In addition to this Student Handbook, further information is available from

My Birkbeck Student Centre (Ground Floor, Birkbeck Main Building on Malet Street) or electronically from http://www.bbk.ac.uk/mybirkbeck/

There is a particularly useful guide for all Certificate students on My Birkbeck http://www.bbk.ac.uk/mybirkbeck/guides/certificate
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1. WELCOME

Welcome to the Department of Psychosocial Studies at Birkbeck, University of London. We hope you will enjoy your time with us.

The staff responsible for this award are listed below and are always pleased to answer your queries. Our teaching staff are part-time and may be contacted via the Counselling Administrator.

Administration

Administrator: Fatima Hanif Contact for advice about fees, enrolments, application forms, availability of places, change of courses, room bookings, late essay assignment submissions, submission of mitigating circumstances forms and missed deadlines, advice and information on confidential matters, or for general enquiries and information.

When needed, the Administrator will direct your query to the appropriate person.

Fatima Hanif,  
Department of Psychosocial Studies  
School of Social Science, History and Philosophy  
Room GO4, 30 Russell Square  
London, WC1 5DT  
Direct telephone number: 020 7079 0609  
e.mail: f.hanif@bbk.ac.uk  
Department telephone number: 020 3073 8045  
Department of Psychosocial Studies Website: www.bbk.ac.uk/psychosocial

Academic and teaching staff

Programme Manager: Dr Laurence Spurling  
l.spurling@bbk.ac.uk

Sessional Lecturers (course tutors):  
Catherine Bray catherinebray@btinternet.com  
Annie Hoile annhoile@hotmail.com  
Clive Carswell clivecarswell@btinternet.com  
Asuncion Lopez suniasuncion@gmail.com  
Mary Burke mary.burke@nhs.net

Student contact details

It is very important that the college has your correct and up to date contact details. If you change your address/email address/phone number at any point during the course, please update that on your student profile via www.bbk.ac.uk/mybirkbeck.

The course administrator often sends important information via email and may also need to contact you by phone if a class has to be cancelled.
2. GETTING STARTED

Your ID Card

You will need a Birkbeck College ID Card which is used to access the main Birkbeck College Library at Malet Street. You should also carry your card with you at all times when attending classes or visiting Birkbeck.

Once you have enrolled, the weblink: http://www.bbk.ac.uk/mybirkbeck/services/you/cards gives you instructions and the form you need to obtain your Birkbeck College ID Card. Alternatively, you may go in person to the My Birkbeck Helpdesk at the main Birkbeck College building in Malet Street (entrance in Torrington Square), where an advisor will help you get your ID Card.

If you are a student at Stratford, you will need a second ID card so you can use the University of East London (UEL) facilities. The Stratford Learning Support Advisors can help you get this UEL card when you start the course. If there is any problem, contact them on: tel: 020 8223 4218

Computer Log-in

Once you have accepted a place on a Birkbeck course, you will be sent your Birkbeck username and password. This will be sent to the email address you provided when you applied. (If you did not provide details of a personal email account with your application, your Birkbeck username and password will be sent to you by post.)

If there are any problems with your username or password, contact the ITS Helpdesk:

Tel: 020 7631 6543
Email: its@bbk.ac.uk

Note: the Service desk is open during the same hours as the Student centre. If the centre closes early, so does the Service desk. The My Birkbeck site has information about the Student Centre's opening hours.

This weblink is also helpful for any computer questions: www.bbk.ac.uk/mybirkbeck/services/facilities/computing

If you are a student at Stratford, you will need a separate username and password to log onto computers at UEL Library. Your UEL user name will be a lowercase ‘u’ followed by the number that appears on your UEL student card, and the pass word will be your birthdate written like this: dd-mon-yy (e.g. 02-jan-83).
Books etc.
You will need to bring with you on the first day a suitable blank notebook for your learning journal. It is probably easier to keep this separate from any notebook you use for class notes, class exercises and homework notes.

You should have a look at the Book List and if you have time browse a few of these in the Library or in a bookstore, but perhaps wait until you have talked with your tutor before buying anything.

3. EQUALITY STATEMENT

Birkbeck is committed to providing the highest quality academic and working environment where all staff, students, visitors and contractors are welcomed, respected and treated in a consistent and non-discriminatory manner. This approach will be applied irrespective of race, gender, disability, age, sexual orientation, religion/faith, political belief and social status. We underpin this by ensuring our policies, procedures, academic courses, and training and development programmes are consistently applied, monitored regularly and all breaches treated seriously.

4. DISABILITY STATEMENT

At Birkbeck there are students with a wide range of disabilities, specific learning difficulties, medical conditions and mental health conditions. Many of them have benefited from the advice and support provided by the College’s Disability & Dyslexia Service.

The Disability & Dyslexia Service and Mental Health Service

The Disability & Dyslexia Service is located in the Wellbeing Centre G26, on the ground floor of the Malet Street building.

All enquiries should come to the Wellbeing Centre, who will determine the appropriate referral to specialist staff. They can provide advice and support on travel and parking, physical access, the Disabled Students’ Allowance, specialist equipment, personal support, examination arrangements, etc. If you have a disability or dyslexia, we recommend you call us on 0207 631 6316 to book an appointment.

The Disability & Dyslexia Service can help you to complete your Study Support Plan, confirming your support requirements with your School and relevant Departments at the College so they are informed of your needs.

Access at Birkbeck

Birkbeck’s main buildings have wheelchair access, accessible lifts and toilets, our reception desks and teaching venues have induction loops for people with hearing impairments, and we have large print and tactile signage. Accessible parking, lockers, specialist seating in lectures and seminars and portable induction loops can all be arranged by the Disability & Dyslexia Service.
The Disabled Students' Allowance

UK and EU (with migrant worker status) disabled and dyslexia students on undergraduate and postgraduate courses are eligible to apply for the Disabled Students' Allowance (DSA). The DSA provides specialist equipment including computers with assistive technology and training, personal help e.g. note takers, BSL interpreters, specialist tutors for students with dyslexia and mental health mentors and additional travel costs for students who have to use taxis. It provides **thousands of pounds worth of support and** all the evidence shows that students who receive it are more likely to complete their courses successfully. The Disability & Dyslexia Service can provide further information on the DSA and can assist you in applying to Student Finance England for this support.

Support in your Department

Your Department will receive a copy of your Study Support Plan from the Disability and Dyslexia Service. This will make specific recommendations about the support you should receive from the Department.

Whilst we anticipate that this support will be provided by the Programme Director, tutors and Programme Administrator in the Department, they will also have a Disability Lead. If you experience any difficulties or require additional support from the Department then they may also be able to assist you. They may be contacted through the Programme Administrator.

Support in IT Services and Library Services

There is a comprehensive range of specialist equipment for students with disabilities in IT Services. This includes an Assistive Technology Room, which may be booked by disabled students. We have software packages for dyslexic students (e.g. Claroread and Mind view), screen reading and character enhancing software for students with visual impairments available in our computer laboratories, specialist scanning software, large monitors, ergonomic mice and keyboards, specialist orthopaedic chairs, etc. We have an Assistive Technology Officer, who can be contacted via IT Services.

The Library has an Assistive Technology Centre, where there is also a range of specialist equipment, including an electronic magnifier for visually impaired students, as well as specialist orthopaedic chairs and writing slopes. The Disability and Dyslexia Service Office refers all students with disabilities to the Library Access Support service, who provide a comprehensive range of services for students with disabilities and dyslexia.

Examinations and Assessments

Many disabled and dyslexia students can receive support in examination, including additional time, use of a computer, etc. They are often also eligible for extensions of up to two weeks on coursework, which should be requested in writing.

Specific Learning Difficulties (e.g. dyslexia, dyspraxia)

Mature students who experienced problems at school are often unaware that these problems may result from their being dyslexic. Whilst dyslexia cannot be cured, you can learn strategies to make studying significantly easier. If you think you may be dyslexic you
can take an online screening test in the computer laboratories, the instructions for the screening test are available on the Disability Office website. If appropriate, you will be referred to an Educational Psychologist for a dyslexia assessment. Some students can receive assistance in meeting this cost, either from their employer or from Birkbeck.

**Further information**

For further information or to make an appointment to see the Disability & Dyslexia Service, please call the Wellbeing Administrator on 020 7631 6316 or email disability@bbk.ac.uk.

5. **PERSONAL SUPPORT**

Birkbeck subscribes to the Gower Street Practice, located just around the corner from the Malet Street main building at 20 Gower Street. Students living in central London can register with the doctors for full NHS general practitioner services, but other students can also benefit from the facilities. Consultations are free and completely confidential. In addition to normal GP services, the Gower Street Practice offers psychotherapy and cognitive behaviour therapy, and is experienced in helping students. Call the health centre on 020 7636 7628 for further information or visit their website at: [http://www.gowerstreetpractice.org.uk/](http://www.gowerstreetpractice.org.uk/)

There is also a free Counselling Service offered by Birkbeck for students. For details of this visit the counselling service website at:

[http://www.bbk.ac.uk/mybirkbeck/services/facilities/counselling-service](http://www.bbk.ac.uk/mybirkbeck/services/facilities/counselling-service)

6. **SUPPORT FOR YOUR STUDY SKILLS AND ENGLISH LANGUAGE**

The My Birkbeck Student Centre in the Birkbeck Main Building at Malet Street, Bloomsbury, London WC1E 7HX and the My Birkbeck website [http://www.bbk.ac.uk/mybirkbeck/](http://www.bbk.ac.uk/mybirkbeck/) has all the information you need at your fingertips, including our [Get Ahead: Stay Ahead](http://www.bbk.ac.uk/mybirkbeck/services/orientation/get-ready-to-study-at-birkbeck) interactive tutorials designed to help you improve your study skills and succeed on your course, a free summer programme (before you start your course): [http://www.bbk.ac.uk/mybirkbeck/services/orientation/get-ready-to-study-at-birkbeck](http://www.bbk.ac.uk/mybirkbeck/services/orientation/get-ready-to-study-at-birkbeck) and the most up-to-date information about all our student support services.

**Study Skills Support:**

Study skills advice and support are provided by Birkbeck’s Study Skills Support Team. Our aim is to help you develop your personal and/or professional skills and to improve your learning.

We can help students both new to Higher Education and who are returning to study in developing the skills that you need to carry out effective and enjoyable study. This includes help and advice in areas such as academic writing, note taking, managing and planning your time, revision and preparing for exams, advice on IT skills, dealing with
stress.

More information on the service and the learning support available to you can be found on our webpage: http://www.bbk.ac.uk/mybirkbeck/services/facilities/support

**Study skills workshops for Undergraduate students**

We run study skills workshops throughout the year. Priority for spaces is given to first year undergraduate students. Other students may attend subject to spaces being available. Details of the programme can be found on our webpages: http://www.bbk.ac.uk/mybirkbeck/services/facilities/support/workshops

And: http://www.bbk.ac.uk/mybirkbeck/global/workshop_timetable?orgunit=GLOBAL

Feel free to contact the office for further advice and details on how we can support your studies at Birkbeck.

studyskills@bbk.ac.uk 020 3073 8042

<table>
<thead>
<tr>
<th>If you are a student at Stratford</th>
<th>one-to-one support and study skills sessions are available through the Stratford Study Skills staff. See</th>
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<tr>
<td><a href="http://www.bbk.ac.uk/mybirkbeck/services/facilities/support/birkbeck-stratford">http://www.bbk.ac.uk/mybirkbeck/services/facilities/support/birkbeck-stratford</a></td>
<td></td>
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<tr>
<td>or email <a href="mailto:studyskills@bbk.ac.uk">studyskills@bbk.ac.uk</a></td>
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**The Learning Development Tutor – School of Social Sciences, History and Philosophy**

The Learning Development Tutor for the School of Social Sciences, History and Philosophy is Sara Steinke. Sarah provides workshops which run throughout the year on a range of topics, including:

• organisational skills
• time management
• critical reading
• note taking
• essay planning
• writing
• referencing

Sarah also provides workshops on these topics which run throughout the year. Details for these workshops can be found on the My Birkbeck website at http://www.bbk.ac.uk/mybirkbeck/

To contact Sara please call telephone 0207 631 6693. To make an appointment for a 1-to-1 tutorial please log in to Moodle and click on the link to the School of Social Sciences, History and Philosophy module.
7. Computers and Electronic Resources including ‘Moodle’

How to log in: Birkbeck will email to you your ITS username and password once you have accepted a place on a Birkbeck course. They will use the email address you provided when you applied. (If you did not provide details of your personal email account with your application, they will send your login details to you by post.) If there are any problems with this contact the ITS Servicedesk:

Tel: 020 7631 6543

Email: its@bbk.ac.uk

or go in person to the ITS Servicedesk, ground floor, Birkbeck Main Building at Malet Street. Note: the Service desk is open during the same hours as the Student centre. If the centre closes early, so does the Service desk. The My Birkbeck site has information about the Student Centre’s opening hours.

The following weblink is also helpful for any computer questions: http://www.bbk.ac.uk/mybirkbeck/services/facilities/computing.

You can use the computers in the Library and also access the Library’s electronic resources from outside College by using your ITS username and password from any computer. This means for example that you can access the Library Catalogue from home and reserve books to collect later.

If you are a student at Stratford, you will need a separate username and password to log onto computers at UEL Library. Your user name will be a lowercase ‘u’ followed by the number that appears on your UEL student card, and the pass word will be your birth date written like this: dd-mon-yy (e.g. 02-jan-83). Birkbeck Learning Support Advisors are there in the evenings and at weekends to help you with any computer problems, or you can contact them by email:

bbksupport@uel.ac.uk or telephone 020 8223 4218

Photocopying and Networked printing facilities

You have a Photocopy/Print account associated with your username, this can be topped-up by on-line (minimum payment of £5), or using coins in the machines on the first floor of
the library and the fourth Floor by the computer rooms. Alternatively you can top-up with cash at the ITS Helpdesk.

Other facilities

From your MyBirkbeck Profile (www.bbk.ac.uk/mybirkbeck) you can check your timetable, update your contact details and obtain a web-based Birkbeck email address.

Moodle

Lecturers may use Moodle – the course virtual learning environment - to provide course-related on-line resources for you. On enrolment you are automatically given access to your course on Moodle. The Moodle site is located at:

http://moodle.bbk.ac.uk/

This link takes you to the Moodle site where you can log in using your Birkbeck IT Services username and password (for information about obtaining your Birkbeck username and password see Section 2.).

On this Moodle page, click on ‘My Home’ to find a list of the modules on which you are enrolled; then select from the list the course you wish to access:
This will take you into the course Moodle site. Scroll down the page to find and access course resources. Reading resources are located in individual modules. Coursework submission is also done according to the module.

8. Birkbeck College Library Facilities

There are a series of guides especially for Students, which will answer your questions about using the main Birkbeck College Library (at Malet Street) Go to this weblink:

http://www.bbk.ac.uk/lib/about/library-guides

To use the main Library at Malet Street, you need a Birkbeck College ID Card. See Section 2 ‘Getting Started’ for information about how to obtain your ID card.

If you are a student at Stratford, you will need a second card so you can use the UEL facilities. The Stratford Learning Support Adviser will ensure you get this UEL card when you start the course. If there is any problem, contact them on tel: 020 8223 4218 email: bbksupport@uel.ac.uk

Stratford students will use their UEL Student Card to enter the UEL Stratford Library, use all the reference materials and the computers there, and borrow books from the Birkbeck collection (in a special room in the Library). You can also use UEL books for reference. Birkbeck Learning Support Advisors are there in the evenings and at weekends to help you with Library questions, or you can contact them by email: bbksupport@uel.ac.uk or tel. 020 8223 4218.

The College Library provides books, journals, CD-ROMs and networked information services. The Library web site is www.bbk.ac.uk/lib and from here you can access:
- **Library catalogue**
- Over 20,000 full text **electronic journals**
- **Databases** to help you find out what articles have been written about the subject you are researching
- Online **reference books** including dictionaries and encyclopedias
- **Past Exam papers**
- **ePrints** - a full text database of research papers written by Birkbeck staff
- Other useful **web sites** for your subject

**E-library books**

Some books on the reading list are available as e-library books. **To access Birkbeck e-library books from outside college you must set the Athens institutional cookie onto your computer.** You cannot access e-books unless you first set the cookie.

**How to set the Athens Institutional cookie.**

To do this, go onto the Birkbeck library home page at: [www.bbk.ac.uk/lib](http://www.bbk.ac.uk/lib) then click on the ‘eLibrary’ link,

![Birkbeck Library](image)

Then scroll down the page to the Athens Institutional cookie:
ow the instructions to set the ‘Athens Institutional cookie’ - you need only click on the link for the cookie to be set.

Once you have set the Athens Institutional cookie you are ready to use the e-library. If you have problems setting the cookie, click on the link ‘Alternative login’ and try again.

How to find an e-library book:

The following is an example of how to access from outside college the e-library book John McLeod (2013) 5th edit, ‘An Introduction to Counselling’. From main library page (shown below) enter ‘John McLeod An Introduction to Counselling’ in the Library Catalogue search box:

This will take you to details of all copies of the McLeod book held by Birkbeck library. Scroll down the page and look for the most recent edition which is available as an electronic resource – here it is the 2013 5th Edition:
Click on the link to access the e-book.

This will take you to the Athens Authentication page to verify that you are a Birkbeck student and are allowed to access the book. (This is why you need to set the Athens cookie on your computer as described above).

Enter your Birkbeck username and password in the boxes, and submit:

![Welcome to the Birkbeck Library EZproxy login page]

This takes you to the repository for the e-book (a repository is like a virtual library), the repository may be different for different books you wish to access. You may be prompted to read and accept the site ‘Terms and Conditions of Use’ to gain access to some books, if so click on the ‘Accept’ button.

For the McLeod book you are taken to the Ingram site and the e-book:
To read the book on line you can:

A. Click on a menu item to access that item – e.g. ‘section 1’
B. Enter a specific page number in the search box to find that page.
C. Click on the arrows to move on from one page to the next, or to move back to a previous page.
D. Click on the arrows to move on from one chapter to the next, or to move back to a previous chapter.

Your selection will open as a single page adobe pdf document. Scroll down the page to read it. You will then need to select one of the above options to read the next page/s / chapter.

9. STUDENT UNION

Students are automatically members of the Students’ Union. There are no costs associated with being a member. For further information about the students’ Union, please visit their website: www.bbk.ac.uk/su.
10. AIMS

The overall aims of Modules 2, 3, and 4 of the course are:

- to offer an advanced study of counselling and a pre-qualifying course in which students learn in some depth about: the Psychodynamic approaches, Person-Centred, and, CBT;
- to study these three approaches with a view to learning how to apply aspects of theory and practice to various helping relationships whether in formal work roles or informal social or voluntary activities;
- to further the development of the capacities for self-reflection in order to increase self-awareness, enhance personal skills in helping relationships and to support planning for students' own personal education and career development.

11. LEARNING OBJECTIVES

- At the completion of the three Modules students should have developed:
- knowledge of the key aspects of theory and practice in Person-Centred, CBT and Psychodynamic approaches to counselling;
- skills in the helping relationship which are enhanced by understanding of the Person-Centred, CBT and Psychodynamic approaches;
- a variety of skills for self-reflection developed by use of the Learning Journal and by understanding of the Person-Centred and Psychodynamic approaches;
- evidence of self-awareness which is enhanced by the development of skills for self-reflection and counselling skills practice;
- abilities to recognise and work with the impact on the helping relationship of class, race, ethnicity, gender, sexual orientation, and disability;
- a sound basis on which to successfully complete coursework for assessment and gain national accreditation with the Credit Accumulation and Transfer Scheme (CATS);
- a sound preparation for applying to a professionally qualifying counselling course including the use of Personal Development Planning, and including an awareness of the place of research in the profession.

12. COURSE OUTLINE

Below is a list of specific aims for each module, and the topics which will be covered in the various modules. The list is not exhaustive. Tutors may include additional topics and may return to some topics at different times in the year.
Module title (1st term): Psychodynamic Counselling with Counselling Skills

Module code: FFCS102S4

The AIMS of this Module are to:

- provide an understanding of the history and core concepts of the Psychodynamic approach in counselling, including Brief Dynamic Therapy
- develop counselling skills informed by the Psychodynamic approach
- introduce a critical understanding of ethical and professional issues relevant to the practice of Psychodynamic counselling
- develop understanding of how issues of class, race, gender, sexual orientation, disability and age impact on the helping process, with reference to the Psychodynamic approach
- develop self-awareness within the context of the Psychodynamic approach
- provide a brief introduction to Attachment Theory
- provide a framework within which to successfully complete coursework for assessment and gain national accreditation with the Credit Accumulation and Transfer Scheme (CATS)

Topics of Module:

Knowledge and Understanding

- History of the Development of the Psychodynamic Approach
- Core Psychodynamic Concepts: The Unconscious, Transference and Counter-Transference, Defence Mechanisms, Containment, the Oedipus Complex and Object Relations
- Bowlby’s concept of Attachment
- Brief Dynamic Therapy
- The concept of containment

Skills

Further practice in Counselling Skills informed by knowledge of psychodynamic concepts

- Methods of using a journal to develop self-reflection
- Study and essay writing skills, including accurate referencing
- Using the library and professional journals and periodicals
- Managing first meetings: setting boundaries, contracts and assessment

Saturday School Lecture 31 October 2015 lecture by LAURENCE SPURLING

Module title (2nd term): Generic therapeutic competencies (person-centred, psychodynamic and cognitive-behavioural)

Module code: FFCS101S4

The AIMS of Module are to:

- provide an understanding of the Person Centred and CBT approaches in counselling
- develop counselling skills informed by the Person Centred and CBT framework
- develop an understanding of the core concepts of Person Centred and CBT theory
- provide a critical introduction to how issues of class, race, gender, sexual orientation, disability and age impact on the helping process
• develop self-awareness through the use of a learning journal
• introduce a critical understanding of ethical and professional issues relevant to the practice of Person Centred and CBT framework
• provide a framework within which to successfully complete coursework for assessment and gain national accreditation with the Credit Accumulation and Transfer Scheme

Topics of Module:
Knowledge and Understanding:
• History of the development of the Person-Centred and CBT approaches
• The concept of Self-actualisation
• The Core Conditions: Empathy, Congruence, Unconditional Positive Regard
• The concept of a collaborative therapeutic relationship
• The concept of case conceptualisation and formulation
• The nature of cognition

Skills:
• Counselling skills, informed by the Person-centred and CBT framework
• Working with ethical dilemmas
• Further development of methods for self-reflection

Saturday School 5 March 2016 lecture by JEANNIE BRUCE

Module title (3rd term): Group and Organisational Dynamics with Observation and Counselling Skills

Module code: FFCS103S4
The AIMS of Module are to:
• develop understanding of how issues of class, race, gender, sexual orientation, disability and age impact on organisations
• develop an understanding of the process of counselling including differing counselling approaches, in different settings in the community
• provide a brief introduction to Cognitive Behaviour Therapy (CBT)
• develop counselling skills in relation to loss and grief
• develop observational skills as an aid to learning
• develop self-awareness through continued observation and reflection
• provide a framework within which to successfully complete coursework for assessment and gain national accreditation with the Credit Accumulation and Transfer Scheme (CATS)

Topics of Module:
Knowledge and Understanding
(Students’ visits to counselling agencies will provide a focus for most of these topics)

• Introduction to Group and Organisational Dynamics
• Supervision in Counselling
• Confidentiality and the Law
- Record Keeping
- Equality, Diversity and Difference and Multi-Cultural Counselling
- Brief introduction to CBT
- Endings

**Skills**
- Further development of observation and reflection skills through a visit to a counselling agency
- Making a presentation to a group
- Report Writing
- Working with change; action planning
- Working with loss and grief

**Saturday School 7 May 2016 lecture by STEWART BEEVER**

### 13. TEACHING AND LEARNING

- The course takes place over three terms. There are 30 sessions of three hours each, plus three Saturday schools of one morning and one afternoon each term. The Saturday schools include a lecture from an expert guest speaker, as well as work with your group on the speaker’s topic. The weekend course has one weekend session every month including Saturday and Sunday for five hours each, plus three Saturday schools.

- Students should allow 2-4 hours of additional study time per week for their reading and coursework. Additionally, students are expected to make a single visit (probably an hour or two) to an organisation.

- Teaching involves student-centred approaches to learning and includes practical exercises such as role play, lectures, use of visual material, discussions, seminars and oral presentations, observations, individual and group work. Individual tutorials may be arranged for some students at the tutor’s discretion.

> Whilst the course includes these usual teaching methods, because the course is studying personal and emotional experience as understood in counselling theory and practice, the teaching is less about the dissemination of facts and figures and more about developing an understanding of people and relationships, and the ineffable mysteries of the mind. Hence the course will also draw upon the experiences of the students and tutor on the course, and inevitably the learning will have a personal and emotional impact.

### 14. LEARNING JOURNAL

The purpose of the learning journal is to help you develop self-awareness by reflecting on your learning experiences during the course.

Your journal should include:
• a personal record of your thoughts, ideas and feelings on how your knowledge, understanding and skills are developing on the course;
• thoughts on the various concepts and theories you encounter;
• observations about your visits and/or counselling experiences outside the class.

You are recommended to complete a minimum of a page a fortnight. Please bring a suitable blank note-book to the first class and bring the journal into class each week.

The learning journal will not be read or marked by the tutor, but the termly written Reports on your self-observation and self-reflection are marked. These reports are based largely on the learning journal.

15. CLASS ATTENDANCE

It is most important that students attend at least 75% of the classes. Please try not to plan holidays and other absences in term time. Students who miss classes seriously compromise their chances of successfully completing the course and progressing in their counselling studies. Making up for the missed academic aspects of the course may be fairly straightforward with course materials and reading recommendations. However, the emotional, inter-personal and self-development aspects of learning about counselling cannot be learned from books. Experiential learning with active participation in course activities contributes a significant amount to this learning, an opportunity which absent students will lose. This will jeopardize successful completion of assignments.

16. BOOK LIST

There are no specific books or articles which must be read by all students. The reading list includes a range of books which tutors and students have found helpful in covering the topics on the course outline. They will all be in the Birkbeck Library. Tutors will assign reading from them from time to time, and students will find them helpful in understanding theories and skills, and for preparing essays. At a minimum, students have generally bought one person-centred and one psychodynamic text. Several useful books are available on-line as e-books in the Birkbeck Library. Your tutor may have specific recommendations for your group.

Precourse reading


Skills throughout the year
& Stoughton/BACP. e-book


Person-centred theory

Brazier, David (2003), Beyond Carl Rogers, London: Constable & Robinson Ltd


Mearns, D. & Thorne, B. (2007), Person-Centred Counselling in Action, London, Sage

Rogers, Carl (2004), On Becoming A Person, London: Constable & Robinson Ltd


Cognitive Behaviour Theory


Psychodynamic theory


Spurling, L. (2004): Introduction to Psychodynamic Counselling (Basic Texts in Counselling and Psychotherapy), Basingstoke: Palgrave.


17. COURSE WORK ASSIGNMENTS

If you have difficulties with writing essays, please talk with your tutor and consult Birkbeck’s Study Skills Team. Many students in past years have found their help essential in overcoming lack of experience with essay writing.

Each term you will be submitting one piece of coursework consisting of two sections. Please submit your work in one document clearly labelling both sections as mentioned below.

Word Count: Students are required to keep coursework within the specified word limits +/- 10%. If your assignment exceeds the word count by more than 10% your writing beyond this point will not be read or taken into account in assessing your work, and 5 marks will automatically be deducted (i.e. if your final mark is 60% and you have gone over the word count, you will only receive 55%). If the word count for your assignment is 10% or more below the requirement, you might not have fully answered the assignment brief and this could be reflected by a low mark or failing your work.

Report on Self-Observations and Self-Reflections
1000 words each term
The purpose of these three reports is to demonstrate how you have used the learning journal to develop your self-awareness from term to term. (See Section 12 about the Learning Journal)
Each report will form first section of the coursework you submit each term.

Guidelines:
The Reports should include your reflections about:

- The main skills you think you have learnt or consolidated so far this year
- The skills you think you still need to develop and why
- Your participation in the group this term; e.g. your presence and absence, your contributions; (in term 2 and 3) comparisons with previous terms
- Ways you enjoyed learning on the programme this term, when you didn't, and why; (in term 2 and 3) comparisons with previous terms
- Barriers to your own learning and how you have been overcoming them this term; (in term 2 and 3) comparisons with previous terms
- The ways in which your own gender, ethnicity, religion, age, disability, social class, sexual orientation influence your experiences in a helping relationship - offering or receiving help, inside and outside the classroom; development of your thinking about this
- In the last term, you might also reflect on your future plans.
Coursework for module FFCS102S4: Psychodynamic Counselling and Counselling Skills (1st term)

Section 1: Report on Self-Observations and Self-Reflections, 1000 words (see above)

Section 2: Psychodynamic Essay, 3000 words.

Discuss your understanding of the theory and practice of psychodynamic counselling. Demonstrate in particular your understanding of one of the following psychodynamic concepts:

- Transference and counter transference
- Defence mechanisms
- Containment

Illustrate with one example, from your experience, of a personal interaction.

Guidelines:
The purpose of this essay is to illustrate how your understanding of the Psychodynamic approach has contributed to the development of your counselling skills. The essay should include:

- a general introduction to psychodynamic counselling which expresses your understanding of the theoretical framework and of one of the key concepts listed above, using discussion and critique of this particular counselling approach;
- Describe and reflect on one example where you consider the psychodynamic approach successfully aided you in thinking about the interaction.

Coursework for module FFCS101S4: Generic therapeutic competencies (person-centred, psychodynamic and cognitive-behavioural) (2nd term)

Section 1: Report on Self-Observations and Self-Reflections, 1000 words (see above)

Section 2: Counselling Modalities Comparison Essay, 3000 words.

Discuss your understanding of two counselling modalities you have studied on the course so far. Illustrate your understanding with reference to one of the case studies below, comparing and contrasting the two modalities and how you would use each to help the person in the case example you have chosen.

1. Jerome, a twenty-four year old black man of Jamaican descent, presents for counselling. He is thin and drawn and visibly sweating. As he speaks, there is a little eye contact and much hand-wringing on his part. He tells you that he has had nightmares and disrupted sleep for the past month and has lost his appetite. He tells you that he lives alone with his mother following the death of his father one year ago this month. He has two elder sisters that both live in Kingston, Jamaica. His father died suddenly of heart failure without any history of heart disease. His mother has type-two diabetes, high blood pressure and a heart murmur. His
problems began after he and his mother, an evangelical Christian, were watching a
documentary about the gay scene in Soho and his mother exclaimed that if any of
her children told her they were gay, it would “kill” her. She also expressed a wish
that they both return to Jamaica to live, so as to be near her daughters. The
following Sunday, in their local church, Jerome had a panic attack and thought he
was going to die.

2. Amanda is a 32 year old woman who lives alone in a rented flat in London. She has
a full time job as a PA in a busy advertising company and she finds the pressures of
work quite difficult. Her boss can be demanding and terse – telling her what to do
and needing results quickly. She rarely if ever receives praise for jobs well done.

She sees herself as something of a failure. Many of her friends have now set up
home with partners, bought property and have begun having children. She feels
that life is passing her by.

As a teenager she experienced depression following her parents’ divorce. She had
medication at that time and picked up after about 6 months. However her ‘A’ level
grades were not as good as expected and therefore she was unable to obtain a
university place for a course in Medicine, which had been her ambition. She
attended a university with a less good academic reputation than she had hoped for,
and obtained a History of Art degree.

Amanda has begun to feel the same sort of depressed mood she felt when 17 years
old and this frightens her. Her sleep is broken and she feels tired during the day.
Her concentration is not as good as it should be. She spends most of her evening
and weekend time ‘slumping,’ and is saying no to social invitations. In the past she
enjoyed hiking and attending concerts and art galleries. Although she has access
to a reasonable number of local friends, currently she is withdrawing into her shell,
fuelled by a growing belief that she is boring and has little to say, and that her low
mood will bring them down. She tries to put on a brave face in public and finds this
exhausting. She finds it easier to stay home alone and watch TV.

She has come for therapeutic help and says her aim is to regain some energy and
direction.

Coursework for module FFCS103S4: Group and Organisational Dynamics with
Observation and Counselling Skills (3rd term)

Section 1: Report on Self-Observations and Self- Reflections, 1000 words (see above)
Section 2: Report of Counselling Agency Visit/Organisation, 3000 words.

A written report based on a visit to one of the following:

- a counselling agency
- care giving organisation for example hospital, hospice, clinic
- a commercial organisation
Considerations for choosing an agency/organisation:

- You are strongly advised to visit a counselling agency if you are considering further training in counselling.
- You are advised to select a counselling agency/care giving organisation in your local area where you will be able to consider its context in the wider community.
- You should not have any personal ties or relations to the counselling agency/care giving organisation that you visit.
- You can pair up with a class member to visit each other’s work place if you wish to visit a commercial organisation.
- Your tutor can give you a letter of introduction to use in contacting the organisation.
- You will be expected to give a report to the class about the learning from your visit. You will need to discuss with your tutor the form of the presentation to the class. The oral report is not itself assessed; only the written report.

Guidelines for the written report:

The written report of your visit to a counselling agency/organisation should demonstrate a critical understanding of theory and practice as applied to organisations and observation of them, and should include:

- Your thoughts and feelings about process of negotiating your visit and your experience about organisational boundaries
- Your observations and thoughts about the physical environment
- Your observations and thoughts about the way you were received and treated during the visit
- Reflections on your feelings during the visit and what these reflections might indicate about the organisation
- The theoretical orientation of the agency, if applicable
- The case load of the agency and types of services offered, if applicable
- Ethical practice, equal opportunity and anti-discrimination
- The aims of the agency/organisation and whether or not you think these are fulfilled
- It is important that you respect confidentiality in writing the report; for example, the name of the agency/organisation and people working and receiving counselling there should not be included in the report.

18. GUIDELINES FOR THE PRESENTATION AND SUBMISSION OF YOUR COURSE WORK

Your essay assignments should be produced in an electronic format – either as a Word- or PDF- document, double spaced with your name and student number on each page (as a header), and the pages should be numbered. There are guidelines on Moodle in the assessment section about how to format a word document in this way. At the end of the main text of the essay you should show the word count as well. If you are unsure about these requirements or cannot use a word processor then please speak with your lecturer.
All essays should be submitted using ‘Turnitin’, the on-line system for collecting and marking assignments. Your tutor will explain how to do this, and you can also access further information on Moodle:

From the main Moodle page, click on the ‘Support’ tab, select ‘for Students’, then click on the second item in the drop down menu ‘Moodle Support for Students’:

Dear Student
Welcome to the ‘Introduction to Counselling’ course Moodle site!

For help using Moodle, click on the Support menu above.

You will be taken to the ‘Moodle Support for Students’ page:

Welcome to the Moodle Support area for Birkbeck students.

Show: Getting Started | Submitting Assignments Online | Communication | News

Scroll down the page until you find the information about submitting assignments on line.
Click on the link to the PDF document ‘Submitting a Turnitin Assignment via Birkbeck Moodle’.

If you have any problems in submitting your assignments, please let your tutor know at the earliest opportunity.

Please note your assignment must be received on Turnitin by the deadline, otherwise your mark will be capped at 40% as a late submission. In case of unexpected problems with your internet connection or computer etc, you are strongly advised not to leave submitting your assignment to the last minute!

Accessing your Assignment mark and feedback

When your essay has been marked, your tutor will upload the assignment mark and feedback will be made on Turnitin. Click on the Turnitin link for the assignment to view your mark and feedback.
19. GUIDELINES FOR REFERENCING OF YOUR COURSE WORK

WARNING:
Please do not rely on Wikipedia in writing and referencing your essays. Wikipedia articles may help you get an overview of a topic when you are first learning about it, but you need to check information in more reliable sources and use that in your essays and referencing.

For help in using the Internet appropriately for your research, see the Library’s online mini-courses: http://www.bbk.ac.uk/lib/about/learn/evaluating, or discuss with your tutor or with Birkbeck Study Skills staff.

You should use the Harvard system for referencing. You will find it best to note and type out in full your referencing as you write your paper. This will save you time and effort later on. Key examples are shown in bold type below for emphasis.

You will find it best to note and type out in full your referencing as you read, make notes and write your papers. This will save you time and effort later.

Identify all references to books, articles and other sources at a suitable point in the main text by the author’s last name, year of publication, separated by commas within parentheses. Include page numbers where the material referred to comes from specific pages.

- If the author’s name is already in the text use the year and pages only in parenthesis e.g. According to Rogers (1989, 44-45), there are three important........

- If the author’s name is not mentioned in the text at that point, include both the author’s name and year of publication e.g. In Person-centred therapy, empathy is very important (Rogers, 1989, 44-45).

- With dual authorship use both names: e.g. (Mearns and Thorne, 2007).
• For more than two authors use “et al.” e.g. (Bateman et al. 2000).
• If there is more than one reference to the same author and year distinguish them with the use of letters: e.g. (Freud, 1915a).
• A series of references can be shown within parentheses separated by semi-colons: e.g. (Freud 1915; Klein 1923; Spurling 2004).
• An article from a book is done like this: e.g. (O’Hara in Cooper et.al, 2007, 46)

How to use quotations in your essays -- some examples:

1. Put short direct quotations (i.e. a single word or sentence or two) of someone else’s words in single inverted commas. In the box is an example from a sample student essay:

   Rogers, C. (1989, 135-136) frequently drew attention to the need for particular conditions to be met for any counselling to be effective in helping a person tap into their own resources for self-understanding. He described these conditions in various ways, often using the terms of ‘congruence’, ‘unconditional positive regard’ and ‘empathy’.

2. Put a longer direct quotation (i.e. more than two or three sentences) of someone else’s words in an indented paragraph without inverted commas. In the box is an example from a sample student essay:

   I have learned that it may be important to remember that empathy involves more than understanding the content of what the person is saying. As Mearns and Thorne put it:

   In fact, the counsellor’s understanding is not the aim of the endeavour—the aim is to create the conditions where the client comes to understand himself... Early in training, counsellors can be found interrupting the client’s flow to check their own understanding. Generally

   (In the above quotation, the dots... show that some words or sentences have been left out of the full quotation.)

If you paraphrase or summarise someone else's ideas in your essay, you must give them credit for their ideas, so in addition to referencing quotations, if you summarise another person’s ideas then you should refer to that person in the text and give a reference. Here in the box is an example from a sample student essay:

   It is interesting to note the similarities and differences in the feelings and expectations that counsellors and clients may bring to their first meeting. For examples the both may have anxieties about harming or being harmed. (Salzberger-Wittenberg, 1970, Chapters 1 and 2)
How to do the Reference List at the end of your essay

Every reference in the text should appear in a reference list at the end of your essay, listed alphabetically by author and year of publication as shown in the examples below. Note that the Reference List should only include references you have cited in your essay, not everything you may have read.

For book and journal references, note the order of the reference as follows:

a) Surname, Forename(s)/initial(s)
b) (Date in parentheses)
c) Title of paper in quotes
d) Title of Book or Journal in italics
   (if a journal, then show the volume and edition number)
e) Place of publication
f) Name of publisher
g) Page numbers for journal references.

Here is an example for a journal reference:

Here is an example for a book reference:

Electronic References

Electronic sources include online journals, websites or web pages, web- or e-mail-based discussion groups and newsletters.

• Online Journals

Always add the date the Journal was retrieved to the main reference, e.g.

• Websites/webpages

Always add date the site was accessed, e.g.:

Online Journals

Always add the date the Journal was retrieved to the main reference. For example:
Online documents


Include an author or organisation name wherever possible, and the date the site was created or last updated – if its available.

Websites

Always add date the site was accessed, e.g:


Kindle

In the References / Bibliography section, include the type of e-book version you read (e.g. Kindle DX version) and the hard copy publishers and location – if there is a hard copy. Give as much detail as you can about the location of the referenced material – in terms of chapters, sections and paragraphs etc – since most Kindle resources don’t have page numbers. However, don’t include the Kindle location number, because these are not consistent across other users.


Then in the essay text:

Bloggs (2014) Chapter 7; section 1; para 4 or (Bloggs 2014, Chapter 7; section 1; para 4)

20. PLAGIARISM

Using the work of others without acknowledging it is known as plagiarism. This applies to printed sources, electronic sources (e.g. web-sites’) or getting someone else to write your coursework for you. Academic institutions treat plagiarism very seriously and it can result in a loss of marks or work not being marked.

In essays or reports, any reference to information from a book, journal or website, whether it is a literal quotation or a paraphrase of the theory or idea, must be attributed to the original author, using the methods described above.

My Birkbeck has a number of resources to help students understand and avoid plagiarism. Please see:

http://www.bbk.ac.uk/mybirkbeck/services/facilities/support/plagiarism/

For the College Policy on Assessment Offences see:

http://www.bbk.ac.uk/mybirkbeck/services/rules/plagiarism.pdf/view
Birkbeck uses the on-line assignment submission service ‘Turnitin’ to help students and tutors avoid and address plagiarism in written assignments.

21. CRITERIA FOR MARKING AND GRADING COURSE WORK

Written Course Work
Your written coursework determines the final mark and grade of each Module of the Certificate. For each Year 2 Module, you must receive a Pass grade for your Report on Self-Observations and Self-Reflections, but no numerical mark will be awarded for this Report.

For each of the 3000 word essays, you will receive a numerical mark, and this will determine the overall mark for that Module. You must pass both essays of each Module in order to progress to the next Module. The final grade of the Certificate averages the numerical marks for Module 1 Introduction to Counselling and Modules 2, 3 and 4. For students who did not take Module 1 Introduction to Counselling and were awarded credit for it, the final grade of the Certificate normally averages the numerical marks for Modules 2, 3 and 4. If the average grade is 70 or above for the overall certificate, a Distinction is awarded.

Criteria for marking the written coursework

In general, to pass:
- All course work should where appropriate, show some understanding of issues of equality as they affect, for example race, gender, class, sexual orientation, religion, disability, age or political belief.
- All course work should preserve the anonymity and respect the confidentiality of any person you refer to, for example names and identifying features of any student colleagues and/or organisations should be disguised in your essay assignment.

In addition:

To achieve a Pass (40% and above)
- The assignment should attempt to present coursework using the relevant prescribed format (essay or report)
- show some evidence of knowledge gained from regular attendance and participation in class
- indicate some use of the recommended reading and class materials
- show some evidence of understanding in planning, ordering of thoughts, selecting and describing material in relation to the assignment task.

To obtain a mark of 40-49%:
The assignment should fulfil the requirements described above and in addition:
- present the work in a clear and legible format
- focus on the topic
- begin to acknowledge and draw on the work of others and provide references
• show written fluency
• draw on one’s own and others’ experiences as appropriate
• not be purely descriptive, but show some critical awareness when expressing personal views, evidence or experience.

**To obtain a mark of 50-59%:**
The assignment should fulfil the requirements described above and in addition:
• develop a coherent presentation of relevant information and views based on and illustrated by appropriate reading and other relevant sources and where appropriate reach a logical conclusion
• identify some issues raised by the topic and show evidence and understanding of some further reading
• make appropriate use of personal views, evidence and experience and show an awareness of their relevance and limitations.

**To obtain a mark of 60-69%:**
The assignment should fulfil the requirements described above and in addition:
• present interesting sources and materials in creative ways
• cite all sources and provide accurate and complete references using an acceptable system
• identify and address the significant issues raised by the topic
• make selective use and show understanding of up-to-date reading and resources
• show evidence of ability to use own and others’ experience critically.

**To achieve a Distinction (70% and above)**
The assignment should fulfil the requirements described above and in addition:
• show the ability to use theory / concepts to underpin, interrogate and reflect on own and others’ practice
• use a wide range of sources that includes and goes beyond class and recommended material
• show critical analysis and independent discussion of theoretical and conceptual issues and perspectives
• make original observations and connections for example by linking theories or theory and practice.

**Failed Essay and Resubmission**
If your assessed essay fails to meet the minimum criteria for a pass mark (40%), you will have two further attempts to resubmit the assessment. Re-submission dates would be confirmed to you by your tutor or the administrator. A 40% cap is placed on any student re-submission - except where mitigating circumstance have been accepted on the failed assessment when the student will be permitted to re-submit without penalty.
### 22. MARKING RUBRIC

The rubric consists of eleven criteria incorporating as closely as possible the marking criteria set out in section 21. For each criterion, four descriptive levels are provided. The marker chooses which level describes the given criterion best for your essay. The levels are on a scale of one to four, standing for:

1 – Outstanding;
2 – Well Achieved;
3 – Satisfactory; and
4 – Criteria Not Met

<table>
<thead>
<tr>
<th>Criteria</th>
<th>1 – Outstanding</th>
<th>2 – Well Achieved</th>
<th>3 – Satisfactory</th>
<th>4 – Criteria Not Met</th>
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<tr>
<td>Equality</td>
<td>Your essay shows great awareness of issues of equality as they affect, for example race, gender, class, sexual orientation, religion, disability, age or political belief.</td>
<td>Your essay shows awareness of issues of equality as they affect, for example race, gender, class, sexual orientation, religion, disability, age or political belief.</td>
<td>Your essay shows some awareness of issues of equality as they affect, for example race, gender, class, sexual orientation, religion, disability, age or political belief.</td>
<td>To obtain a pass mark, a counselling essay needs to show some awareness of issues of equality as they affect, for example race, gender, class, sexual orientation, religion, disability, age or political belief. If you are unsure how to do this, please speak with your tutor.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Your essay is fully presented as per the relevant prescribed format (essay or report, electronic, double spaced, name and student number in header, page numbers and showing word count at the end). It is within the</td>
<td>Your essay is presented as per the relevant prescribed format (essay or report, electronic, double spaced, name and student number in header, page numbers and showing word count at the end). It is within the</td>
<td>Your essay attempts to present coursework using the relevant prescribed format (essay or report, electronic, double spaced, name and student number in header, page numbers and showing word count at</td>
<td>Coursework needs to be presented using the relevant prescribed format (essay or report), in an electronic format (Word or PDF), double spaced with your name and student number on each page (as a</td>
</tr>
<tr>
<td>Sources</td>
<td>Your essay uses a wide range of sources beyond class and recommended materials.</td>
<td>Your essay not only uses recommended reading and class materials, but also some further reading.</td>
<td>Your essay indicates some use of the recommended reading and class materials.</td>
<td>An essay is expected to draw on sources, such as handouts, chapters or books you have read. You can start by referring to some of the recommended reading and class materials. If you are</td>
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The specified work limit. Specified work limit. The word count for your assignment may be 10% or more below the requirement, in which case you might not have fully answered the assignment brief and this could be reflected in a low mark. Header), and the pages should be numbered. At the end of the main text of the essay you should show the word count. If your assignment exceeds the word count by more than 10% your writing beyond this point will not be read or taken into account in assessing your work, and 5 marks will automatically be deducted. If the word count for your assignment is 10% or more below the requirement, you might not have fully answered the assignment brief and this could be reflected in a low mark or failing your work. If you are unsure about these requirements or cannot use a word processor, please speak with your tutor.
<table>
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<tr>
<th></th>
<th>Content</th>
<th>Participation</th>
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<tbody>
<tr>
<td></td>
<td>Your essay not only focuses on the topic, but identifies and addresses the significant issues raised by the topic.</td>
<td>Your essay shows great evidence of knowledge gained from regular attendance and participation in class.</td>
</tr>
<tr>
<td></td>
<td>Your essay focuses on the topic and identifies some issues raised by the topic.</td>
<td>Your essay shows evidence of knowledge gained from regular attendance and participation in class.</td>
</tr>
<tr>
<td></td>
<td>Your essay focuses on the topic and begins to identify some issues raised by the topic.</td>
<td>Your essay shows some evidence of knowledge gained from regular attendance and participation in class.</td>
</tr>
<tr>
<td></td>
<td>Coursework always needs to answer the assignment question. (You can write a great essay, but if it does not answer the question or address the topic, it will not get a good grade). To do this, you need to read the assignment question carefully and consider what it is asking you to do. If you are unsure how to do this, please speak with your tutor.</td>
<td>A counselling essay needs to show some evidence of knowledge gained from regular attendance and participation in class. For example, you are expected to use material from your learning journal and learning experiences in class. If you are unsure how to do this, please speak with your tutor.</td>
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<tr>
<td>Knowledge</td>
<td>Experience</td>
<td>Understanding</td>
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<tr>
<td>Your essay shows critical analysis and independent discussion of theoretical and conceptual issues and perspectives.</td>
<td>Your essay shows use of your own and others’ experiences as appropriate, and demonstrates an awareness of relevance and limitations of personal views, evidence and experience. It also shows ability to use your own and others’ experience critically.</td>
<td>Your essay shows originality of observations and connections, for example by linking theories or theory and practice. It also demonstrates the ability to</td>
</tr>
<tr>
<td>Your essay develops a coherent presentation of relevant information and views based on and illustrated by appropriate reading and other relevant sources and where appropriate reach a logical conclusion.</td>
<td>Your essay shows use of your own and others’ experiences as appropriate, and demonstrates an awareness of relevance and limitations of personal views, evidence and experience.</td>
<td>Your essay makes selective use and shows understanding of up-to-date reading and resources.</td>
</tr>
<tr>
<td>Your essay shows some evidence of knowledge gained of counselling theories and concepts on the curriculum. It also begins to acknowledge and draw on the work of others.</td>
<td>Your essay draws on your own and others’ experiences as appropriate.</td>
<td>Your essay shows some evidence of understanding in planning, ordering of thoughts, selecting and describing material in relation to the assignment.</td>
</tr>
<tr>
<td>A counselling essay needs to show some evidence of knowledge gained of counselling theories and concepts on the curriculum. You can do this by describing (and ideally also analysing) some of the concepts and theories you have encountered in class. Your learning journal is meant to help you with this. If you are unsure how to do this, please speak with your tutor.</td>
<td>A counselling essay needs to show some use of your own and others’ experiences in answering the assignment task. If you are unsure how to do this, please speak with your tutor.</td>
<td>An essay needs to show some evidence of understanding in planning, ordering of thoughts, selecting and describing material in relation to the</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Your essay is exceptionally well-structured and shows outstanding use of academic English, including clear expression and correct grammar, spelling and punctuation.</td>
<td>Your essay is well-structured and shows good use of academic English, including clear expression and correct grammar, spelling and punctuation.</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Referencing</strong></td>
<td>Your essay cites all sources and provides accurate and complete references using an acceptable system.</td>
<td>Your essay cites sources and provides references using an acceptable system. These may not always be accurate and complete.</td>
</tr>
<tr>
<td>Integrity</td>
<td>Your essay shows outstanding academic integrity.</td>
<td>Your essay shows academic integrity.</td>
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</table>
23. LATE WORK / MITIGATING CIRCUMSTANCES

_Students must submit work by the set deadline. Individual lecturers are not able to grant extensions._

Any work submitted after the published deadline is considered late and will be given two marks — one mark capped at the pass mark of 40%, assuming it is of a pass standard, and the ‘real’ mark that would have been awarded if the work had not been late. There is an absolute date for each Module beyond which work will not be accepted – please contact the Counselling administrator for this.

If you submit late work and wish mitigating circumstances to be taken into account you should submit a Mitigating Circumstances form within one week of the essay deadline to the administrator, which you can download from:

http://www.bbk.ac.uk/mybirkbeck/central-pages/mitigating

Your completed Mitigating Circumstances form and supporting evidence must be submitted to the Counselling administrator. Your claim will be considered by the Mitigation Sub-board of Examiners. If your claim is upheld you will be awarded the ‘real’ mark.

Further information on mitigating circumstances, including guidance on what grounds might constitute mitigating circumstances and what is acceptable supporting evidence, can be found at

www.bbk.ac.uk/reg/regs

24. COURSE EVALUATION

We take students’ views seriously and we are always interested in hearing creative and constructive comments for use in future course development. You will be asked by your tutor to complete course evaluations at the end of the course. Evaluations may be conducted individually or in small groups and may be anonymous if you wish.

Students are also asked to elect or appoint two student representatives who have a short informal meeting with the tutor each term. The student reps feed back views from all the students and we have found the meetings a very useful way of noting students’ suggestions.

If you feel there are any problems on your course, please discuss them with your tutor in the first instance and try to arrive at a solution. If you are unable to resolve differences locally, contact the Counselling Administrator (see Section 1).
25. PROGRESSION

Please note students are required to pass one module in order to progress to the next for example module 2 must be passed before progressing to module 3 and so on.

Applying for Further Professional Training or University

Having completed the Certificate course, students who have a first degree are eligible to apply for a British Association for Counselling and Psychotherapy (BACP) accredited professional training in Psychodynamic Counselling through the MSc. The MSc is taught in Birkbeck College’s Department of Psychosocial Studies. For details tel: 020 3073 8011 email: psychosocial-studies@bbk.ac.uk or look online at www.bbk.ac.uk/psychosocial.

Further advice and guidance about professional training will be available during the course. General Careers Advice is available to Birkbeck students from the Specialist Institutions’ Careers Service (SICS), located next door to Birkbeck’s main building on Malet Street in Central London. See www.careers.lon.ac.uk/sics for full details.

Please note that if you wish to continue in your education then contact the planned department, university or organisation in March or April, or earlier, of the year you wish to start as places fill up quickly on some courses.

26. STUDENT DISPUTE RESOLUTION

The Department is committed to the highest professional standards in all aspects of our teaching. This section tells you how you can help us maintain those standards and explains what you can do in those rare circumstances when things go wrong.

Disputes: Informal resolution

The Department will always try to resolve any problems informally in the first instance. If you have a specific concern about your course you should, in the first instance, speak to your course tutor. If between you the issue cannot be resolved then further advice can be obtained from the Programme Director.

Three things to bear in mind:

- Be polite.
- Don’t leave a problem until it’s too late for your tutor to address it with you.
- Do other students share you concerns?

Disputes: Formal complaints proceedings

Informal representations solve most problems. However, students who are dissatisfied with the response can make a formal complaint to the Programme Director, Dr Laurence
Spurling. Complaints must be made in a timely fashion and you must show that you made attempts to resolve the issue informally. In your letter, you must stipulate clearly and accurately:

- The date and nature of any incident giving rise to a complaint
- The date(s) and nature of the steps taken to raise the complaint and seek its resolution
- The date(s) and nature of any responses given

In very serious cases, or where all other attempts at resolution have failed, students can make a formal complaint to or request mediation by the College. Representations, in the same terms as those made to the Programme Director should be made to Fraser Keir, the Academic Registrar, Academic Services Unit, Registry. Complaints must be made in a timely fashion: College recommends that complaints should normally be made within six weeks of the events in question.

A formal complaint to the Registrar is taken very seriously and, therefore, students should think carefully before taking this step. Have all the alternatives been exhausted? In cases where the Registrar rules that a complaint is vexatious or frivolous, disciplinary proceedings may be undertaken. Should you wish to embark on this course of action, you must read the College regulations on dispute resolutions: see the guide to Dispute Resolution Policy and Procedure at

[http://www.bbk.ac.uk/mybirkbeck/services/rules/](http://www.bbk.ac.uk/mybirkbeck/services/rules/)

**Can I appeal my assignment marks?**

Students who wish to appeal marks must do so according to our regulations for taught programmes of study. See Clause 38: Representations from Candidates Concerning Assessment Results:

[http://www.bbk.ac.uk/mybirkbeck/services/rules/casregs.pdf](http://www.bbk.ac.uk/mybirkbeck/services/rules/casregs.pdf)

Our regulations stipulate that appeals will be accepted where there has been an administrative error, or where assessment appears not to have been conducted in accordance with our regulations. Appeals on academic grounds will **not** be accepted – we have robust quality assurance procedures that are recognised by national bodies (see Section 24: Quality Assurance).

**What happens if someone makes a complaint against me?**

The College has a duty of care not only towards our students but also towards our staff. Students are expected to be familiar with the Student Code of Discipline and to behave towards **all** members of the Birkbeck community – academic, administrative and support staff, and other students – with courtesy and respect. Behaviour by any student that is considered inappropriate will be taken seriously by the Department and the College.

If a complaint is made against you, you will be notified by your tutor and asked, in the first instance, to attend a tutorial to discuss how to resolve the matter informally. If together with your tutor the matter cannot be resolved, you will be invited to attend an interview with the Programme Director.
More serious cases may be referred to the Academic Registrar. You are entitled to know who has made the complaint, on what grounds it was made, and to give a reply. If you choose to waive this right, proceedings will continue in your absence. In the event that a complaint is made against you, we strongly recommend that you seek the advice of the Student Support Officer. You should also familiarise yourself with the Student Code of Discipline:

http://www.bbk.ac.uk/mybirkbeck/services/rules/discipline.pdf

The Student Union

Birkbeck was one of the first London Colleges to provide for student representation. As well as being an important social forum, the Union provides a wider range of services run by and for the student body. They can also be of assistance in cases involving dispute resolution or disciplinary proceedings. You are encouraged

27. TRANSCRIPTS AND AWARDS

In order to ensure fairness and objectivity samples of course work are moderated by Internal Moderators and an External Moderator. You course marks are provisional until they have been confirmed by the External Examination Board at the end of the academic year. Your final results will be published on your student profile which can be accessed via My Birkbeck website in August. Students can print their transcript from their student profile.

Certificates are issued by University of London's Diploma Production Office and are usually issued in April of the year after completion. A graduation ceremony for completing students is held in May.
### 28. COURSE CODES, TERM DATES AND COURSEWORK SUBMISSION DATES FOR ALL GROUPS

**Module Codes**
- FFCS102S4 - Psychodynamic Counselling with Counselling Skills (1<sup>st</sup> term)
- FFCS101S4 - Generic therapeutic competencies (person-centred, psychodynamic and cognitive-behavioural) (2<sup>nd</sup> term)
- FFCS103S4 - Group and Organisational Dynamics with Observation and Counselling Skills (3<sup>rd</sup> term)

<table>
<thead>
<tr>
<th>CLASS CODE</th>
<th>TUTOR</th>
<th>DATE/TIME</th>
<th>TERM DATES</th>
<th>COURSEWORK SUBMISSION DEADLINES</th>
</tr>
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<tbody>
<tr>
<td>BSC</td>
<td>Catherine Bray</td>
<td>Wednesday 10.00am - 1.00pm</td>
<td>30 September 2015 – 9 December 2015 (rw 4 November); 6 January 2016 – 16 March 2016 (rw 10 February); 13 April 2016 – 22 June 2016 (rw 18 May)</td>
<td>24 November, 23:59; 1 March, 23:59; 7 June, 23:59</td>
</tr>
<tr>
<td>DSC</td>
<td>Annie Hoile</td>
<td>Wednesday 6pm -9pm</td>
<td>30 September 2015 – 9 December 2015 (rw 4 November); 6 January 2016 – 16 March 2016 (rw 10 February); 13 April 2016 – 22 June 2016 (rw 18 May)</td>
<td>24 November, 23:59; 1 March, 23:59; 7 June, 23:59</td>
</tr>
<tr>
<td>GSC</td>
<td>Clive Carswell</td>
<td>Thursday 6pm -9pm</td>
<td>1 October 2015 – 10 December 2015 (rw 5 November); 7 January 2016 – 17 March 2016 (rw 11 February); 14 April 2016 – 23 June 2016 (rw 19 May)</td>
<td>25 November, 23:59; 2 March, 23:59; 8 June, 23:59</td>
</tr>
<tr>
<td>ISC</td>
<td>Mary Burke</td>
<td>Wednesday 6pm-9pm</td>
<td>30 September 2015 – 9 December 2015 (rw 4 November); 6 January 2016 – 16 March 2016 (rw 10 February); 13 April 2016 – 22 June 2016 (rw 18 May)</td>
<td>24 November, 23:59; 1 March, 23:59; 7 June, 23:59</td>
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</tbody>
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