
What you will be expected to achieve

Students who exit the programme with a Postgraduate Certificate in Counselling will be able to:

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Taught by the following modules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1</strong></td>
<td>demonstrate a detailed knowledge and understanding of a range of psychodynamic theory</td>
</tr>
<tr>
<td></td>
<td>Counselling Skills and Competencies, Psychodynamic Theories, Applied Psychoanalysis, Advanced Theory, Clinical Placement</td>
</tr>
<tr>
<td><strong>A2</strong></td>
<td>demonstrate a detailed knowledge and understanding of the major clinical concepts of the psychodynamic counselling tradition – for example, of transference, counter-transference, and interpretation</td>
</tr>
<tr>
<td></td>
<td>Counselling Skills and Competencies, Psychodynamic Theories, Applied Psychoanalysis, Advanced Theory, Clinical Placement</td>
</tr>
<tr>
<td><strong>A3</strong></td>
<td>demonstrate a detailed knowledge and understanding of the ethical and ‘boundary’ issues informing competent counselling practice</td>
</tr>
<tr>
<td></td>
<td>Counselling Skills and Competencies, Psychodynamic Theories, Reflective Practitioner, Advanced Theory, Clinical Placement</td>
</tr>
<tr>
<td><strong>A4</strong></td>
<td>demonstrate a detailed knowledge and understanding of issues of ‘diversity and difference’ and how they impact on counselling practice</td>
</tr>
<tr>
<td></td>
<td>Counselling Skills and Competencies, Psychodynamic Theories, Reflective Practitioner, Applied Psychoanalysis, Advanced Theory, Clinical Placement</td>
</tr>
<tr>
<td><strong>A5</strong></td>
<td>demonstrate a detailed knowledge and understanding of the principles underlying quantitative and qualitative research strategies and the strengths and weaknesses of such strategies</td>
</tr>
<tr>
<td></td>
<td>Counselling Skills and Competencies, Psychodynamic Theories, Reflective Practitioner, Research Methods</td>
</tr>
<tr>
<td><strong>A6</strong></td>
<td>demonstrate a detailed knowledge and understanding of reflexive knowledge and understanding of reflexive counselling practice</td>
</tr>
<tr>
<td></td>
<td>Counselling Skills and Competencies, Psychodynamic Theories, Reflective Practitioner, Applied Psychoanalysis, Advanced Theory, Clinical Placement</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognitive and Thinking Skills</th>
<th>Taught by the following modules</th>
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</thead>
<tbody>
<tr>
<td><strong>B1</strong></td>
<td>communicate ideas by use of a coherent and structured mode of communication</td>
</tr>
<tr>
<td></td>
<td>Counselling Skills and Competencies, Psychodynamic Theories, Reflective Practitioner, Applied Psychoanalysis, Advanced Theory, Clinical Placement, Research Methods</td>
</tr>
<tr>
<td><strong>B2</strong></td>
<td>report and critically compare different and sometimes conflicting arguments</td>
</tr>
<tr>
<td></td>
<td>Counselling Skills and Competencies, Psychodynamic Theories, Reflective Practitioner, Applied Psychoanalysis, Advanced Theory, Clinical Placement, Research Methods</td>
</tr>
<tr>
<td><strong>B3</strong></td>
<td>exercise a capacity for independent judgement</td>
</tr>
<tr>
<td></td>
<td>Counselling Skills and Competencies, Psychodynamic Theories, Reflective Practitioner, Applied Psychoanalysis, Advanced Theory, Clinical Placement, Research Methods</td>
</tr>
<tr>
<td><strong>B4</strong></td>
<td>develop the ability to work independently, with tutorial support</td>
</tr>
<tr>
<td></td>
<td>Psychodynamic Theories, Reflective Practitioner, Applied Psychoanalysis, Advanced Theory, Clinical Placement, Research Methods</td>
</tr>
</tbody>
</table>
### Subject Specific Skills and Professional Behaviours and Attitudes

<table>
<thead>
<tr>
<th>Taught by the following modules</th>
</tr>
</thead>
</table>
| **C1**  

- demonstrate an advanced ability to assess the level of client distress, and respond appropriately |

| **C2**  

- demonstrate an advanced ability to work with the symbolic meanings of communication in the counselling setting |

| **C3**  

- demonstrate an advanced ability to work with transference and counter-transference dynamics |

| **C4**  

- demonstrate an advanced ability to work within a reflexive counselling practice |

### Transferable Skills

<table>
<thead>
<tr>
<th>Taught by the following modules</th>
</tr>
</thead>
</table>
| **D1**  

- critically interpret writing in the counselling field |

| **D2**  

- synthesise complex academic material and develop critical arguments |

| **D3**  

- respond empathically to others’ distress |

| **D4**  

- critically interpret and evaluate research practices in the counselling field |

In addition to the learning outcomes above, students who exit the programme with a Postgraduate Diploma in Counselling will be able to:

### Knowledge and Understanding

<table>
<thead>
<tr>
<th>Taught by the following modules</th>
</tr>
</thead>
</table>
| **A1**  

- demonstrate a detailed knowledge and understanding of ways in which psychoanalysis has informed understandings of contemporary social and cultural issues |

### Cognitive and Thinking Skills

<table>
<thead>
<tr>
<th>Taught by the following modules</th>
</tr>
</thead>
</table>
| **B1**  

- AS ABOVE |

### Subject Specific Skills and Professional Behaviours and Attitudes

<table>
<thead>
<tr>
<th>Taught by the following modules</th>
</tr>
</thead>
</table>
| **C1**  

- demonstrate that a minimum of 100 hours of supervised clinical practice have been undertaken |

| **C2**  

- demonstrate that a minimum of 50 hours of work |
based experience (non-clinical) have been undertaken

<table>
<thead>
<tr>
<th>Transferable Skills</th>
<th>Taught by the following modules</th>
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</thead>
<tbody>
<tr>
<td>D1</td>
<td>demonstrate research and information retrieval skills</td>
</tr>
</tbody>
</table>

In addition to the learning outcomes above, students who successfully complete the full MA programme will demonstrate the following knowledge and skills:

<table>
<thead>
<tr>
<th>Knowledge and Understanding</th>
<th>Taught by the following modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Positivist and anti-positivist research strategies</td>
</tr>
<tr>
<td>A2</td>
<td>Sophisticated critical understanding of relevant philosophy of science arguments</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognitive and Thinking Skills</th>
<th>Taught by the following modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>AS ABOVE</td>
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<table>
<thead>
<tr>
<th>Subject Specific Skills and Professional Behaviours and Attitudes</th>
<th>Taught by the following modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>AS ABOVE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transferable Skills</th>
<th>Taught by the following modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1</td>
<td>Construct a research-based dissertation, comprising theoretical and / or empirical research</td>
</tr>
<tr>
<td>D2</td>
<td>demonstrate advanced research and information retrieval skills</td>
</tr>
</tbody>
</table>

**How you will learn**

The programme is delivered through a range of teaching methods including:
- Interactive lectures – including audio / visual aids, film, arts, music
- Workshops, including role-play, participative learning and use of creative / arts materials for experiential exercises,
- Student-led presentations
- Private study of pre-set teaching session reading, and the recommended Module texts and materials
- Clinical Placement, working with ‘real’ clients
- Experiential Group to examine personal and interpersonal issues and to explore group dynamics.
- Group tutorials focusing on planning and preparing for assessments

There is a strong encouragement of student participation throughout the programme.

Students are encouraged to take responsibility for their learning through ongoing self, peer and tutor feedback systems, and through formative and summative assessments.

**How you will be assessed**

Assessment methods are diverse to respond to diversity in learning styles and to allow students to evidence a range of capabilities and forms of ‘knowledge’.

To maximise the student’s potential and to facilitate a diversity of learning styles, a variety of teaching, learning and assessment methods are employed on the programme. These include interactive lectures, seminars, group tutorials, counselling skills training, student-led individual and group presentations,
reflective practice groups, counselling placements, experiential group, and independent study.

**Marking criteria**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Descriptor</th>
<th>Specific Marking Criteria</th>
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</table>
| 80-100% | Distinction (Outstanding/Exceptional) | Represents the overall achievement of the appropriate learning outcomes to an outstanding and exceptionally accomplished level. The work is exceptional and outstanding in terms of:  
- theories, materials, range of evidences and information  
- Synthesis of ideas, arguments and information across the work  
- Unique and highly original perspectives conveyed  
- Critical thinking.  
- Presentation and writing style. |
| 70-79% | Distinction | Represents the overall achievement of the appropriate learning outcomes to an excellent level.  
- Excellent coverage of the topic with wide range of materials and sources of evidences. Goes beyond those that were considered on the module.  
- The work evidences some originality in addressing the topic and the assessment brief.  
- There is clear evidence of ownership of materials and argument, with a clear narrator voice. Level of integration of arguments and synthesis of materials and ideas is clearly evidenced across the work.  
- Work reveals a critical understanding of the topic and its implications. Evidence of sophisticated comprehension of materials and ideas for the level of study.  
- Presentation is excellent (i.e well structured, strong narrative flow, meets academic literacy requirements to high standard, accurate and wide ranging referencing) |
| 60-69% | Merit | Represents the overall achievement of the appropriate learning outcomes to a good level.  
- Topic is covered very well with relevant theories/material.  
- The work addresses the assessment brief very well.  
- Arguments are clear, coherent and accurate.  
- Evidence of in depth understanding of the topic, with good links between arguments and evidences.  
- Evidence of critical evaluation of materials and arguments.  
- Presentation is clear (i.e. well structured, organised, narrative flow, meets academic literacy requirements to good standard and referencing is completed accurately and systematically on the whole) |
| 50-59% | Pass | Represents the overall achievement of the appropriate learning outcomes.  
- The topic is covered sufficiently with relevant theories and material.  
- The work addresses the topic and assessment brief. |
Arguments are clear and accurate but do not evidence in depth understanding or synthesis of information and knowledge. There is critical consideration, but this is not fully integrated into the core arguments. Presentation meets fundamental masters level academic requirements. The work may however require improvements (e.g. to flow of text, structure, systematic academic referencing).

<table>
<thead>
<tr>
<th>30-49%</th>
<th>Fail</th>
<th>40-49%</th>
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Represents a failure to achieve the appropriate learning outcomes. The work includes some relevant material and an attempt to cover the topic, however some/all of the following apply:
- Insufficient coverage of relevant material
- Work does not meet the assessment brief
- Arguments are not well structured or coherent
- Lack of comprehension of materials / concepts / ideas
- Lack of evidence of critical thinking (work is too descriptive)
- Lack of evidence of appropriate presentation (including structure, organisation of materials, academic literacy requirements, systematic academic referencing)

39% and below:
Represents a significant overall failure to achieve the appropriate learning outcomes. The work does not include relevant material in relation to the specific topic, the work does not meet the assessment brief, arguments are not relevant / not coherently structured, lack of comprehension of materials / concepts / ideas, presentation and masters level academic literacy standards are not met.

<table>
<thead>
<tr>
<th>10-29%</th>
<th>Bad fail</th>
<th>Represents a significant overall failure to achieve the appropriate learning outcomes</th>
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</thead>
<tbody>
<tr>
<td>1-9%</td>
<td>Very bad fail</td>
<td>A submission that does not even attempt to address the specified learning outcomes.</td>
</tr>
<tr>
<td>0%</td>
<td>Non submission or plagiarised</td>
<td>A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.</td>
</tr>
</tbody>
</table>

**How the programme is structured**

The programme is taken over two years (full time) or three years (part-time).

**Full-Time Mode of Study:** students undertake five designated core modules in year 1 and three designated core modules in year 2 (see below).

Progression to Second Year of MA:

Part-time students must pass all first year core modules (CO71004A, CO71001A, CO71008A) in order to progress into year 2.

Full-time students must pass all first year core modules including CO71005A - ‘Applied Psychoanalysis’ and CO71006A - ‘Research Methods’ modules, in order to progress into year 2.

Part- and Full-time Student must have an ‘agreed placement’ in writing by the end of the first year, ready to start at the latest by week 2 of second year. Students who do not begin seeing clients by week 2 of the second year will be reviewed and will usually be required to temporarily interrupt until the following academic year.

Students may secure and begin clinical placement during their first year in preparation for the clinical placement course in the second year if all placement agreement forms have been signed and agreed by the programme. However students formally register for the second year clinical placement course only on successful completion and progression from the first year.

Progression Requirements to Enter the Dissertation Module:
- Full-time Pathway - Full-Time Students must pass all first year modules including CO71005A - ‘Applied Psychoanalysis’ and CO71006A - ‘Research Methods’, in order to progress into year 2.

<table>
<thead>
<tr>
<th>Academic Year of Study 1 - FULL TIME MODE OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Title</td>
</tr>
<tr>
<td>Counsellor Competencies and Attitudes</td>
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<tr>
<td>Psychodynamic Theories</td>
</tr>
<tr>
<td>Reflective Practitioner</td>
</tr>
<tr>
<td>Applied Psychoanalysis</td>
</tr>
<tr>
<td>Research Methods</td>
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</table>

<table>
<thead>
<tr>
<th>Academic Year of Study 2 - FULL TIME MODE OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Title</td>
</tr>
<tr>
<td>Advanced Theory</td>
</tr>
<tr>
<td>Clinical Placement</td>
</tr>
<tr>
<td>Dissertation</td>
</tr>
</tbody>
</table>

Academic support

Support for learning and wellbeing is provided in number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

Students are allocated a personal tutor and a Senior Tutor in each department has overall responsibility for student progress and welfare. Departments arrange regular communication to students in the form of mailings and meetings as well as regular progress reports and feedback on coursework and assignments. This is in addition to scheduled seminars, tutorials and lectures/workshops.
Personal tutors will invite students to meet in the first two weeks of a new term and regularly throughout the duration of a programme of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This way progress, attendance, essay/coursework/assessment marks can be reviewed and an informed discussion can be about how to strengthen learning and success.

Students are sent information about learning resources in the Library and on the VLE so that they have access to programme handbooks, programme information and support related information and guidance. Timetables are sent in advance of the start of term so that students can begin to manage their preparation and planning.

Taught sessions and lectures provide overviews of coursework themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Coursework essays build on lectures and seminars so students are encouraged to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

In depth feedback is provided for written assignments and essays via written feedback forms and formative feedback with module tutors/leads is provided to endure that students’ work is on the right track. Feedback comes in many forms and not only as a result of written comments on a marked essay. Students are given feedback on developing projects and practice as they attend workshops and placements.

A peer assisted learning (PAL) scheme is in place so that first year students have the opportunity to link with a second year student who can offer support and their experience on a range of academic related issues. This support is department based so students have a common understanding of subject based knowledge.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is clearly provided on the College Website and as new students join Goldsmiths through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning & teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The Inclusion & Learning Support and Wellbeing Teams maintain case loads of students and provide on-going support.

The Careers Service and the Academic Success Centre provide central support for skills enhancement and run the Gold Award Scheme and other co-curricular activities that can be accredited via the higher education achievement award (HEAR).

**Links with employers, placement opportunities and career prospects**

Indicators of quality, including employment prospects of postgraduates

- Graduates of the programme have been employed in a variety of contexts including NHS, voluntary sector and education.
- Many graduates have applied for and gained individual accreditation as counsellors with the British Association for Counselling and Psychotherapy (BACP).
- Dissertations from the third year, may with staff support be recommended for publication.
- On completion of the MA Counselling, a possible academic progression route for students to consider is to apply for MPhil/PhD study.

The programme aims to develop the following skills within our graduates:
1. Solving Problems – through the development of critical thinking in the theory and practice based elements of the training. The programme allows students to develop the skills and attitude to think reflectively about presenting issues and problems.

2. Business skills – students are supported in developing an approach to working within the professional context and understanding issues of conduct and contextual negotiation. They also experience, through their placements, the types of agencies and realities of working in their field.

3. Interpersonal skills – at the core of curriculum there is an emphasis on relational capabilities to work with a range of people, clients, colleagues, other professionals etc. They also develop skills to manage challenging interpersonal situations.

4. Intrapersonal skills – through the Reflective Practitioner Module, Case Management Seminars and personal therapy students are encouraged to develop self-awareness, and to reflect on their own social/cultural positionings. Students also are encouraged to plan and organize a research dissertation and manage time appropriately in both the academic and clinical context.

5. Communication - graduates would have a highly developed set of communication skills which have been honed through their clinical practice, experiential groups, supervision and presentation of their work in a variety of contexts.

The requirements of a Goldsmiths degree

Master’s Degrees
All Master’s degrees at Goldsmiths have a minimum value of 180 credits. Programmes are comprised of modules which have individual credit values. In order to be eligible for the award of a Master’s degree students must have passed all modules on the programme.

Intermediate Exit Points
Some programmes incorporate intermediate exit points of Postgraduate Certificate and Postgraduate Diploma, which may be awarded on the successful completion of modules to the value of 60 credits or 120 credits respectively. Individual programmes may specify which, if any, combination of modules are required in order to be eligible for the award of these qualifications. The awards are made without classification.

Final Classification
There are four possible categories of final classification for Master’s degrees: Distinction, Merit, Pass and Fail.

In order to be awarded an overall classification of Distinction, students should have obtained:

- a mark of at least 70% (or A grade) for the dissertation/project (or equivalent)
  AND
- EITHER a mark of 70% (or A grade) in at least half of the remaining credits.
  OR an overall weighted average mark (based on credit value) of at least 70%

In order to be awarded an overall classification of Merit, students should have obtained:

- a mark of at least 60% (or B grade) for the dissertation/project (or equivalent)
  AND
- EITHER a mark of 60% (or B grade) in at least half of the remaining credits.
  OR an overall weighted average mark (based on credit value) of at least 60%

Pass: In order to be awarded an overall classification of Pass must have passed all the modules on a programme but not have met the criteria for the award of an overall classification of Merit or Distinction

Fail: If any module on a programme has been failed on more than one occasion the programme will
be failed

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

Programme-specific rules and facts

Personal Therapy hours
Students are required to start personal therapy at the latest by the end of February in year 1. This must then continue without significant interruption until they achieve the other course requirement of 100 clinical placement hours or until the end of year 2, whichever runs longest. This would total a minimum of approx. 60 personal therapy hours but could involve more if the placement hours are running late.

Progression Requirements to Second Year of MA Counselling:

Part-time students must pass all first year core modules (CO71004A, CO71001A, CO71008A) in order to progress into year 2.
Full-time students must pass all first year core modules including CO71005A - ‘Applied Psychoanalysis’ and CO71006A - ‘Research Methods’ modules, in order to progress into year 2.

Progression Requirements to Enter the Dissertation Module:
• Full-time Pathway - Full-Time Students must pass all first year modules including CO71005A - ‘Applied Psychoanalysis’ and CO71006A - ‘Research Methods’, in order to progress into year 2.
• Compensatory awards will be awarded to students who have failed the overall programme but accrued the relevant credits.

A Postgraduate Certificate in Counselling on completion of 90 credits, comprising modules:
• CO71001A Reflective practitioner
• CO71004A Psychodynamic Theories
• CO71008A Counsellor Competencies and Attitudes

A Postgraduate Diploma in Counselling on completion of 180 credits comprising modules
• all the above modules plus
• CO71005A Applied Psychoanalysis
• CO71006A Research Methods
• CO71003A Advanced Theory
• CO71007A Clinical Placement

This award does not qualify students to practice

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/).