‘Introduction to Counselling’
(Module 1/ Year 1 of the Certificate of Higher Education in Counselling and Counselling Skills)

Course Handbook
2016 - 17

A copy of this Handbook is available on Moodle (The College Virtual Learning Environment available to Birkbeck staff and students). See section 16 for information on how to access Moodle.

In addition to this Course Handbook, further general information is available from the My Birkbeck Student Centre (Ground Floor, Birkbeck Malet St building) or electronically from www.bbk.ac.uk/mybirkbeck. The following link takes you to some commonly asked questions about studying at Birkbeck www.bbk.ac.uk/ask
Module Overview

This module introduces students to a range of counselling theories and practice, including psychodynamic, humanistic and cognitive behavioural perspectives. It shows how counselling ideas and practice can be of use in understanding human growth and emotional development. It helps students to develop skills for self reflection as a way of enhancing self awareness and to plan for their own personal and careers development. Finally, it shows how counselling skills and attitudes can usefully be applied in various helping relationships.

Entry Requirements

Please note, ‘Introduction to Counselling’ is an open access course, so there are no entry requirements. However, to maximise your chances of succeeding in your studies, we strongly recommend that you have a minimum of ESOL level 2 or academic literacy level 2.
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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.

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.

e.mail: [f.hanif@bbk.ac.uk](mailto:f.hanif@bbk.ac.uk)

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Course Administrator  
Department of Psychosocial Studies  
School of Social Science, History and Philosophy  
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30 Russell Square  
London, WC1 5DT

Direct telephone number: 0207 079 0609

Department telephone number: 020 3073 8045

Department of Psychosocial Studies Website: [www.bbk.ac.uk/psychosocial](http://www.bbk.ac.uk/psychosocial)
Academic and teaching staff

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

Course tutors:

Anne Attwood  a.attwood@mail.bbk.ac.uk
Stephen Callus  stephencallus.birkbeck@gmail.com
Clive Carswell  clivecarswell@btinternet.com
Elizabeth Martindale  e.martindale@bbk.ac.uk
Bridget Townsend  b.townsend@bbk.ac.uk

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.

Email is the main method by which we will contact you, so it's important that we get your email address right. We offer two options:

Using your own email address

Getting a Birkbeck email account
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 around 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, your Birkbeck ID card will give you access to the UEL buildings. You will need a second ID card so you can use the University of East London (UEL) library 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

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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).

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3. **Equalities 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.

At Birkbeck there are students with a wide range of disabilities, specific learning difficulties, medical conditions and mental health conditions (hereinafter referred to as disabled students). Many of them have benefited from the advice and support provided by the College’s Wellbeing Centre. The Wellbeing Centre is located in G26 on the Ground floor of the Malet Street building.

All enquiries should come to the Wellbeing Centre (tel. 0207 631 6316), who will determine the appropriate referral to specialists in the Disability and Dyslexia Service and Mental Health Service. They can provide advice and support on travel and parking, physical access, the Disabled Students’ Allowance, specialist equipment, personal support, examination arrangements, etc.

On enrolment you need to complete a Study Support Plan (SSP), which will set out the reasonable adjustments that we will make with physical access, lectures, seminars, assessments and exams. After you complete this and provide disability evidence, we confirm the adjustments you require and then your department, examinations office, etc. will be informed that your SSP is available and adjustments can be made. You should contact the Wellbeing Service if any of your adjustments are not in place.

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 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., study skills tutors, mentors and BSL interpreters) and additional travel costs for students who have to use taxis. It provides thousands of pounds worth of support and evidence shows that students who receive it are more likely to complete their courses successfully. The Wellbeing Centre can provide further information on the DSA and can assist you in applying to
Student Finance England for this support. From September 2016, new students will receive their note-taking support from the University rather than the DSA.

Support in your Department

Your Department is responsible for making reasonable adjustments in learning and teaching and assessment, including permission to record lectures, specialist seating, extensions on coursework, etc. 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 students can receive support in examinations, including additional time, use of a computer, etc. In exceptional circumstances, students may be offered an alternative form of assessment.

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 the cost of this assessment, either from their employer or from Birkbeck.

**Further information**

For further information, please call the Wellbeing Centre on 020 7631 6316 or email disability@bbk.ac.uk.

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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/well-being-service/counselling-service/](http://www.bbk.ac.uk/mybirkbeck/services/facilities/well-being-service/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/ has all the information you need at your fingertips, including our Get Ahead: Stay Ahead 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 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:
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

If you are a student at Stratford one-to-one support and study skills sessions are available through the Stratford Study Skills staff. See http://www.bbk.ac.uk/mybirkbeck/services/facilities/support/birkbeck-stratford or email studyskills@bbk.ac.uk

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 s.steinke@bbk.ac.uk Academic skills workshops take place on Saturdays throughout the year on a range of topics, including

- time management and organisational skills
- reading and note making for academic purposes
- critical thinking
- essay structure and planning
- academic writing
- referencing
- active listening and speaking skills for academic purposes
- revision and exam strategies

Academic skills play a crucial role towards your success at University. Most students find that an engagement with academic skills is a great support with their studies, and in some cases is reflected in higher grades.

Details for these workshops can be found on the My Birkbeck website at: http://www.bbk.ac.uk/mybirkbeck/services/facilities/support
7. 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.

8. Course Aims

The aims of the course are to:

- introduce students to a range of counselling theories and practice, including psychodynamic and humanistic perspectives
- show how counselling ideas and practice can be of use in understanding human growth and emotional development
- help students to develop skills for self reflection as a way of enhancing self awareness and to plan for their own personal education and careers development.
- show how counselling skills and attitudes can usefully be applied in various helping relationships.
9. Learning Objectives

At the completion of the course, students should have developed an appreciation of a range of counselling theories and practice and how this knowledge can be used to understand:

- personal development
- developmental issues in the life cycle
- the helping relationship, including relevant ethical issues such as confidentiality, privacy and boundaries, and equality, difference and diversity
- similarities and differences between professional counselling and a helping relationship

Students should also have developed skills in the following:

- Reflection to deepen self-awareness; improve inter-personal skills; develop effective helping skills; increase awareness about how to learn, and how to improve performance towards further career choices.
- Listening, empathy and the ability to give support in a helping relationship
- Ability to conduct a helping relationship with due consideration of appropriate boundary and ethical issues such as confidentiality and privacy, and with due respect for equality, diversity and difference

10. Course Outline

To meet the aims of the course the following topic areas will be addressed. The amount of time paid to each area will reflect the interests of the lecturer and the students as a learning group. The lecturer will determine the structure (when a topic is to be taught), and the process (how a topic is to be taught). The lecturer may also include additional topics, and return to some topics over the year.
Term 1

Knowledge and understanding

- An introduction to different models of therapeutic change from psychodynamic and humanistic perspectives including concepts such as:
  - The unconscious and the inner world
  - The influence of the past on the present
  - Core conditions for Self-actualization

- Some theories of human development which help us to examine
  - The challenges and conflicts at different stages of life
  - How we are equipped to deal with conflicts and how we may get stuck

- Historical and cultural context
  - How counselling evolved out of the religious and medical practices that preceded it
  - Definitions of the self across different cultures and times
  - The post-modern self, where identity may become less fixed and unified

- Definitions of personal development. How counselling may be used to
  - Set personal goals
  - Increase personal insight and deepen relationships
  - Cope with the challenges of loss and change

Skills

- Using a journal for self-reflection to increase self-awareness

- Study skills
  - Note-taking
  - Close reading
  - Referencing
  - Essay writing

- Basic IT skills

- Active listening skills
- Taking part in a group within agreed ground rules for conduct, and examining group process
- Becoming a reflective learner who is aware of
  - A personal learning style
  - What has been learnt and how
  - Areas of difficulty in learning

**Term 2**

**Knowledge and understanding**

- The counselling skills in a helping relationship looking at
  - Process
  - Boundaries
  - Role
- How the counselling relationship works under different theories
- Working within professional ethics
  - Making a contract
  - The limits of confidentiality according to role and setting
- Presenting problems
  - Different client groups and the difficulties they may face
- Equality, diversity and difference
  - Counselling across cultures
  - Issues of social context and class

**Skills**

- Further listening skills
  - Observational skills
  - Verbal and non-verbal communication
• Giving and receiving and using feedback
• Presenting to the group
• Self-Assessment
• Action planning towards improving personal performance and careers development.

Term 3

Knowledge and understanding
• Definition of professional role and contexts for counselling
• Aspects of current practice
  o The most popular approaches in NHS and private practice settings
  o How different interventions may be suited to different client groups
• Themes in counselling research such as
  o Models of evaluation
  o The user perspective
• Progression routes
  o This course in the context of further training opportunities

Skills
• Examining the experience of listening and being listened to including
  o Reflecting on the experience of being helped
  o Motivations for wanting to help
  o Becoming aware of one’s own impact on others
• Self respect and further ethical issues
• Referring on
11. Timetable for Coursework

‘Introduction to Counselling’ (Module 1 / year 1 of the Certificates in Higher Education in Counselling Programmes) is offered as two presentations:

**Weekly presentation** – these courses run for three terms and usually consist of 30 weekly classes of two hours each.

**Weekend presentation** – these run for two terms and usually take place over 7 weekends (Saturday and Sunday) at monthly intervals.

Term dates and venues for each class will be distributed separately. They will also be posted on our website [http://www.bbk.ac.uk/psychosocial/](http://www.bbk.ac.uk/psychosocial/) which you can access using your Birkbeck username and password.

**Term Dates, Reading weeks and essay submission deadlines:**
*Please see: Section 28. Term Dates*

12. Class Attendance

Please register your attendance by swiping-in with your student card when you arrive in class.

**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.

Tutors will arrange individual tutorials for any students who miss two or more consecutive classes, or whose absences or lack of punctuality are a source of concern.
13. Teaching

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, reading and class preparation. At the lecturer's discretion individual tutorials may be arranged for some students.

The course studies personal and emotional experience as understood in counselling theory and practice, for this reason 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 teacher on the course, and inevitably the learning will have a personal and emotional impact.

14. Learning Journal

Students will also be expected to keep a learning journal throughout the course which includes reflection on their own progress and ongoing learning. The purpose of the learning journal is to help you to 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, skills are developing on the course
- Thoughts on the concepts and theories you encounter
- Observations about any counselling or helping experience outside the classroom.
- Interactions with others on the course.

You are recommended to keep a minimum of a page a fortnight. The journal is not marked and is not read by the tutor, but you will be expected to use material from your learning journal in your essays.
15. Reading List

Essential pre-course reading

de Board, R. (1997) *Counselling for Toads: A Psychological Adventure*, Routledge. [Birkbeck library shelfmark: 158.3 DEB. Stratford library shelf mark: 158.3 BOA. Also available as an e-library book. To access the e-book you must set the Athens cookie on your computer. [To access the e-book see section 17: How to set the Athens Institutional cookie, and How to find an e-library book:]

Essential Texts


Aldridge, S. & Rigby, S. (2004) *Counselling Skills in Context*. BACP. Hodder Education. [Birkbeck shelf mark 158.3 COU. Stratford library shelf mark: 158.3 COU. Also available as an e-library book. To access the e-book you must set the Athens cookie on your computer. [To access the e-book see section 17: How to set the Athens Institutional cookie, and How to find an e-library book:]

Strongly recommended


**Noonan, E.** (1989) *Counselling Young People*. Tavistock / Routledge. [Birkbeck library shelf mark: 362.7 NOO. Stratford library shelf mark: 361.060835 NOO. Also available as an e-library book. To access the e-book you must set the Athens cookie on your computer. [To access the e-book see section 17: How to set the Athens Institutional cookie. and How to find an e-library book:].


**Also recommended:**


**Cooper, M.** (2008) *Essential research findings in counselling and psychotherapy: the facts are friendly*. [Birkbeck library shelf mark: 616.8914 COO]


**Lago, C. & Thompson, J.** (2006) *Race, Culture and Counselling*. OUP. [Birkbeck library shelf mark: 616.8914089 LAG. Stratford library shelf mark: 616 891408 LAG. Also available as an e-library book. To access the e-book you must set the Athens cookie on your computer. [To access the e-book see section 17: How to set the Athens Institutional cookie. and How to find an e-library book:].
Additional Reading Resources in order of topic:

Please note: Students are not expected to have to read all the additional reading resources!, although your tutor may direct you to particular articles related to the class topic or interests of the class.

These additional reading resources have been gathered together for you on Moodle – the course virtual learning environment where they are arranged both alphabetically and (as below) under subject headings. Please feel free to browse through these additional reading resources on Moodle if you so wish, to find out more about topics which interest you. You may find resources relevant to your course assignments.

What is Counselling?:

BACP Information Services (Ed) (2008) C2 Information Sheet What is Counselling?


McLeod, J. (2013) An Introduction to Counselling, OUP. [Birkbeck library shelfmark: 361.06 MCL. Stratford library shelf mark: 361.06 and 361.06 MAC. Also available as an e-library book.


**Counselling Models:**

Psychodynamic / Psychoanalytic (includes: Jung; Group and organisational dynamics):


**Humanistic (including Person-Centred):**


**Cognitive Behavioural Therapy:**


**Existential:**


Other counselling models:


Social / historical context and issues:


Human Growth and Development:


Self-awareness / Personal Development:

BACP Information Service Editorial Board (2004) Information Sheet S2 ‘What is Supervision?’. (Not currently available on Moodle – copies are in the main Birkbeck library at Malet Street).


Aspects of a Helping Relationship:

The counselling process; the role of the counsellor; counselling boundaries:


Counselling ethics:


Presenting problems and the user perspective:


Equality, diversity and difference:


**Attachment:**


**Endings and loss:**


**Evaluation of counselling, and counselling research:**


(Make a selection from the ‘Select Language’ box, then click on ‘Go to the selected screener’.)

**Professional development planning; reflection, learning and study skills:**


Students may also like to access other articles and some more up-to-date resources on the following Websites:

The British Association for Counselling and Psychotherapy website: [www.bacp.co.uk](http://www.bacp.co.uk) Here you may access some of the articles published in the BACP Journal: *Therapy Today*. To access a more comprehensive list of articles, access Therapy Today through [this link](http://www.bacp.co.uk) via the Birkbeck library which subscribes to the journal. Enter your Birkbeck username and password when prompted.

The MIND website: [http://www.mind.org.uk/help](http://www.mind.org.uk/help) offers information and advice on a range of topics

The Royal College of Psychiatry website [http://www.rcpsych.ac.uk](http://www.rcpsych.ac.uk) has a section on [mental health information](http://www.rcpsych.ac.uk) for all.

The National Institute for Clinical Excellence website: [https://www.nice.org.uk/Guidance](https://www.nice.org.uk/Guidance)

The NHS website: [http://www.nhs.uk/Pages/HomePage.aspx](http://www.nhs.uk/Pages/HomePage.aspx)

Other resources

Some additional reading may be recommended by your tutor to support your studies. Most but not all of this can be accessed on Moodle, the college’s virtual learning environment (see section 16. Computers and Electronic Resources including ‘Moodle’). Other articles can be found in the library or will be handed out in class by your tutor.

AV resources

While you will find many counselling videos via the internet (for example on YouTube) it has to be said that some are more useful than others. During the course your tutor may show some DVD excerpts of counselling, and on Moodle in the ‘Reading and AV Resources folder’ you will find some AV resources that staff recommend. You might also browse those available in the main Birkbeck library (at Malet Street). They can be viewed in the library at the computer workstations, and some are on loan for short periods of time.
16. 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](mailto: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](http://www.bbk.ac.uk/mybirkbeck/services/facilities/computing) 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](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.

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**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](mailto:bbksupport@uel.ac.uk) or telephone 020 8223 4218

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Important information if you use an iPhone, tablet or mobile device

Please be aware that some BBK services and resources are accessible only via a PC or Mac. If you are having access difficulty from your mobile device, please log in via a PC or Mac and try again. **It is most important that you use a PC or Mac to upload any assignments to Turnitin, the college on-line submission service. If you try to do so using a mobile device your work may not upload.**

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](http://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/](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 courses 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.
Click on the resources to access them.

You will see for example that in section 2 ‘Reading and AV Learning Resources’ there is a folder entitled: ‘Additional Reading Resources’ which contains many counselling related resources. Please feel free to browse through these additional reading resources on Moodle if you so wish, to find out more about topics which interest you. Please note: Students are not expected to have to read all the additional reading resources on Moodle!, although your tutor may direct you to particular articles related to the class topic or interests of the class. For your convenience, on Moodle the additional reading resources are arranged both alphabetically and under subject headings.
17. 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
- 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 then click on the 'eLibrary' link,

Next, scroll down the page to the Athens Institutional cookie link:

New E-Resources Recently Added & Trials
Listing of the new e-resources that have been added to the Birkbeck Library's holding and those we have on trial.

New Open Access videos
Dr. Martin Eve explains the basics of Open Access

New Webpages - Image Collections
Birkbeck's historical image collections. Extensive visual resources ranging from college history to London architecture...

New catalogue and resource discovery software launched

Please note the section below on setting the 'Institutional Athens Cookie' as well.
You will need to log in with your ITS username and password to access the electronic resources. If you are having problems with your username and password click ITS username and password.

Set the Institutional Athens cookie
Follow 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:
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.
18. Essay Assignments

You will be asked to submit 2 written essays of 2000 words each, chosen from the list of titles below. The essays will focus on your experience as a learner on the course, and on your development of skills and understanding in relation to counselling. Your final mark will be based on the average of these 2 essays.

Essay One

Essay One is to be submitted on-line via Turnitin (on Moodle) by: week 16 of the course or for the weekend courses: weekend 4 of the course. (See Section 28. Term Dates, for the essay submission deadline dates).

Disability students essay deadline extension: please note that if you have been granted additional time to complete your assignment through your individual student support agreement, you will still need to inform Fatima Hanif (administrator) f.hanif@bbk.ac.uk of your intention to take up the additional time.

Answer one question from the following options. Please refer to your journal in approaching all questions.

1. Using your own experience and what you have learnt on the course, discuss how a counsellor differs from a friend.

OR

2. Describe some aspect/s of your learning about helping in a counselling way, and what this has taught you about yourself.

OR

3. What have you learnt about counselling from a book from the reading list or a programme you have seen in class? Using self-awareness discuss why were you drawn to this book/programme.
Essay Two

Essay Two is to be submitted on-line via Turnitin (on Moodle) by: week 26 of the course, or for the weekend courses: by the end of day of the first Sunday of the week following weekend 6 of the course. (See Section 28. Term Dates for the essay submission deadline dates).

Disability students essay deadline extension: please note that if you have been granted additional time to complete your assignment through your individual student support agreement, you will still need to inform Fatima Hanif (administrator) f.hanif@bbk.ac.uk of your intention to take up this additional time.

Answer one question from the following options. Please refer to your journal in approaching all questions.

1. Why is self-awareness important when helping in a counselling way? Show how participation on the Introduction to Counselling course helped you to develop this.

OR

2. Discuss a model of counselling covered in the course, and using self-awareness discuss why that model appeals to you.

OR

3. Drawing on your own experience through the course, what have you learnt about difference and diversity in the counselling relationship?

Please make sure you attend to the following when writing your essay:

Format and presentation:

See section 21 for important information about how to format and present your assignment document.
Structure:

- Introduction – what is the essay about?
- Middle – all the main points.
- End – summary, conclusions

Theory and Personal experience: Include information about counselling practice/theory and your own personal experience including your interactions with fellow students – you will be expected to quote from your learning journal and learning experiences in class. However, you 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.

Analysis: As well as describing try to analyse why things happen.

References: Include a reference to things you’ve learnt in class, handouts, chapters or books you’ve read. Make sure you follow guidance on correct referencing.

Diversity / Difference and Equality issues: All course work should show awareness of issues of equality as they affect, for example race, gender, class, sexual orientation, religion, disability, age or political belief.

Word Count: Students are required to keep coursework within the specified word limits of 2000 words +/- 10%.

- Meeting word count requirements is important when writing at a university level and will be taken into account when marking your assignments. ‘Academic writing’ requires forward planning, designing a structure, prioritising, and being concise.
- You should aim to stay within the word limit for a given assignment by about 5% above or below. Standard word processing software offers tools for doing word-counts (in MS Word under ‘Tools’).
- Your bibliography / reference section is excluded from the word count, but any footnotes and endnotes are included.
• 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.

• You must include the word count for your essay text at the end of your piece of work.

Marking Criteria: Your essay will be assessed against the assignment Marking Criteria (see section 22 to view these). Make sure that at the very least your essay attends to the marking criteria for a pass mark!

19. Guidelines for Referencing of Essay Assignments

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

In the text

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. the two works by Freud ‘The Unconscious’ and ‘Metapsychology’ both dating 1915, will be respectively: (Freud, 1915a) and (Freud, 1915b).

• A series of references can be shown within parentheses separated by semicolons: e.g. (Freud 1915; Klein 1923; Spurling 2004).

• An article from a book is referenced like this: e.g. (O’Hara in Cooper et.al, 2007, 46).

• A reference to an author within another text: e.g. Egan (1993) in Sanders (2011, p101).

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 inverted commas. In the box is an example from a sample student essay:

   “Rogers (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, in Italics with 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 main 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 their client politely affirms or corrects the counsellor’s understanding and then tries to get back onto his track”. (2007.83).

In the above quotation, the dots . . . show that some 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 they both may have anxieties about harming or being harmed. (Salzberger-Wittenberg, 1970, Chapters 1 and 2)

Reference List

Every reference in the text should appear in a reference list at the end of your paper, listed alphabetically by author and year of publication as shown in the examples below. Note that Reference List includes everything 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:

1. Surname, Forename(s)/initial(s)
2. (Date in parentheses)
3. Title of paper in quotes
4. Title of Book or Journal in italics if a journal, then show the volume and edition number.
5. Place of publication
6. Name of publisher
7. Page numbers for journal references.

Here are examples of book references:


Here is an example for a journal reference:


Electronic References

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

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 on-line mini-courses:

www.bbk.ac.uk/lib/about/learn/evaluating

or discuss with your tutor or with Birkbeck Study Skills staff.

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. Guidelines for Presentation of Essay Assignments and Using ‘Turnitin’

Your essay assignments should be produced in an electronic format – either as a Word- or PDF- document, double spaced with your student number on each page (as a header), and the pages should be numbered. If you are using a Mac please convert the file to Word or PDF before uploading to Turnitin on Moodle. Moodle is not compatible with any other file types.

Please do not write your name anywhere on your essay script. Your tutor will be marking your essay assignment without knowing your identity.

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. It is most important that you use a PC or Mac to upload any assignments to Turnitin, the college on-line submission service. If you try to do so using a mobile device, iPhone or tablet your work may not upload.

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:

Click on the link for 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!

**Turnitin Trial Run**

Before you submit an actual essay assignment, your tutor will ask you to try out submitting a document to 'Turnitin' the on-line assignment submission system. This is so you can gain experience and confidence in using the system, and to check that you are using a compatible file format (Word or PDF). This 'Trial Run' folder will cease to be available three weeks before your first assignment is due in, so that you do not accidently upload your assignment into the wrong folder.

**Accessing your Assignment mark and feedback**

Your tutor will aim to mark your essay assignment and provide feedback within three weeks of the assignment submission date, and will upload the assignment mark and feedback on Turnitin. Click on the Turnitin link for the assignment to view your mark and feedback.

The Moodle support for students page tells you how to access your marked assignment and receive your mark and tutor feedback.

**Accessing marked assignments (Grademark)**

You need to click on the blue pencil in the Grade column on the 'My Submissions' tab, in order to read your tutor’s feedback.

This will open a new window.
22. Criteria for Marking and Grading Course Work

This is a condensed and shorter version of the College Essay Marking criteria, and adapted for Counselling courses.

To obtain a pass mark (40%):

All course work:

- must remain within the word limit (2000, +/- 10%). For more advice see: Section 18: ‘Please make sure you attend to the following when writing your essay:’
- 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.
- should attempt to present coursework using the relevant prescribed format (essay or report)
- should show some evidence of knowledge gained from regular attendance and participation in class
- should indicate some use of the recommended reading and class materials
- should 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 41-49%

The assignment should fulfil the requirements for a Pass, 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
- should show some evidence of awareness of issues of equality as they affect, for example race, gender, class, sexual orientation, religion, disability, age or political belief.
- 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 the Harvard referencing 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 obtain a grade of 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 Assignments and Resubmission

If your assessed essay fails to meet the minimum criteria for a pass mark (40%), the exam board will decide if you will be able to re-submit your essay. Re-submission would normally be during the summer before the following academic year. 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.
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 to be 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. In order to be marked in time for the Exam Board, work needs to be in by 30 June at the latest.

If you submit late work and wish mitigating circumstances to be taken into account you should submit a Mitigating Circumstances form to the administrator within one week of the essay deadline, 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 the 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. Finalising your Assessment Grade

Quality Assurance

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.
Successful completion of the course

On successful completion of assessed coursework students will be awarded 30 CATS points.

As the Introduction to Counselling course is just a single module counting towards a Certificate of Higher Education, students do not receive a certificate at the completion of this module. Students should check the ‘My Birkbeck’ website in August to see the final date for publishing of marks. Students can print their own transcript from their student profiles which is a proof of their completion. If students require an official transcript, they should contact the exams office to arrange this. Details of how to contact the exams office are available on the transcript.

25. Progression

Applying for further professional training or university studies

Advice and guidance will be available during the course.

Students who have successfully completed the ‘Introduction to Counselling’ Course (Year 1 / Module 1 of the Certificate of Higher Education in Counselling and Counselling Skills) are eligible for a place on:

- **Year 2 / (Modules 2, 3 and 4) of the Certificate of Higher Education in Counselling and Counselling Skills**

You will need to enrol for this course, stating your preferred class day and time. Places are allocated on a first come first serve basis. **Please note, it is important not to take a year out between years 1 and 2 since the last presentation of this course will be in the academic year 2017/18. After this the Certificate in Counselling and Counselling Skills course will not exist in its current form and you will not be able to complete the Certificate course.**

Or you may like to apply to the alternative course:

- **Certificate of Higher Education in Psychodynamic Counselling and Organisational Dynamics**

Selection for the Certificate in Psychodynamic Counselling and Organisational Dynamics is dependent also on the outcome of individual selection procedures.
Please note, the last presentation of this course will be in the academic year 2017/18. After this the Certificate in Psychodynamic Counselling and Organisational Dynamics course will not exist in its current form. If you take a year out from your studies you will not be able to complete your certificate course.

Important Academic advice regarding progression in Counselling Studies from Module 1 ('Year 1: Introduction to Counselling') to Modules 2, 3 & 4 (Year 2) of the Certificate of HE in Counselling and Counselling Skills:

Students who gain an average mark of 40% or more across their two assessed essay assignments are deemed to have successfully completed Module 1 (year 1) of the Certificate programme. Students who successfully complete Module 1 (year 1) are automatically eligible to apply for year 2 (Modules 2, 3 and 4). However, students should please note that:

in year 2 there are much higher academic expectations in written assignments and in the amount of personal study needed for successful completion of the course.

Year 1 students who gain a low average overall pass mark of between 40% and 50% are therefore STRONGLY ADVISED to discuss their hopes to progress to year 2 with their year 1 class tutor, before applying. Your class tutor will be able to advise you whether you need to make additional study-, writing-, language- or emotional support arrangements or seek professional counselling to assist your learning and increase the likelihood of your successful achievement of the Certificate.

Having completed one of the Certificate courses, students are eligible to apply for a British Association for Counselling and Psychotherapy (BACP) Accredited professional training in Psychodynamic Counselling in the Masters degrees offered at Birkbeck.

For further details, contact us at:
email: psychosocial-studies@bbk.ac.uk
Information is online at: http://www.bbk.ac.uk/psychosocial/
26. Course Evaluation

We take students’ views seriously and we are always interested in hearing creative and constructive comments for use in course development.

Your tutor will ask your class to elect two student representatives who will have a short informal meeting with the tutor each term to discuss the course and feedback views from all the students. We have found the meetings to be very useful for noting students’ suggestions.

You will be asked by your lecturer 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.

If there are any problems on your course, please discuss them with your lecturer in the first instance and try to arrive at a solution. If you are unable to resolve differences locally, contact the programme manager to discuss the problem further.

We very much hope you will enjoy the course. Please let us know your views through your representatives and through the course evaluation questionnaire.

27. 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 your 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/

**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
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 to find out more about the Student Union and its activities:

http://www.bbk.ac.uk/su
# 28. Term Dates and Essay Submission Deadlines

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Tutor</th>
<th>Day</th>
<th>Time</th>
<th>Term Dates</th>
<th>Essay Final Submission Dates (by 23:59pm)</th>
<th>Venue</th>
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<tr>
<td>FFCS003</td>
<td>Bridget Townsend</td>
<td>Tuesday</td>
<td>6.00-8.00pm</td>
<td>4 October 2016 – 13 December 2016 (rw 8 November); 10 January 2017 – 28th March 2017 (rw 14 February); 25 April 2017 – 20 June 2017 (no rw)</td>
<td>Essay 1: 20 February, Essay 2: 22 May</td>
<td>Stratford</td>
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<td>FFCS003</td>
<td>Anne Attwood</td>
<td>Saturday</td>
<td>11.00am - 13.00pm</td>
<td>8 October 2016 – 17 December 2016 (no rw); 14 January 2017 – 1 April 2017 (rw 18 February); 29 April 2017 – 17 June 2017 (no rw)</td>
<td>Essay 1: 17 February, Essay 2: 19 May</td>
<td>Central London</td>
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<td>FFCS003</td>
<td>Stephen Callus</td>
<td>Saturday &amp;</td>
<td>11:00am - 16:00pm</td>
<td>21 - 22 January; 18 - 19 February; 18 - 19 March; 22 - 23 April; 13 - 14 May; 3 - 4 June; 1 - 2 July</td>
<td>Essay 1: 21 April, Essay 2: 2 June</td>
<td>Central London</td>
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<tr>
<td>FFCS003</td>
<td>Bridget Townsend</td>
<td>Saturday &amp;</td>
<td>10:15 - 15:15</td>
<td>14 - 15 January; 4 – 5 February; 11 - 12 March; 8 - 9 April; 6 - 7 May; 3 - 4 June; 1 - 2 July</td>
<td>Essay 1: 7 April, Essay 2: 2 June</td>
<td>Central London</td>
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