

MA 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: MA Counselling

Name of Interim Exit Award(s):

Postgraduate Certificate in Counselling (90 credits)

Postgraduate Diploma in Counselling (180 credits)

Duration of Programme: 2 years full-time or 3 years part-time

UCAS Code(s): Not applicable

HECoS Code(s): (100495) Counselling

QAA Benchmark Group: Not applicable

FHEQ Level of Award: Level 7

Programme accredited by: Not applicable

Date Programme Specification last updated/approved: December 2020

Home Department: Social, Therapeutic and Community Studies

Department(s) which will also be involved in teaching part of the programme:

Not applicable

Programme overview

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

The programme carries 240 credits reflecting 450 face to face teaching hours.

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

This programme provides the training in counselling and psychotherapy necessary to become eligible for British Association for Counselling and Psychotherapy (BACP) individual practitioner accreditation once students have gone onto accrue the necessary additional post qualification supervised clinical hours.

Programme entry requirements

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 honours 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 Disclosure and Barring Service (DBS) check or equivalent Certificate of Conduct for international students.
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 two years and a part-time mode of study extending over 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 for Counselling and Psychotherapy (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:

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	demonstrate a detailed knowledge and understanding of a range of psychodynamic theory	Counselling Skills and Competencies, Psychodynamic Theories, Applied Psychoanalysis, Advanced Theory, Clinical Placement
A2	demonstrate a detailed knowledge and understanding of the major clinical concepts of the psychodynamic counselling tradition – for example, of transference, counter-transference, and interpretation	Counselling Skills and Competencies, Psychodynamic Theories, Applied Psychoanalysis, Advanced Theory, Clinical Placement
A3	demonstrate a detailed knowledge and understanding of the ethical and ‘boundary’ issues informing competent counselling practice	Counselling Skills and Competencies, Psychodynamic Theories, Reflective Practitioner, Advanced Theory, Clinical Placement
A4	demonstrate a detailed knowledge and understanding of issues of ‘diversity and difference’ and how they impact on counselling practice	Counselling Skills and Competencies, Psychodynamic Theories, Reflective Practitioner, Applied Psychoanalysis, Advanced Theory, Clinical Placement
A5	demonstrate a detailed knowledge and understanding of the principles underlying quantitative and qualitative research strategies and the strengths and weaknesses of such strategies	Counselling Skills and Competencies, Psychodynamic Theories, Reflective Practitioner, Research Methods
A6	demonstrate a detailed knowledge and understanding of advanced knowledge and understanding of reflexive counselling practice	Counselling Skills and Competencies, Psychodynamic Theories, Reflective Practitioner, Applied Psychoanalysis, Advanced Theory, Clinical Placement

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	communicate ideas by use of a coherent and structured mode of communication	Counselling Skills and Competencies, Psychodynamic Theories, Reflective

Code	Learning outcome	Taught by the following module(s)
		Practitioner, Applied Psychoanalysis, Advanced Theory, Clinical Placement, Research Methods
B2	report and critically compare different and sometimes conflicting arguments	Counselling Skills and Competencies, Psychodynamic Theories, Reflective Practitioner, Applied Psychoanalysis, Advanced Theory, Clinical Placement, Research Methods
B3	exercise a capacity for independent judgement	Counselling Skills and Competencies, Psychodynamic Theories, Reflective Practitioner, Applied Psychoanalysis, Advanced Theory, Clinical Placement, Research Methods
B4	develop the ability to work independently, with tutorial support	Psychodynamic Theories, Reflective Practitioner, Applied Psychoanalysis, Advanced Theory, Clinical Placement, Research Methods

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	demonstrate an advanced ability to assess the level of client distress, and respond appropriately	Counselling Skills and Competencies, Psychodynamic Theories, Reflective Practitioner, Advanced Theory, Clinical Placement
C2	demonstrate an advanced ability to work with the symbolic meanings of communication in the counselling setting	Counselling Skills and Competencies, Psychodynamic Theories, Reflective Practitioner, Advanced Theory, Clinical Placement
C3	demonstrate an advanced ability to work with transference and counter-transference dynamics	Counselling Skills and Competencies, Psychodynamic Theories, Clinical Placement
C4	demonstrate an advanced ability to work within a reflexive counselling practice	Counselling Skills and Competencies, Psychodynamic Theories, Reflective Practitioner, Applied Psychoanalysis, Advanced Theory, Clinical Placement

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	critically interpret writing in the counselling field	Psychodynamic Theories, Applied Psychoanalysis, Advanced Theory, Clinical Placement, Research Methods
D2	synthesise complex academic material and develop critical arguments	Counselling Skills and Competencies, Psychodynamic Theories, Reflective Practitioner, Applied Psychoanalysis, Advanced Theory, Clinical Placement, Research Methods
D3	respond empathically to others' distress	Counselling Skills and Competencies, Reflective Practitioner, Clinical Placement
D4	critically interpret and evaluate research practices in the counselling field	Counselling Skills and Competencies, Psychodynamic Theories, Applied Psychoanalysis, Advanced Theory, Research Methods

It is important to be aware that this academic award on its own, will not qualify students with enough face to face tutor contact or clinical placement hours to meet the requirements of the professional body, the BACP, should individual accreditation be applied for at a later date.

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

Code	Learning outcome	Taught by the following module(s)
A1	demonstrate a detailed knowledge and understanding of ways in which psychoanalysis has informed understandings of contemporary social and cultural issues	Applied Psychoanalysis

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	As above	As above

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	demonstrate that a minimum of 100 hours of supervised clinical practice have been undertaken	Clinical Placement
C2	demonstrate that a minimum of 50 hours of work based experience (non-clinical) have been undertaken	Clinical Placement

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	demonstrate research and information retrieval skills	Applied Psychoanalysis, Advanced Theory, Research Methods

Full time students who exit year 2 with this award will have achieved the appropriate number of teaching hours to meet the face to face tutor contact requirements of the professional body, the BACP, should individual accreditation be applied for at a later date.

Part time students who exit at the end of year 2 with this award will not have achieved the appropriate number of teaching hours to meet the face to face tutor contact requirements of the professional body, the BACP, should individual accreditation be applied for at a later date. However, part time students who exit at the end of year 3 with this award will have achieved the appropriate number of teaching hours to meet the face to face tutor contact requirements of the professional body, the BACP, should individual accreditation be applied for at a later date.

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

Knowledge and understanding

Code	Learning outcome	Taught by the following module(s)
A1	positivist and anti-positivist research strategies	Dissertation
A2	sophisticated critical understanding of relevant philosophy of science arguments	Dissertation

Cognitive and thinking skills

Code	Learning outcome	Taught by the following module(s)
B1	As above	As above

Subject specific skills and professional behaviours and attitudes

Code	Learning outcome	Taught by the following module(s)
C1	As above	As above

Transferable skills

Code	Learning outcome	Taught by the following module(s)
D1	construct a research-based dissertation, comprising theoretical and / or empirical research	Dissertation
D2	demonstrate advanced research and information retrieval skills	Dissertation

This award will meet the BACP requirements for both teaching and clinical placement hours undertaken during training, should individual accreditation be applied for at a later date. However, graduates would also need to accumulate further post qualification clinical hours to make that application.

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 for Psychodynamic Theories, Research Methods, Applied Psychoanalysis, Advanced Theory and Dissertation

Mark	Descriptor	Specific Marking Criteria
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: <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • 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.

Mark	Descriptor	Specific Marking Criteria
		<ul style="list-style-type: none"> 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	<p>Represents the overall achievement of the appropriate learning outcomes to a good level.</p> <ul style="list-style-type: none"> 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	<p>Represents the overall achievement of the appropriate learning outcomes.</p> <ul style="list-style-type: none"> 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).
30-49%	Fail	<p>40-49%</p> <p>Represents an overall 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:</p> <ul style="list-style-type: none"> Insufficient coverage of relevant material. Work does not meet the assessment brief.

Mark	Descriptor	Specific Marking Criteria
		<ul style="list-style-type: none"> • 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). <p>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.</p>
10-29%	Bad fail	Represents a significant overall failure to achieve the appropriate learning outcomes.
1-9%	Very bad fail	A submission that does not even attempt to address the specified learning outcomes.
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

Marking criteria for Counselling Skills Practicum and Viva

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	<p>Represents the overall achievement of the appropriate learning outcomes to an outstanding and exceptionally accomplished level. There is outstanding and exceptional qualitative evidence of:</p> <ul style="list-style-type: none"> • Key Competence: An open, interested, respectful and empathic attitude • capacity to open, maintain, and close a counselling session appropriately, sensitively, and with regard to timing • a range of therapeutic responses and interventions to facilitate the client's in-depth emotional exploration • capacity to identify and work with transference / unconscious dynamics • awareness of socio-cultural dimensions of practice and their potential relevance to the session

Mark	Descriptor	Specific Marking Criteria
		<ul style="list-style-type: none"> outstanding ability to apply theoretical concepts to practice and to critically evaluate the concepts highly sophisticated ability to critically reflect on clinical practice and the counsellor's limitations
70-79%	Distinction	<p>Represents the overall achievement of the appropriate learning outcomes to an excellent level. There is excellent qualitative evidence of:</p> <ul style="list-style-type: none"> Key Competence: An open, interested, respectful and empathic attitude capacity to open, maintain, and close a counselling session appropriately, sensitively, and with regard to timing a range of therapeutic responses and interventions to facilitate the client's emotional exploration capacity to identify and work with transference / unconscious dynamics awareness of socio-cultural dimensions of practice and their potential relevance to the session sophisticated ability to apply theoretical concepts to practice strong ability to critically reflect on clinical practice and the counsellor's limitations
60-69%	Merit	<p>Represents the overall achievement of the appropriate learning outcomes to a good level. There is good qualitative evidence of:</p> <ul style="list-style-type: none"> Key Competence: An open, interested, respectful and empathic attitude capacity to open, maintain, and close a counselling session appropriately, sensitively, and with regard to timing a range of therapeutic responses and interventions to facilitate the client's emotional exploration capacity to identify transference / unconscious dynamics awareness of socio-cultural dimensions of practice and their potential relevance to the session ability to apply theoretical concepts to practice ability to critically reflect on clinical practice and the counsellor's limitations
50-59%	Pass	<p>Represents the overall achievement of the appropriate learning outcomes. There is satisfactory qualitative evidence of:</p> <ul style="list-style-type: none"> Key Competence: An open, interested, respectful and empathic attitude capacity to open, maintain, and close a counselling session appropriately, sensitively, and with regard to timing

Mark	Descriptor	Specific Marking Criteria
		<ul style="list-style-type: none"> • a range of therapeutic responses and interventions to facilitate the client's emotional exploration • capacity to identify transferential / unconscious dynamics • awareness of socio-cultural dimensions of practice and their potential relevance to the session • ability to apply theoretical concepts to practice • ability to critically reflect on clinical practice and the counsellor's limitations
40-49%	Fail	<p>Represents an overall failure to achieve the appropriate learning outcomes. The assessment of the student's practicum evidences an attempt to address some of the relevant competencies below, but overall these are not qualitatively evidenced to a satisfactory level for competent practice. There is insufficient qualitative evidence of:</p> <ul style="list-style-type: none"> • Key Competence: An open, interested, respectful and empathic attitude <p>There is also insufficient evidence of one or all of the following:</p> <ul style="list-style-type: none"> • capacity to open, maintain, and close a counselling session appropriately, sensitively and with regard to timing • a range of therapeutic responses and interventions to facilitate the client's emotional exploration • capacity to identify transferential / unconscious dynamics • awareness of socio-cultural dimensions of practice and their potential relevance to the session • ability to apply theoretical concepts to practice • ability to critically reflect on clinical practice and the counsellor's limitations
39% and below	Serious fail	<p>Represents a significant overall failure to achieve the appropriate learning outcomes. The assessment of the student's practicum does not provide satisfactory evidence of:</p> <ul style="list-style-type: none"> • Key Competence: An open, interested, respectful and empathic attitude • capacity to open, maintain, and close a counselling session appropriately, sensitively and with regard to timing • a range of therapeutic responses and interventions to facilitate the client's emotional exploration • capacity to identify transferential / unconscious dynamics • awareness of socio-cultural dimensions of practice and their potential relevance to the session

Mark	Descriptor	Specific Marking Criteria
		<ul style="list-style-type: none"> ability to apply theoretical concepts to practice ability to critically reflect on clinical practice and the counsellor's limitations
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

Marking criteria for Reflective Account

Mark	Descriptor	Specific Marking Criteria
80-100%	Distinction (Outstanding/ Exceptional)	<p>Represents the overall achievement of the appropriate learning outcomes to an outstanding and exceptionally accomplished level.</p> <p>The work meets the assessment brief to an outstanding level.</p> <p>The work shows exceptional evidence in the following areas:</p> <ul style="list-style-type: none"> exceptionally sophisticated critical reflections on learning and personal development within the programme context exceptionally sophisticated critical reflections on personal / emotional conflicts and issues; including in-depth analysis of their implications for learning and counselling practice exceptionally sophisticated critical reflections on the student's own socio-cultural positionings and their implications for counselling practice an exceptional narrative of personal experience that has been framed through a highly sophisticated depth and range of conceptual and theoretical perspectives meets masters level academic literacy requirements to an outstanding level
70-79%	Distinction	<p>Represents the overall achievement of the appropriate learning outcomes to an excellent level.</p> <p>The work meets the assessment brief to an excellent standard.</p> <p>The work shows excellent evidence in the following areas:</p> <ul style="list-style-type: none"> in-depth and critical reflections on learning and personal development within the programme context in-depth and critical reflections on personal / emotional conflicts and issues; including sophisticated analysis of their implications for learning and counselling practice in-depth reflections on the student's own socio-cultural positionings and their implications for counselling practice sophisticated discussion and narrative of personal experience framed through conceptual and theoretical perspectives

Mark	Descriptor	Specific Marking Criteria
		<ul style="list-style-type: none"> meets masters level academic literacy requirements to an excellent standard
60-69%	Merit	<p>Represents the overall achievement of the appropriate learning outcomes to a good level. The work meets the assessment brief to a good standard. The work shows evidence in the following areas:</p> <ul style="list-style-type: none"> in-depth and critical reflections on learning and personal development within the programme context in-depth and critical reflections on personal / emotional conflicts and issues; including analysis of their implications for learning and counselling practice in-depth reflections on the student's own socio-cultural positionings and their implications for counselling practice accurate and good use of theoretical concepts to analyse personal experience meets masters level academic literacy requirements to good standard
50-59%	Pass	<p>Represents the overall achievement of the appropriate learning outcomes. The work meets the assessment brief to a satisfactory level. The work shows evidence in the following areas, but this evidence is often descriptive rather than in-depth and analytic:</p> <ul style="list-style-type: none"> reflections on learning and personal development within the programme context reflections on personal / emotional conflicts and issues; but with limited analysis of their implications for learning and counselling practice reflections on the student's own socio-cultural positionings, but with limited analysis of their implications for counselling practice application of theoretical concepts to personal experience meets masters level academic literacy requirements to satisfactory level
40-49%	Fail	<p>Represents an overall failure to achieve the appropriate learning outcomes. The work attempts to address the assessment brief, but not to a satisfactory level. The work shows:</p> <ul style="list-style-type: none"> lack of depth of reflections on learning and personal development within the programme context

Mark	Descriptor	Specific Marking Criteria
		<ul style="list-style-type: none"> • lack of in-depth reflections on personal / emotional conflicts and issues, and their implications for learning and counselling practice • lack of reflection on the student's own socio-cultural positionings and their implications for counselling practice • limited application of theoretical concepts to personal experience • problematics in meeting masters level academic literacy requirements
39% and below	Bad fail	<p>Represents a significant overall failure to achieve the appropriate learning outcomes. The work does not meet the assessment brief and does not evidence:</p> <ul style="list-style-type: none"> • reflections on learning and personal development within the programme context, • reflections on personal / emotional conflicts and issues, and their implications for learning and counselling practice • reflections on the student's own socio-cultural positionings and their implications for counselling practice • application of theoretical concepts to personal experience • meeting masters level academic literacy requirements
0%	Non submission or plagiarised	A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.

Marking criteria for Clinical Presentation in Class – Pass/Fail Only

Mark	Descriptor	Specific Marking Criteria
Pass	Represents an overall satisfactory achievement of the appropriate learning outcomes	<p>Presentation evidences:</p> <ol style="list-style-type: none"> 1. Preparation and planning of material and delivery 2. Content includes: <ul style="list-style-type: none"> • brief client history, • process of referral, • discussion of un/conscious dynamics of the counselling process, • awareness of social/equalities issues in practice, • self-reflection on counsellor limitations and difficulties in the work, • ethical awareness, • consideration of organisational influences. <p>Delivery includes engagement with questions and answers in open / non-defensive manner.</p>

Mark	Descriptor	Specific Marking Criteria
Fail	Represents a significant overall failure to achieve the appropriate learning outcomes.	<p>Presentation is seriously unsatisfactory in the following areas:</p> <ol style="list-style-type: none"> 1. Serious Lack of preparation and planning of material and delivery 2. Content does not address all of the following: <ul style="list-style-type: none"> • brief client history, • process of referral, • discussion of un/conscious dynamics of the counselling process, • awareness of social/equalities issues in practice, • self-reflection on counsellor limitations and difficulties in the work, • ethical awareness, • consideration of organisational influences. <p>Delivery of the presentation does not evidence engagement with questions and answers in open / non-defensive manner.</p>

How the programme is structured

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

Full-time mode

Students undertake five designated compulsory modules in year 1 and three designated compulsory modules in year 2.

Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Counsellor Competencies and Attitudes	CO71008A	30	7	Compulsory	1-3
Psychodynamic Theories	CO71004A	30	7	Compulsory	1-3
Reflective Practitioner	CO71001A	30	7	Compulsory	1-3
Applied Psychoanalysis	CO71005A	15	7	Compulsory	2-3
Research Methods	CO71006A	15	7	Compulsory	1

Academic year of study 2

Please note that for full time students in year 2 the formal classroom teaching ends in June but the third term continues until early September for the purposes of dissertation supervision and accumulating clinical hours.

Module Title	Module Code	Credits	Level	Module Status	Term
Advanced Theory	CO71003A	30	7	Compulsory	1-3
Clinical Placement	CO71007A	30	7	Compulsory	1-3
Dissertation	CO71002A	60	7	Compulsory	1-3

Part-time mode

Students undertake three compulsory modules in year 1, four compulsory modules in year 2, and one compulsory module in year 3.

Academic year of study 1

Module Title	Module Code	Credits	Level	Module Status	Term
Counsellor Competencies and Attitudes	CO71008A	30	7	Compulsory	1-3
Psychodynamic Theories	CO71004A	30	7	Compulsory	1-3
Reflective Practitioner	CO71001A	30	7	Compulsory	1-3

Academic year of study 2

Module Title	Module Code	Credits	Level	Module Status	Term
Applied Psychoanalysis	CO71005A	15	7	Compulsory	2-3
Research Methods	CO71006A	15	7	Compulsory	1
Advanced Theory	CO71003A	30	7	Compulsory	1-3
Clinical Placement	CO71007A	30	7	Compulsory	1-3

Academic year of study 3

Please note that for part time year 3 students the final term ends in early September.

Module Title	Module Code	Credits	Level	Module Status	Term
Dissertation	CO71002A	60	7	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 twice 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 [Academic Skills Centre](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

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) or other professional bodies.
- 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 organise 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

All taught postgraduate degrees have a minimum total value of 180 credits and involve one calendar year of full-time study. Some programmes may extend over more than one calendar year and, when this is the case, they have a higher total credit value. Programmes are composed of individual modules, each of which has its own credit value. Part-time students normally take modules to the value of 90 credits each year. 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 7 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

Some programmes may require students to pass specific modules prior to completion of the dissertation/major project (or equivalent). Additionally, 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 degree

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

Final degree classification is calculated on the basis of a student’s mean average mark (based on credit value) across all modules on the programme.

Masters degrees are awarded with the following classifications:

Distinction – 70%+

Merit – 60-69%

Pass – 50-59%

More detail on the [calculation of the final classification](#) is on our website.

Interim exit awards

Some programmes incorporate interim exit points of Postgraduate Certificate and/or Postgraduate Diploma, which may be awarded on the successful completion of modules to the minimum value of 60 credits or 120 credits respectively. The awards are made without classification.

When these awards are incorporated within the programme, the relevant learning outcomes and module requirements will be set out within the “What you will be expected to achieve” section above.

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.

Specific programme costs

Personal Therapy hours

Full and part time students are required to undertake a minimum of 60 personal therapy hours during the course of the programme (details of when and how this is to be undertaken can be found under Progression below). The cost of personal therapy is to be paid by the student to the therapist. Such cost can vary wildly depending on location, availability and income, but you can expect to pay between £25.00 to £80.00 per therapy session.

Clinical Placement Supervision

There can be a cost to attending certain placements, including a fee for training, supervision or additional supervision costs. These costs can vary. Students are not obliged to attend such placements, but if doing so, they should pay particular attention to the costs involved.

Travel

Students will be attending placements and therapy sessions during the course of their programme. Travel costs are the responsibility of students.

Attendance

Students are expected to attend all sessions prescribed for their programme. Registers are maintained and checked for prescribed sessions delivered by Goldsmiths (e.g. seminars, tutorials etc). Students are required to contact the programme convenor in relation to any absence. The programme convenor will determine if such absences are authorised. Two non-notified or non-authorised absences in a row, or a module or termly base attendance rate falling below 80%, may result in the matter being referred to the Academic Progress Committee, the College's Fitness to Study process or Fitness to Practice process. This applies to both full and part time students. The College reserves the authority to take action in relation to unsatisfactory attendance, up to and including, withdrawal from Goldsmiths.

Progression

Full-time students must pass all first year compulsory modules in order to progress into year 2. It is expected that students will start to look for a Clinical Placement upon successful completion of their year one Practicum in May. They must then have all the relevant Clinical Placement paperwork signed off by the start of year 2, ready to begin actual clinical hours at the latest by week two of the winter term. There will be a review of any students who have not begun to see clients by week two and they may be required to interrupt until the following academic year to catch up with this. Despite these preparations it should be noted that students can only formally register for the second year clinical placement module on successful completion and progression from the first year.

Second year full time students must then pass all second year compulsory modules to gain their MA. This includes successfully accruing 100 clinical placement hours. Failure to do this would lead to a postponement of their graduation date.

Weekly Personal therapy must start at the latest by end of February in year one, and run continuously until the end of year two or when the student has completed their 100 hours of clinical placement, whichever runs longest. Short breaks of a maximum of 3 consecutive weeks are permitted at any one time for personal therapy, as long as a minimum of 60 hours actual hours of therapy are achieved overall.

If you do not successfully complete any module on the programme for any reason, and have to repeat 'in attendance' this will also incur additional fees.

Part-time students must pass all first year compulsory modules in order to progress into year 2. It is expected that students will start to look for a Clinical Placement upon successful completion of their year one Practicum in May. They must then have all the relevant paperwork signed off by the start of year 2, ready to start actual clinical hours at the latest by week two of the winter term. There will be a review of any students who have not begun to see clients by week two and they may be required to interrupt until the following academic year to catch up with this. Despite these preparations it should be noted that students can only formally register for the second year clinical placement module on successful completion and progression from the first year.

Students must then pass all compulsory second year modules except the clinical placement module, to progress to year three. If necessary, the clinical placement module can be carried over to be completed during year three.

Weekly Personal therapy must start at the latest by end of February in year one, and run continuously until the end of year two or when the student has completed their 100 hours of clinical placement, whichever runs longest. Short breaks of a maximum of 3 consecutive weeks are permitted at any one time for personal therapy, as long as a minimum of 60 hours actual hours of therapy are achieved overall.

If you do not successfully complete any module on the programme for any reason, and have to repeat 'in attendance' this will incur additional fees.

Early exit points

Students may exit the programme with either a PG Cert or a PG Dip if they meet the following criteria:

Exit awards will be awarded to students who have failed the overall programme but have accrued the relevant credits, or to those who meet the relevant criteria if they exit the programme early. A Postgraduate Certificate in Counselling on completion of 90 credits, comprising modules:

- CO71001A Reflective practitioner
- CO71004A Psychodynamic Theories
- CO71008A Counsellor Competencies and Attitudes This award does not qualify students to practice

It is important to be aware that this academic award on its own, will not qualify you with enough face to face tutor contact or clinical placement hours to meet the requirements of the professional body, the BACP, if you later apply for individual accreditation with them.

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

Full time students who exit year 2 with this award will have achieved the appropriate number of teaching hours to meet the face to face tutor contact requirements of the professional body, the BACP, should individual accreditation be applied for at a later date.

Part time students who exit at the end of year 2 with this award will not have achieved the appropriate number of teaching hours to meet the face to face tutor contact requirements of our professional body, the BACP, should individual accreditation be applied for at a later date. However, part time students who exit at the end of year 3 with this award will have achieved the appropriate number of teaching hours to meet the face to face tutor contact requirements of the professional body, the BACP, should individual accreditation be applied for at a later date.

In exceptional circumstances it may be necessary to dismiss students from the programme on the grounds of their unsuitability for training and fitness to practice. The grounds for this are as follows:

The student's behaviour:

- is confirmed to be damaging or dangerous to other people who use services, other students or programme providers;
- creates an unacceptable risk to themselves or others.

If this behaviour occurs while on placement the following applies:

- in the case of a student enrolled on a programme of study which leads to an entitlement to practice as a member of a profession, conduct which might call into question his / her suitability to practice that profession.

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](#).