

# Graduate Certificate in Humanistic and Psychodynamic Counselling

## Programme Specification

**Awarding Institution:**

University of London (Interim Exit Awards made by Goldsmiths' College)

**Teaching Institution:** Goldsmiths, University of London

**Name of Final Award and Programme Title:**

Graduate Certificate in Humanistic and Psychodynamic Counselling

**Name of Interim Exit Award(s):** Not applicable

**Duration of Programme:** 1 year part-time

**UCAS Code(s):** Not applicable

**HECoS Code(s):** (100495) Counselling

**QAA Benchmark Group:** Counselling and Psychotherapy

**FHEQ Level of Award:** Level 6

**Programme accredited by:** Not applicable

**Date Programme Specification last updated/approved:** May 2023

**Home Department:** Social, Therapeutic and Community Studies

**Department(s) 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 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 programme aims to:

- Introduce students to how humanistic psychology (particularly the work of Carl Rogers, Gestalt therapy, and the goal-oriented approach of Gerard Egan) and psychodynamic theories (particularly the work of Freud, Klein, Winnicott and Bowlby) conceive of the specificity of the therapeutic process and relationship
- Introduce students to the themes of human growth and development
- Provide students with the critical wherewithal to evaluate conflicting accounts of human growth and development and their bearing upon the therapeutic process
- By use of role plays and other methods, develop some of the micro skills requisite to the conduct of a therapeutic relationship
- Introduce students to conceptions of unconscious processes, especially transference/ countertransference phenomena and the defences of projection and introjection
- Critically to engage with issues of diversity in the counselling relationship
- Introduce students to the psychodynamics of 'race' and racism
- Develop students' basic counselling skills, such as creating rapport and evidencing empathy, through experiential learning, role play and other skills exercises
- Promote students' self-reflection
- Provide a supportive learning environment which responds to the needs of people returning to study
- Encourage lifelong learning by means of the acquisition of individual learning styles
- Encourage students to progress to formal counselling training, where appropriate

## **What you will be expected to achieve**

Students who undertake the programme will:

## Knowledge and understanding

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
A1	Demonstrate knowledge of the differences between, and commonalities of, humanistic and psychodynamic conceptions of human growth and development	Theory 1; Theory 2
A2	Demonstrate knowledge of how the humanistic and psychodynamic traditions conceive of the therapeutic process and relationship	Theory 1; Theory 2
A3	Demonstrate knowledge of a range of humanistic and psychodynamic theories	Theory 1; Theory 2
A4	Demonstrate knowledge of unconscious processes such as transference, countertransference and defensive processes (e.g. projection, introjection)	Theory 2
A5	Demonstrate understanding of the arguably 'eurocentric' character of much counselling theory	Reflective Practitioner
A6	Demonstrate understanding of how psychodynamic conceptions can be used to account for racism and racist practices	Reflective Practitioner
A7	Demonstrate understanding of why issues of diversity are so central to the conduct of respectful counselling work	Reflective Practitioner

## Cognitive and thinking skills

<b>Code</b>	<b>Learning outcome</b>	<b>Taught by the following module(s)</b>
B1	Have developed research and information retrieval skills	Basic Counselling Skills; Theory 1; Theory 2; Reflective Practitioner
B2	Synthesise academic material and develop arguments	Basic Counselling Skills; Theory 1; Theory 2; Reflective Practitioner

## Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	Understand that empathy on the part of the counsellor is a necessary condition for the establishment of rapport between counsellor and client	Theory 1; Reflective Practitioner
C2	Demonstrate potential for developing the skills requisite to the conduct of a secure counselling relationship	Basic Counselling Skills; Theory 1; Theory 2; Reflective Practitioner

## Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	Communicate ideas by using a coherent and structured mode of communication	Basic Counselling Skills; Theory 1; Theory 2; Reflective Practitioner

## 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

Mark	Descriptor	Specific Marking Criteria
80-100%	1st: 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

Mark	Descriptor	Specific Marking Criteria
		Learning outcomes have been achieved to an outstanding level
70-79%	1st: 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%	2.1: 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%	2.2: 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%	3rd: 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.

Module Title	Module Code	Credits	Level	Module Status	Term
Basic Counselling Skills	PS61005A	15	6	Compulsory	1-3
Theory 1	PS61006A	15	6	Compulsory	1
Theory 2	PS61007A	15	6	Compulsory	2
Reflective Practitioner	PS61008A	15	6	Compulsory	1-3

## Academic support

Support for learning and wellbeing is provided in a 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.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least three a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year 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 provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/programme handbooks, programme information and support related information and guidance.

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

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students 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 and 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 [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Centre for Academic Language and Literacies](#) works with academic departments to provide bespoke academic literacy sessions. It also offers a programme of academic skills workshops and one-to-one provision for students throughout the year.

## **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 Graduate Certificate**

Graduate Certificates normally have a value of 60 credits. Programmes are composed of individual modules, each of which has its own credit value. If a programme has a part-time pathway, the structure will be set out in the section "How the programme is structured" above. Normally, all modules are at level 6 of the Framework for Higher Education Qualifications.

More detailed information about the structure and requirements of a Goldsmiths degree is provided in the [Goldsmiths Qualifications and Credit Framework](#).

## **Modules**

Modules are defined as:

- "Optional" – which can be chosen from a group of modules



- “Compulsory” – which must be taken as part of the degree

## **Progression**

Where a programme of study extends beyond one calendar year, students may be required to pass specific modules in their first year of study before progressing to the second year. Where this is the case, these requirements will be set out in this Programme Specification.

## **Award of the Certificate**

In order to graduate, students must successfully complete all modules specified for the programme, as set out within the section “How the programme is structured” above.

## **Classification**

Graduate Certificates are awarded without classification.

The above information is intended as a guide, with more detailed information available in the [Goldsmiths Academic Manual](#).

## **Programme-specific rules and facts**

### **General programme costs**

In addition to your tuition fees, you will be responsible for meeting standard costs associated with your study. Find out more information at [gold.ac.uk/programme-costs](http://gold.ac.uk/programme-costs).

### **Specific programme costs**

Not applicable.

## **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 are formally approved against national standards and are monitored throughout the year, such as in departmental committees, a variety of student feedback mechanisms and through the completion of module evaluation questionnaires. Every programme has at least one External Examiner who reviews comments annually on

the standards of awards and student achievement. External Examiner(s) attend Boards of Examiners meetings and submit an annual written report.

Modules, programmes and/or departments are also subject to annual and periodic review internally, as well as periodic external scrutiny.

Quality assurance processes aim to ensure Goldsmiths' academic provision remains 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 these procedures are published on the [Quality Office web pages](#).